



# **Self-Assessment Report 2015/2016 January 2017 Update**

## CONTENTS

| <b>Section</b>  | <b>Page</b> |
|---|-------------|
| <b>1</b> Contextual information   | 3           |
| <b>2</b> Executive Summary  | 4           |
| <b>3</b> Summary of grades awarded  | 7           |
| <b>4</b> College Summary  | 8           |
| <ul style="list-style-type: none"><li>• Effectiveness of Leadership and Management</li><li>• Quality of Teaching, Learning and Assessment</li><li>• Personal Development, Behaviour and Welfare of Learners</li><li>• Outcomes for Learners</li></ul> |             |
| <b>5</b> College Outcomes: four year retention, achievement, success, high grades   | 17          |
| <b>6</b> Appendix: Timeline for self-assessment and quality improvement   | 18          |
| <b>7</b> Appendix: Validation checklist   | 19          |

## CONTEXTUAL INFORMATION

Coulsdon College is a sixth-form college situated in the London Borough of Croydon, on the Surrey border. Although the college is situated in the more affluent south of the borough, most of the college's students use public transport to travel to the college from central or north Croydon as well as boroughs to the north, which is a significant journey.

The college offers a broad curriculum with courses at different levels, and students have the opportunity to mix vocational (mainly applied general) and academic courses. In 2015/16, the college enrolled 914 students from 787 in 2014/15. In 2016/17 this has now moved to over 1000 (ie almost 30% growth over the last two years).

However, the college is not a typical sixth form college: for Level 3 students, a large majority are taking vocational qualifications and a much smaller proportion taking academic qualifications; in addition, around 25% of students are enrolled on English and Maths as they have not yet achieved grade A\*-C.

Within the College cohort, students arrive at the college with GCSE results that are significantly lower, on average, than is typically seen in sixth-form colleges. Females make up the majority of the intake (56% in both 2015/16 and 2016/17). Around two-thirds of students are from minority ethnic heritages. Socio-economic indicators show that around 30% of students are on Free School Meals; 30% are on the bursary with around 25 students on the mandatory bursary; and the College has around 20 students who are care leavers, living independently.

Following poor inspection outcomes in 2011 and early 2013, the college formed a federation with Reigate College (a close neighbouring sixth form college rated 'Outstanding' by Ofsted). This proved to be the catalyst to transform Coulsdon College which then achieved 'Good' in the Ofsted inspection in February 2014. The inspection outcome, along with ever-improving results, improved the reputation of the College and has contributed to the significant growth in student numbers.

## EXECUTIVE SUMMARY

Since the last Ofsted Inspection in February 2014 and the last Self-Assessment Report for 2015/2016 which was approved by Governors, the **overall effectiveness** of Coulsdon College remains **good** because:

### Effectiveness of Leadership and Management

- Leadership, management and governance have maintained the college-wide culture of high expectations and high ambitions which transformed the College following the federation with Reigate College
- The flexible curriculum offer and overall learning programme is matched to each individual learners' needs, abilities and aspirations enabling them to be successful in terms of achievement and progression
- The pastoral structure and systems provide rigorous and routine monitoring and support for learners impacting positively on their attendance, attitudes and progress
- Effective professional development along with swift and incisive performance management have, over time, resulted in a significant improvement in the quality of teaching, learning and assessment
- Although the college continues to face severe financial pressures, the overall situation is improving and is projected to improve further, breaking even by 2019/20
- Senior leaders have ensured that, through strong financial management, resources are effectively deployed.
- Arrangements for Safeguarding are effective
- Leaders and managers are still seeking further progress particularly across some AS achievement rates and some A level value added scores. Leaders are meeting regularly with areas identified as in need of improvement in order to ensure that progress is made.
- GCSE English students show better progress than national averages, although professional pride and the interests of the students dictate that we seek further improvement to the number of students achieving a C grade.

### Quality of teaching, learning and assessment

- The quality of teaching, learning and assessment has seen significant improvement, it is more inspiring and challenging; overall, it remains good with increasingly more outstanding practice being observed
- As a result, the large majority of students are learning more both in and out of lessons, are making good progress and achieving their learning aims
- In the most successful provision, assessment is regularly set and rigorously monitored with clear feedback on how to improve so that students can and do achieve their aspirational targets; high quality resources support learning both inside and out of lessons; and there is effective use of learning objectives to assess individual progress
- However, teaching, learning and assessment, in some subjects, needs to be more challenging; develop progress checks and plenaries; develop independent learning in order to lead to better progress and achievement rates.
- Leaders and managers are targeting these subjects through on going reviews and lesson observations. Interim report data for 2016/17 indicates that progress is being made.

### Personal development, behaviour and welfare of learners

- Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience
- The College has created a positive, safe, secure climate for learning, promoting equality and diversity with a widely diverse body of learners in an inclusive learning environment
- Learners are well-prepared for the next stage such as university and, through an effective careers department, are being better-prepared for employment
- Attendance and punctuality rates have, over time, significantly improved and remain good
- However, opportunities to develop employability skills need to be extended for more students who are completing largely vocational programmes

## Outcomes for Learners

- Retention, achievement and success rates have improved for the whole College as well as for the majority of qualification types taking success rates back above the national average for Sixth Form Colleges.
- Achievement for students on Level 3 BTEC programmes, which form the largest proportion of the College's students, are good or better with high levels of value added enabling them to successfully progress to University or employment
- A Level achievement for the last three years has remained high, above the national averages for Sixth Form Colleges
- There are now no significant gaps for females or males and minimal gaps across a small number of ethnic groups when compared to national averages for their peers in Sixth Form Colleges
- The majority of Level 3 BTEC courses have a L3VA average score that is above the national average
- Progress in GCSE English and Maths both exceed national average rates of improvement. Analysis of the November 2016 resit in these subjects indicates strong progress is being sustained.
- However, achievement needs to improve on some AS subjects and GCSE English; and value added rates must improve for the majority of AS and A2 subjects

Coulsdon College is **not yet outstanding** because:

- Leaders and managers need to secure further improvement in achievement and progress particularly across some AS and A Level subjects and GCSE English. This involves regular on going reviews, analysis of report data, lesson observations and training programmes
- Teaching, learning and assessment, particularly in some academic subjects, needs to be more challenging and lead to better progress and achievement
- Opportunities to develop employability skills need to be extended for more students who are completing largely vocational programmes
- Opportunities need to be developed for more able learners so that they achieve high grades and progress to more aspirational universities or apprenticeships

What Coulsdon College is doing to address the **key areas for improvement** noted above:

- Ensuring that **under-performing subjects or programmes** (eg poor success rates eg on AS below 80% and low ALPS scores eg below ALPS 6) receive intrusive scrutiny and intense support - Chemistry; Computing; Economics; Fine Art; Geography; Psychology; Drama and Theatre Studies; English GCSE; Vocational Business
- Developing outstanding **teaching, learning and assessment (TLA)** through the sharing of best practice, peer observations and more targeted sessions which are focused on independent work (homework); diagnostic marking; plenaries; literacy; stretch and challenge; and a growth mind-set
- Increasing the number of students who complete **work experience** and therefore develop their **employability skills** more directly
- Ensuring that there is an effective re-introduction of **EPQ** and development of the **enhancement tutorials and activities** to support and develop the College's more able students
- College leaders are **re-evaluating the size and scope of the academic curriculum** to better reflect the abilities, interests and career aspirations of the intake.

## Other key aspects in the **College's Quality Improvement Plan**

- Ensure that the College Governors, managers and staff know where the College stands against all aspects in the Ofsted Common Inspection Framework (CIF); are '**Ofsted-ready**'; and, as appropriate, understand the emerging data in the DfES Performance Tables so that staff are fully aware of the performance of the college and their own areas.
- Ensure that **Additional Learning Support** needs are better communicated to all relevant staff and that they have access to, and training on, support strategies
- Ensure that the College is ready to deliver **reformed qualifications in 2017/2018** ie next wave of reformed A Levels; new GCSEs; and the BTEC Level 3 NQF
- Further improve the monitoring of the quality of teaching, learning and assessment Induction, support and training of **new teachers, PGCE, NQTs**
- Ensure that **BTEC** assessment is completed and achievement is recorded on a timely basis across all programmes and meets award body requirements
- Further improve the way in which **student surveys** are views are collected and responded to
- Ensure that the principles in the **Equality and Diversity** Policy are embedded in practice and the Single Equality Action Plan is implemented to achieve the targets
- Re-focus the role of the **personal tutor** on attendance, punctuality and progress by increasing the frequency of 1:1 and move pastoral curriculum out of tutor time
- Develop the **pastoral curriculum** that supports student progression and provides opportunities for personal development in particular employability skills
- Ensure effective communication between student support and curriculum areas to enable student achievement and progression and effective monitoring and, where appropriate, action
- Ensure the continued high priority and good provision of all aspects of **Safeguarding, including Prevent**
- Fully embed the use of **ProMonitor and ProMarkbook** with all teaching and pastoral staff to ensure transparency of student progress for teachers, managers and students using formative and summative assessment; and to ensure timely completion of assessment
- Ensure that the new **College Information Database** is effectively rolled out to meet the needs of staff
- Ensure the **accuracy of student, course and exam data**
- Further review and refine the **enrolment process** to ensure that students are correctly placed on to the most appropriate course type. Analysis suggests a number of students might have been better suited to a vocational programme rather than A Levels.

## SUMMARY OF GRADES AWARDED

| Overall Judgements                                      | Ofsted Oct 2011 | Ofsted Jan 2013 | SAR Aug 2013 | SAR Jan 2014 | Ofsted Feb 2014 | SAR Aug 2014 | SAR Aug 2015 | SAR Aug 2016 |
|---|-----------------|-----------------|--------------|--------------|-----------------|--------------|--------------|--------------|
| Overall effectiveness of the provision                  | 4               | 4               | 4            | 2            | 2               | 2            | 2            | 2            |
| Effectiveness of leadership and management              | 4               | 3               | 3            | 2            | 2               | 2            | 2            | 2            |
| Quality of teaching, learning and assessment            | 3               | 3               | 3            | 2            | 2               | 2            | 2            | 2            |
| Personal development, behaviour and welfare of learners | -               | -               | -            | -            | -               | -            | 2            | 2            |
| Outcomes for learners                                   | 4               | 4               | 4            | 3            | 3               | 2            | 2            | 2            |

### *Pre-moderation grades*

| Departments                            | Overall | Outcomes | Teaching | Leadership |
|--|---------|----------|----------|------------|
| Business                               | 3       | 3        | 2        | 2          |
| English and Languages A Level          | 3       | 3        | 2        | 3          |
| English GCSE and Functional Skills     | 3       | 3        | 2        | 3          |
| Health and Social Care                 | 2       | 2        | 2        | 2          |
| Humanities                             | 2       | 2        | 2        | 2          |
| ICT and Media                          | 2       | 2        | 2        | 2          |
| Mathematics                            | 2       | 2        | 2        | 2          |
| Performing Arts including Music, Dance | 2       | 2        | 2        | 2          |
| Science and Psychology                 | 2       | 3        | 2        | 2          |
| Sport and Public Services              | 2       | 2        | 2        | 2          |
| Travel and Hospitality                 | 2       | 2        | 2        | 2          |
| Visual Arts                            | 2       | 2        | 2        | 2          |

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

### **Leaders and managers set, review and communicate high ambitions which impact on the quality of provision and outcomes for all learners**

Leadership, management and governance have maintained the college-wide culture of high expectations and high ambitions which transformed the College following the federation with Reigate College (Standards for teaching and assessment; attendance and behaviour; aspirational target grades for students; College KPI targets including recruitment and quality outcomes such as lesson observations, success, retention and achievement rates)

The College has a clear set of challenging targets for each of the key performance indicators which are used by Governors, senior leaders and managers when monitoring performance (Department Reviews, Quality Improvement Plans, Lesson Observations, Students Surveys, Governors KPI Datadashboard).

The College has seen an improvement in the quality of provision (Internal Lesson Observation grade profile for 2015/2016 shows 91% lessons were good or outstanding; student survey shows 91% feel teaching is good or better) and the outcomes for all learners (success rates improved by a further 3.5% and are above the national average for sixth form colleges; gaps in success rates for gender and ethnic groups have largely disappeared with success rates above national average for their peers). Success rates for females improved by 5% which takes their success rate above national average; the male success rate continues to be above the national average. Success rates for the largest ethnic groups are above the national average; for white British the success rate increased by 4% to close the gap with the national rate to 1%.

### **Leaders and managers secure improvements in teaching and learning through rigorous performance management and appropriate professional development**

The College and the Principal set a high priority on improving teaching, learning and assessment and this has been relentlessly pursued through performance management, lesson observations, frequent learning walks and the setting of clear expectations with all teachers during the weekly staff briefings and sharing of best practice sessions.

The College has benefitted from the various strands of the DELTA (Developing Excellence in Learning, Teaching and Assessment) initiative which have provided clear expectations regarding each aspect of teaching, learning and assessment (during 2016/17 this has been set out in the Coulsdon 10 expectations) as well as a range of staff development opportunities including coaching, sharing of good practice within the College and through the federation with Reigate and as part of the training provided by the S7 consortium which includes several outstanding sixth form colleges. Over the last three years, three senior leaders; ten middle managers; and fifteen aspiring managers have attended S7 management programmes.

Lesson observations are completed with a strong emphasis on developmental feedback with clear action plans linked to professional development such as sharing best practice and peer observation.

The Principal along with the Senior Leadership Team complete learning walks providing immediate feedback to teachers identifying good practice and ideas on how to improve their performance in the classroom. The Principal also highlights ideas to develop outstanding practice at the weekly staff briefing. The impact over time has been to minimise the number of weak lessons and increase the number of outstanding lesson observations and improve the proportion of good or better from 81% to 91% (Internal Lesson Observation grade profile for 2015/2016)

Teachers value the feedback they receive particularly from learning walks and the opportunity that many of them take to share or develop their practice (INSET and sharing best practice twilight sessions). More recently this has led to effective use of technology; assessment for learning; and embedding literacy. Teachers, in particular trainees and new teachers, benefit from S7 training and networks and working with Reigate peers.

Staff benefit from a clear set of expectations with regards to all aspects of teaching, learning and assessment, feedback on their performance (lesson observations, audits and reviews) and intensive support to help bring about improvements. Lesson observations, learning walks and audits provide evidence to evaluate performance and the opportunity to put in place plans and support to tackle weaknesses in teaching, learning and assessment. Where improvement was not forthcoming, managers have taken prompt and appropriate action. (Staff changes; Intensive Support Programme; Lesson Observation Profile)



## **The College's self-assessment is accurate and quality improvement plans lead to improvement**

The College's self-assessment process is rigorous, appropriately detailed and accurate. Quality improvement plans include ambitious and realistic targets aligned to the College's strategic targets. Department Reviews and Mid-Year Reviews are undertaken with each Department presenting their self-assessment and quality improvement plans to the Principal, Deputy and Associate Principal. The Mid-Year Review monitors the actions and impact of these actions. (Department SAR and QIP Mid-Year Reviews)

The quality improvement plans set out by the College leaders have resulted in improved outcomes in the College's success rates most notably at Level 2 as well as sustaining high achievement across A2 (Outcomes for Learners)

Effective actions include: replacing historically poor-performing AS subjects with vocational alternatives that are more appropriate to the abilities, interests and aspirations of learners, withdrawing from some AS subjects, employing new replacement teachers or Heads of Department for some subjects or some staff leaving through performance management.

The Principal and Senior Leadership Team use an annual quality cycle to ensure that all key activities are completed and key performance indicators such as attendance and retention are monitored on a weekly basis. (College Quality Cycle and Risk Management Cycle)

Subject areas in need of improvement are met with each half term for detailed discussions of quality improvement and to identify any other support measures needed.

Interim Report summaries enable senior managers to identify potential courses causing concern. When there are indications of under-performance regarding attendance, effort or achievement, meetings are held with the Head of Department to establish what interventions are required.

## **Governors provide challenge and hold senior leaders to account for improving provision**

Governors on the Planning and Performance Committee are involved in validating the College's Self-Assessment Report, challenging the contents and agreeing the grades. This is strengthened through the involvement of peer assessment using a senior leader from another sixth form college (S7 Peer Review scheme). All Governors receive the College's Achievement Report and the College's Quality Improvement Plan (QIP). These provide them with a clear understanding of the College's strengths and weaknesses.

The Governors receive clear and detailed reports on teaching, learning and assessment which provide quantitative data, qualitative information as well as details and updates on what the College is doing to improve teaching, learning and assessment (Governors Reports and College QIP)

Governors ensure that senior leaders are held to account for a comprehensive range of measures through committees and the recently revised approach to Board Assurance and Risk Management. (Board Assurance Framework and Risk Management)

## **Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community including Maths and English**

The curriculum and learning programmes are well-planned and organised and provide effective opportunities for a wide range of learners. The College's new, flexible 'mix and match' curriculum offer provides effective opportunities for individuals to tailor their programme of study to their abilities, interests and aspirations which maximises the potential for achievement and progression to higher education and employment. (Learner Views and Destination data)

All students without GCSE A\*-C Maths and English are enrolled on an appropriate programme and for 2015/16 have led to further improvements in high grade success rates for GCSE (Outcomes for learners). The rate of progress in English is better than the national average and for maths the figure is 0.30 grades. For 2016/17, the analysis of the November re-sits indicates that good progress continues to be made.

Leaders and managers access the S7 network and training programme - which provides a range of training and opportunities to share best practice for aspiring managers through to a senior leadership programme delivered by managers and leaders from outstanding sixth form colleges. (S7 delegate lists and programme details)

The college is currently reviewing the academic curriculum in order to ensure that the whole curriculum offer is more appropriate to the abilities, interests and aspirations of learners. The college is currently seeking to further review and refine the enrolment process to ensure that students are correctly placed on to the most appropriate course type. Analysis of data suggests a number of students might have been better suited to a vocational rather than an academic programme.

### **Learners receive thorough and impartial careers guidance about current learning and future career plans**

The College provides comprehensive information, advice and guidance throughout the learner journey; clear information is provided in the College prospectus and subject guides; thorough advice and guidance is provided in the 1:1 interviews with a trained member of staff, an Introductory Day in July and a Choices Day after their results in August during which they can try out courses.

All students participate in a tutorial programme which includes preparation for progression. In addition, some students are selected for an Enhanced Tutorial programme that prepares them for application to top universities and competitive courses. For 2015/16, a high proportion of learners progressed to higher education (89% of applicants) with 14 going to Russell Group universities (up from 6 in 2014/15), universities included: Queen Mary London, Exeter, Newcastle, Nottingham, Royal Veterinary College, Sheffield, St Andrews, and York. For 2016/17, we already have one student offered a place at Cambridge.

The College has invested significantly in improving careers advice by employing a qualified careers consultant supported by a dedicated careers adviser. There is a new careers room equipped with books and computers for careers research. There have been over 350 individual careers consultations during 2015/2016

### **Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap**

The college provides a safe, welcoming and harmonious learning environment for young people who come from a diverse range of backgrounds. Learners have extremely positive views (97% of students state they have been made to feel welcome; 95% of students state that they feel safe; 94% feel they are treated fairly - Learner Survey Autumn 2015)

The Senior Leadership Team has assigned an Associate Principal to drive the College's promotion of equality and diversity, to build on the many successful activities, displays and Community Day (Martin Luther King Day; Holocaust Memorial Day, LGBT History Month).

Teachers are proactive in identifying in their schemes of learning opportunities to promote equality and diversity within their lessons, choice of topics or case studies as well as their classroom displays. They also look at how they are teaching such as grouping or questioning to provide equal opportunities and embrace diversity and are more confident when challenging inappropriate comments or language.

The student induction programme places a strong emphasis on the college ethos of fairness and respect. The equalities and anti-bullying statements are included in the student diary. Complaints of bullying and harassment are always followed up. Any formal complaints that indicate possible bullying or discrimination (for students) are referred to the Assistant Principal: Students. Incidents are very rare. The pastoral duty rota ensures that a senior member of staff is always on hand to hear concerns.

Success rates for females improved by 5% which takes their success rate above national average; the male success rate continues to be above the national average. Success rates for the largest ethnic groups are above the national average; for white British success rates increased by 4% closing the gap to 1%.

### **Leaders and managers safeguard all learners including the prevention of radicalisation**

The college meets and goes beyond its statutory requirements for safeguarding learners and preventing radicalisation. All staff completed on-line training with regards to Safeguarding. New staff receive a session immediately they start and then also complete the on-line training. At the end of 2014/2015, the College ensured that managers and all staff received training to prevent radicalisation and comply with the Prevent duty.

During 2015/16 through sharing of best practice and INSET, this has been developed by getting Departments and teachers to highlight and actively use opportunities to discuss topics around British values in their lessons (British values matrix; staff training records). For example media look at copyright law; Geography look at how resources conflicts are resolved through democracy; art highlight the use of mutual respect when students critique each other's work.

Procedures for identifying and referring safeguarding and child protection concerns are rigorously applied by staff at all levels. All senior staff and governors with specific responsibilities have been trained as have those involved in recruitment (training records for Designated Officers and Safer Recruitment practice). The pastoral structure and duty rota ensures that issues are addressed swiftly and consistently. The revised code of conduct, which is applied consistently by all staff, has secured high standards of student behaviour.

The well-being and safety of students is of paramount concern and students feel safe around the college. 95% of students say they feel safe (Learner Survey October 2015)

The single record of DBS checks is comprehensive and security checks on staff are completed appropriately and on a timely basis (Single Record).

Leaders and governors have worked with external funding bodies and Reigate College to ensure that the College becomes financially viable. The College has significantly improved its reputation and as a result its recruitment. (Recruitment figures). The development of the federation with Reigate remains a high priority.

The resources, accommodation, facilities and technologies are excellent and used well to support teaching, learning and assessment. (92% of students state that the standard of resources and learning environment is good - Learner Survey Autumn 2016)

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### Learners are individually inspired and challenged enabling them to enjoy learning and develop

The College continues to set a high priority on improving teaching and learning. Measures to improve the quality of teaching have been highly effective with rapid progress. The quality of teaching, learning and assessment is now good with learners making good progress. Lessons are predominantly good or better with, on the one hand, increasing examples of outstanding teaching and, on the other hand, weak lessons being minimised. The 2015/2016 profile of observations indicates 93% were good or better against the College's target of 80%; there was also an increase in those lessons judged as outstanding (from 27% to 37%); the lessons judged as 'requiring improvement' have been effectively addressed through intensive support for those teachers (Internal Lesson Observation profile)

The quality of lessons is now more positively valued by learners with 91% agreeing that their lessons are well taught compared to 83% in January 2014 (College Survey October 2015)

Learners are set challenging targets that are half a grade above the national average for each of their subjects.

The impact of this can be seen in the above average progress made in GCSE English and Maths and also in the fact that most BTEC courses – by far the largest area of provision – have midpoint scores above national averages using L3VA. However, the college still needs to make further progress at A level, which is a much smaller, though still important, area of provision.

Excellent use is made of external visits throughout the College to enthuse and inspire learners: public services (visits to and from army, police, fire service), art (Christmas Fair, galleries); business (career academy, Dragon's Den), music (performing at local venues), English (theatre, visiting speakers to deliver masterclasses), Sport (outdoor education, local university), Travel, Hospitality (airlines, hotels) and Enrichment.

Key strengths in the best lessons include excellent classroom management and rapport; high quality resources and materials which support learning both inside and out of class; effective links to progression; embedding of literacy which enables students to make rapid progress. However, in some lessons, there needs to be: more challenge; greater pace; more effective progress checks and plenaries; more differentiation; and greater use of independent tasks in order to lead to better progress and improved achievement. (Lesson Observation Report)

### Learners are supported both in and between learning sessions

Staff demonstrate their high expectations by ensuring that all students are ready to learn in lessons and also make good progress during and between lessons. Independent work for students to complete outside of lessons is now planned, set and monitored for the majority of subjects and programmes enabling students to make good progress in and outside of lessons.

The use of Learning Packs has been developed and they are now widely used across the College to provide structure to learning and facilitate independent learning ("High quality resources and materials which support learning both inside and out of class" key strength in Lesson Observation Summary). E-books are very well used by students on several vocational programmes such as Travel, Hospitality, Business and IT and are now being used more regularly on academic subjects too (E-book usage report).

The central Learner Improvement Programme (LIP) provides students with the time, space and support to work outside of lessons enabling them to keep up or catch up with their work; it is valued by staff, students and parents. Attendance rates require improvement to make this more effective.

Learners make good use of technology to upload their work, many teachers mark work electronically (art, media, music, IT, business, travel). Learners throughout the College also use technology to access resources both in and out of lessons. Students like particularly the increasing use of blogs as well as the Moodle VLE to access and upload their work and to receive feedback from their teachers.

Students receive and appreciate the good levels of support, additional help and care teachers provide both within and between lessons. (90% value the support to help them progress - Learner Survey Autumn 2015). Across many subjects there are additional subject-specific workshops to support those students who are under-performing as well as to provide opportunities of stretch and challenge.

### **Staff use their experience to plan and deliver learning to meet individual needs; reflect industry practice; and meet the needs of employers**

Lessons are thoroughly planned with a focus on learning. Teachers use information on their learners' level of ability, their current performance and support requirements. These are used by the majority of teachers to identify appropriate strategies to support individual learners, to group learners and use challenging questions or activities to stretch the more able. Support strategies are also shared by the Learning Support Department. However, teachers and Learning Facilitators have requested more training in this area.

There is good and comprehensive range of support and training for teachers and staff across the College which provide opportunities matched to their identified training needs: new staff induction; a 12 week mentoring programme for all new staff; NQT programme including the S7 Teacher Toolkit; the S7 new leaders, aspiring leaders, leaders and senior leadership programmes; Teaching and Learning Communities, Intensive Support Programme.

Staff in several vocational areas bring their previous or current experience from their industry: travel; sport; business; music; dance; and performing arts.

### **Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners**

Initial assessment starts at interview and continues throughout the enrolment and induction period to ensure that additional support needs are identified and followed up with a variety of support put in place eg 1:1 from specialist staff (specific learning difficulties or ESOL) and in-class support from the new team of Learning Facilitators who provide support in every Level 2 lesson. Information on support needs is readily available to tutors and teachers on ProMonitor.

The Learning Support Manager reviews the Interim Reports for all students receiving additional learning support in order to monitor their progress and identify further interventions.

The College sets students aspirational target grades (minimum grades based on prior achievement with half-grade uplift) in the Interim Reports which are completed every six weeks and reflect learners' achievements in their homework and coursework as well as a series of effort grades.

Students who are under performing against these targets are identified at each IR and follow up discussions held with students and teaching staff. Where appropriate, parents are called in for discussions.

### **Learners progress and performance is assessed frequently with clear and constructive feedback so they know how to improve**

Staff assess learners' progress regularly and discuss assessments with them so that they know how well they have done and what they need to do to improve. Target grades for students are challenging and set beyond the minimum to an aspirational level. (Interim Reports and Individual Learning Plans)

Students' progress is monitored, both in respect of attendance at lessons and progress towards meeting challenging targets. The ILP system is used to set targets for students and record the outcome of reviews. One-to-one tutorials are used effectively to encourage students to reflect on their progress towards targets and to highlight where additional support or intervention is needed.

Every student has their effort (motivation; class ethic; and time management) assessed formally every six weeks as part of their Interim Report and these assessments are used during tutorials which also provide an opportunity for students to complete a self-assessment and set their own targets for improvement.

Students whose effort grades are reported as a problem are identified at each IR and follow up discussions held with students and teaching staff. Where appropriate, parents are called in for discussions.

Learners value the use of rewards such as the letters of recognition from the Principal following outstanding achievement during Interim Reviews as well as the more local use of postcards, posters and vouchers.

One of the College's teaching, learning and assessment priorities which has been developed through sharing of best practice is Assessment for Learning and student ownership of feedback. Learners understand the progress they are making through thorough feedback on homework or coursework and, at least every six weeks, as part of their Interim Review they receive a current prediction against their aspirational target grade.

Learners on vocational programmes receive feedback every time they complete an assignment. Learners on academic programmes receive regular feedback on their homework. In all cases, the feedback includes what they need to do to improve. (Assessment Feedback records)

Learners are continuously exposed to specific assessment objectives for academic subjects or grading criteria for vocational programmes: in course handbooks; in learning packs; during lessons; whilst completing homework or coursework; and in feedback. Teachers set homework frequently, and mark it carefully against assessment and examination criteria which help students to understand the requirements of external assessment.

### **Parents and carers are kept informed regarding learners' attendance and progress**

Since the federation in March 2013, the expectations around parent or carer involvement has significantly changed: parents are required to attend interviews and any disciplinary meetings; parents receive the six-weekly Interim Reports which provides attendance, effort and progress for every subject or programme the learner is studying as well as notification of any unauthorised absence. This approach has provided a stronger partnership enabling issues to be addressed more swiftly and more effectively.

The College systematically follows up on all causes for concern with regards to learners' performance (attendance, effort and achievement) which involves support such as the Learner Improvement Programme - central and local eg Art, English, Maths - as well as a range of sanctions and parental involvement. Parental engagement is now much stronger, for example, 48% of lower sixth students had parents attending the Parents' Evening - it was 33% in 2013/14.

### **Equality and diversity are promoted through teaching and learning**

The promotion of equality and diversity is good with all subjects identifying or creating opportunities for students to discuss issues such as discrimination or stereotyping. Many communal areas and classrooms display materials to highlight equality and diversity issues.

Teachers ensure that groupings and seating enable very diverse groups of learners to work together harmoniously and productively in lessons. Teachers use targeted questions to ensure all students irrespective of background are able to participate equally in lessons

Staff are aware of individual needs especially for learning difficulties and disabilities through the Learner Profiles and use these when planning their teaching and assessment.

The College has ensured that teachers continue to share ideas on how to promote diversity in their lessons. Sport look at equal pay for male and female athletes; performing arts look at female choreographers in a male dominated profession; English texts are chosen to stimulate discussions around a range of equality and diversity.

### **Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims**

The teaching of Maths and English in separate lessons is now delivered by dedicated teaching teams supported by Learning Facilitators in every lesson and is now good, enabling learners to develop these key skills. Over the last few years, the attendance at lessons has significantly improved (from around 70% to 90%); the attendance and completion of controlled assessments and attendance at additional workshops is also positive.

The rate of progress in English is better than the national average and for Maths the figure is 0.30 grades. For 2016/17, the analysis of the November re-sits indicates that good progress continues to be made.

Academic and vocational teachers pay particular attention to developing the use of specific technical terms as well as educational terms to help students achieve their main learning goals for example through the development of glossaries, learning packs or within classroom displays. This continues to be a key strand of training for teachers.

## **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF LEARNERS**

### **Learners develop personal, social and employability skills including English, and mathematics skills**

The College has given a high priority to developing Maths and English in order to improve the employability and life-chances of the students. All learners without Maths and English GCSE at C or above are given an initial and diagnostic assessment in order to place them on an appropriate programme working towards achieving GCSE at grade C or above (over 200 students are on Maths and over 200 are on English – the majority of these are working towards the GCSE qualification).

In addition to the extensive development of employability skills through the vocational units and assignments, the College provides a tutorial programme, enrichment activities, and an enhanced tutorial programme for the most able students. There is a good level of participation across a range enrichment activities eg sport, enterprise, debating and London Citizens (around 150 students regularly take part in these weekly activities – (LEAP Report)

The College has a specialist student counsellor and welfare officer who provides confidential one-to-one advice and support to students seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. Students can book in themselves to use the service, or may be referred by other staff. The counsellor/welfare officer works in close liaison with the child protection officers and maintains effective links with external support agencies, signposting and referring students as necessary.

Students on Health and Social Care and Travel and Tourism complete periods of work experience as an integral part of their programme. The Careers Department provides details of placements for other students. However, the College recognizes that it need to extended work experience for more students, in particular, those who are completing largely vocational programmes

### **Learners comply with any guidelines for behaviour and know how to keep safe and healthy**

The behaviour of students is very good. (Key strength in many lesson observations; 85% of students in the survey agree with the statement ‘Everybody in my class shows respect for others)

The college provides a safe, welcoming and harmonious learning environment for young people who come from a diverse range of backgrounds. Learners have extremely positive views (97% of students state they have been made to feel welcome; 95% of students state that they feel safe; 94% feel they are treated fairly - Learner Survey Autumn 2015).

The induction programme and tutorial programme include the discussion of health and well-being, mental health and stress, personal safety and e-safety. These are supported with events such as Safe Driving conference, sexual health clinics and exhibitions.

### **Learners attend learning sessions regularly and punctually,**

The College sets high expectations regarding attendance and punctuality. It has a systematic approach to following up absences and poor punctuality which includes not only informing parents or carers but also meeting parents where attendance is a cause for concern. Attendance is good although the College is continually seeking ways to improve this further.

### **Learners are well prepared for the next stage of their education, training or employment**

A high proportion of learners who progress to higher education (89% of applicants with an increased number going to Russell Group universities: 14 up from 6 in 2014/15) attend an external University Fair, internal Progression Fair (which involve employers and universities), encouragement to attend open days and the College’s Progression Activities in the Summer Term. They all receive information, advice and guidance from their teachers and support to write personal statements.

All students looking to progress into employment or training such as an apprenticeship receive individual support from the Careers Department, their personal tutor and through activities on the Progression Week and Progression Fair (Careers appointments; Progression Activities Programme; Intended Destination data)



## OUTCOMES FOR LEARNERS

### Learners attain their learning goals, qualifications and make progress relative to their prior attainment

The large majority of learners complete their courses and achieve their qualifications (Outcomes for Learners). Following last year's slight downturn in the College's overall success and some areas most notably Level 2, retention, achievement and success rates have improved for the whole College taking success rates back above the national average for Sixth Form Colleges. This is also true for the majority of qualification types.

Learners on BTEC Level 3 (the largest proportion of the College's provision) again had high success rates which are significantly above the national average with a significant improvement in high grades with ALPS at a high 5. These results enabled them to successfully progress to their first choice university or employment. (Destination data)

Although it was disappointing to see a small decline in outcomes for BTEC courses in 2015/16 the college management believe that this was very much against the recent trend and can, to some extent, be attributed to poor tracking in a few areas. The college management has invested in a new tracking system (ProMonitor Markbook) which, in 2016/17, has provided greater transparency for staff and managers as well as students to view their progress. It is expected that the results for 2016/17 will improve and that the whole BTEC ALPS Quality score returns to the very strong performance of 2014/15.

Learners' attainment on A Level has remained high and above the national averages for Sixth Form Colleges (A Level achievement is at 99% for the third year running having been 92% in 2013). AS attainment and success rates have improved although there are still small gaps with the national average. High grade rates have increased on both A2 and AS with stronger value added in several academic subjects such as Politics; History; Biology and Sociology (A Level remains at ALPS 5; AS remains at ALPS 4; a few subjects achieved ALPS 2 and 3) Attainment needs to improve on some AS subjects and value added rates must improve for the majority of AS and A2 subjects

Progress at A level since the last inspection has shown steady year on year improvement since the last inspection. Although the college has more work to do to reduce the number of underperforming courses there has been a real and measureable improvement in all types of ALPS measure.

Progress at AS has improved to the extent that the ALPS Quality grade can now be classified as 'very good'. Leaders and managers are still seeking further progress particularly across some AS achievement rates and some A level value added scores. Leaders are taking steps to ensure that teaching and learning are improved and that students are placed onto more appropriate courses. Leaders have also removed unsuccessful subjects or replaced weaker teaching. Leaders are meeting regularly with areas identified as in need of improvement in order to ensure that progress is made.

Level 2 overall saw the biggest improvements across the College with retention increasing by 4.6%; achievement increasing by 3.1%; resulting in a 7.1% improvement in success rates. Level 2 BTEC success rates increased by 6.7% and are back to the national average. GCSE A\*-C achievement for Maths and English saw small increases (3.2% overall), but GCSE English achievement requires further improvement.

### Achievement gaps are narrowing between different groups of learners

Since 2011/2012 when there were some significant gaps between different ethnic groups as well as gaps with the national average for those groups, the College has effectively raised the success rates of all learners. This has resulted in the College closing many of the previous gaps. There are now no significant gaps for females or males and minimal gaps across a small number of ethnic groups when compared to national averages for their peers in Sixth Form Colleges (Equality and Diversity analysis in the College's Success Report)

Success rates for females improved by 5% which takes their success rate above national average; the male success rate continues to be above the national average. Success rates for the largest ethnic groups are above the national average; for white British the success rate increased by 4% to close the gap to 1%.



## COLLEGE OUTCOMES *Four years to 2015/2016*

|                        |             | 2012/13 | 2013/14 | 2014/15 | 2015/16     | Trend | National<br>Average<br>2015 | Variation |
|------------------------|-------------|---------|---------|---------|-------------|-------|-----------------------------|-----------|
| <b>College</b>         | Starts      | 2551    | 2092    | 2205    | <b>2597</b> | 392   |                             |           |
|                        | Retention   | 87.5    | 93.9    | 91.0    | <b>93.2</b> | 2.2   | 91.6                        | 1.6       |
|                        | Achievement | 88.0    | 96.7    | 93.3    | <b>94.8</b> | 1.5   | 95.1                        | -0.3      |
|                        | Success     | 77.0    | 90.8    | 84.9    | <b>88.4</b> | 3.5   | 87.1                        | 1.3       |
| <b>Level 3<br/>All</b> | Starts      | 2002    | 1308    | 1556    | <b>1846</b> | 290   |                             |           |
|                        | Retention   | 88.9    | 93.7    | 91.9    | <b>93.4</b> | 1.5   | 89.7                        | 3.7       |
|                        | Achievement | 87.9    | 95.3    | 94.5    | <b>94.4</b> | -0.1  | 95.3                        | -0.9      |
|                        | Success     | 78.1    | 89.3    | 86.9    | <b>88.1</b> | 1.2   | 85.5                        | 2.6       |
| Level 3<br>A2          | Starts      | 529     | 278     | 180     | <b>261</b>  | 81    |                             |           |
|                        | Retention   | 93.2    | 98.2    | 94.4    | <b>96.2</b> | 1.8   | 96.2                        | 0.0       |
|                        | Achievement | 92.1    | 99.3    | 99.4    | <b>98.8</b> | -0.6  | 96.9                        | 1.9       |
|                        | Success     | 85.8    | 97.5    | 93.9    | <b>95.0</b> | 1.1   | 93.5                        | 1.5       |
|                        | High grades | 17.0    | 24.2    | 25.4    | <b>28.7</b> | 3.3   | 48.2                        | -19.5     |
| Level 3<br>AS          | Starts      | 708     | 312     | 451     | <b>575</b>  | 124   |                             |           |
|                        | Retention   | 90.3    | 93.9    | 89.1    | <b>90.4</b> | 1.3   | 93.8                        | -3.4      |
|                        | Achievement | 80.1    | 83.3    | 86.6    | <b>88.3</b> | 1.7   | 90.0                        | -1.7      |
|                        | Success     | 72.3    | 78.2    | 77.2    | <b>79.8</b> | 2.6   | 84.5                        | -4.7      |
|                        | High grades | 17.7    | 15.4    | 22.4    | <b>23.7</b> | 1.3   | 37.4                        | -13.7     |
| Level 3<br>BTEC        | Starts      | 765     | 718     | 928     | <b>1010</b> | 82    |                             |           |
|                        | Retention   | 84.6    | 91.8    | 92.5    | <b>94.4</b> | 1.9   | 82.6                        | 11.8      |
|                        | Achievement | 92.4    | 99.1    | 97.3    | <b>96.5</b> | -0.8  | 96.4                        | 0.1       |
|                        | Success     | 78.2    | 90.9    | 90.0    | <b>91.1</b> | 1.1   | 82.1                        | 9.0       |
|                        | High grades | 46.8    | 62.7    | 52.3    | <b>61.0</b> | 8.7   |                             |           |
| <b>Level 2<br/>all</b> | Starts      | 519     | 784     | 636     | <b>751</b>  | 115   |                             |           |
|                        | Retention   | 83.2    | 94.9    | 88.2    | <b>92.8</b> | 4.6   | 89.2                        | 3.6       |
|                        | Achievement | 88.0    | 99.1    | 92.7    | <b>95.8</b> | 3.1   | 96.8                        | -1.0      |
|                        | Success     | 73.2    | 93.4    | 81.8    | <b>88.9</b> | 7.1   | 86.4                        | 2.5       |
| Level 2<br>BTEC        | Starts      | 178     | 239     | 198     | <b>243</b>  | 45    |                             |           |
|                        | Retention   | 84.8    | 90.4    | 83.2    | <b>88.5</b> | 5.3   | 87.2                        | 1.3       |
|                        | Achievement | 95.4    | 97.2    | 92.7    | <b>94.9</b> | 2.2   | 95.8                        | -0.9      |
|                        | Success     | 80.9    | 87.9    | 77.3    | <b>84.0</b> | 6.7   | 84.0                        | 0.0       |
| Level 2<br>GCSE        | Starts      | 341     | 235     | 284     | <b>392</b>  | 108   |                             |           |
|                        | Retention   | 82.4    | 96.2    | 89.5    | <b>94.9</b> | 5.4   | 96.1                        | -1.2      |
|                        | Achievement | 84.0    | 99.6    | 99.6    | <b>98.4</b> | -1.2  | 97.9                        | 0.5       |
|                        | Success     | 69.2    | 95.7    | 88.7    | <b>94.4</b> | 5.7   | 88.8                        | 5.6       |
|                        | High grades | 42.7    | 27.4    | 30.0    | <b>33.2</b> | 3.2   |                             |           |
| Level 2<br>Other       | Starts      | 55      | 310     | 153     | <b>116</b>  | -37   |                             |           |
|                        | Retention   | 92.7    | 95.8    | 92.2    | <b>91.4</b> | -0.8  | 94.7                        | -3.3      |
|                        | Achievement | 90.2    | 100.0   | 81.6    | <b>88.7</b> | 7.1   | 91.7                        | -3.0      |
|                        | Success     | 83.6    | 95.8    | 75.2    | <b>81.0</b> | 5.8   | 86.8                        | -5.8      |

## APPENDIX: TIMELINE

| Month               | Activity   |
|---------------------|--|
| May                 | <ul style="list-style-type: none"> <li>• <b>Principal</b> facilitates an <b>all staff</b> consultation to inform next year's strategic plan and quality improvement plan – using series of key topics and questions</li> </ul>   |
| June                | <ul style="list-style-type: none"> <li>• <b>Senior Leadership Team</b> (away day) review outcomes from the staff consultation and commence self-assessment against the Ofsted Framework using an audit tool with the full range of statements in the Ofsted framework</li> <li>• <b>Heads of Department, with their course team</b>, complete their first draft Department Self-Assessment Report by reviewing all available data and producing a first draft Quality Improvement Plan</li> <li>• <b>Learner Support and Service Team Managers</b> complete their Self-Assessment Report and Quality Improvement Plan</li> </ul> |
| July                | <ul style="list-style-type: none"> <li>• <b>Heads of Department</b> send first draft of SAR and QIP to <b>Deputy Principal and Associate Principal: Quality</b> for review</li> <li>• <b>Service Team Managers and team</b>, complete their SAR and QIP and then meet with their <b>SLT Manager</b>,</li> </ul>  |
| August<br>September | <ul style="list-style-type: none"> <li>• <b>Heads of Department</b> update their SAR and QIP following receipt of results and the ALPS value added data</li> <li>• <b>Associate Principal: Quality</b> reviews and moderates each Department's final SAR and QIP</li> <li>• <b>Heads of Department</b> present their SAR and QIP to <b>Principal, Deputy and Associate Principal</b> for validation of grades and agreement of actions.</li> </ul>   |
| October             | <ul style="list-style-type: none"> <li>• <b>SLT</b> led by the Deputy Principal, complete College SAR and QIP</li> <li>• <b>Service SARs and QIPs:</b> actions are agreed and grades validated by the <b>Deputy Principal</b>, at a meeting with <b>Associate Principal: Quality</b></li> </ul>  |
| November            | <ul style="list-style-type: none"> <li>• <b>Governors and S7 peers</b> are invited to join a sample of Department's validation panels to complete an external validation as well as the validation of the College's SAR and QIP</li> <li>• <b>Deputy Principal</b> sends the College SAR and QIP to Planning and Performance Committee ahead of Corporation for review and comments</li> </ul>   |
| December            | <ul style="list-style-type: none"> <li>• <b>Deputy Principal</b> sends the College SAR and QIP for approval by Full Corporation</li> <li>• <b>Deputy Principal</b> uploads the approved College SAR for Ofsted</li> </ul>  |
| January onwards     | <ul style="list-style-type: none"> <li>• <b>Deputy Principal</b> ensures that QIPs are reviewed and reported to SLT and, for the College QIP, to Corporation and Planning and Performance in line with the Quality Cycle</li> </ul>  |

## APPENDIX: VALIDATION CHECKLIST

for use during moderation and validation activities

In validating the **Self-Assessment Report (SAR)** any panel will be looking to ensure that:

**Judgements are supported by data analysis:** measuring performance against national averages as well as College or other targets; identifying data trends eg significantly improved, improved, and declined

**The following data has, as a minimum, been included, analysed, commented on:**

- Success
- Retention
- Achievement
- High grades
- Value added (ALPS)
- Attendance rates
- Lesson Observation grades and key judgements
- Destination
- Progression
- Learner views
- Equality and diversity data

**Key strengths (eg claiming grades 1 or 2) are not just 'the norm', what you would expect**

**Grades for each aspect are accurate, supported by the evidence and judgements** and are in line with the guidance in the Common Inspection Framework and Inspectors Handbook

**Summary (Key Strengths, Areas for Improvement) is accurate and focussed on the most important issues from across each Aspect**

In validating the **Quality Improvement Plan (QIP)**, the panel will be looking to ensure that:

**Each critical area for improvement has been transferred** from the Self-Assessment Report

**Success measures are Specific, Measurable, Achievable and Realistic**

**Actions are SMART** (Specific, Measurable, Achievable, Realistic, Timely)

Targets are **in line with College targets**

Actions address **root causes and will be effective in addressing area for improvement and achieve the target set**

Actions have been assigned with **unambiguous responsibilities**