![Stephenson College logo — Excellence and innovation in learning](logo)

Stephenson College

Self-Assessment Report

2015-16

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Stephenson College Self- Assessment

1   Introduction

Stephenson College was created as a technical college predominately to serve the engineering, construction and mining industries. The legacy of this history is the college retaining strong links to the engineering and construction sectors. However the college has since diversified to offer a more extensive mix of curriculum that reflects local and nation al priorities.

The catchment area of the college is concentrated in North West Leicestershire but also extends to South Nottinghamshire, North Warwickshire and South Derbyshire. The main college campus is in Coalville with a further campus in Nottingham city centre.

The Coalville campus was constructed in 2005 and provides high quality teaching accommodation. The provision at Maid Marion Way in Nottingham provides a commercial hairdressing salon and classroom space for HND Construction Management courses.

Stephenson College is one of the largest suppliers of apprenticeships within the region. The college has extensive contracts for apprentice training with a number of large scale national employers. As a consequence the college recruits learners from across the U.K to these programmes.

Stephenson College also works closely with local businesses and other public and private sector organisations that influence the skills agenda locally such as the Local Enterprise Partnership in order to achieve its core aims.

The college's mission, vision and values both promote and reflect a high quality curriculum offer.

1.1 Mission

Stephenson College's mission is excellence and innovation in learning.

Future engineers in the making – An example of Excellence

In 2014/15 a Stephenson College student won the Institution of Civil Engineers Award for 'Young Engineer of the Year'. The college had three students placed within the top ten for this prestigious completion. College participants were commended for the excellence of their project work which far exceeded qualification requirements. In several cases these studies

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are now proceeding to formal publication.

Innovation in Partnership

The college formed an innovative partnership with the National Association of Motor Auctions to create the only bespoke accredited appraiser course in the U.K. Subsequently, the college required a number of high quality used cars for course members to practice and a wide range of different car makes and models in order to train full-time motor vehicle students in all aspects of diagnostics, maintenance and repair. Through a link with Toyota Motor Manufacturing (U.K) the company supplied four new cars with latest hybrid technology at no cost to the college which served both sets of students.

The college also successfully launched its technology centre sponsored by Siemens U.K. This area enables students to use a range of industry specific hardware and software that drives automated mechanical processes. The computers are linked to fully operational scale models. Student feedback has been positive. For example, one student commented the area 'brings alive the subject [rather than] just seeing the software you don't appreciate what it does fully... these models really help'

1.2 Context

Our curriculum reflects local and national priorities, meeting skills needs identified by Local Enterprise Partnerships and progression opportunities through further education to apprenticeships, full time employment and higher education. For example, the college provides apprenticeship courses in warehousing and logistics and mechanical engineering which are priorities identified by the two Local Enterprise Partnerships in whose boundaries the college operates.

Further collaborative work continues to align college provision to local enterprise partnership sector priorities. Through the D2N2 partnership, the college has taken a leading role in facilitating sector based events and conversations to ensure employers are able to shape the education offer to meet their needs.

In addition to meeting local needs the college continues to builds on its existing strengths to become a leading national course provider in areas such as Heavy Goods Vehicle maintenance and Construction Management.

The leadership of our governing body and commitment of college staff are pivotal in realising our potential to provide the best learning opportunities across the sectors we serve.

Core Values

a) Strive to be the best
b) Be the college of choice
c) Use our resources to the benefit of our students
d) Help each other and our environment

1.3 Corporate Objectives

Our corporate objectives are arranged around four key themes: Quality, Diversification, Efficiency and Corporate Social Responsibility.

Quality

We will achieve outstanding results by being innovative and using the creativity of all our stakeholders.

Example in practice….

English and maths results have improved due to strategic actions that include the forging of partnerships with several local universities to offer teacher training placements. The college has successfully recruited from this pool of trainees each year to create a core English and maths team of qualified teachers.

Diversification

Working collaboratively, we add value for the stakeholders we serve by understanding and fulfilling their needs and expectations.

Example in practice…

Stephenson College has built on its existing expertise of delivering construction management courses to develop provision which meets the needs of the water industry locally through providing an apprenticeship pathway which was bespoke to the employer, going beyond the narrow requirements to include wider construction skills.

Efficiency

We empower our colleagues and create a culture to support efficiency and achievement in both organisational and personal goals.

Example in practice….

The college regularly reviews all aspects of its operations to ensure efficient use of resources. For example, profiling the location of apprentices against assessor caseloads to ensure the most effective regional deployment of lecturer assessors by reducing travelling time.

Corporate Social Responsibility

We have a positive impact on the world around our college by advancing the economic, environmental and social conditions of the communities we serve.

Example in practice….

The college has matched local employers skills needs with course provision for the long term unemployed locally. For example, a sector based work academy has been set up with East Midlands airport to provide basic skills in customer service in order to fill vacancies in customer facing roles. This provision has achievement rates of 94.2% and the College has consistently exceeded the national rate for the number of participants on these courses who go on to secure a sustained employment outcome.

1.5   Demographics

The economy and social profile of North West Leicestershire result from generations of activity that have left an imprint on local communities. Specifically there has been a decline in traditional industries and growth in new areas of economic activity which is reflected in newly developing physical and economic infrastructure.

Of major significance to North West Leicestershire are plans for the East Midlands Gateway, a strategic Rail Freight Interchange, providing nationally significant new rail and road connections to large scale distribution centres. In addition, the proposed expansion around East Midlands Airport and associated logistics projects, known as the East Midlands Enterprise Gateway will present local employment opportunities for which Stephenson College is well placed to engage with training and development.

Within the North West Leicestershire area, overall economic activity rates are high for men (at 85%) and higher than both the national, regional and county average, but conversely they are considerably lower for women (67.6%).

For the Index of Multiple Deprivation, all local authorities within Leicestershire have moved up the rankings suggesting they have become more deprived overall. North West Leicestershire (ranked 200th out of 354 nationally) remains the most deprived district in the county with particular pockets of more extreme deprivation in parts of Greenhill, Measham and Coalville wards.

Index of Multiple Deprivation – Leicestershire Map
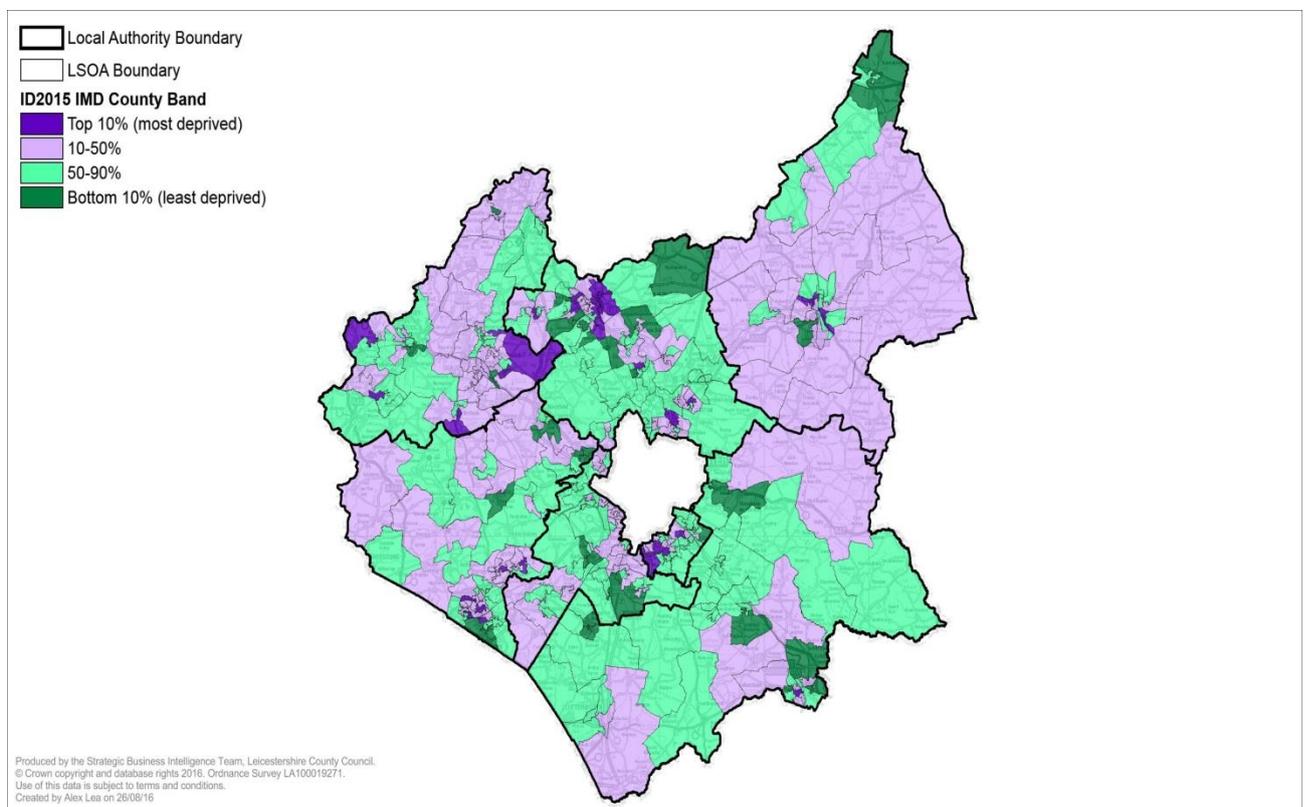
A major challenge for North West Leicestershire is the level of skills and qualifications within the local workforce. Many sectors are in a cycle of shedding lower skilled labour and there is more competition for higher order technical jobs from a wider geographical area.

The college aims to aid the regeneration of the local economy through providing opportunities to develop new and improve existing skills particularly through its extensive apprenticeship offer. The college also recognises its work with those that are currently economic inactive as valuable and a positive contribution to this process. Examples include

provision of an increasing number of Sector Based Work Academies which equip unemployed students with the knowledge, skills and confidence to gain employment.

The college curriculum offer reflects local economic activity. The local business and employment survey shows the most significant employment opportunities exist in areas serviced by college curriculum provision including manufacturing operations, mechanical engineering, construction, quarrying, utilities, motor trades and business professions.

Total number of Employees – North West Leicestershire Economic Area

Economic Area of Activity	2009	2010	2011	2012	2013	2014
1: Agriculture, forestry & fishing	0	0	100	100	0	0
2: Mining, quarrying & utilities	500	300	800	1,400	1,100	2,200
3: Manufacturing	8,100	7,300	7,700	7,700	7,200	7,000
4: Construction	3,000	2,600	2,600	2,400	2,600	3,000
5: Motor trades	1,200	1,300	1,500	1,300	1,300	1,500
6: Wholesale	3,800	4,100	4,200	4,200	3,900	3,400
7: Retail	3,400	3,100	3,200	3,300	3,200	3,300
8: Transport & storage (inc. postal)	8,300	8,500	7,900	8,300	7,100	7,200
9: Accommodation & food services	2,900	2,700	2,800	2,600	3,000	2,800
10: Information & communication	700	1,000	900	800	1,200	1,100
11: Financial & insurance	500	500	500	500	600	600
12: Property	700	400	400	600	800	600
13: Professional, scientific & technical	3,900	3,900	2,900	5,100	4,900	5,000
14: Business admin & support services	4,700	4,500	4,500	4,500	4,600	4,600
15: Public administration & defence	1,000	1,100	800	800	800	800
16: Education	3,300	3,600	3,500	3,200	3,300	3,400

17: Health	2,100	2,400	2,400	2,500	2,400	2,500
18: Arts, entertainment, recreation	1,800	1,700	1,600	1,600	1,800	1,800

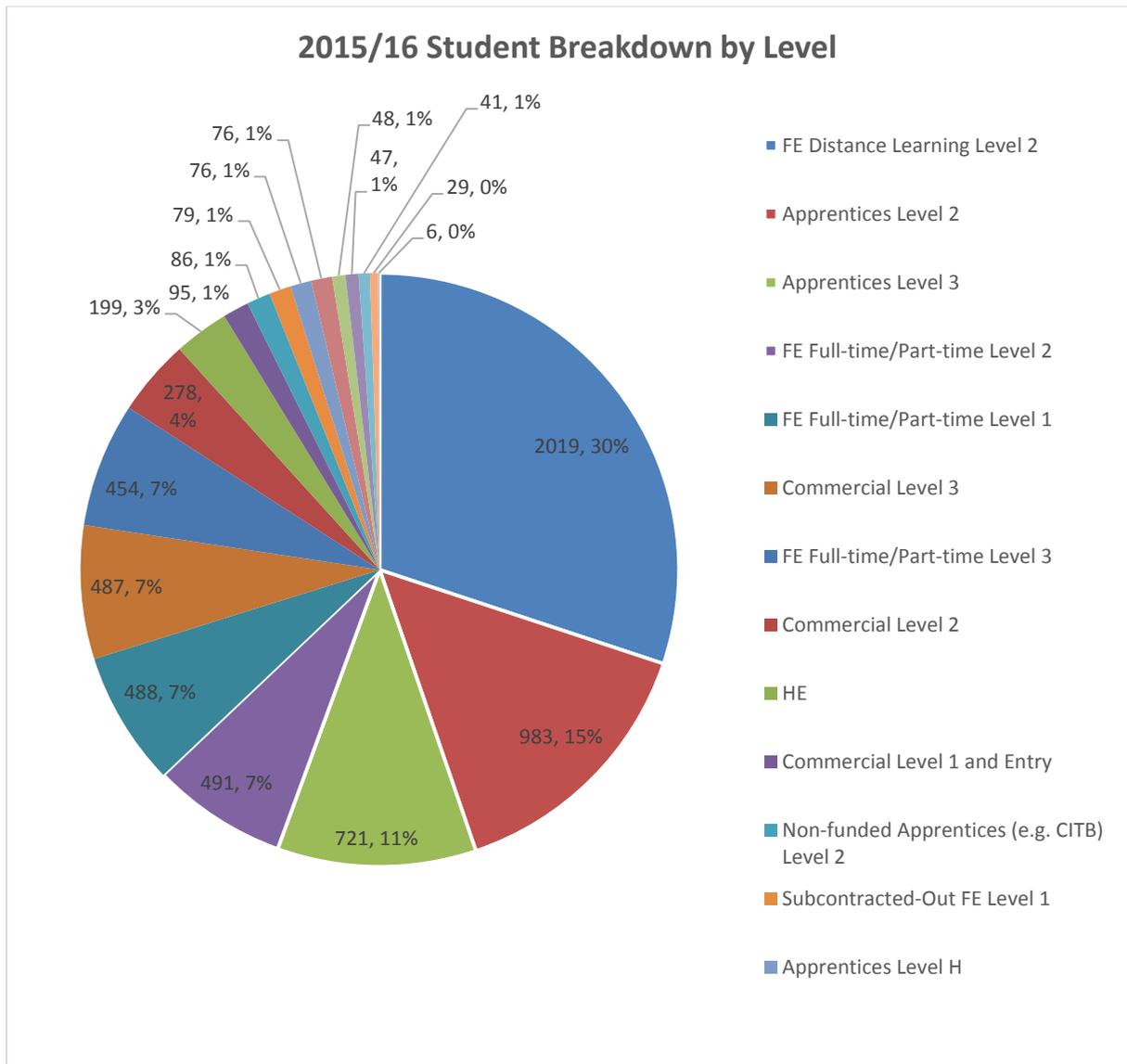Business, Register and Employment Survey (2009-2014) Leicestershire City Council.

1.6   College Estate

The college works with major national employers and other stakeholders to ensure vocational facilities meet and in many cases exceed industry standards. For example the college has a close working relationship with Volvo to ensure excellent facilities for motor and heavy goods vehicle maintenance courses. The college has also recently opened a new technology centre sponsored by Siemens to enable electrical and mechanical engineering students to gain up to date industry knowledge of electrical and IT control systems. The college has worked closely with JISC to review its use of technology in line with changing curriculum requirements and is developing a new strategy in this area. Recommendations to refresh IT infrastructure have been actioned during 2014/15.

1.7   Student Numbers

In 2015/16 the College enrolled 650 16-18 yr old students on study programmes. The college also had 1780 enrolled apprentices. The college offers courses in 13 out of 15 subject sector areas.

The full breakdown of learner numbers by level and type of provision is shown in the chart below. Distance learning accounts for 30% of total enrolments which is focussed on providing professional courses for the caring and nursing professions in line with college priorities and employer needs.

2015/16 Student Breakdown by Level

Pie chart data:
- FE Distance Learning Level 2: 2019, 30%
- Apprentices Level 2: 983, 15%
- Apprentices Level 3: 721, 11%
- FE Full-time/Part-time Level 2: 491, 7%
- FE Full-time/Part-time Level 1: 488, 7%
- Commercial Level 3: 487, 7%
- FE Full-time/Part-time Level 3: 454, 7%
- Commercial Level 2: 278, 4%
- HE: 199, 3%
- Commercial Level 1 and Entry: 95, 1%
- Non-funded Apprentices (e.g. CITB) Level 2: 86, 1%
- Subcontracted-Out FE Level 1: 79, 1%
- Apprentices Level H: 76, 1%
- 76, 1%
- 48, 1%
- 47, 1%
- 41, 1%
- 29, 0%
- 6, 0%

9% of the student population is comprised of students from non-White Groups. The gender profile of enrolments is 52% male and 48% female.

The college income was £13.6 million in 2015/16. The College Financial Health category (as calculated by the SFA) is currently outstanding. This shows a steady improvement from the prior position and reflects highly effective strategic and operational financial management to ensure efficiency and effective deployment of resources throughout the College.

2.1   Self-Assessment Grades – Whole college level

Overall Effectiveness	2

Effectiveness of Leadership and Management	2
Leaders, managers and governors demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners.	2
Leaders, managers and governors improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development.	2
Leaders, managers and governors evaluate the quality of provision and outcomes through robust self-assessment, taking account of users' views and use the findings to develop capacity for sustainable improvement.	2
Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers nationally and in the local community.	2
Leaders and managers successfully plan and manage programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.	2
Leaders, managers and governors actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners.	2
Leaders, managers and governors actively promote British Values.	2
Leaders, managers and governors make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.	Effective

Quality of Teaching, Learning and Assessment	2
Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged.	2
Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners.	2
Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate.	2
Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support enabling children and learners to make good progress and achieve well.	2
Children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this.	2
Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.	2
Equality of opportunity and recognition of diversity are promoted through teaching and learning.	3
Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.	3

Personal development, behaviour and welfare	2
The provision successfully promotes learners' pride in achievement and commitment to learning, supported by a positive culture across the whole provider.	2
The provision successfully promotes and supports the development of learners' self-confidence, self-awareness and understanding of how to be a successful learner.	2
The provision promotes where relevant, employability skills so that learners' are well prepared for the next stage of their education, employment, self-employment or training.	2
The provision promotes and supports learners' prompt and regular attendance	2
The provision promotes learners' following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.	2
The provision promotes and supports learners' understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.	Effective
The provision promotes and supports learners' knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.	3
The provision promotes and supports personal development, so that learners' are well prepared to respect others and contribute to wider society and life in Britain.	2

Outcomes for Learners	2
Learners' progress well from their different starting points and achieve of exceed standards expected for their age.	2
Learners' attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into their jobs that meet local and national needs.	2

2.2 Types of provision

Types of Provision	Grade
16-19 Study Programmes	2
Adult Learning Programmes	2
Apprenticeships	2
High needs provision	2
14-16 Provision	3

2.3   Faculties and Curriculum Areas – SAR Grading by SSA

Dominant Sector Subject Areas	Faculty and Curriculum Area	2014/15 SAR Grade
5.0	Construction	3: Requires Improvement
5.2	Brickwork	2
5.2	Carpentry & Joinery	3
5.2	Painting and Decorating	2
5.2	Plumbing	3
5.2	Electrical	3
6.0,15.0,7.0	Creative Services	2: Good
6.1	ICT	2
15.3	Business	3
7.3	Service Enterprises (Hairdressing & Beauty)	3
15.1	Accounting	2
7.2	Warehousing and Distribution	2
15.2	Administration	2
3.3	Animal Care	2
1.3	Health & Social Care	3
1.4	Public Services	2
1.5	Child Development and Well Being	2
8.1	Sport	2
14.1, 14.2	Foundations for Learning and Life/Preparation for Work	2
4.0	Engineering	2: Good
4.1	Engineering	2
4.3	Transportation Operations and Maintenance	2
12.0, 2.0	English & Mathematics	3
12.1	GCSE English	3
2.2	GCSE Mathematics	3
	Functional skills	3

3.1   Quality Assurance

The college uses a number of quality assurance processes. These include KPI setting and monitoring, college self-assessment and curriculum monitoring systems.

3.2   Performance Data

ProAchieve is used to produce detailed performance data for each qualification and overall performance for all classroom based and employer responsive provision. General F.E. benchmarks are used to compare performance against national rates for comparable providers. Equality and diversity data is analysed for each curriculum area to analyse performance of different groups of students according to race, gender and learning difficulties and/or disabilities.

Curriculum managers use a range of management reports, available in real time on the college intranet, to enable them to monitor progress of learners, identify areas of risk and devise appropriate interventions. This supported the delivery of apprenticeship outcomes exceeding national rates. Tracking of 16-18 learners on study programmes was effective in identifying risk areas and barriers to learning for individual students. However, subsequent intervention work was not always successful.

3.3   Quality Assurance of Teaching & Learning

All staff receive at least one Performance Management observation per academic year. Where staff teach on classroom based and work based or higher education courses they are observed across all modes of delivery and levels over time in subsequent observation cycles. All teaching staff are observed 'unannounced' given prior notice of the week in which the observation will take place. Good practice is shared across the college. Where lecturer performance does not meet college expectations, detailed development plans and support are put in place. Teaching staff are subsequently re-observed on completion of the support cycle.

The college reviewed its lesson observation process in 2015/16. Under the revised arrangements for 2016/17 evidence to establish the quality of learning will include ungraded lesson observations, learning walks, work scrutiny, assessment scheduling and tracking, progress learners are making towards their individual targets, feedback to learners and audits of planning material used to support learning, particularly schemes of work.

In addition to those processes required by awarding bodies to ensure compliance with subject specific quality assurance arrangements, the college gives feedback and action points to lecturers through a system of work scrutiny of summative assessment.

Themed learning walks are also used to support judgements on the quality of teaching and learning.

3.4   Curriculum Area Reviews

The college periodically undertakes curriculum area reviews of each programme area typically a curriculum area review will comprise a series of lesson observations, meeting with staff, student focus groups and review of assessment practices.

3.5   The Self-Assessment Process

Self-assessment reports are produced by Faculty Heads for the area they manage. The process is based on the most current Ofsted Inspection Framework and training is given to support the process. All data is centrally produced and distributed to teams. There is a validation process of both Faculty SARS and the overall college report.

3.6   Other Quality Assurance Processes

The college has quality assurance processes including;

- SMT, Quality, Management teams and governors monitoring of key performance indicators including attendance, assessment, retention and timely completion of qualifications.
- All students are regularly RAG rated and course teams delivering vocational qualification aims to full-time students on study programmes meet on a termly basis to discuss their progress, put forward students for commendation and evaluate the success of any intervention work with underperforming students.
- Capture of learner and stakeholder views through a series of internal surveys.
- Quality improvement audits of core provision and subcontractors including, for example, assessment scheduling, internal verification and certification claims.

4.1   Overall Effectiveness

Overall effectiveness of the college is good. Effective leadership and management continue to have a positive impact on the quality of teaching and learning which enables the majority of learners to complete their courses and achieve their qualifications. High expectations and focus on quality improvement through increased accountability is maintaining success rates that are broadly in line with sector averages. The college has continued to prioritise English and maths provision, with targeted support and improved tracking of student performance resulting in GCSE A-C pass rates above national rates and better than sector average English and maths progress measures. The percentage of students securing sustained employment or further training after completing their programmes has increased. For example, the number of 16-19 year old students completing their level 3 courses and moving to a sustained destination outcomes increased from 53% in 2014/15 to 79% in 2014.

The College's education & training timely achievement rate is 86.5% for 2015/16 against the national rate (2014/15) of 82.2% but there are variations across different levels and ages.

Education & Training Achievement Rates Summary - Timely				
	2013/14	2014/15	2015/16	2014/15 National Rate	Variance
Achievement	86.7	87.1	86.5	82.2	+4.3

Overall education and training qualification pass rates are good at 93.1% in 2015/16 against a national rate of 90.9%.Timely achievement rates remain good at 87.2% which is 3.8% above 2014/15 national rates.

Education & Training Rates Summary - Overall				
	2013/14	2014/15	2015/16	2014/15 National Rate	Variance
Retention	96.2	96.0	93.7	91.7	+2.0
Pass	95.5	93.0	93.1	90.9	+2.2
Achievement	91.9	89.3	87.2	83.4	+3.8

College apprenticeship success rates remain good against national rates. The overall success rate for 2015/16 is 73.9% against a 14/15 national rate of 71.7%. Timely success also remains above national rates at 65.1% although this represents a drop from the outstanding performance in 2014/15.

Apprenticeship Overall and Timely Success Rates

	12/13	13/14	14/15	15/16
Overall college	76.1	72.4	78.2	73.9
Overall national	72.3	68.9	71.7	-
Timely college	57.4	58.9	73.8	65.1
Timely National	56.2	54.7	58.9	-

Adjustments directed by KPMG as a consequence of the SFA funding audit have had a detrimental impact on apprenticeship success rates. These adjustments fell particularly on 24+ apprentices who had completed their apprenticeship within the planned length of stay and in reality were timely.

The overall apprenticeship success rate (all age, all level) is currently calculated as 73.9% after these adjustments, above the 14/15 national rate of 71.7% but down on the outstanding result of 78.2% achieved by the College in 14/15. This measure was originally 78.0% before the impact of the directed audit adjustments.

Attendance rates for all types of provision are 88.6%. The College has recognised the specific challenge of improving the attendance of students on study programmes and has started to see an impact from a range of strategies to improve attendance. For example the gap between main vocational and GCSE English and maths attendance has narrowed.

Leadership and management are good. Leadership have been proactive in continuing to expand the college curriculum portfolio in line with government and internal priorities such as the growth in apprenticeships. The college continues to take the lead regionally to address the challenge of continually improving English and maths outcomes through a range of joint projects with other providers. Lecturers have ensured that students benefit from regular and effective additional support sessions to help them fulfil their potential and maximise achievement. This positive learning culture is a direct result of the strong curriculum leadership in English and maths.

Governance is good. Governors provide effective leadership, direction and challenge. They are appropriately skilled and support College leaders and managers to deliver the strategic priorities of the organisation.

Teaching, learning and assessment are good. Teaching of practical vocationally related technical skills continues to be a particular strength. Teachers have well developed technical and craft skills and use industry links to regularly update themselves on working practices. As a consequence, students benefit through developing vocational skills beyond those purely required for the achievement of a qualification. Extensive professional development and support for teachers continues to lead to positive improvement in teaching quality which is reflected in an overall good lesson observation grade profile.

The personal development, behaviour and welfare of students is good. Students are encouraged to develop positive attitudes to learning and wider employability skills through the work they complete on vocational programmes. Students know how to keep themselves safe and contribute to wider society and life in Britain. The college celebrates the success of high performing students. Students continue to win national awards such as the Institute of Civil Engineering 'Young Engineer of the Year' award and a runner up in the BTEC Higher Apprentice of the Year competition.

The vast majority of students achieve well. Progression rates into sustained destinations for adults are above national rates. Progression rates into sustained destinations for Level 3 16-18 students have improved dramatically and apprenticeship destinations for this cohort is nearly double the national rate.

College 14-16 direct entry provision was successfully inspected by Ofsted in 2014/15 however the College did not enrol a further cohort beyond the September 2014 starts. This provision is now closed.

5.1   Effectiveness of Leadership and Management

The college's curriculum is designed to improve the employability of all our learners. Our curriculum is designed to build skills, improve the English and mathematical qualifications of learners and offer robust progression opportunities.

Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment. Where relevant, learning will be accredited through qualifications that have value to learners because of their currency with employers and which are recognised in external performance measures.

Leadership and management are good. The Principal, Corporation and Senior Management Team have established a clear vision reflected in both a strategic plan, which sets out the direction and priorities of the college, and a curriculum strategy which guides curriculum planning. Governors hold senior leaders to account for all aspects of performance.

Management training has included short courses on different aspects of their roles. For example all managers completed the IOSH Managing Safely qualification. Further internal professional development has included updating the team on the inspection framework and its impact on colleges, purpose and protocols of learning walks, lesson observation training and maintaining a solution focussed approach. A specific benefit of this development is that curriculum managers have the knowledge and skills to address emerging risks or issues more autonomously.

The college realigned its management structure in late 2014/15 to include a Director of Corporate Services. The remit of this new post has included a review of management accountabilities and operational management processes. Recommendations have been implemented throughout 2015/16. For example management meetings have shifted to become further focussed on taking management decisions rather than information giving. Systematic reporting using a set meeting report template by Heads of Faculty and support managers has enabled better utilisation of meeting time, faster and more effective decision making. SMT regularly present KPI data against college targets to focus attention on any areas of underperformance that require collective action to resolve.

Through the work of senior and curriculum managers the college aligns itself to the needs of the industries it serves and as such is able to offer a good range of planned progression routes into apprenticeships, many of which subsequently lead to full-time employment opportunities. The college is particularly proud of its record in generating partnerships with national companies working in areas of 'high value' apprenticeship training that lead to highly skilled and well paid employment.

Senior and faculty managers continue to effectively manage and utilise the college estate, working closely with national employers to ensure all students have access to industry standard resources. The college continually reviews its property portfolio to meet local student and employer needs. For example, the college rationalised its provision in Nottingham after a cost/benefit analysis to retain one small campus but dispense with a larger industrial unit. This part of the college estate was used to teach programmes that other more immediate local skills and learning providers now have the capacity to deliver.

The Corporation includes members with a broad range of valuable experience. Members are committed to their role and provide challenge for senior managers. Their knowledge and understanding of the work of the College and its performance continues to be good and they are aware of the priority given to continual improvement of the student experience. The College is compliant with the governance code of practice.

The governing body has undergone an external review of their effectiveness during 2015/16. The main emerging themes are detailed below;

Review of Governance

Strengths

- Strategic plan based on need
- Set of KPIs covering financial health, teaching and learning, student experience and stakeholder opinions
- Effective governance structures
- Effective management of quality assurance data

Recommendations

- Link governors for particular aspects
- Benchmarking of SAR and improvement plans against other providers
- Annual evaluation on extent to which committees meet their terms of reference

The external review of governing body effectiveness also confirmed the accuracy of the governors' view that they are well informed about student progress and outcomes through robust data. Governors systematically review and challenge senior leaders on the college's performance. Governors continue to use their diverse expertise and extended networks to improve the college. For example, a member of the governing body facilitated a visit for governors and leaders to places of religious worship to enable them to meet members of the religious communities within the central Leicester area. The visit inspired senior leaders to create further links with these communities and develop a programme of student visits and discussion forums.

Leaders and managers use established performance management processes to direct staff to personalised professional development that challenges and encourages them to improve. The college delivered a series of internal professional development sessions, around all

aspects of teaching known as 'teachers' toolkit' in May 2016. Particular areas of focus included the embedding of British Values in learning sessions and guidance on high quality assessment. Leaders have created a climate in which staff are encouraged to reflect on teaching practice and try new teaching strategies. The impact of these actions is outlined in the quality of teaching, learning and assessment section.

Feedback from staff on the quality of CPD activity has been very positive, with 86% of colleagues valuing the input and the college will monitor the impact of this work within the 2016/17 lesson observation cycle.

Staff Survey CPD Satisfaction Survey

'How important it is to be able to construct interesting thought provoking questions'

'A lot of good ideas to put into practice in the classroom'

'I will review material that I currently use and will apply these new ideas to any new materials that I need to produce'.

'Clarity and some ideas on how to ensure activities can be led to discussion and implementation of E and D and British Values'

'Ideas and ways to incorporate BV – in case studies , research , visits and trips'

Curriculum managers and the quality team continue to offer an extensive programme of one to one support in addition to group professional development sessions which leads to improvements in the learning experience.

The evaluation of the quality of college provision is good. The college has a rigorous self-assessment process that follows the common inspection framework and is informed by a range of college management data reports. The college externally validates its self-assessment process and judgements.

Quality improvement plans are effective at a cross college level in addressing under performance. For example, the implementation of a cross college strategy to develop learners English and Maths skills led to involvement in an Ofsted led initiative to share good practice across the sector in the East Midlands. This strategy has also enabled the college to sustain outcomes that demonstrate good progress in English and maths including maintaining GCSE pass rates above the sector average. Similarly senior managers have created a new post to coordinate College-wide work experience opportunities for learners on study programmes, ensuring that all 16-18 learners have access to high quality placements.

In a few areas course reviews and faculty level quality improvement actions have not been effective. The college is aware of this and providing further training to curriculum management.

Students' views are effectively taken into account throughout the college. Senior Managers, including the Principal regularly attend student focus groups and address concerns in a timely manner. Where resolution is not possible, this is clearly communicated back to students. Consequently students feel empowered to continually improve their courses through dialogue with teachers and managers.

All leaders, managers and governors are highly supportive of the strategic aim to develop high quality programmes that meet the needs of employers and individual students. The college regularly seeks the views of all stakeholders. For example, employer steering groups with major employers such as Volvo and BAM Nuttall ensure that learning opportunities meet the needs of particular job roles whilst being sufficiently broad to meet requirements of teaching specifications and apprenticeship frameworks. Similarly the college works effectively with local employers, public and third sector organisations to provide work based projects for classroom based learners. For example, students in the construction curriculum area are able to develop their technical and other work related skills through a range of community projects.

College programmes go through a course validation process that scrutinises the financial viability, resource implications, staff expertise required, potential market and strategic fit of proposed courses in order to meet statutory requirements.

Curriculum is designed by curriculum managers and course leaders to enable all students to develop high quality work related skills. This is achieved through the provision of workshop accommodation that meets and in some cases exceeds industry standards. Combined with highly effective teaching, this enables students to develop their vocational skills and improve their employability. Curriculum staff maintain extensive links with industry which enable high quality work experience and employment opportunities.

Leaders and managers ensure careers advice is effectively embedded with vocational curriculum. This is reflected in, for example, the increased number of full-time students progressing into apprenticeships. College managers have implemented a range of actions to improve the quality of information, advice and guidance which was validated by successful Matrix re-accreditation in 2015-16.

Due to the mix of college provision, many students progress into employment rather than Higher Education. However leadership and management recognise the need to develop strategies to further promote progression into Higher Education, particularly for students on full-time study programmes. The number of students progressing into sustained employment has increased from 53% for summer 2014 Level 3 leavers to 78% for those students who completed their courses in summer 2015.

The leadership team have facilitated training to enable staff to more actively promote an awareness of equality and diversity within learning sessions. In particular, the college delivered further professional development throughout 2015/16 to build the knowledge, skills and confidence of staff in constructing and delivering learning activities designed to actively promote British Values. Managers continue to facilitate high quality cross college

initiatives to foster mutual respect and tolerance for different cultures, religions and backgrounds.

Leaders and managers operate within college guidelines and swiftly deal with any incident that is construed as or may lead to bullying. Leaders and managers support staff effectively to create a positive environment for learning and raise awareness of wider social issues.

Leaders and managers ensure that all staff have undertaken appropriate and sufficient training to ensure that statutory requirements in respect of safeguarding are met. Similarly all staff have completed Prevent training. Safeguarding practice is effective. Leaders and managers deal with issues swiftly, appropriately engaging multiple agencies in addressing any issues.

6.1 Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good. 94% of all FE based learning sessions are good or better. Higher Education observations in 2015/16 were ungraded with no significant areas of concern highlighted. New staff receive three probationary observations within their probationary period (displayed as FE –Dev/ HE Dev)

College lesson observation Performance Data

	Overall College - Staff - 143 - Total Observation carried out – 127- 94.7%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	101 – 79.5%	14- 14%	82 – 81%	4 –4%	1 – 1%
FE – DEV	17 – 12.5%		16 – 94%	1-6%	
HE	8 – 6.2%				
HE – DEV	1 – 1.5%				

	Construction - Staff – 38 - Total Observation carried out – 37 – 97%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	26 – 70%	1 –4%	23 – 88%	1 – 4%	1 – 4%
FE – DEV	6 – 16%		5 – 83%	1 – 16%	
HE	5 – 13.5%				
HE – DEV					

	Creative Service - Staff - 65 - Total Observation carried out – 56 – 86%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	46 – 82%	11 – 24%	33 – 72%	2 – 4%	
FE – DEV	6 – 16%		6 – 100%		
HE	1 – 2%				
HE – DEV	1- 2%				

	Engineering - Staff - 40 - Total Observation carried out – 34 – 85%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	29 – 86%	2 – 7%	26 – 90%	1 – 3%	
FE – DEV	3 – 9%		3 – 100%		
HE	2 – 6%				
HE – DEV					

*Note Apprenticeship based college block or day release delivery is included within F.E. performance management observation category

Lecturers continue to draw upon their own extensive knowledge and skills to enable students to become work ready, meet awarding body guidelines and also develop sound technical competence and good employability skills. For example, construction students

have continued to gain work experience as part of a national initiative to refurbish sports facilities for local sports clubs. The college recently won a regional award in recognition of the commitment of students and staff to this project. Another example is a member of lecturing staff in Automotive Engineering who has received training to become the Euroskills subject expert for HGV maintenance and repair. He is able to use his knowledge and skill to develop in depth theoretical understanding and excellent practical skills of apprentices with a national employer.

"Effective questioning throughout to enable students to understand the reasons for systematic work patterns [such as health and safety/high standard of workmanship]

(Painting & Decorating Observation 2016)

"Good links made to actual working in the field in terms of costs/invoices related to time spent on work and cost of materials"

(Plumbing Classroom Based Observation 2016)

"[lecturer] related practical experience at the farm to classroom theory – reinforcing knowledge"

(Animal Care Classroom based Observation 2016)

"Highly effective demonstration of head positioning to emphasise importance when cutting was well understood by students [who subsequently improved practice]"

(Hairdressing Practical Lesson Observation 2015)

Lecturers work closely with employers to ensure that course design and project work reflects their needs as well as covering awarding body summative assessment requirements. Employer feedback from many steering group meetings confirms that programmes are designed and delivered in a way that meet their needs and support the progression of students in the workplace.

"Effective relationship with employer to develop work related projects. All had selected appropriate projects relevant to their job roles. All demonstrated excellent knowledge of applied technical aspects of operations. E.g. [centralised] work scheduling systems"

(Observation of assessment for HND apprentice working in Motor Vehicle Management - 2015)

Lecturers continue to have high expectations of what learners can achieve. On many college apprenticeship programmes learners are expected to progress onto level 3 programmes. Evidence from lesson observations and learning walks show that learners are frequently aware of what they need to do to in order to progress post-qualification.

"Evidence of high expectations – learner encouraged to collect level 3 evidence for subsequent progression for diagnosis and repair…and fully explain rationale for replacement parts [through collection of diagnostic test results]

(Work Based Observation Motor Vehicle Level 2 - 2016)

"Apprentice demonstrated full knowledge of current progression and future expectations"

(Construction Management Level 3 – Progress Review Observation 2016)

"Reference made to current work carried out and next steps to enable learner to progress"

(Animal Care Level 2 Apprenticeship Group Lesson Observation 2015)

"Clear targets given to learners which were mutually agreed. For example, selection of optional units that meet their needs"

(Hairdressing Apprenticeship Observation 2016)

Learners are typically given clear lesson aims and objectives within practical sessions which maximise the benefit of the time in this setting.

> "Clear aims and objectives set out with issue a pictorial as a reminder ….and clear, concise instructions and guidance given [which resulted in] all learners being engaged and high levels of motivation"
>
> (Trowel Occupations Work Based Learning Observation 2016)

Similarly the majority of theory sessions have clear structure and objectives. However in a few cases learning objectives focus too heavily on task completion rather than what new skills and knowledge will be gained from participation. The college responded to this in year by providing staff training on setting differentiated learning outcomes and setting lesson objectives that enable learners' to develop higher order academic skills.

In the majority of sessions lecturers plan effectively to provide a range of stimulating learning materials that are used to sustain students' interest.

> "Creative resources produced by lecturer which led to student development [of knowledge and skill]. Well integrated mathematics linked into vocational topic"
>
> (Carpentry & Joinery Classroom Based Observation 2016)
>
> "Good use of visual aids – flipchart and handouts to illustrate rationale for calculation of concrete required [for groundwork]"
>
> (Contracting Operations Level 3 Apprentices – Theory based observation – 2016)
>
> "Effective resources and learning materials used showing diverse example of synonyms to consider in sentence building"
>
> (GCSE English Observation 2015)
>
> "Effective use of [well designed] worksheet to check understanding of binary code. All students completed and could self-reflect on any errors made"
>
> (Engineering Level 3 Classroom based Observation 2016)

Effective questioning is frequently employed to check understanding of learners and challenge them to develop in-depth knowledge of the rationale and theory behind technical skills.

"Systematic probing questioning extending student understanding [using the right tool for the right purpose"

(Carpentry and Joinery Classroom Based Observation 2016)

"Rigorous directed questioning during initial activity with…maintaining full engagement. [By checking understanding of all learners"

(Plumbing Classroom based Observation 2016)

"Very good use of direct, probing questions with learners to draw out knowledge and to check understanding"

(Motor Vehicle Level 2 Observation 2016)

In the many good sessions lecturers effectively execute well designed activities that meet the needs of all learners.

"Good use of group discussion, practical activities and paired work to reinforce the aims and objectives of the lesson"

(Sport Classroom based Lesson Observation 2016)

"Excellent range of activities – all learners were actively engaged at all times"

(Hairdressing Observation 2015)

"High level of learner engagement throughout"

(Skills for Living Lesson Observation 2015)

Teachers are skilful in scaffolding summative assessment to make sure all learners understand the tasks that need to be completed.

"[Lecturer]…gave appropriate guidance to one of the learners to ensure he had full understanding of the question without leading the learner to the answer"

(Gas Installation Observation 2016)

"Clear and effective explanation of what was required to complete business assessment. All expected to attempt aspects/tasks that would lead to achievement of higher grading criteria"

(Business Studies Level 3 Learning Walk 2016)

Work scrutiny of summative assessment feedback has shown an improvement in the quality of feedback given. Feedback is good against the specified criteria and helps inform future improvement of technical skills. In a minority of cases feedback on wider work related skills, routine correction of spelling and grammatical errors in student work and detailed feedback on applied maths skills requires further development. The college delivered a professional development session on assessment feedback in May 2016 and has seen some improvement as monitored through work scrutiny.

In many vocational curriculum areas formative assessment strategies, other than questioning, are not sufficiently frequent or formally recorded to reliably ascertain student progress. There is an over reliance on summative assessment grades for modular assignment work that builds to the overall qualification to record progress learners are making.

The college programme of professional development is addressing this issue. A small number of observations within the summer term of 2016 showed more extensive checking of understanding in learning sessions. The college will monitor the impact of this training closely early in the observation cycle in 2016-17.

Student survey outcomes also identify that learners have concerns over how regularly their work is assessed and with the quality of the feedback they subsequently receive. Leadership

and management at all levels in the college are also driving accountability for the timely assessment of learners' work down to an individual lecturer level where necessary.

There are effective systems in place to ensure high quality tracking and progress reviews of apprentices. Learners' portfolios are frequently well organised on inspection during lesson observation and learning walks. Good use is made of tracking and review documentation to inform progress.

Lecturers delivering to apprentices need to develop a more 'holistic' approach to learners' development. Whilst there are frequent references to specific job roles and work tasks there is less frequent coverage of wider aspects of workplace operation and British Values.

Teaching of English and maths continues to be good. Improvement in teaching methods, such as the contextualisation of language using vocational examples to reflect the interest of students continues to sustain outcomes better than national rates. Lecturers have provided additional support and revision sessions which have benefited students. Formative assessment on these programmes is effective in checking understanding and informing learners of their progress.

Lecturers are encouraged to use skills competitions to promote excellence and motivate students. For example Bam Nuttall apprentices participate in a skills competition which reflects real business challenges faced by the company and enables the students to develop managerial skills over and above the qualification requirements.

The college supports World Skills activity across the region and in 15/16 led on the use of skills competitions within education and training provision, exposing some 16-19 study programme learners to the value of competition in building technical skills. The college is also the UK centre for the international pilot World Skills is running for their Professional Recognition Programme. This involvement is beginning to inform curriculum design and innovations in assessment.

Add student voice on value of skills comps

"Effective strategy to contextualise percentages through linking to personal taxation"

(GCSE Maths Classroom based observation 2015)

"Excellent differentiated activities with progression onto more difficult tasks…delivery style [was effective] with clear explanation of worked examples"

(GCSE Maths Classroom based observation 2015)

"Good understanding of students and their individual needs."

(GCSE English Classroom based observation 2015)

"Learners are given feedback on what they need to do to improve on. E.g. try it this way as you get to the answer in three steps rather than seven steps"

(GCSE Maths Classroom based observation 2015)

College managers continue to work with vocational lecturers on developing embedding strategies for English and maths skill development. The college has built on an existing partnership with an external publishing company to further develop vocational contextualised digital learning materials which link to awarding body practice assessment questions. Lesson observation feedback shows more frequent use of activities which incorporate or focus on English and maths in vocational sessions. These are often effective in the promotion of wider English skills such as work based communication. For example, in most hairdressing lessons learners receive a 'road map' of the lesson which sets out where there will be opportunities to develop English and maths skills.

"Effective strategies to promote English e.g. [learners made aware at start and subsequently participated in] analysis of client or customer journey which examined where and how communication would be used "

(Hairdressing Level 2 Classroom based 2015)

However, lesson observation and learning walks also show that lecturers cover a narrow range of English and/or maths subject matter. For example, vocational embedding of maths tends to focus on simple calculations and measurement of area ignoring other opportunities to naturally embed a greater range of other maths topics. Similarly English embedding focusses on use of technical language, spelling and grammar.

Equality and diversity are actively promoted within teaching sessions. For example in hairdressing there is frequent discussion of the factors to consider when working with clients and different hair types. In another example, an Animal Care lecturer carefully orchestrated

a discussion on the care needs of different animals through preventing a range of case studies based in different countries some of which had limited access to resources. Students were asked how they would overcome these limitations which involved discussion of 'cultural' attitudes to animal welfare. Lecturers use a range of materials that challenge student preconceptions and breakdown stereotypes. For example, college management observed during one learning walk that pictures of women officiating men's football were embedded in learning materials used in sport.

Progress coaches have worked with learners to give them a wider understanding of British Values. A range of activities were used to check understanding and make sure all students are kept safe and protected from the threat of radicalisation.

The embedding of British Values within vocational learning sessions needs further development. During professional development activities in April 2016 it emerged that many staff despite having completed Prevent training previously, did not feel confident in tackling some of the issues involved.

Therefore CPD that followed focused on British Values and supported lecturers to capitalise on naturally occurring opportunities to improve learners' understanding rather than relying on contrived activities.

Re-assurance and a range of exemplar learning activities were given to staff. For example, promoting the 'rule of the law' through ensuring learners are aware of the importance of self declaration of tax if they are subsequently self-employed. College managers have since streamlined the college electronic store for course learning materials to ensure easier access to a greater range of activities to promote British Values.

The college has effective strategies to engage with parents, employers and other stakeholders to inform them of the progress of their children and employees. This includes parents evening and employer steering groups where the progress learners are making is shared and discussed.

7.1 Personal development, behaviour and welfare

The college celebrates student success through a range of awards and events and more informally through frequent praise in teaching sessions. Managers and teachers actively promote the use of competition across the college to foster a culture of pride in the development of vocationally related knowledge and skills. College students have experience success in national awards, winning the National Young Engineers competition and coming second in the BTEC Higher Apprentice of the Year awards.

Students are encouraged to take pride in their individual achievements within learning sessions. Student performance review meetings recognise the success of high performing students by putting them forward for commendation from the Principal for which they receive a certificate.

Students show good self-awareness and rapidly develop self-confidence. External stakeholders regularly remark on the calm and productive atmosphere across the College and the mature approach to learning evident from our students. For example senior executives from a major civil engineering firm judged student project presentations and spoke very positively about their professional presentation skills. Positive feedback from employers continues to indicate that apprentices become work ready quickly and have positive attitudes in the workplace

Students are well prepared for employment. Learners develop a wide range of employability skills on full-time study programmes. There are extensive opportunities to gain work experience or engage in work based projects. For example, managers and teachers have engineered frequent and high quality opportunities for students to refurbish community buildings under staff supervision. The college appointed a Work Experience Co-ordinator in April 2016 who has structured bespoke work experience opportunities for all students on study programmes. Working with curriculum managers, employers and other stakeholders the college is now confident that high quality work experience is both planned and delivered across all study programmes. The college has also utilised the National Citizenship Service to enable students to engage in a wider range of community projects.

Arrangements to promote progression opportunities into Higher Education have been strengthened through the College's involvement in several widening participation projects. Progression rates have historically been low, attributable in part to the college mix of provision. (i.e. apprentices progressing into employment). Widening participation projects have involved both existing and potential future students through working with targeted local schools to deliver H.E taster events in areas such as Construction Management, Civil Engineering and Spa Management.

Attendance levels vary significantly between programme areas and types pf provision.

Faculty	Actual	Possible	Attendance	Late
Construction	133860	156832	85.4%	1.5%
Creative Services	189045	227248	83.2%	1.4%
Engineering	125559	138610	90.6%	1.1%
Other	1902	2677	71.0%	2.1%

Attendance By Register Type	**Actual Attended**	**Possible**	**Attendance %**	**Lates %**	**Attendance By Register Type**
Functional Skills - Maths	13404	18132	73.9%	3.3%	Functional Skills - Maths
Functional Skills - English	11244	15253	73.7%	4.4%	Functional Skills - English
Functional Skills - ICT	2850	3893	73.2%	3.8%	Functional Skills - ICT
Vocational	376528	425034	88.6%	0.9%	Vocational
Tutorials	28809	41633	69.2%	3.9%	Tutorials
GCSE English	9797	12082	81.1%	1.2%	GCSE English
GCSE Maths	7734	9340	82.8%	5.5%	GCSE Maths

College attendance rates have improved for GCSE English and Maths but remain low for functional skills. Punctuality of students at English and Maths sessions requires improvement. Attendance rates in Construction and Creative Services vary greatly between programmes and in a few cases this has been a causal factor in pockets of underperformance within these curriculum areas.

Attendance rates at tutorials have declined compared to previous years. The college made a transition between vocational lecturing staff delivering tutorials to more targeted support from Progress Coaches during the academic year at the same time as creating tutorial groups comprised of students from across vocational groups. This new approach did not achieve the intended aim of improving attendance and has been modified for 16/17 with progress coaches supporting subject based tutor groups. This re-establishes the clear links and accountability between vocational lecturers and progress coaches.

The college made significant structural and system changes to improve attendance rates in 2015/16. These include central administration staff contacting all non-attenders and for 16-18 year olds also contacting their parents on the day of their first absence. Progress Coaches have increased the frequency of their monitoring of learners' attendance at English and Maths sessions, generating positive interventions where appropriate. As a result the gap between attendance on vocational programmes and English and Maths has narrowed, although the overall attendance figure has not improved sufficiently. The college is confident that adopting a 'zero tolerance' approach will impact more dramatically on overall attendance rates when employed from the start of the 2016-17 academic year.

Behaviour and conduct is good. Students who have joined the college with specific behavioural difficulties and those students identified as vulnerable are well supported to manage their behaviours. Support staff deliver high quality training to vocational lecturers in order better support their students through appropriate behaviour management strategies.

Safeguarding arrangements are effective. Students understand how to keep themselves safe and relevant risk such as abuse, sexual exploitation and extremism, including when using the internet and social media through a range of tutorial activities. Student Services utilise a range of external organisations to deliver guest lectures and events. For example, the local Fire Service delivers a series of road safety activities.

The college actively promotes a healthy lifestyle through a good range of tutorial activities. Students are encouraged to engage with physical activities through the college fitness suite and local Leisure Centre.

Personal and social development of all students continues to be good. Students are strongly encouraged to have positive attitudes to others and develop a culture of mutual respect for all staff and their peers. For example, positive feedback has been received from community groups on students' participation in community projects and other acts of positive public engagement outside of college.

8.1 Outcomes for learners

Education and Training Timely achievement rates are 87.1%, 4.9% above the national rate.

Sector Subject Area

In six Sector Subject Areas (SSAs), Health Public Services and Care, Leisure (Sport), Education and Training, Business Administration, Information Technology and Engineering Education and Training (classroom based) overall achievement rates are above national rates.

The overall achievement rate for Engineering is 85% which represents a 2% increase on College 2014/15 rates. The section is now 1.4% above national rate of 83.6% for comparable providers (based on 2014/15 national rate).

Achievement rates for full-time students studying IT based qualifications have increased from 85% in 2014/15 to 89% in 2015/16. Achievement rates in Business have increased to 92% in 2015/16 which are now 6.1% above the last available national rate for 2014/15 of 86.4%

The subject area success rate for construction has decreased to 80% mainly attributable to poor outcomes for electrical and plumbing courses.

Retail and commercial enterprise also has declining success rates from 91% in 2014/15 to 77% in 2014/15 This is attributable to the poor retention of students on Beauty Therapy and Hairdressing programmes at Levels 1 and 2.

Performance by level and age.

Timely adult achievement at Levels 1 and 2 remain good, above 14/15 national rates. Level 2 achievement for this cohort has increased from 89.4% in 14/15 to 95% in 15/16.

Level 3 adult achievement rates have declined to 79.5% which is 0.3% below the 14/15 national rate predominantly due to outcomes that require improvement on Access to HE courses.

Education and Training achievement rates for 16-18 year olds are broadly in line with national rates at Level 3, at 84.2% in 2015/16 against a national rate of 85.9%.

Achievement rates for this cohort at Levels 1 and 2 require improvement.

At level 2 English and maths achievement in both functional skills and GCSE have had a significant impact on outcomes despite the College's better than sector average performance in the majority of these subjects.

Level 2 vocational courses where achievement requires improvement are Beauty Therapy, Child Care, Health and Social Care, Electrical Installation and Plumbing.

At level 1 English and maths functional skills have significantly contributed to the outcome position.

Vocational courses that require improvement at this level are Carpentry and Joinery, Plumbing, Multi-trade and Hair & Beauty.

Education & Training Achievement by Ethnicity

A small number of 16 to 18 learners declaring Indian ethnicity achieve less well than learners from other backgrounds. Learners in the same age group of mixed white and Asian heritage also achieve less well than learners from other ethnicities.

Overall Education & Training Rates by Gender

There is no significant achievement gap between the achievement rates of male and female adult learners, and outcome for both remain above national rates. Female learners in the 16-18 cohort achieved marginally less well than male learners, reversing the 14/15 position.

Overall Education & Training Rates by Learning Difficulty

The achievement of students declaring a learning difficulty is broadly in line with those with no learning difficulty at all ages.

16-19 Performance tables

Significant changes are being applied to the way in which 16-19 performance is reported for 2015/16 and there will be further change in subsequent years. Key elements of these new measures for the college are English and maths progress, performance on Applied General and Tech Level provision and the destinations of Level 3 16-19 learners. Final outcomes positions will not be completely established until March 2017 and destination measures for the cohort who completed their level 3 studies in summer 2016 are not reported until the 2017 tables are released in early 2018.

Applied General and Tech Level 16-19 accountability measures

Provisional data released by DfE for Applied General qualification value added is negative and is statistically significant. 47 learners form the cohort and follow predominantly either 90 credit or 180 credit diploma courses. This provisional data suggests that although the value added for each type of diploma is negative, in neither case is it statistically significant. The detailed methodology that underpins the calculation is complex and these will be reviewed again once the final data position is established.

The progress made by students on Tech Level qualifications in comparison with national rates will not become available until March.

Provisional data does indicate that the College needs to improve both the level of attainment of students and the progress they make from their starting points.

16-19 English and mathematics progress measures

This section covers results for the new English and maths progress measure, which reports on students at the end of 16-18 study who did not achieve A*-C in GCSE or equivalent English and maths qualifications by the end of key stage 4. These students are now required

to continue studying GCSE English and maths, or other equivalent qualifications, at 16-18. The measure shows how much progress students have made, by looking at the average change in grade. (Source: SFR49/2016 – 13 October 2016)

Average progress made in English (provisional)

Average progress all post 16 delivery (Schools, SFC, GFE etc.)	-0.09
Average progress GFE only	-0.27
Average progress Stephenson College	-0.11

Average progress made in maths (provisional)

Average progress all post 16 delivery (Schools, SFC, GFE etc.)	-0.11
Average progress GFE only	-0.28
Average progress Stephenson College	-0.15

In 2016, average progress is negative for those students still studying GCSE or stepping stone qualifications in English and maths, meaning on average a student's point score is lower at the end of 16-18 studies than it was at the end of key stage 4. Despite this, the progress made by students at the college exceeds that made by learners in GFE colleges and is close to the 'all post 16 institution' rate, which includes both school sixth forms and sixth form colleges.

Below level 3 English and maths results by 16-18 year olds

This section differs from the 'progress measures' above, as it covers entries and grades for exams taken in the 2015/16 academic year by all students aged 16-18, irrespective of whether they are at the end of 16-18 study. This gives an overview of the very latest national exam results and how this has changed over time. In contrast, the cohort performance measures shown in previous sections were based on the results for students at the end of their 16-18 study only.

Since the introduction of the condition of funding requirement in August 2014 entries in GCSE English and maths increased by 37% and 53% respectively when comparing figures from 2015 to 2016. Whereas, other entry level, level 1 and level 2 qualifications in English and maths saw a decrease in entries by between 11% and 56%. This shift reflects the requirement that those with a grade D at key stage 4 must continue to take GCSEs instead of other stepping stone qualifications. This year's results are the first since this rule came into effect. The increasing number of entries in GCSE English and maths may in part explain the drop in overall pass rate (achieving A*-G), which decreased from 95.7% and 95.3% by 4.7 and 6.5 percentage points respectively when compared to 2015. This is also demonstrated by the fact that the A*-C pass rate for 16- 18 year olds is much lower than

the age 16 cohort, which includes the whole range of low to high attainers, whereas the 16-18 cohort is more likely to be made up of low attainers (i.e. students who did not achieve A*-C during key stage 4).

Note: Entries and subsequent pass rates in English and maths covers all 16-18 students regardless of their achievement in English or maths during key stage 4.

Pass rates in English and maths qualifications at 16-18

GCSE English and other below level 3 English qualification entries and results by qualification type and grade
Year: 2015/16 (provisional)
Coverage: England

Level of Learning Post 16	Select gender:		All				College outcome		
			Number of entries	Number of Passes	Percentage achieving a pass		Number of entries	Number of Passes	Percentage achieving a pass
GCSE			**115,143**	**104,793**	**91.0**				
Of which:	*Grade A*-C*			26,021	22.6				
	Grade D-G			78,772	68.4				
Level 1/ level 2 Certificates			**41,985**	**38,127**	**90.8**		**153**	**146**	**95.4**
Of which:	*Grade A*-C*			17,983	42.8			69	45.1
	Grade D-G			20,144	48.0			77	50.3
Other Level 2 Qualifications			**22,355**	**17,739**	**79.4**				
Of which:	*Functional Skills*		14,394	11,436	79.4		109	45	41.3
Other Level 1 Qualifications			**35,067**	**32,251**	**92.0**				
Of which:	*Functional Skills*		24,568	21,756	88.6		59	33	55.9
Entry Level Qualifications			**26,488**	**26,174**	**98.8**				
Of which:	*Functional Skills*		23,717	23,440	98.8		39	31	79.5
	Of which Entry 1			1,716	7.2			2	5.1
	Entry 2			5,018	21.2			8	20.5
	Entry 3			16,706	70.4			21	53.8

Source: 2015/16 16-18 attainment data (provisional)

GCSE mathematics and other below level 3 mathematics qualification entries and results by qualification type and grade

Year: 2015/16 (provisional)

Coverage: England

Level of Learning Post 16	Gender:	All			College outcome		
		Number of entries	Number of Passes	Percentage achieving a pass	Number of entries	Number of Passes	Percentage achieving a pass
GCSE		**171,177**	**152,068**	**88.8**	**106**	**97**	**91.5**
Of which:	*Grade A*-C*		38,171	22.3		31	29.2
	Grade D-G		113,897	66.5		97	62.3
Level 1/ level 2 Certificates		**3,606**	**3,226**	**89.5**			
Of which:	*Grade A*-C*		514	14.3			
	Grade D-G		2,712	75.2			
Other Level 2 Qualifications		**23,465**	**11,089**	**47.3**			
Of which:	*Functional Skills*	18,900	7,618	40.3	118	23	19.5
Other Level 1 Qualifications		**57,217**	**36,620**	**64.0**			
Of which:	*Functional Skills*	47,959	29,083	60.6	107	45	42.1
Entry Level Qualifications		**46,261**	**45,908**	**99.2**			
Of which:	*Functional Skills*	42,084	41,790	99.3	40	31	77.5
	Of which Entry 1		3,084	7.3		2	5.0
	Entry 2		8,140	19.3		12	30.0
	Entry 3		30,566	72.6		17	42.5

Source: 2015/16 16-18 attainment data (provisional)

iGCSE (English) and GCSE (maths) outcomes are above national rates. A comparison with national rates is appropriate for this slice of the cohort as the whole post 16 sector faces the 'condition of funding' challenge to students without a Grade C at GCSE. The college's performance *in comparison with the sector* is good considering the national rate is an 'all post 16 institution' rate, capturing schools sixth forms, sixth form colleges and GFE colleges.
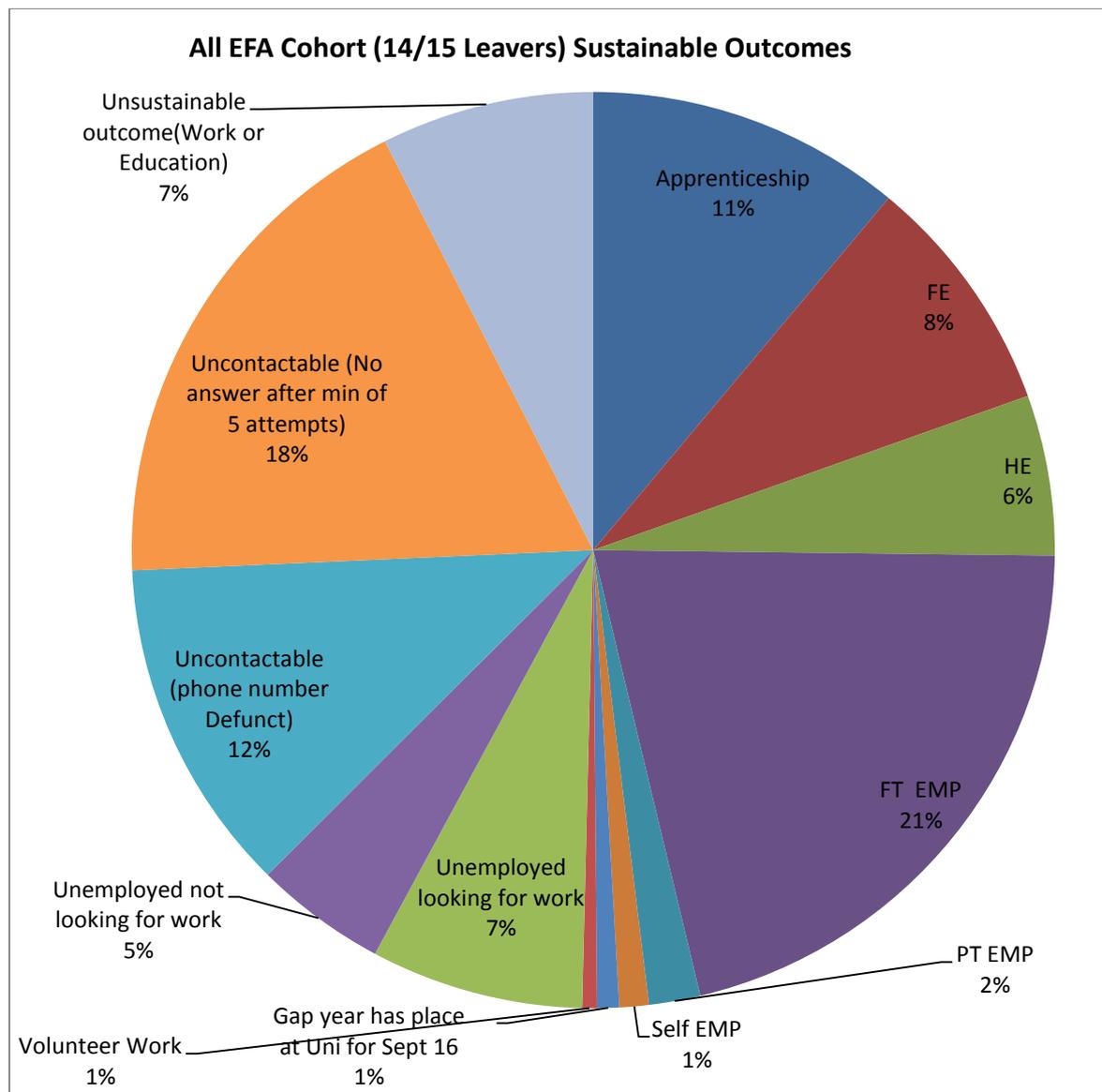
Clearly we are not satisfied with outcomes when more learners fail to achieve a Grade C than achieve it and as a consequence more curriculum time has been devoted to preparing students for GCSE re-sits within 2016/17 timetables.

There are also some significant challenges in the headline functional skills outcomes. Comparison with national rates for functional skills is not meaningful as there are large differences between the proportions of learners who take different levels of functional skills nationally and those taken in college.

	Level 2	Level 1	Entry level
Proportion of FS English cohort national	23.0%	39.2%	37.8%
Proportion of FS English cohort College	52.7%	28.5%	18.8%
Proportion of FS maths cohort national	17.3%	44.0%	38.7%
Proportion of FS maths cohort College	44.5%	40.4%	15.1%

Student Destinations

Overall destinations for students on education and training provision completing their programmes in 14/15 is detailed below.

All EFA Cohort (14/15 Leavers) Sustainable Outcomes

- Unsustainable outcome(Work or Education) 7%
- Uncontactable (No answer after min of 5 attempts) 18%
- Uncontactable (phone number Defunct) 12%
- Unemployed not looking for work 5%
- Volunteer Work 1%
- Gap year has place at Uni for Sept 16 1%
- Unemployed looking for work 7%
- Self EMP 1%
- PT EMP 2%
- FT EMP 21%
- HE 6%
- FE 8%
- Apprenticeship 11%

Progression rates into employment and onto further training have improved for level 3 students. The overall number of 16-18 year old students on study programmes going to a sustained education destination and or employment has increased from 53% based on 13/14 leavers to 79% for 14/15.

It should be noted that under the new sustained destination measure some students that have subsequently attained a positive education, training or employment outcome are not captured as positive destination outcomes at the time the survey is completed. These students account for a further 7% of students that have achieved their destination goals

Examples….

A uniformed services student had a career goal of working in the police service.
Due to the timings of recruitment and the high competition for different roles she had longer to wait than initially expected for the next recruitment window. To improve her chances she volunteered as a Community Service Officer and other roles with Leicester Police. She has subsequently gained employment to become a Full Time Custody Officer with Birmingham Police Force on the 11th January 2016 and a starting salary of over £17K.

A Motor Vehicle student gained employment with a chemical company in Loughborough for two months and subsequently was employed in a range of un-skilled roles. In January 2016 he started his own business fitting sprinkler systems for factories and domestic properties. The business has been successful and he has built a client base with rapidly increasing turnover.

The college progression rates into Higher Education are lower given the overall mix of provision than other providers. The college is working extensively to widen participation and ensure students have a wide range of information on which to base their career choices.

A high percentage of adult students progress into managerial roles post qualification. 16-18 year olds progress into a wide range of job roles. It should be noted that manual labour covers a range of semi-skilled occupations and a high number of destinations for Sector Work Based Academy students.

Destinations – L3 16-19 students (SFR 47/2016)

16-19 L3 leaver destination information - DfE official statistics Stephenson College	College national rate (provisional) 14/15 - includes SFCs	GFE only national rate (provisional) 14/15	15/16 college conducted survey outcome (14/15 leavers)	SFR 47/2016 destination data SC College level
Number of students[4]	189,210		115	141
Overall going to a sustained[5] education and/or employment / training destination[6]	**86**	**85**	**73**	**79**
Apprenticeships[7]	8		13	20
Sustained[5] education destination[8]	**60**	**55**	**33**	**29**
Further education college or other FE provider[9]	19		7	20
UK higher education institution	38		13	9
Top third of HEIs[10]	10		x	
Of which Oxford or Cambridge				0
Russell group (incl. Ox. and Cam.)	6		x	
Other higher education institutions or providers[11]	28		x	
Other education destinations[12]	2			0
Of which Independent school				
School sixth form - state funded				
sixth form college	2			
Specialist provision[13]	x			
Sustained education combination destination[14]				
Sustained[5] employment destination[15]	**26**	**30**	**40**	**50**
Not recorded as a sustained destination[16]	**10**	**12**	**14**	**18**
of which Education or employment not sustained[17]	5			
Education or employment not sustained and known to be NEET[18]	4			
No participation and known to be NEET[19]	1			
No activity captured in data[20]	**4**		**10**	**4**
of which Identified as DWP/HMRC customer[21]	3			
Not identified in any data	1			
Recorded as UCAS acceptance for deferred entry[22]	**2**		x	

SFR 47/2016 was published in October 2016. Destination rate data was retrospectively updated during 15/16 following better data matching between DfE, DWP and HMRC records for the learners captured in this measure. The consequence of this has been an increase in the national rate for sustained destination as the volume of 'unknown' outcomes has significantly reduced.

The College is below this amended national rate, mainly due to 18% of the cohort not having a 'recorded' sustained destination.

Apprenticeship destinations are 20%, more than double the national rate and the sustained employment destination is 50%, almost double the national rate for this measure.

Apprenticeship Achievement Rates

Overall and timely (all age, all level) apprenticeship success remains above national rates. Adjustments directed by KPMG as a consequence of the SFA funding audit have had a detrimental impact on apprenticeship success rates. These adjustments fell particularly on 24+ apprentices who had completed their apprenticeship within the planned length of stay and in reality were timely.

Apprenticeship Overall and Timely Success Rates

	12/13	13/14	14/15	15/16
Overall college	76.1	72.4	78.2	73.9
Overall national	72.3	68.9	71.7	-
Timely college	57.4	58.9	73.8	65.1
Timely National	56.2	54.7	58.9	-

Apprenticeship Achievement Rate - By Level							
	2013/14		**2014/15**			**2015/16**	
	Overall	**Timely**	**Overall**	**Timely**	**Timely N/R**	**Overall**	**Timely**
L2 Intermediate	71.4	57.7	77.6	72.3	59.4	75.1	67.6
L3 Advanced	75.6	60.8	81.2	75.6	59.0	72.4	61.2
Higher	66.6	66.7	88.9	72.7	43.1	65.0	61.1
All levels	72.4	58.9	78.2	73.8	58.9	73.9	65.1

Overall Apprenticeship Achievement Rates by Subject Area

Overall apprenticeship achievement rates are high in engineering, information technology, education and training and business. Apprenticeship college achievement rates in construction, health care, and hairdressing are also above national rates. A small cohort of nine apprentices on animal care programmes achieve less with well with an achievement rate of 55%

Overall Apprenticeship Achievement by Age

		2013/14	2014/15	2015/16	2014/15 National Rate
16-18	Leavers	222	246	274	
	Achievement	76.6%	77.6%	74.1%	72.9%
19-23	Leavers	216	231	214	
	Achievement	78.7%	84.8%	79.9%	73.0%
24+	Leavers	240	180	143	
	Achievement	63.3	70.6%	64.3%	69.9%
Total	**Leavers**	**678**	**657**	**631**	
	Achievement	**72.4%**	**78.2%**	**73.9%**	**71.7%**

The overall apprenticeship success rate (all age, all level) is currently calculated as 73.9% after SFA directed audit adjustments, above the 14/15 national rate of 71.7% but down on the outstanding result of 78.2% achieved by the College in 14/15. This measure for 15/16 was originally 78.0% before the impact of the directed audit adjustments.

Overall Apprenticeship Achievement by ethnicity

There are no significant gaps in achievement of students of different ethnic groups on apprenticeship programmes.

Overall Apprenticeship Achievement by Gender

The achievement gap between female and male students overall apprenticeship rates has closed. Achievement rates for male students on level 2 apprenticeship programmes have risen to 79.9% and are now marginally above the achievement rates for females of 77.5%