



Stephenson College
Self-Assessment Report
2014-15

Stephenson College Self- Assessment - Introduction

1.1 Mission

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

1.2 Vision

To support our mission we recruit students from across the United Kingdom delivering high quality education and training from industry standard facilities in North West Leicestershire and Nottingham. Our curriculum reflects local and national priorities, provides skills identified by Local Enterprise Partnerships and progression opportunities through further education to higher education. Our Governors and college staff play a leading role in realising our potential to provide outstanding 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.

Diversification

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

Efficiency

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

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.

Background information about the college

Stephenson College is a general Further Education College which serves a large catchment including Leicestershire, South Nottinghamshire, North Warwickshire and South Derbyshire. The main college campus is in Coalville with two further centres in Nottingham. The college also attracts students from across the U.K through its apprenticeship work with national employers such as BAM Nuttall, Volvo and Renault. The success of this work has been recognised by organisations such as The East Midlands Chamber of Commerce who awarded the College the Education Partnership Award in 2015.

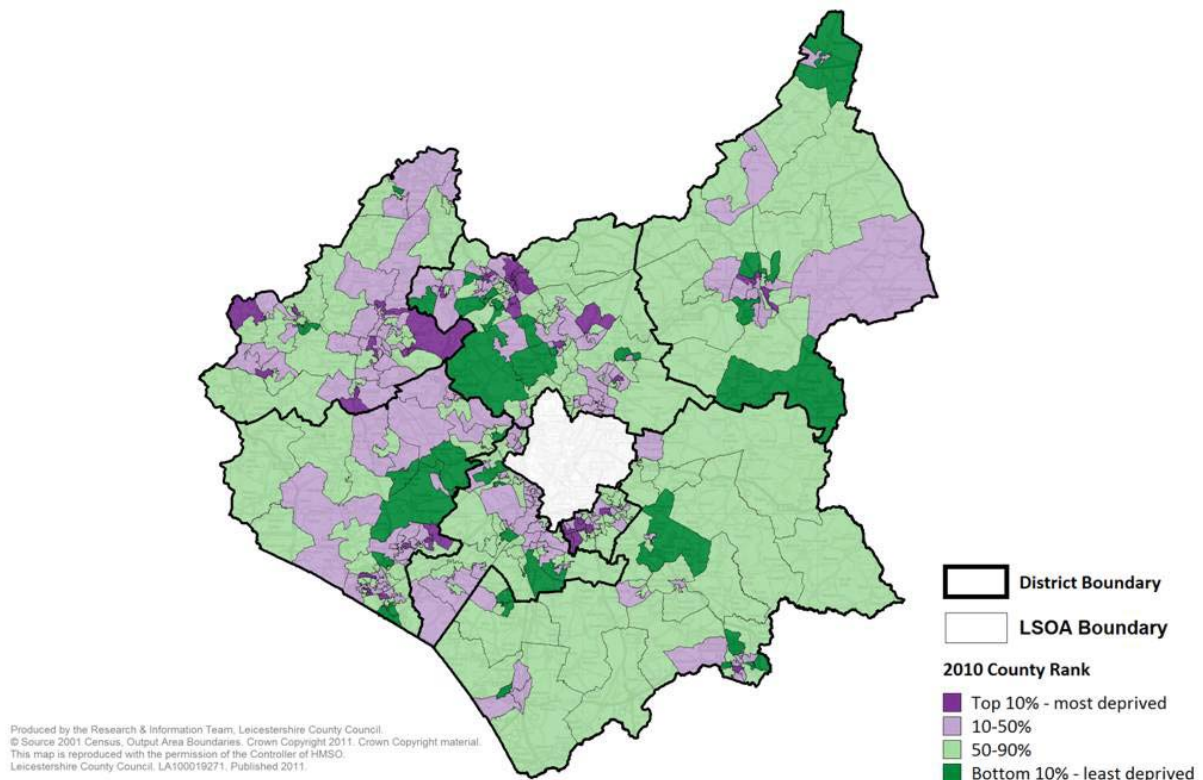
The economy and social profile of North West Leicestershire result from generations of activity that have left an imprint on local communities. Specifically there has been a decline in traditional industries and growth in new areas of economic activity which is reflected in newly developing physical 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 between 2007 and 2010 suggesting they became 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.

Both as a major employer in the local area and through the curriculum offer, the college aims to celebrate diversity and promote equality through all of its activities.

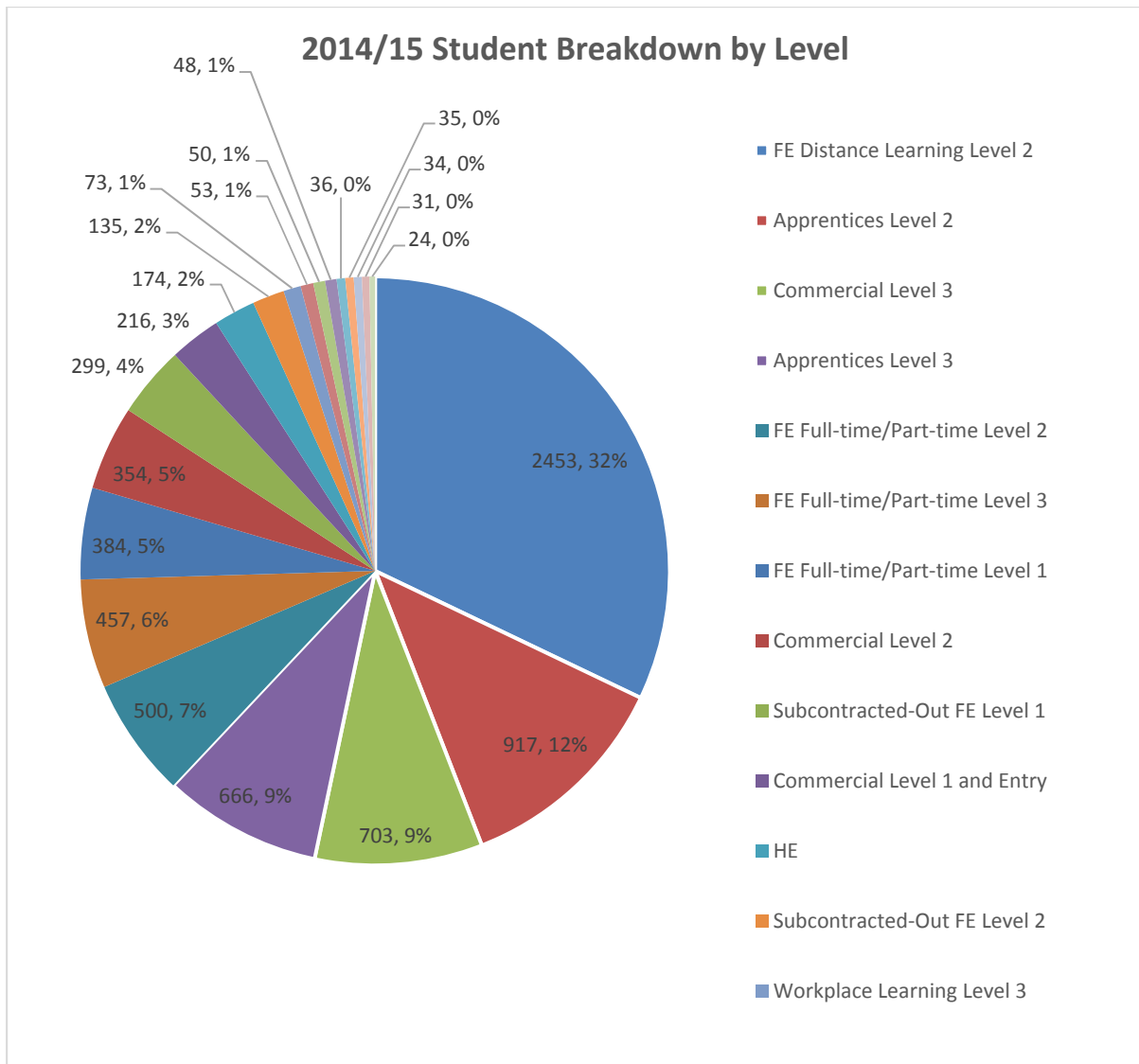
The college works with major national employers and other stakeholders to ensure vocational facilities meet and in many cases exceed industry standards. For example the college has a close working relationship with Volvo to ensure excellent facilities for motor and heavy goods vehicle maintenance courses. 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 continues to work with other providers in the sector across a range of projects which include, for example, active promotion of Higher Education too difficult to reach client groups and taking the lead on regional teaching and learning initiatives.

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 2014/15 the College enrolled 1,424 students on study programmes. The college also enrolled 1583 apprentices. The college offers courses in 13 out of 15 subject sector areas. The curriculum offer includes a direct entry 14-16 provision.

The full breakdown of learner numbers by level and type of provision is shown in the chart below. Distance learning accounts for 32% of total enrolments which is focussed on providing professional courses for the caring and nursing professions in line with college priorities and local sector needs.



10% of the student population is comprised of students from non-White Groups which is 6% more than the percentage of the local population. The gender profile of enrolments is 50% male and 50% female.

The college income was £14.4 million in 2014/15. The College Financial Health category (as calculated by the SFA) is good. This shows a steady improvement from the prior year of satisfactory and reflects highly effective strategic and operational financial management to ensure efficiency and effective deployment of resources throughout the College.

Overall Effectiveness	2
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Types of Provision	Overall Grade
16-19 Study Programmes	2
Adult Learning Programmes	2
Apprenticeships	1
Traineeships	2
High needs provision	2
14-16 Provision	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.	3	
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.	2

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 or 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	

Directorates and Curriculum Areas – SAR Grading by SSA

Dominant Sector Subject Areas	Faculty and Curriculum Area	2014/15 SAR Grade
5.0	Construction	2: Good
5.2	Brickwork	2
5.2	Carpentry & Joinery	2
5.2	Painting and Decorating	2
5.2	Plumbing	2
5.2	Electrical	3
6.0,15.0,7.0	Creative Services	2: Good
6.1	ICT	3
15.3	Business	3
7.3	Service Enterprises (Hairdressing & Beauty)	2
15.1	Accounting	2
7.2	Warehousing and Distribution	2
15.2	Administration	2
3.3	Animal Care	2
1.3	Health & Social Care	2
1.4	Public Services	2
1.5	Child Development and Well Being	2
8.1	Sport	2
14.1, 14.2	Foundations for Learning	2

	and Life/Preparation for Work	
4.0	Engineering	2
4.1	Engineering	2
4.3	Transportation Operations and Maintenance	2
12.0, 2.0	English & Mathematics	2
12.1	GCSE English	2
2.2	GCSE Mathematics	3
	Functional skills	2

Quality Assurance

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

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 against race, gender and learning difficulties and/or disabilities.

Lesson Observations

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 may receive multiple observations. All teaching staff are observed 'unannounced' given prior notice of the week in which the observation will take place. Detailed development plans and support are put in place for any member of teaching staff graded 3 or less. Themed Learning Walks are also used to support judgements on the quality of teaching and learning.

Curriculum Area Reviews

The college undertakes curriculum area reviews of each programme area across a three year cycle. Typically a curriculum area review will comprise a series of lesson observations, meeting with staff, students focus group and review of assessment practices.

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.

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.
- 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.

The college revised its quality assurance strategy in 2014/15 and will introduce student performance meetings in 2015/16. This will require the meeting of all staff who deliver on a programme to discuss student progress at pre-determined points in the academic year and build on the existing RAG rating system for students. The purpose of these meetings is to highlight, reward and celebrate high achieving student successes and to document interventions for any students making insufficient progress against their learning targets.

Overall Effectiveness

Overall effectiveness of the college is good. Highly 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 sustaining high success rates and targeted support has addressed under performance. The college has focussed its management capacity through an externally provided management development programme which has enabled strategic prioritisation of English and maths provision and improved tracking of student performance.

Education & Training rates across all levels and all durations are good. Overall timely achievement is 87% 2014/15 against the national rate for 2013/14 of 84%.

Education & Training Achievement Rates Summary - Timely					
	2012/13	2013/14	2014/15	2013/14	Variance
	QSR	QSR		National Rate	
Achievement	80.8%	86.7%	87.1%	83.5%	3.6%

Overall education and training qualification pass rates are good at 93% in 2014/15 against a national rate of 92%.

Timely achievement rates remain good at 89% which is 4% about 2013/14 national rates.

Education & Training Achievement Rates Summary - Overall					
	2012/13	2013/14	2014/15	2013/14	Variance
	QSR	QSR		National Rate	
Retention	94.1%	96.2%	96.2%	92.3%	3.9%
Pass	96.0%	95.5%	93.0%	91.7%	1.3%
Achievement	90.4%	91.9%	89.4%	84.7%	4.7%

Overall and timely college apprenticeship success rates have rapidly improved and are now outstanding against national rates for similar providers. Timely success rates have improved from 60% to 73% against a national rate of 55% for the mix of provision.

Apprenticeship Overall and Timely Success Rates

	11/12	12/13	13/14	14/15
Overall college	79.0	75.4	72.4	78.1
Overall national	73.9	72.3	68.9	68.9
Timely college	72.9	57.1	58.9	73.3
Timely National	57.5	56.2	54.7	54.7

The gap between overall and timely success has closed significantly. Timely success rates have increased at all levels by 14% at level 2 and 15% for level 3 provision.

Apprenticeship attendance rates are good at 90%. Overall attendance on classroom based courses is 84% for 16-18 year olds and 88% for students aged 19+ and therefore requires improvement to reach the college target.

College Attendance 2014/15 (%)	
16-18 (Classroom Based)	84.0
19+ (Classroom Based)	87.9
Apprenticeships	89.5
Work Place Learning	86.3
Commercial/non-funded	94.8
HE	93.8

Leadership and management are good. An externally delivered management development programme engaged all operational managers and has positively impacted on working practice, further developed communication channels and ensured a collective vision is fully implemented to move the college forwards. Leadership have been proactive in expanding the college curriculum portfolio in line with government and internal priorities such as the growth in apprenticeships. For example, using existing national employers to generate new students for the college through targeting businesses that form part of their supply chain.

Highly effective curriculum leadership of GCSE English, maths and functional skills have resulted in extensive monitoring of student progress and the design of learning activities which better meet the interests of students leading to rising success rates.

Governance is good. Governors provide leadership, direction and challenge and support the formation of strategies to address difficult issues. They are focussed on continually improving the student experience.

Teaching, learning and assessment are good. Teaching of practical vocationally related technical skills is a particular strength. Teachers have well developed technical skills and use industry links to regularly update themselves on working practices in order to enable students to achieve well and develop good work related skills. 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. For example, rewarding student achievement in national skills competitions.

The vast majority of students achieve well against the standards expected for their age. Progression rates into employment are high compared to similar providers. Progression rates into higher education are lower due to the mix of college provision and require improvement.

College 14-16 direct entry provision was inspected by Ofsted in 2014/15 and deemed to be making significant progress.

Effectiveness of Leadership and Management

The vision, expectations and standards of college leadership are good. The Principal, Corporation and Senior Management Team have established a clear vision reflected in a new strategic plan which sets out the direction and priorities of the college. Governors hold senior leaders to account for all aspects of performance.

Further work has been completed to ensure accountability of managers. An externally delivered management training programme through 2013/14 focussed on communication, decision making and dealing with difficult situations. As a result, curriculum managers are more solution focussed in their management style and are more confident in their accountability for implementation of college targets.

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.

All leaders recognise potential barriers to learning and college leadership ensure that pastoral and academic support functions are well resourced. For example, the college employs a dedicated Autism specialist for classroom based learners and Apprenticeship Liaison Advisors who work solely on pastoral support for apprentices.

There continues to be a clear strategy to grow apprenticeship provision. Recognising target markets and the skills needs of employers is fundamental to achieving growth. The extensive industry related knowledge and networking skills of senior managers in addition to the strong reputation for high quality provision to continues to expand the number of high profile employers the college engages. For examples, the college has successfully launched electrical engineering and water based construction apprenticeships with several national companies.

Accommodation at the main campus in Coalville is excellent. Vocational areas have been regularly updated and employer links have been used to subsidise the purchase of industry standard equipment which enables students to practice technical skills to a high standard. The college continually reviews its property strategy to meet local student and employer needs. For example, the college has changed its curriculum offer at the Nottingham city

centre premises. Curriculum managers are empowered to find cost effective solutions to meet the needs of curriculum for technological advanced equipment. For example, curriculum management have sought commercial sponsorship from Siemens to provide a manufacturing technology centre.

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.

Governors receive updates on the performance of teaching staff and on actions to address under performance. Governors have used their diverse expertise to engage directly with staff and deliver professional development at a cross college level. For example, briefings to staff on the changing educational landscape and the sharing of good practice from the school sector.

Central professional development is aligned to the strategic priorities of the college and the collective and individual needs of staff based on lesson observation outcomes. For example, professional development has focussed on enabling practitioners to develop a greater range of formative assessment strategies, embed British Values, set students challenging targets and monitor student performance.

Curriculum managers and the quality team offer an extensive programme of support where staff are identified as performing below college minimum expectations. As a result the small minority of teaching staff whom the college has identified as delivering sessions that require improvement improve their practice quickly.

The college reviewed its arrangements for delivery of professional development in 2014/15 and implemented a wider programme of in-house activity in 2015/16 that extended beyond the professional development days to include more regular and centrally coordinated activities, particularly for teaching staff that are new to the organisation.

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.

Managers use their knowledge of college target setting processes to support staff who previously lacked confidence in using IT based tracking. For example, increased compliance with traffic light rating of students performance enabled more timely interventions with subsequent improvements to success rates.

Quality improvement plans have become more effective in addressing under performance, For example, the implementation of a cross college literacy strategy supported English and maths staff to reinforce the importance to students with subsequent improvements to success rates on both classroom based and apprenticeship provision.

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.

The college Quality Strategy was reviewed in 2013/14 to provide a more dynamic and continuous self-assessment at course level, recognising and celebrating high achievement and sustained progress of students, monitoring of value added performance and documenting interventions.

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.

Through a process of constant reinforcement and continual professional development from curriculum managers, English and maths staff and the Quality Team, all staff are aware of the importance of developing students' literacy and numeracy. Teachers have successfully implemented a cross college strategy to meet the needs of students and improve English and maths results.

All 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 work experience and employment opportunities.

Careers advice is effectively embedded with vocational curriculum. This is reflected in, for example, the increased number of full-time students progressing into apprenticeships.

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.

Leaders and managers have successfully narrowed achievement gaps between groups of students. Faculty Heads undertake extensive analysis of performance data for different groups of students within the self-assessment process to sustain this position.

Arrangements to actively promote equality and diversity have impacted positively in enabling teachers to develop strategies to embed equality and diversity into learning sessions. The college leadership have planned further focussed CPD through 2015/16 to ensure consistent and sustained improvement in all curriculum areas.

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, managers and governors have enabled the development of a positive organisational culture which reinforces British Values. Managers have facilitated high quality cross college initiatives to foster mutual respect and tolerance for different cultures, religions and backgrounds. Leaders and managers support teaching staff to reinforce the importance of preserving the rule of law. For example, through monitoring in lesson observations that students' gain knowledge of statutory obligations within the industry in which they are seeking employment.

Leaders, managers and governors have enabled staff to develop an increased awareness of strategies to explicitly embed British Values within learning sessions. Professional development activities have taken place and further activity is planned for 2015/16. The assessment of impact is ongoing through lesson observations.

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.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good.

The college reviewed its lesson observation policy in 2013/14 to ensure that staff teaching on different types of provision are observed in all capacities over time.

New teaching staff undergo a programme of developmental or probationary observations.

College lesson observation Performance Data

	Overall College - Staff - 142 - Total Observation carried out – 127- 89%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	85 – 67%	15- 18%	68 – 80%	2 – 2%	
FE – DEV	27 – 21%	2 – 7%	20 – 74%	4 – 15%	1 – 4%
HE	5 – 4%		5 – 100%		
HE – DEV	3 – 2%		2 – 67%	1 - 33%	
WB	7- 6%	5 – 71%	2 – 29%		

	Construction - Staff – 35 - Total Observation carried out – 28 – 80%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	16 – 57%	1 – 6%	14 – 87%	1 – 6%	
FE – DEV	7 – 25%	1 – 14%	4 – 57%	1 – 14%	1 – 14%
HE	2 – 7%		2 – 100%		
HE – DEV	3 – 11%		2 – 67%	1 – 33%	
WB					

	Creative Service - Staff - 67 - Total Observation carried out – 63 – 94%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	43 – 68%	13 – 30%	30 – 70%		
FE – DEV	14 – 22%	1 – 7%	11 – 78%	2 – 14%	
HE	2 – 3%		2 – 100%		
HE – DEV					
WB	4 – 6%	3 – 75%	1 – 25%		

	Engineering - Staff - 40 - Total Observation carried out – 36 - 90%				
	Numbers	Grade 1	Grade 2	Grade 3	Grade 4
FE	26 – 72%	1 – 4%	24 – 92%	1 – 4%	
FE – DEV	6 – 17%		5 – 83%	1 – 17%	
HE	1 – 2%		1 – 100%		
HE – DEV					
WB	3 -8%	2 – 67%	1 -33%		

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

All work based learning observations are good or better and the vast majority are outstanding. Similarly 98% of performance management observations for staff observed

teaching students on study programmes or classroom based sessions are good. Where new members of teaching staff have been deemed to require improvement in delivery of learning sessions, the college has successfully employed a range of strategies to improve performance. These have included, internal and externally run professional development, peer support, one to one support from Faculty managers and the Quality team. A structured annual cycle of more frequent 'bitesize' CPD for new teachers is also planned for 2015/16

Teachers have high expectations of what learners' can achieve. They continue to use their extensive industry experience to illustrate the practical applications of theoretical concepts. Students are expected to develop industry ready skills and exhibit professional behaviours that often extend beyond the requirements of assessment criteria.

"Effective questioning of students to ascertain underpinning knowledge...(prior to delivery). Inappropriate (boiler) decommissioning techniques discussed against European regulations to extend understanding"

(Work based observation Plumbing 2014/15)

This is aided by high quality specialised vocational learning areas that meet and in some cases exceed industry standards. Well established and new partnerships with national and local employers have enabled the purchase of equipment that enable students to practice and develop and extend their practical skills.

"A good workshop session...learners (engaged) with fault finding and engine maintenance of HGV's. Workshop was well prepared to enable students to work... independently. Learners confidently carrying out tasks applying Volvo manual"

(Motor Vehicle Observation 2015)

Lesson observations show a range of learning activities and strategies that meet the needs of students across the ability range.

"Highly effective tasks, (both) group and individual allowed students practice (academic) skills in writing summaries and used students own experience to (develop) an understanding

of copyright”

(Access Lesson Observation 2014/2015)

The majority of vocational staff use an effective range of techniques to embed literacy and numeracy. These include glossaries of key terms, worksheets that develop good literacy skills and correction of spelling, punctuation and grammatical areas in learners class work and summative assessments. Students are frequently challenged to apply maths skills within their vocational learning.

“Effective embedding of maths calculations..use of interactive whiteboard to support understanding of resistance calculations”

(Electrical Engineering Observation 2014/15)

The college plans to disseminate best practice in 2015/16 to ensure that all staff have sufficient knowledge and skills to further develop literacy and numeracy within a vocational context.

Teaching of English and maths is good. Improvement in teaching methods, such as the contextualisation of language using vocational examples to reflect the interest of students and the use of practical tasks to reinforce maths theory led in part to improved GCSE and functional skills achievement rates at all levels.

Cross college English and maths teachers track students attendance and progress and in partnership with vocational staff challenge students to ensure they meet their learning targets. This also impacted positively on attendance rates, although overall attendance, particularly for functional skills remained stubbornly below overall college targets and remains a college priority.

Disadvantaged students are well supported both academically and pastorally. As a consequence the majority make good or better progress on their study programmes. For example, managers developed a mentoring scheme in 2013/14 to use a range of curriculum and non-curriculum staff from across the college to support students completing GCSE English. Along with other measures contained in the literacy strategy, this positively impacted on success rates with the A-C measure exceeding the national rate for similar providers. Learning support is used effectively in class to support high needs students enabling to make good progress on their programmes.

“Highly effective use of Learning Support Assistants to work with pairs of students. Learners

challenged to build on initial activity of recognising coin types “

(Skills for Working Life Observation 2015)

The process for setting individualised learning targets has been reviewed in 2014/15 and a new system of ‘aspirational’ targets, at least one grade above minimum expectations will be implemented in 2015/16

Summative assessment is good. Assessments are designed to enable students to practice an extensive range of work related skills as well as cover subject content. For example, case studies and business report writing tasks. Quality assurance shows that feedback is accurate and informs future improvement.

The quality of formative assessment used in learning sessions is inconsistent. In many sessions there are a good range of questions that effectively check understanding and assess progress.

“During the feedback some excellent discussions on data protection were skilfully managed by the lecturer to ensure all learners were fully engaged and participated”

(Hairdressing Observation 2015)

“All groups contributed to plenary.. with prompts and probing (questions) from the tutor knowledge (on dietary needs of animals) was tested”

(Animal Care Observation 2015)

However, in a few sessions there is an over reliance on verbal questioning. The college delivered professional development to enable teachers to use a greater range of formative assessment techniques with subsequent improvement seen in year. This continues to be an area of focus moving forwards.

Teaching staff frequently engage with parents, carers and employers to help them understand how students are doing and what they need to do to improve. Employers are involved in discussions about student progress whilst assessors are on site and ensure that students get sufficient time and direction to practice complex tasks. For example, one national HGV dealership dealing with a high volume of routine maintenance tasks enabled an apprentice to gain experience at a larger dealership with more complex fault finding work tasks.

Equality and diversity are actively promoted within teaching sessions. Lesson observations show that where equality and diversity is embedded there is skilful use of questioning and carefully managed discussions to develop an applied understanding of the subject relevant to the vocational area of study. For example, discussion of European working regulations

and cultural attitudes to adherence to rules or differences in approach when dealing with customers from different social and ethnic backgrounds. Group tutorial activities are also effective in developing students' understanding of cultural differences through a broad range of activities. In a significant minority of learning sessions, equality and diversity are not fully explored despite opportunities to do so. The college plans to offer professional development to teaching staff in 2015/16 that reinforces the importance of this aspect.

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. The college is a premier sponsor of the National Skills Show and celebrates the success of those students that have participated in regional and national skills competitions.

Students are encouraged to take pride in their individual achievements within learning sessions. For example, curriculum area review of 14-16 direct entry provision showed learners engaged with practical precision engineering tasks making products that were within industry tolerances for which they were praised by the lecturer. Similarly, level 3 construction apprentices were presented with awards for outstanding academic performance during an event which was organised in partnership with their employer.

Students show good self-awareness and rapidly develop self-confidence on their study programmes. Positive feedback from employers often indicates that apprentices gain self-confidence quickly and are able to complete non-routine work tasks and deal with customers early in their programmes.

Students are well prepared for employment. Learners develop a wide range of employability skills on full-time study programmes. In the majority of curriculum areas 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 building under staff supervision. In a few curriculum areas work experience needs to be more systematically organised and co-ordinated.

Arrangements to promote progression opportunities into Higher Education require improvement. Progression rates are low and this is attributable in part to the college mix of provision. (i.e. apprentices progressing into employment). However the college needs to review where and when the H.E. offer is promoted to full-time students.

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

Attendance Rates **14/15**

	Classroom Based Learning		Apprenticeship			
	16 - 18	19+	under 16	16-18	19-24	25+
Construction	77.6%	91.8%	0.0%	89.9%	87.7%	73.6%
Creative Service	86.8%	87.3%	0.0%	83.0%	83.1%	82.4%
Engineering	82.3%	85.8%	100.0%	94.2%	93.6%	91.5%

Attendance rates for 16-18 students on full-time study programmes require improvement. The college has reviewed arrangements in 2014/15 and will be making further structural and operational changes in 2015/16 to increase attendance. For example, the introduction of Progress Coaches to generate swifter interventions.

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 their support their students through appropriate behaviour management strategies. Students are encouraged to reflect on any negative behaviours and the impact on others. In the Creatives Services area, staff have piloted a 'restorative justice' approach which has successfully complemented the college's disciplinary procedure.

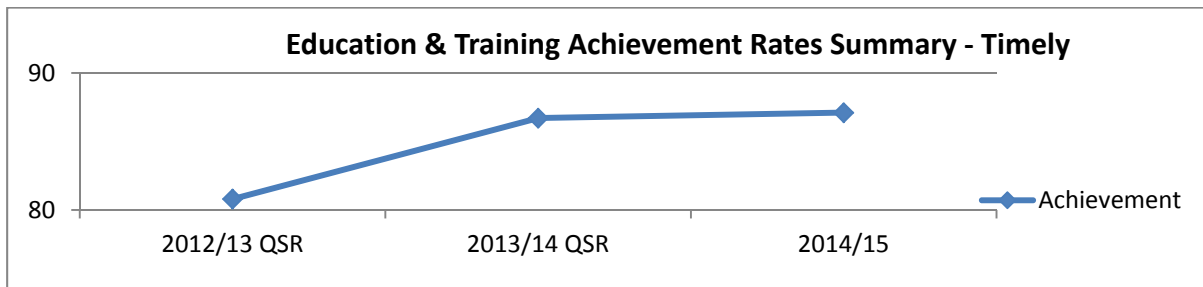
Safeguarding arrangements are effective. Students understand how to keep themselves safe and relevant risk such as abuse, sexual exploitation and extremism, including when using the internet and social media through a range of tutorial activities. Student Services utilise a range of external organisations to deliver guest lectures and events. For example, the local Fire Service deliver 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. Cross college arrangements to enable healthy eating require improvement. Although healthy meal choices are available these are not promoted.

Personal and social development of all students is 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.

Outcomes for learners

Education and Training Timely achievement rates remain good at 87% some 3% above national rates for comparable providers.



Sector Subject Area

In eight Sector Subject Areas (SSAs), Health Public Services and Care, Sport, Animal Care Education and Training, Preparation for Life and Work Education & Training, Construction, Retail and Commercial Enterprise success rates are high and are above national rates for comparable providers.

The overall success rate for Engineering is 83% which represents a 3% increase on the 2013/14 success rate. The section remains 2% below the national rate of 85% at headline level and this is attributable to lower achievement rates for a small number 19+ learners on full-time courses in Mechanical and Electrical Engineering programmes.

Success rates for full-time students studying IT based qualifications have increased from 69% in 2013-14 to 85% in 2014/15 and are now close to the national rate of 87%. Success rates in Business have decreased by 8% from 2013/14 but remain close to national rates at 85%

The success rate for students on electrical installation level 2 (60% success in 2014/15) and Multi-Trade Construction Level 1 (69% in 2014/15) at the Nottingham campus are below national rates. Students on these qualifications achieve less well than students at the Coalville campus.

(Table 1)

Performance by level and age.

Timely achievement rates for 16-18 year olds are good at all levels. Level 1 achievement rates have improved from 72% in 2013/14 to 77% in 2014/15. Level 2 achievement rates have shown rapid improvement from 68% in 2013/14 to 79% in 2014/15. Similarly level 3 timely achievement has increased from 80% in 2013/14 to 85% in 2014/15.

Adult (19+) learners also make good progress at level 1 where achievement rates have improved rapidly from 83% in 2013/14 to 92% in 2014/15. Very high achievement rates for 19+ learners on level 2 programmes in 2013-14 at 95% have declined to 89% but are still above the 2013/14 national rate of 85%. Level 3 achievement rates for the 19+ age group are good. Timely achievement has increased from 79% in 2013/14 to 84% in 2014/15.

(Table 2)

Performance by Category of Qualification

Classroom based success rates for 16-18 year olds in all qualification categories are above national rates and are good. For 16-18 year olds success rates for qualification aims in the award category have increased from 84% in 2013/14 to 90% in 2014/15. Qualification success rates in the certificate category have declined from 93% to 89% but remain 9% above national rates. Diploma success rates have increased by 4% from 81% in 2013/14 to 85% in 2014/15.

(Table 3)

Success rates for students aged 19+ studying award based qualifications have declined by 1% from 86% in 2013/14 to 85% in 2014/15 but remains close to the national rate of 88%. Performance for certificate based qualifications has decreased from 96% in 2013/14 to 90% in 2014/15 but remains above the national 2013/14 rate of 88%.

Success rates for the diploma based category of qualifications have increased from 82% in 2013/14 to 85% in 2014/15 against a national 2013/14 rate of 80%

(Table 4)

A small number of Pakistani, African Caribbean and mixed race 16-18 year old students achieve less well than students from other ethnic backgrounds. The college has reviewed individual cases and is satisfied there are no emerging barriers which prevent success.

(Table 5)

There is no significant achievement gap between the success rates of male and female students on study programmes.

(Table 6)

There is no significant achievement gap between students with or without learning difficulties on study programmes. A small group of 16-18 yr old students with dyscalculia achieve less well than average college rates. The college has reviewed individual cases and is satisfied there are no emerging barriers to success. Conversely students aged 19+ with recognised learning difficulties achieve better than the average college population.

(Table 7)

Apprenticeship Success Rates

Apprenticeship Success Rate - By Level						
	2012/13 QSR		2013/14 QSR		2014/15	
	Overall	Timely	Overall	Timely	Overall	Timely
L2 Intermediate	73.6	56.7	71.1	58.4	76.2	72.4
L3 Advanced	79.8	58.3	75.6	59.8	81.6	75.1
Higher	0.0	57.1	66.7	58.9	88.9	75.0

Timely and overall apprenticeship success rates have increased across all levels and are outstanding. Timely success for level two apprenticeships has increased by 15% from 57% in 2013/14 to 72% in 2014/15. Level 3 timely success has increased by 17% from 58% to 75%.

Overall and timely success rates have increased across all age groups and are above national rates for comparable providers. This represents a positive three year trend for students aged 16-23. Success rates for students aged 24+ decreased in 2013-14 but as a result of targeted interventions to improve teaching, learning and progress monitoring have now increased by 7% to 70% which is 3% above national rates.

However there remain a few very small pockets of underperformance for 24+ students including retail, warehousing and transportation which are below national rates.

(Table 8 & 9)

Overall apprenticeship success rates are high across the majority of subject areas and outstanding in Health and Social Care and Construction. Student on apprentices in Information Technology and on Animal care Courses achieve less well. These courses account for a very small proportion of overall apprenticeship provision.

(Table 10)

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

Females achieve better than males on apprenticeship courses at all levels but account for around a quarter of overall apprenticeship enrolments.

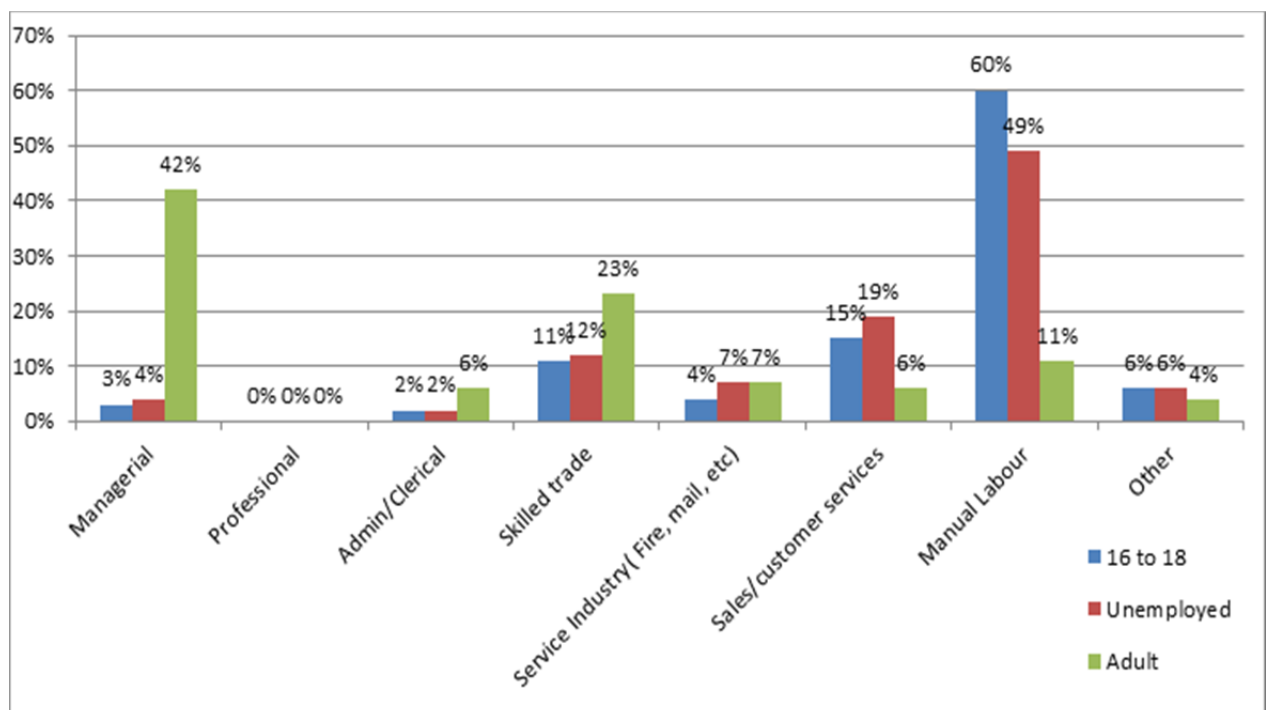
(Table 11)

Student Destinations

Students have good progression rates into employment. 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.

Students progression data into employment is outlined below.

Employment Destinations for 2013/14 cohort



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 Sector Work Based Academy students.

(Tables 12 & 13)

