

## **1. Purpose**

To present governors with the 1415 self-assessment grades for final approval.

## **2. Context**

The self-assessment report (SAR) for 1415 has been written to the new Common Inspection Framework as outlined to governors in the training update at the Corporation Board meeting on 6<sup>th</sup> October. This does present a challenge in some areas as these new guidelines were not issued until summer 2015 (after the academic year being reviewed). However, we believe writing to the new expectations is essential in critically identifying areas for improvement as well as acknowledging areas of good practice.

The curriculum SARs have been built up from course reviews and have been scrutinised and standardised internally by a panel made up of School Management Teams and the Academic Management Team (AMT). The curriculum SAR external scrutiny panel comprising external panel members, including Jill Lanning representing the governors, and the Executive Team validated the judgements and grades which were presented to the Curriculum and Standards Committee for scrutiny and debate in November. In addition, 15 sub-grades were presented to the Committee with further evidence for final grading. At Curriculum and Standards committee, it was agreed that key points from the Apprenticeship SAR would be scrutinised for final grading at this Corporation Board meeting. The other curriculum grades are recommended for approval to Board by Curriculum and Standards Committee

The cross college SAR has been scrutinised and validated by a panel comprising Andrew Barnes representing the governors and the Executive Team. The judgements and grades are now recommended by the panel to Corporation for approval.

### **Curriculum SARs**

The table 2 shows a seven year trend and the proposed curriculum area grades recommended by Curriculum and Standards Committee for Corporation Board approval.

The grades proposed for our curriculum areas result in 4 (4 in 1314) areas graded outstanding, 8 (9 in 1314) areas graded good and 4 (3 in 1314) areas requiring improvement. We are pleased to be able to present these grades as the new framework presented a real challenge to curriculum managers to be able to provide enough evidence against the new areas being graded.

Governors will note that one area has dropped by one grade and this is the part of the college which predominantly delivers our GCSE resit programme. Two main reasons behind the drop are inconsistent performance against the range of GCSE subjects offered and the fact that the management team are all new to the area in 1516 and were unable to provide enough evidence to hold the 1314 grade position. We took the pragmatic approach of requiring the management team to focus on improvements already identified for this programme and the new systems they are implementing for cross-college English and maths rather than spending more time looking for evidence for last year.

Having revisited the evidence in the Apprenticeship SAR, the Executive Team are confident in proposing a grade of good. The main area for development is the achievement gap between apprentices who declare a learning difficulty or disability and those who don't. The large gap hasn't narrowed at a headline level from 1314 however there have been changes in both directions at framework level. We have reflected this in the sub-grades proposed in table 1 by dropping the grade for 'high expectations' from good to requiring improvement and keeping the 'additional support' grade at inadequate.

Governors are asked to consider the apprenticeship grade, and then approve the grades in table 2.

**Table 1**

	<b>Employer Responsive</b>					
	1213	1314	Agreed at internal scrutiny	Agreed at external scrutiny	Agree by C&S Committee	Proposed to Corporation
<b>Curriculum area grade</b>	<b>3</b>	<b>2</b>		<b>2/3</b>	<b>2/3</b>	<b>2</b>
<b>Quality of teaching, learning and assessment</b>	<b>3</b>	<b>2</b>				
Success Rates Linked to TLA	4	3		2	2	2
Students benefit from high expectations, engagement, care, support and motivation	3	2		2	2	3
Teaching, learning and support meets students' needs	4	2	n	2	2	2
Initial assessment, progress monitoring and challenge	3	2	o	2/3	2	2
Additional Support	4	3	t	3/4	4	4
Assessment, feedback and standard of work	3	2		2	2	2
English, Maths and Functional Skills	3	2	g	3	3	3
Equality and Diversity	3	3	r	2	2	2
<b>Personal Development, Behaviour and Welfare</b>						
Pride in work, self-confidence and becoming an effective learner			d		3	3
Experience of Work, employability and enterprise	3	2	e	2	2	2
Information, Advice and Guidance	3	3	d	2	2	2
Safe and Healthy				2	2	2
Attendance and Punctuality				2	2	2
Behaviour and respect for others				2	2	2

**Table 2**

Programme Area	Overall Effectiveness				Teaching, Learning and Assessment		Curriculum Area
	0809	0910	1011	1112	1213	1314	1415
Health & Social Care and Childcare (and Public Services until 1112)	3	3	3	2	2	1	<b>1</b>
Engineering	3	2	2	2	2	1	<b>1</b>
Construction	4	3	3	2	2	1	<b>1</b>
Hairdressing and Beauty Therapy	3	3	4	2	2	2	<b>2</b>
Hospitality and Catering	3	2	3	2	2	2	<b>2</b>
Travel & Tourism and Sport And Public Services from 1213	3	3	2	3	2	2	<b>2</b>
Creative Arts	3	3	3	3	3	2	<b>2</b>
Education and Training	-	-	-	2	2	2	<b>2</b>
Business	3	2	3	3	3	3	<b>3</b>
Sixth Form Centre	-	-	3	3	3	2	<b>2</b>
Access to Higher Education	-	-	-	3	3	3	<b>3</b>
Academic Learning and Development (General L2 in 1112)	-	-	-	3	2	2	<b>3</b>
Foundation Studies (and Part-time Skills for Life until 1112)	-	-	2	2	1	1	<b>1</b>
MINT	-	-	-	-	2	2	<b>2</b>
Adult Education - Maths, English and ESOL	-	-	-	-	3	3	<b>3</b>
Employer Responsive	-	-	-	4	3	2	<b>2</b>

## College

We have considered carefully the outcomes of the Quality Improvement Plan derived from the 1314 SAR, the 1415 curriculum self-assessments, Ofsted publications on teaching and learning and study programmes and Ofsted guidance on the new Common Inspection Framework in formulating our proposed judgements for the overall cross college grades.

The proposed grades for the key judgements and types of provision are shown below in table 3.

Whilst the new framework does not directly compare to the previous one, table 4 presents the three-year trend of grades to help governors place the proposed grades for 1415 in context.

**Table 3**

Key judgements	Proposed grade
Effectiveness of leadership and management <i>Including Safeguarding</i>	Good <i>Outstanding</i>
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for students	Good
<b>Types of provision</b>	
16-19 study programmes	Good
Adult learning programmes	Requires improvement
Apprenticeships	Good
Provision for students with high needs	Good

Taking the grades above into account leads us to propose a grade for **overall effectiveness** of 'good' in 1415.

### Next steps

The approved SAR will have any outstanding data added and then will be formatted and uploaded onto the SFA Portal by 31<sup>st</sup> December 2015. The publication of Qualification Achievement Reports (QAR) which inform us of the new National Averages (NA) for qualifications has been delayed and we are unlikely to see these before the end of the spring term. Normally we would analyse our SAR judgements taking the NAs into account and publish a position statement in early January. This is therefore likely to be delayed until April 2016.

Work has already started on the Quality Improvement Plan (QIP) for individual curriculum areas and the college actions which are identified in two categories. The first category is for those areas which require improvement, our improvement actions, and the second for areas which are good and need moving to outstanding, our enhancement actions. These actions, and the strategy targets for 2016, form the basis for governors to monitor our performance in 1516 and will be reviewed at Curriculum and Standards on January 26<sup>th</sup> and Corporation Board on February 2<sup>nd</sup>.

### 3. Recommendation

Governors are asked to approve the cross college and curriculum grades which culminate in a grade of 'good' for overall effectiveness.

