

reigate•college

Self Assessment Report

2012-2013

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The Self-Assessment Process and structure of this report

The College has undertaken an annual self-assessment exercise since 1995. The College's focus on student success includes an emphasis on benchmarking analysis for all courses against national retention and achievement data for sixth form colleges of a "similar type".

The Self-Assessment process begins with each teaching Department preparing a self assessment report based on the Common Inspection Framework. Strengths and weaknesses are evaluated, a provisional grade proposed, actions agreed and a development plan prepared to address areas for improvement and further development.

A key part of this evaluation is the analysis of student retention and achievement in each Department. When results are finalised the Principal and Assistant Principal (Q and L) meet with all Heads of Department/Course Leaders and their Director of Learning to evaluate course performance. Appropriate actions are agreed to be included in the Department's operational/development plan.

The Senior Management Team (SMT), comprising the Principal, Deputy Principal and two Assistant Principals, then evaluate the reports and prepare an analysis of the effectiveness of the College as a whole awarding grades for the following:

- Overall effectiveness
- Outcomes for learners
- Quality of teaching, learning and assessment
- Effectiveness of leadership and management

Comments include, where appropriate, judgements which describe provision as:

- Outstanding
- Good
- Requires improvement
- Inadequate

The College's teaching departments all prepare self assessment reports and action plans which are available as an Access zip file. Managers responsible for key college central functions prepare self assessment reports and action plans which are available as Word files.

A College SAR Development Plan (SDP) is prepared which addresses key issues and developments.

The Development and Standards Committee of Reigate College Corporation is responsible for scrutinising the self assessment report and overseeing the actions being taken to improve where necessary. The Committee meets each term; the self assessment report is a standing agenda item.

The full Corporation approves the SAR before it is placed on the Provider Gateway.

Summary of grades awarded

Overall effectiveness	Outstanding
Outcomes for learners	Outstanding
Quality of teaching, learning and assessment	Outstanding
Effectiveness of leadership and management	Outstanding

Background of the College

Nature of the College and its work

Reigate College is a sixth form college.

There are four other sixth form colleges and four substantial general further education colleges in Surrey; there are 4 local schools with sixth forms.

Courses are provided in eleven of the sector subject areas (SSAs) identified by Ofsted.

The College is located on a single campus, where a major building programme has provided new, upgraded and improved accommodation which provides

almost total access for people with physical disabilities. The College also owns playing fields within ten minutes walk of the campus.

The College works closely with a number of schools in the area to ensure that its provision meets the progression needs of local young people; where these needs cannot be met, students are offered detailed advice through partner schools liaison regarding courses in local general further education colleges.

In 2012/13 the College had 4 'partner schools' and approximately 40% of the student cohort came from these schools.

There is a Memorandum of Understanding with East Surrey College regarding the range of courses offered by each college. This arrangement ensures that a very wide range of vocational and academic qualifications are provided for the local and regional community.

The College is "federated" with Coulsdon Sixth Form College in the London Borough of Croydon. The Principal is also Principal of Coulsdon College. The two colleges aim to provide outstanding sixth form education from South Croydon to South East Surrey.

Range of learners

In 2012/13, 95.25% of all students studied at least one level 3 qualification; the remainder undertook level 2 qualifications as their main programme. The College has the largest number of level 2 learners of all Surrey sixth form colleges.

Overall, 99.7 % of the students are aged 16-18. The few students aged over 19 are undertaking programmes at level 3. The College continues to run a PGCE/PCE course which is highly successful.

The College has an inclusive approach to entry for all students, requiring just 5 GCSE grade C equivalents for entry to a level 3 course. Consequently it attracts a range of applicants from the well qualified to those with what are nationally recognised as minimum entry requirements for level 3 courses.

The GCSE average score of students on advanced courses is below the average for sixth form colleges.

13.43% of the College's students were non white by ethnic origin.

The gender ratio was 52.5% F / 47.5% M.

The College's Social Deprivation Index (SDI) is significantly higher than the average for post-16 providers in Surrey.

The College's mission and main aims

The Mission of the College is to provide high quality education in a supportive community.

The College's aims in 2012/13 were:

- To engage with the Surrey Local Authority, the local and regional community and other relevant stakeholders in order to provide a broad and balanced education primarily for 16 –19 full time students.
- To achieve targets as agreed with the Corporation.
- To be responsive to the learning and development needs of all students and staff, with the principles of inclusivity, equality & diversity and safeguarding embedded throughout the institution.
- To provide high quality physical resources that meet the needs of students, staff and the local community, through prudent financial management.

Self Assessment

Overall Effectiveness

Grade 1 – Outstanding

The college was graded as “outstanding” by Ofsted for *effectiveness of provision* in November 2008.

The College considers it has maintained its effectiveness in fulfilling its mission and in achieving its aims and strategic objectives. The following analysis forms the basis for this conclusion.

Success rates are very high and most students make very good progress compared with their starting points on entry. Achievement of high grades is particularly good.

Students enjoy their time at the College and enjoy high quality facilities and an active, supportive community to supplement the demands of their academic

study. Their needs and interests are well met and they benefit from a wide range of enrichment activities.

The guidance and support they receive is extremely effective, particularly in the provision of additional learning support and in preparing students for employment or higher education.

The College considers that it has extremely effective, robust quality systems. When areas of provision are identified as needing improvement, managers act quickly and systematically to lead and manage change.

The key quality improvement systems within the college are:

- Department Review system
- Lesson observation system
- Learner Review system
- Learner Improvement strategy

Each of these systems and strategies are applied cohesively to continually improve provision and performance.

One of the key aspects of quality assurance is lesson observations. The College uses observation of lessons to improve teaching and learning.

Effective support and guidance are given to teachers whose teaching needs improvement.

The College has clear strategic and annual objectives which inform planning to develop and improve its provision. Progress with annual objectives is carefully monitored by the Corporation.

Departmental objectives, formulated during the self assessment process, link clearly to annual objectives for the College as a whole.

Data are used very effectively within the self-assessment processes. Managers are aware of retention, achievement, high grade and value added data, including benchmarks, in evaluating their provision.

Risk assessment is effectively built into the SAR process at department level

<p>The College has Beacon Status as recognition of our continuing outstanding achievements and its sharing of practice both within the College and across the sector.</p>
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Key strengths and areas for improvement

Key strengths

- outstanding success rates and excellent value added performance
- very high standard of teaching and learning
- excellent approach to social and educational inclusion
- successful promotion of an ethos of high achievement and respect for all
- outstanding academic and pastoral support for students
- excellent accommodation and resources
- outstanding leadership and management
- strong and effective commitment to equality and diversity

Areas for improvement

- students' success and value added on a small number of courses

What students like about the college

Students' views are collected through two surveys, conducted in the Autumn and Spring terms. Responses below indicate the views of students expressed in these surveys and in subsequent focus group meetings:

- Subject choice and availability
- The friendly, relaxed atmosphere
- ICT facilities and the learning centres
- Supportive relationships between staff and students

- Quality of classrooms
- Support, including careers, HE advice, counselling and financial support
- Team building and induction
- Independence and being treated like adults
- Feeling safe, with no bullying
- Additional academic support through the access programme.

What students feel could be improved

- Car parking facilities and travel costs to college.

What staff value about the College

- The pastoral support provided for students
- Staff development opportunities
- Effective leadership and line management
- Teaching resources
- Effective management communications

What staff feel could be improved

- Some staff are not content with their work area

Outcomes for learners

Grade 1 - Outstanding

College Performance Data 2009 - 2012

Overall Performance – 2010/11

(data source Ofsted)

Starts	Success			Retention			Achievement			High Grades		
	% S	% BS	% S - BS	% S	% BS	% S -BS	% S	% BS	% S -BS	% S	% BS	% S -BS
9116	92	87	5	94	92	2	97	95	2	48	39	9

S = College Performance

BS = Benchmark

High grades are for graded courses only from Pro Achieve

Overall Performance – 2011/12

(data source Ofsted)

Starts	Success			Retention			Achievement			High Grades		
	% S	% BS	% S - BS	% S	% BS	% S -BS	% S	% BS	% S -BS	% S	% BS	% S -BS
12677	93	88	5	95	93	0	98	95	3	56	39	17

S = College Performance

BS = Benchmark

High grades are for graded courses only from Pro Achieve

Overall Performance – 2012/13

(data source Pro Achieve)

Starts	Success			Retention			Achievement			High Grades		
	% S	% BS	% S - BS	% S	% BS	% S -BS	% S	% BS	% S -BS	% S	% BS	% S -BS
11563	93	87	6	94	94	0	98	93	5	54	39	15

S = College Performance

BS = Benchmark

High grades are for graded courses only from Pro Achieve

Value Added Performance

The College has positive value added for all course types.

Level 3 performance by course type

AS

Success %	Bench	Retention %	Bench	Achievement %	Bench	High Grades %	Bench
86	82	94	92	92	89	39	36

A2

Success %	Bench	Retention %	Bench	Achievement %	Bench	High Grades %	Bench
98	96	98	97	99.6	98	53	49

BTECs

Success %	Bench	Retention %	Bench	Achievement %	Bench	High Grades %	Bench
88	N/A	89	N/A	99.4	N/A	77	N/A

Quality of teaching, learning and assessment

Grade1 - Outstanding

Summary of lesson observation grades awarded during 2012/13

No of observations	Graded good or better (Grades 1/2) %	Graded satisfactory (Grade 3) %	Graded less than satisfactory (Grades 4) %
39	95%	2.5%	2.5%

	36% grade 1		
	59% grade 2		

Observation outcomes 2012/13

Aggregate Analysis

The main strengths identified through observations were:

- Staff have high but realistic expectations which motivate learners
- Teaching and support are planned to meet each student's needs
- Equality and diversity are integrated fully into lessons.
- High quality resources are used effectively and creatively to promote and support learning.
- Students know how to improve as a result of assessment and feedback.

Developments to ensure standards are maintained

The team of observers was expanded and extensive training took place in the Autumn term to ensure consistency across the observations.

Whole college INSET took place on 11 January 2013 to outline the changes to the Common Inspection Framework (September 2012) and introduce the revised documentation to be used for:

- lesson planning
- recording lesson observation outcomes

Formal self-evaluation was included in the process and formed the basis of the feedback meeting between the teacher and the observer.

Further training will be made available to staff with a focus on stretching students to exceed their target grades. More staff will be trained in observation techniques –using the pool of observers as the observed teacher.

Informal peer visits will continue to be encouraged.

Staff at Coulsdon College will be invited to observe lessons at Reigate College.

Resources

The College occupies a well-maintained and pleasant campus near the centre of Reigate. There are extensive lawns and gardens.

Over the last 12 years the College has made substantial and extensive improvements to the learning environment and campus.

Facilities and resources for teaching are very good. Every classroom is equipped with modern audio visual resources. The College's modern independent learning centres are very well equipped and have good stocks of books and other learning materials.

Students and staff have good access to modern computers, supported by a reliable network infrastructure and wireless facility across the campus. Students are able to use learning materials on the College's virtual learning environment and electronic shared areas.

All teaching areas are networked and have good ILT provision. Students benefit from the imaginative use of space in IT teaching areas that allow individual and group work. Students and teachers benefit from effective technical support, led by an experienced IT Manager.

Teachers are well qualified and all either have a teaching qualification or are working towards one within a two year timeframe.

Curriculum development

The diversity, range and quality of course provision has led to an increase in the college's student numbers significantly since 2000. BTEC National courses are very popular and students often "mix and match" an AS/A2 programme with a BTEC National course

The College's Literacy Strategy includes timetabled programmes to improve grammar, punctuation and spelling for all level 3 students who did not achieve at least a GCSE Grade B English.

The College successfully delivers a BTEC First qualification in Health and Social Care for students at The Warwick School; results are outstanding.

The curriculum is enriched by frequent trips in this country and abroad

There is a Directorate of Enhancement and Progression which is responsible for ensuring that all students have the widest possible experience at the College, beyond the mainstream curriculum through “enhancement programmes” and for all stages of student progression, from “pre College” – including establishing links with schools – to preparing students for progression to University and work. Outside the classroom, an Activities programme offered a wide variety of opportunities. Participation has improved substantially since the introduction of the Directorate.

In 2102/13 there were 40+extra curricula activities offered including a weekly programme of speakers and demonstrations.

A highly successful week of activities is held in June each year which involves all students and staff.

There is a thriving and successful Duke of Edinburgh Award programme,

The College organizes a comprehensive Sports Programme with teams playing on both a competitive and non-competitive basis.

145 students undertook work experience placements during 2012/13 linked to health and social care and 34 took part in work experience in the activities week.

A pro-active, and effective, Students’ Union contributes positively and effectively to the community ethos of the college.

Assessment practice

Assessment practice is clearly articulated in course handbooks. Students are very positive about assessment, particularly the marking turn-around time and the quality of feedback they receive.

Assignment briefs are comprehensive and accurately reflect course requirements.

The College has an internal verification system for vocational provision. The internal verifier role is clear and details are readily available to staff. Record keeping of assessment grades and marks, though largely paper based, is thorough.

External verifiers’ and moderators’ reports are collected by the Quality Nominee who, having distributed them to senior managers and heads of department, ensures that the necessary follow up actions are taken.

Initial assessment of literacy needs is effective with all students who have not achieved a Grade B or higher in GCSE English, undertaking an on screen diagnosis using Key Skills Builder followed by an *Essential Skills programme* which develops their literacy and communication skills. This programme has

supported many students in achieving their level 3 qualifications and raising their value added attainment.

Learner guidance and support

Support and guidance for students are outstanding.

Named staff at the college are responsible for liaison with a partner school which facilitates effective transition support from school to college. A number of open/information evenings and taster days give students the opportunity to evaluate the courses available.

Prospective students, and their parents, benefit from comprehensive pre-entry guidance and all applicants are interviewed with their parents.

Students are able to review or change their choice right up to the completion of the induction process. At enrolment, students' GCSE scores provide a key indicator for the advice and guidance team to determine the most suitable programme to recommend. Careful discussion always takes place where the student's performance at GCSE is marginal in terms of the entry criteria.

Routine screening at interview and on entry takes place and students with learning difficulties and disabilities receive effective assessment and support. Within two weeks of the commencement of the academic year, all students' individual support needs are identified and a programme of additional support offered.

Within the first two weeks of each academic year every student receiving learning support has the details of their individual needs and strategies for meeting these needs, recorded on their Individual Learning Plan (ILP).

All students have a comprehensive induction programme. Students are made aware of College policies for equality of opportunity, racism, and bullying. Expectations for attendance, punctuality, homework and general conduct are made clear. Students are required to consent to these by signing a learning agreement. Parents receive a handbook providing comprehensive information about College policies and procedures. All students are evaluated for literacy and other support needs. In addition, all subject teachers set an initial evaluative piece of work at the first meeting with their students.

Detailed advice and guidance are available on a range of support issues including accommodation, benefits and financial support.

Weekly group tutorial sessions, involving all students, are well structured to a common yearly programme and include aspects of self-evaluation, target setting, application to HE, and careers education and advice.

Progress in individual subjects is monitored regularly with reports being created for students and parents every six weeks. These 'interim reports' present an analysis of the student's attendance, punctuality and effort, together with an indication of their progress towards their target grade in each subject.

Following the first interim report, all students in their first year of study will have a one-to-one review of their progress with each of their subject teachers. At this review meeting a summary of progress made will be recorded along with actions for improvement or consolidation.

For subsequent reports individual interviews take place with the student's personal tutor and progress is documented as part of the tutorial programme.

In their second year of study each student will have a review meeting in October, at around the same time as the first interim report is being prepared. At this review meeting a summary of progress made will be recorded along with actions for improvement or consolidation.

The progress summaries and actions are all recorded on a well-designed networked database known as the Individual Learning Plan (ILP) system.

Thereafter the ILP is updated when a student's progress merits commendation, a cause for concern or a particular learning need is identified. Details are entered which record the reasons and clear actions for improvement. These details are available to teachers, tutors, and other members of the college's staff. Students are offered printed details of ILP targets or actions.

The College has an electronic registration system (CRISTAL) for recording student attendance and punctuality which provides teachers and tutors with up to date information and also enables them to pass on messages from other members of staff. Attendance levels are rigorously monitored and parents/guardians are contacted immediately a student's performance becomes a cause for concern.

Tutors review attendance and progress rigorously.

Students are set grade targets for achievement and clear explanations and guidance are given with the regard to the measures and actions they should take to reach them.

The College has appropriate child protection arrangements and good links with child protection agencies and social services. Governors have received training on child protection issues. Students feel safe and valued at the college.

The college's learning support centre employs 18 well-qualified learning facilitators. Large numbers of students take advantage of this centre, individually or in groups.

All intermediate level lessons have in-class learning support and this is considered to be a major factor in the success of students on level 2 courses.

The College's ILP system is also used by the Learning Support team to monitor the progress of supported students and communicate with teachers.

Teachers provide excellent academic support, and are accessible to students. Lessons are extended weekly to enable teachers to help small groups or individuals with aspects of work. Revision courses are offered at appropriate times of the year.

The College has an outstanding careers centre and was awarded *Investors in Careers* status in July 2006, 2009 and again in 2013. The Careers Centre is staffed by appropriately qualified and trained careers and higher education advisors who offer specific guidance and support students in completing their UCAS applications. Students study a personal and career development qualification which further helps the development of their 'employment skills' such as interview techniques.

Resources are comprehensive, and students use specialist careers software. Advice and guidance are available on careers and university applications. Of those students eligible, 79% progressed to HE in 2013. The College works well with the local Connexions partnership and links with other support organisations are also effective.

Record keeping is good, and is facilitated by the use of networked database systems. Teachers receive comprehensive details about the students they teach. These include support needs, predicted and present grades, preferred learning styles, attendance, and the outcomes of initial screening for literacy.

The operational management of learning support is effective. The Learning Support Department is able to demonstrate overall rises in the achievements of those students who receive support. Learning Facilitators support all level 2 provision and some level 3 programmes.

A confidential counselling service is available to students and staff offered by *Relate* through a special arrangement with the college.

Since the abolition of the EMA allowance students may apply for financial assistance through the Reigate College Bursary and £117,545 was spent in the 2012/13 financial year.

The College is in full compliance with statutory requirements in relation to Criminal Records Bureau checks.

To what extent is the college educationally and socially inclusive?

A broad range of level 3 provision meets the needs of students. The college provides a good range of courses at intermediate level.

The college is oversubscribed and priority has been to give priority to students from the four partner schools who achieve the entry criteria.

Students benefit from a strong sense of community and excellent working relationships with staff. Although students' participation in work experience is low, the numbers involved in enrichment activities has risen significantly.

Attendance is high at 92.03% (95.21% adjusted).

Effectiveness of Leadership and Management

Grade 1 - Outstanding

The College has grown substantially in the last 15 years to now offer places to approximately 2100 students. The ethos for expansion has been to extend opportunity and widen participation with inclusivity as a guiding principle whilst maintaining the highest quality of provision.

Standards and outcomes have improved significantly and continually over the last eight years and changes have been managed very effectively.

The College's financial status is excellent and it has been successful in carrying out major projects to refurbish or build new accommodation and improve resources.

Senior managers have a clear sense of purpose which they communicate effectively to staff, students and their parents.

Managers' open and consultative management style is successful in keeping staff well informed and comfortable about raising matters of concern.

The College recognised the importance of consulting staff at all levels in helping to ensure a sense of common purpose and commitment. There is a network of meetings, effectively planned to ensure that awareness of cross-college

operational issues is developed and that all staff feel they have a voice in decision making.

Weekly briefings, regular staff meetings, a staff bulletin, and professional development events help ensure that staff have a sound understanding of the College's objectives and progress made towards achieving them.

There are regular social events which are popular and well attended.

The College has clear strategic and annual operational objectives which it uses well to develop and improve its provision. Departmental objectives link clearly to annual objectives for the college as a whole.

Data are used very effectively within the self-assessment process.

Subject departments produce an annual self assessment report and action plan. Risk assessment is built into this process with "key risks" identified for every question; action planning to address such risks where weaknesses are noted.

All support functions produce a self assessment report the emphasis being on an evaluative analysis of the impact of support functions on students and their learning experience.

The few formal complaints are acted upon quickly and in accordance with the College complaints procedure.

All managers have clear lines of responsibility within this structure where emphasis is on individualised learning and support.

Management of the curriculum is outstanding in many areas. Curriculum teams monitor students' attendance, punctuality and progress carefully, and take swift and appropriate action if students give cause for concern.

Attendance is very high and punctuality is good.

Senior managers take prompt action to improve provision in curriculum areas giving cause for concern.

Course targets are clear to staff and the benchmark approach is well understood.

Students' views and other feedback are used to monitor provision and improve quality. Responses indicate high satisfaction with the service provided by the college.

The College has particularly good links with its partner schools, whose students have a guaranteed place at the college provided they meet the required entry criteria. Links are made at senior manager level, and by individual teachers, some of whom teach on courses provided by the College at one of the partner schools. These links extend to a wide range of other schools and colleges in the region and they are effectively used to promote provision and research curriculum needs.

The appraisal scheme identifies staff development needs which are prioritised and included in the College's Staff Development Plan. Funding for staff development is prioritised and both teachers and support staff are kept aware of opportunities for attending courses and conferences through the weekly bulletin and by targeted internal communications. The College is a member of the S7 Consortium of Surrey Sixth Form Colleges and benefits substantially from the shared staff development activities which it organises.

The College is an "Investor in People" and received a highly positive assessment report in 2013.

The lesson observation process is used effectively to identify the needs of individual teachers and to set them targets for improvement. There is good support for staff to help them develop their teaching, subject knowledge and management skills. Effective support and development are provided for newly qualified teachers, and trainee teachers are helped to work towards appropriate teaching qualifications offered by local providers.

Induction for new staff is thorough and extends throughout the first year of their appointment. There is an effective mentoring programme for all new staff and special mentors are assigned to staff who have the most challenging improvement plans.

In-service training days are well planned and focus most closely on teaching and learning, particularly through the sharing of practice.

Senior managers use information systems, internal and external data and benchmarks to analyse students' performance, identify trends and research improvements.

At departmental and faculty level, these systems are particularly effective in providing six-weekly progress reports on individual students and in monitoring their attendance and punctuality.

Finances are managed prudently. The College is in financial *Category A* (Outstanding) and has successfully generated reserves to help fund further building work.

There are effective controls in place to monitor income and expenditure, tendering and day-to-day budgetary management. Best value, as a concept, is well understood and adhered to.

Governors bring an excellent range of skills and experience and attendance at meetings is good. They have effective oversight of the College's finances, student performance, curriculum development, quality assurance systems, personnel matters and its audit activities. The Corporation assesses its own performance regularly as part of the College's self-assessment system. An induction

programme for Governors is in place and opportunities for training and development are clear.

The Corporation is well structured and administered, with a suitable range of sub-committees. The Clerk is very effective. The minutes are purposeful and relevant.

Governors are well informed, receiving sufficient data and analysis to contribute effectively to planning and monitoring the work of the College.

How well Equality of Opportunity is promoted and discrimination tackled

The College takes its Single Equality Policy seriously. The policy is reviewed on an annual basis by the Equality and Diversity Committee, a representative working group of staff and students before approval by the Corporation. The Policy is explained to new students and staff at induction. The Corporation receives appropriately detailed reports on the enrolment, and academic performance, of different groups of students which is scrutinised by the Development and Standards Committee

Students are given very clear information on their rights and responsibilities at college and swift action is taken when students fail to conform. Measures designed to eliminate oppressive behavior, including all forms of harassment, are in place. Such behaviour may be reported confidentially to the Equality Coordinator via an incident form or by e-mail. Effective procedures for rapidly dealing with such incidents are in place.

The College fully complies with the Equality Act 2010. In relation to disability equality, applicants are invited to declare any disabilities, or learning difficulties, at interview and this is followed up, where appropriate with the school. All students are screened at enrolment to identify those who may not be working at their expected literacy levels and also to flag up any, as yet unidentified, learning difficulties. Staff training is readily available both on a one-to-one basis in support of individual students and also through staff 'sharing practice' sessions. Specialist equipment is provided where necessary.

The College promotes non-discriminatory practice and has introduced an Equality Scheme in accordance with best practice approaches to equality and diversity. The ethnic mix of students broadly reflects that in the College's catchment area. Retention and achievement rates for learners from all ethnic groups and for those with learning difficulties and/or disabilities are all above benchmarks.

Surveys of learners and others involved with the college show good levels of awareness of the college's Equal Opportunities policy, and levels of satisfaction among all ethnic groups, both sexes and people with learning difficulties and/or disabilities.

The College fully complies with child protection and any other relevant legislation, and staff regularly receive appropriate training and development.

The College's broad based academic and vocational curriculum, supported by a highly effective pastoral and learning support team, enables the College to meet the specific needs of both genders, all ethnic groups and those with learning difficulties and/or disabilities.

Explicit aims, values and strategies relating to equality for all are reflected in the College's ethos and activities. The College's Students' Union promotes equality of opportunity both within its own organisational structure (e.g. with the officers representing Black, Women and Lesbian/Gay students) and by organising themed events about five times per year. Equality and Community Day, an annual event, involves the whole College and is a key feature of students' enrichment experience. Students' work is used well in displays on the college walls, including celebration of diversity and different cultures.

There is systematic and comprehensive promoting of equality and diversity through the curriculum.

The Equality Scheme identifies an action plan which is updated annually. This is the Action Plan for 2013/14

Action	Deadline	Responsibility
Posters to promote awareness of equality and diversity displayed in 12 public areas within the College Screens used to promote awareness of E and D	September 2013	AP Q and L
E and D identified in all schemes of work and lesson plans	September 2013	AP Q and L
Induction survey for students includes question on E and D awareness Actions to be taken following outcomes of survey	October 2013	AP Q and L
Standing item in all department Review meetings	September 2013	AP Q and L
Standing item on all teaching department minutes	September 2013	AP Q and L
Training for all staff – awareness of Equality	January 2014	AP Q and L

- **Annex A: Course performance spreadsheet**

This is available as an Excel file

- **Annex B: Department Self Assessment Reports and Development Plans**

This is available as an Access zip file in electronic form

- **Annex C: Support Area Self Assessment Reports and Development Plans**

These are available as Word documents