

Reigate College

Self-Assessment Report 2016 – 2017

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Reigate Learning Alliance

Contents

| | |
|--|----|
| 1 The Self-Assessment Process and structure of this report | 2 |
| 2 Background of the College | 4 |
| 3 Overall Effectiveness..... | 9 |
| 4 Effectiveness of Leadership and Management | 17 |
| 5 Quality of teaching, learning and assessment | 20 |
| 6 Personal development, behaviour and welfare of learners | 24 |
| 7 Outcomes for learners | 42 |
| 8 Areas for improvement and challenges..... | 51 |
| 9 Summary of grades awarded | 59 |

1 The Self-Assessment Process and structure of this report

In keeping with the 'judgements' framework used by OFSTED to report on the work of colleges, Reigate College continues to use the same approach in order to provide a graded assessment. Each key question is addressed and additional information provided to support the assessment.

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 success, retention and achievement data, assessing value added performance and examining raw outcomes. The process also looks at areas such as lesson observation reports, staff and student surveys, the breadth of curriculum provision, destination data, equality and diversity data as well as the broader experience of students.

The self-assessment process is intended to be an honest and open analysis of the strengths of the college and areas that are in need of further attention. Although reporting annually, the process is, essentially, continual as there is a process of implementing improvements and monitoring progress towards the completion of the required improvements that takes place throughout the year.

The College's teaching departments all prepare self-assessment reports and action plans which are available as an Access zip file.

The Senior Leadership Team (SLT) then evaluate the reports and prepare an analysis of the effectiveness of the College as a whole awarding grades for the following:

- Overall effectiveness and study programmes
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for learners

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

- Outstanding
- Good
- Requires improvement
- Inadequate

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

The Local Governing Body for Reigate College (LGB) is responsible for scrutinising the self-assessment report and overseeing the actions being taken to improve where necessary. The Local Governing Body meets each term and the self-assessment report is a standing agenda item.

The Trustees approve the SAR.

The process has a number of stages and contributions to the overall judgement:

- 1) Publication of outcome data between June and August each year starting with BTEC outcomes before the summer and adding A level and GCSE results in August
- 2) Early discussions with heads of department where there may be concerns during late August and early September
- 3) Reports from ALIS and ALPS in September
- 4) Reports from the Six dimensions project – this is run within the Sixth Form College community and provides a better reference point for comparison than some other analysis tools
- 5) DfE draft outcome data published in October
- 6) DfE draft L3VA value added data published in October
- 7) Feedback from exam boards regarding external assessment of coursework, the opinions of visiting examiners and analysis of returned scripts
- 8) Department reviews during September, October and November. Departments then complete departmental self-assessments and this process is validated through a reciprocal S7 process. Departments report on progress towards the completion of targets in January and May
- 9) Reporting progress on the SAR action plan to the LGB each term
- 10) Lesson observations from late October to Easter
- 11) Final DfE data usually published in February / March
- 12) Staff and student surveys with follow up focus groups during the late spring and early summer
- 13) Staff appraisals during June and July

Taken together, the various different elements listed help to construct an overall picture of college performance.

2 Background of the College

Nature of the College and its work

Reigate College, which became formally known as Reigate Learning Alliance in September 2017, having converted from a Sixth form College to a 16-19 Academy, provides academic and vocational full-time education to 16 – 19 year old students. Approximately 96% of students are level 3 and the remainder level 2. Except for exceptional reasons, all students are full-time.

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

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 2016/17 the College had 4 'partner schools' and approximately 35% of the student cohort came from these schools. This represents a reduction during the last few years as some of the partners have reduced in size and the overall number of students at Reigate College has increased.

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 without unnecessary duplication.

The College is "federated" with Coulsdon Sixth Form College in the London Borough of Croydon. Reigate College provides a number of support services to Coulsdon including estates management, IT support, finance, MIS and marketing. A Federation Executive Committee has been established to oversee the work of these services and to build links between academic departments, co-ordinate marketing events and to develop means to address strategic problems common to both colleges.

Range of learners

In 2016/17, 96% 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, although this is lower than for the FE colleges.

Overall, 99 % of the students are aged 16-18 at the start of the academic year. The few students aged over 19 are undertaking programmes at level 3, usually as a result of a break in learning due to medical reasons. The College continues to run a PGCE/PCE course which is highly successful and is similar, in many respects, to a SCITT.

The College has an inclusive approach to entry for all students, requiring 5 GCSE grade C equivalents for entry to most level 3 courses. 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.

16.38 % of the College's students give an ethnic group other than White-British.

The gender ratio was 55% F / 45% M.

The College's Social Deprivation Index (SDI) is significantly higher than the average for Sixth Form College providers in Surrey with 9.37% of students claiming a bursary, a number that has increased in recent years.

21.7% of learners are identified as having an LDD.

The College's mission and main aims

The Mission of the College

To provide high quality education in a supportive community.

Vision Statement

As the first choice in SE Surrey for 16 – 19 educational excellence Reigate College strive constantly to provide inclusive, exemplary education which responds to the individual learning needs of our students.

We recognize that Reigate College is an ambassador for excellence both regionally and nationally and Reigate College welcome the responsibility of meeting this challenge.

The College's aims in 2016/17 were:

The following list is taken from the list of strategic and annual objectives:

- 1) To engage with Surrey County Council, the local and regional community and other relevant stakeholders in order to provide a broad and balanced education primarily for full time students aged 16 –19.
- 2) To be recognized as a leading inclusive provider of a comprehensive range of AS/A level subjects, BTEC National courses and other provision at level 2 and 3 appropriate to the needs of the local and regional community.
- 3) To review the curriculum in the light of Government changes to the design, access opportunities and structure of post 16 qualifications.
- 4) To work in partnership with East Surrey College and Warwick, Reigate, Oakwood and de Stafford schools in ensuring a regional curriculum offer which meets the needs of Year 11 students progressing to further education.
- 5) To continue to engage with partner schools in SE Surrey to ensure the delivery of a coherent 14 plus curriculum plan.
- 6) To work closely with partner schools; to consolidate the links for targeted students in partner schools.
- 7) To implement the Reigate/East Surrey Colleges' Memorandum of Understanding ensuring the delivery of a coherent 14 plus curriculum plan for South East Surrey.
- 8) To work in partnership with the Surrey S7 Consortium (S7) and to fulfil our commitments as a Teaching School.
- 9) To explore opportunities for expanding teacher education.
- 10) To work in partnership with the S7 Consortium in the exchange of good practice, management development and joint Beacon activities. To undertake Beacon work as requested by the Department for Education. To fulfil the College's responsibility as a Teaching School.
- 11) To achieve targets as agreed with the Trust.
- 12) To meet student participation, retention, achievement and value added targets.
- 13) A minimum of 2283 fundable "mainstream" students; 30 students enrolled on the PGCE.
- 14) Exceed national benchmarks for attendance, retention and achievement.
- 15) Ensure that students are reaching their potential as indicated by value added outcomes.
- 16) To maintain the College's outstanding reputation with Ofsted and throughout SE Surrey; to raise and sustain the College's profile and reputation regionally and nationally.
- 17) No departments to be self-assessed as unsatisfactory or carry high impact risk assessments without SLT approved action.
- 18) 83% of lessons graded good or better.

- 19) SAR approved and actions implemented.
- 20) Maintain a high local, regional and national profile based on the College's outstanding reputation.
- 21) To be responsive to the learning and development needs of all students and staff, with the principles of inclusivity, equality and diversity and safeguarding embedded throughout the institution.
- 22) To ensure that the College implements appropriate actions, in accordance with equality & diversity and safeguarding legislation.
- 23) To implement all policies relating to Equality, Diversity and Safeguarding in accordance with Ofsted expectations.
- 24) To achieve the College's staff development priorities for the year as identified in the College's Staff Development Plan, with a particular focus on teaching, learning and attainment.
- 25) To implement appropriate learning and development opportunities for staff as articulated in the annual Staff Development Plan; undertake agreed actions arising from the Investors in People Report (published 2016).
- 26) Respond with focus groups and action planning to any concerns raised in Staff Survey.
- 27) To continue to deliver both years of the PGCE/PCE programme from the College's own staffing resources.
- 28) To provide effective learning, teaching, assessment and support for students, which enables them to progress to further study, or appropriate employment and to fulfil their role in society.
- 29) 75% of eligible students progress to higher education or employment.
- 30) 85% satisfaction rating on every question on student survey relating to teaching, learning and support.
- 31) To provide high quality physical resources that meet the needs of students, staff and the local community.
- 32) To achieve/maintain outstanding assessments in Financial Health, Financial Management and Control, and Use of Resources within the finance dimension of the Framework for Excellence, throughout 2016/17.
- 33) To implement financial plans and budgets consistent with the planned funding allocation which enable the College to maintain its Outstanding assessment.
- 34) To plan financially to meet scenarios in which funding is further reduced
- 35) To implement an accommodation and estates strategy, which reflects curriculum planning and the needs of staff and students and, where appropriate, the local community.
- 36) To plan accommodation (primarily teaching rooms, ILC and Refectory) to meet scenarios based around increased student numbers
- 37) 85% satisfaction rating on staff and students survey questions relating to resources
- 38) To support the growth and development of Coulsdon Sixth Form College within the Reigate College Federation
- 39) To work in partnership with Coulsdon Sixth Form College, ensuring aligned policies systems and procedures across the two federated Colleges

- 40) To assist the leadership of Coulsdon Sixth Form College in determining its strategic objectives
- 41) To manage the following federated operations across the two colleges:
 - a. Finance
 - b. Marketing
 - c. MIS
 - d. IT Support
 - e. Estates
 - f. Catering
- 42) To implement improvements in courses where there are concerns regarding outcomes for learners

3 Overall Effectiveness and Study Programmes

Self-Assessment

Overall Effectiveness: 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 and VA in vocational areas and GCSE English and Maths is particularly good in this respect.

In 2016 – 2017 the Success Rate was 94.1% against an average for Sixth form Colleges of 87.2% and schools of 81.4%. This represents the largest margin over the average for sixth form colleges and school sixth forms ever achieved by the college.

| Measure | Reigate College | Sixth Form Colleges | FE Colleges | School Sixth Forms |
|--------------|-----------------|---------------------|-------------|--------------------|
| Retention | 95.6% | 92.4% | 91.5% | 82.9% |
| Achievement | 98.5% | 94.4% | 89.7% | 98.0% |
| Success rate | 94.1% | 87.2% | 82.1% | 81.4% |

The number of students achieving a high grade was twice as high as the number targeted for the college. For level 3 courses 57% of entries resulted in a high grade.

The annual student satisfaction surveys show that 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. The results of the student surveys are reported to the LGB.

The needs and interests of students are well met and they benefit from a wide range of enrichment activities. The September 2017 Monitoring Visit commented:

“The college has a strongly inclusive atmosphere and ethos and provides a safe and welcoming community for all students. Even first year students, who have been at the college for a very short time, spoke of new friendships and the broadening of their horizons since arriving.”

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

The college has effective safeguarding policies.

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 college produces outstanding outcomes for groups of learners normally considered to be educationally disadvantaged. The following tables show achievement, retention, high grade and VA rates for different groups of learners.

| <u>Learning disability type</u> | <u>By Student</u> | | <u>By Enrolment</u> | | | |
|------------------------------------|-------------------|------------------|---------------------|------------------------------|---------------------|---------------------|
| | <u>Count</u> | <u>Retention</u> | <u>Count</u> | <u>Achieved/Pass Grade %</u> | <u>High Grade %</u> | <u>Avg Residual</u> |
| Asperger's syndrome | 16 | 93.8% | 49 | 100.0% | 71.4% | 14.1 |
| Autism spectrum disorder | 23 | 95.7% | 69 | 100.0% | 62.3% | 8.4 |
| Disability affecting mobility | 2 | 100.0% | 6 | 100.0% | 33.3% | 4.8 |
| Dyscalculia | 7 | 100.0% | 23 | 87.0% | 43.5% | 8.5 |
| Dyslexia | 201 | 93.5% | 576 | 97.4% | 52.8% | 4.9 |
| Hearing impairment | 9 | 88.9% | 26 | 96.2% | 57.7% | 0.6 |
| Mental health difficulty | 70 | 81.4% | 183 | 97.3% | 50.8% | 0.9 |
| Moderate learning difficulty | 11 | 72.7% | 25 | 100.0% | 56.0% | -4.5 |
| Other disability | 6 | 100.0% | 19 | 100.0% | 68.4% | 11.9 |
| Other learning difficulty | 35 | 100.0% | 105 | 100.0% | 41.9% | 4.3 |
| Other medical condition | 152 | 92.1% | 423 | 98.1% | 57.0% | 4.4 |
| Other physical disability | 1 | 100.0% | 2 | 100.0% | 0.0% | 1.9 |
| Other specific learning difficulty | 51 | 92.2% | 135 | 96.3% | 40.7% | -0.7 |
| Prefer not to say | 1 | 100.0% | 3 | 100.0% | 66.7% | 12.4 |
| Social and emotional difficulties | 26 | 80.8% | 69 | 98.6% | 40.6% | -4.5 |
| Temporary disability | 1 | 100.0% | 3 | 100.0% | 33.3% | 16.7 |
| Visual impairment | 7 | 57.1% | 14 | 100.0% | 42.9% | 8.7 |
| TOTALS | 619 | 91.0% | 1730 | 97.8% | 52.4% | 3.9 |

Although retention and achievement rates for LDD students are around 5% lower than for the college as a whole, it can be clearly seen that the success rate for this group of students (88.998%) is higher than the average success rate for all students in SFCs.

For students from different ethnic groups we can see that all groups have pass rates above 90% and all but Arab and Bangladeshi students have retention rates above 90%

All groups except for White and Black Caribbean have a positive VA score using the ALIS system.

| <u>Ethnicity</u> | <u>Count</u> | <u>Retention</u> | <u>Count</u> | <u>Achieved/Pass Grade %</u> | <u>High Grade %</u> | <u>Avg Residual</u> |
|---|--------------|------------------|--------------|------------------------------|---------------------|---------------------|
| African | 37 | 100.0% | 112 | 97.3% | 44.6% | 7.6 |
| Any other Asian background | 22 | 100.0% | 69 | 100.0% | 59.4% | 11.8 |
| Any other Black/African/Caribbean background | 9 | 100.0% | 25 | 96.0% | 56.0% | 7.6 |
| Any other ethnic group | 11 | 100.0% | 32 | 96.9% | 34.4% | 5.7 |
| Any Other White background | 69 | 98.6% | 217 | 100.0% | 58.1% | 5.1 |
| Arab | 2 | 50.0% | 4 | 100.0% | 100.0% | 39.3 |
| Bangladeshi | 10 | 80.0% | 29 | 100.0% | 41.4% | 1.2 |
| Caribbean | 21 | 95.2% | 58 | 100.0% | 39.7% | 10.9 |
| Chinese | 13 | 92.3% | 39 | 100.0% | 76.9% | 18.6 |
| English / Welsh / Scottish / Northern Irish / British | 1944 | 94.6% | 5654 | 98.3% | 58.4% | 7.6 |
| Indian | 26 | 96.2% | 81 | 96.3% | 49.4% | 6.5 |
| Irish | 4 | 100.0% | 11 | 100.0% | 81.8% | 17.1 |
| Mixed/multiple | 38 | 94.7% | 113 | 92.9% | 48.7% | 6.0 |
| Not provided | 3 | 100.0% | 10 | 100.0% | 60.0% | 9.0 |
| Pakistani | 26 | 92.3% | 70 | 95.7% | 54.3% | 10.7 |
| White and Asian | 44 | 100.0% | 141 | 95.7% | 44.7% | 0.7 |
| White and Black African | 8 | 100.0% | 25 | 100.0% | 52.0% | 3.3 |
| White and Black Caribbean | 38 | 92.1% | 109 | 97.2% | 47.7% | -2.4 |
| TOTALS | 2325 | 94.9% | 6799 | 98.2% | 57.2% | 7.3 |

Taking the outcome data by gender, we can see that female students outperform male students on all measurements, the most significant difference being for high grades.

| | By student | | By enrolment | | | | |
|---------------|-------------------|------------------|---------------------|----------------------------------|-------------------------|----------------|--------------------|
| Gender | Count | Retention | Count | Achieved/Pass Grade % | High Grade % | AvgALIS | AvgResidual |
| Female | 1310 | 95.3% | 3845 | 98.4% | 59.9% | 65.3 | 8.1 |
| Male | 1026 | 94.4% | 2989 | 97.9% | 53.6% | 61.8 | 6.4 |
| TOTALS | 2336 | 94.9% | 6834 | 98.2% | 57.2% | 63.8 | 7.3 |

For students in receipt of a bursary payment, the overall success rate is about 2% lower than for the college as a whole, although this is still around 5% higher than for all students attending SFCs. The Value Added score is around 2.4 ALIS points lower than for the college as a whole. In very rough terms this equates to around a quarter of an AS level grade or an eighth of an A level grade per entry.

| By student | | By enrolment | | | | | |
|-------------------|------------------|---------------------|----------------------------------|---------------------------------|----------------|----------------------|--------------------|
| Count | Retention | Count | Achieved/Pass Grade % | Success/High Grade % | AvgALIS | AvgUCASPoints | AvgResidual |
| 214 | 95.3% | 620 | 96.8% | 53.1% | 62.6 | 66.5 | 3.9 |

The key quality improvement systems within the college are:

- 1) Department Review system
- 2) Lesson observation system
- 3) Learner Review system
- 4) 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 and the results of observations are reported to the Local Governing Body. It is not common for a teacher to become a cause for concern as the result of an observation, however, this does happen and where this is the case 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 Trust and LGB.

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

In 2015 the College was classified as a Teaching School in recognition of continued high performance and the support and development shared with other institutions. Only Outstanding schools and colleges are able to apply for this status.

What students like about the college

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

- 1) Quality of teaching
- 2) Subject choice and availability
- 3) The friendly, relaxed atmosphere
- 4) ICT facilities and the learning centres
- 5) Supportive relationships between staff and students
- 6) Quality of classrooms
- 7) Support, including careers, HE advice, counselling and financial support
- 8) Team building and induction
- 9) Independence and being treated like adults
- 10) Feeling safe, with no bullying
- 11) Additional academic support through the access programme
- 12) The overall experience

What students feel could be improved

- 1) Car parking facilities and travel costs to college.
- 2) Significant minorities of students (>15%) reported being unaware of how to obtain financial advice (e.g. bursary payments), where to find the medical room, how to report incidents. Follow up discussions show that when students need to find out a particular piece of information they will either contact their tutor or report to reception.

What staff value about the College

- 1) The pastoral support provided for students
- 2) Staff development opportunities
- 3) Effective leadership and line management
- 4) Teaching resources
- 5) Effective management communications

What staff feel could be improved

- 1) Some staff feel that students' social space is still insufficient, although this is not as apparent from responses in the student survey.

Key strengths and areas for improvement

Key strengths

- 1) outstanding success rates
- 2) excellent value added performance particularly among AS and BTEC classes
- 3) very high standard of teaching and learning
- 4) excellent approach to social and educational inclusion
- 5) successful promotion of an ethos of high achievement and respect for all
- 6) outstanding academic and pastoral support for students
- 7) excellent accommodation and resources
- 8) outstanding leadership and management
- 9) strong and effective commitment to equality and diversity
- 10) GCSE English and Maths show outstanding progress – and this has prompted a number of DfE visitors to enquire about what causes the success in these subjects

Study programmes

The discussion of the role of study programmes is dealt with through the report dealing with the 'four questions'.

The purpose of the 'Study programme' approach as outlined by the DfE is:

- Improving the value of post-16 qualifications

The college has a programme of qualifications based on GCSE, BTEC and A level qualifications. Reigate has a very limited number of additional qualifications in EPQ, Sports Leadership and Fitness Instructing whose purpose is to provide additionality to existing academic and vocational courses. Reigate College does not run 'low value' courses.

- Raising standards of post-16 English and maths

The value added scores for both English and Maths GCSE are 0.6 grades above the national average. In English there is a -0.17 score and in maths a +0.6 score for disadvantaged students on the Pupil Premium measure.

- Improving young people's employability skills

The college has a strong programme of work related visits to and from employers. In 2017 Reigate College recognised that more work was needed to develop work experience placements for vocational students and a new role was created to generate these.

Areas for improvement and challenges facing the college in 2017 / 18

These are discussed in more detail in section 8

1) A level value added, *although above average*, is not as good as vocational or AS courses. The lower confidence limit for A level courses indicates that this now falls within the 'average' range of values.

2) Prepare for changes to the vocational curriculum

3) Continue to implement changes to the academic curriculum

4) Prepare for students who have taken the new type of GCSE

5) Further develop advice and guidance for prospective HE and apprenticeship students

6) To address specific areas of the college provision whose outcome data suggests that some significant aspect is below national averages, with particular reference to value added.

7) Respond effectively to the Ofsted monitoring visit

8) Monitoring of student progress – to include review of ILP and target setting

9) Examine staff wellbeing

- 10) Examine possible improvements to college communication

- 11) Look to further develop independent learning and social space for students

- 12) Effective tracking of student progression

- 13) Examine the scope for improving high grades in A levels (moving Cs to Bs)

4 Effectiveness of Leadership and Management

Self-Assessment: Outstanding

Leaders, managers and governors at Reigate College have created a culture that enables learners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary. Students are set ambitious, but realistic, targets and the Student Code Of Conduct ensures that conduct is exemplary. Staff have annual appraisals, there is an effective lesson observation system and rare instances of staff under performance are addressed in a supportive manner wherever possible.

Leaders, managers and governors focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality, including in English and mathematics. This is evidenced by the continual very high success rates and above average value added scores. Indications are that progress in English and Maths GCSE retakes will be very substantially above average.

The provider's actions have secured substantial improvement in the quality of teaching, learning and assessment and outcomes for learners. This can be seen in the performance of groups of learners and in the aggregate success and value added measurements for the college.

Governors systematically challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for learners. Governors do not shy away from challenging leaders about variations in performance across the provider's work. The Local Governing Body scrutinises the work of the senior management who are required to report termly on staff development and progress on SAR Action Plans.

Leaders, managers and governors have a deep, accurate understanding of the provider's effectiveness that is informed by the views of learners, staff, employers and other stakeholders. They use this to keep the provider improving by focusing their actions on important areas. They are unflinching in reviewing the impact of their actions.

Leaders, managers and governors use incisive performance management that leads to professional development that encourages, challenges and supports staff improvement. Teaching is highly effective across the provision. The Trust and LGB set demanding annual targets for lesson observation outcomes, success rates and value added scores.

Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to take risks and innovate in ways that are right for their learners. The college has a substantial and well-funded training programme. Recent innovations include the use of IRIS technology, standing working groups in areas such as literacy, numeracy and active learning.

The range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts. Learning programmes ensure that learners acquire knowledge, understanding and skills, including, where relevant, English, mathematics and

information and communication technology (ICT) skills, that prepare them well for future progression to further/higher education and/or sustained employment. The college has a well-resourced careers department which enables smooth progression to Higher Education, talks from employers, preparation for apprenticeships and, in future, will also assist in developing the work experience programme.

Leaders, managers, Trustees and governors ensure that the provision of accurate, timely and impartial careers guidance enables learners to make informed choices about their learning programme and that learners are very well prepared for the next stage of their education, training or employment.

Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work. Data analysis of different groups of learners shows that, in the large majority of instances, performance at Reigate College exceeds national averages and averages for Sixth form Colleges.

Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.

Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.

In September 2017 the college received an Ofsted monitoring report. The report examined five aspects of the provision of Prevent and British Values and reported that significant progress was observed in two areas and reasonable progress in three. The report made the following comments which will be addressed over the course of 2017/28.

Context and focus of visit

Reigate College is a sixth form college located on the edge of Reigate in south east Surrey. The area around the town is one of relative affluence and low unemployment. However, there are pockets of deprivation within the college's wide catchment area. Around 96% of students are on level 3 courses, the rest on level 2 courses. Almost all students study full-time and are between 16 and 19 years of age. In 2015/16 the College had 4 partner schools and around one third of students came from these schools. The GCSE average score of students on entry to advanced courses is generally below the average for sixth form colleges nationally.

Two of Her Majesty's Inspectors carried out the visit on one day. They focused on the ways that college leaders had responded to Prevent legislation, and on the ways that leaders and managers promoted British values.

1. What progress has been made in developing staff and governors' understanding of British values and of ways to safeguard students from radicalisation and extremism?

Significant progress

Senior staff and safeguarding leads and team have worked successfully to meet their legislative responsibilities. Safeguarding leads have good levels of communication with partner bodies, for example local authority safeguarding leads and police specialist advisors. Leaders and those responsible for safeguarding make sure that materials used for staff and governor training and for tutorials are up to date and reflect current events. The college has a strongly inclusive atmosphere and ethos and provides a safe and welcoming community for all students. Even first year students, who have been at the college for a very short time, spoke of new friendships and the broadening of their horizons since arriving. A new policy that requires all staff and students to wear identity badges is popular, well observed and well monitored.

Staff and governors receive good levels of training about Prevent, and about associated topics such as the promotion of British values. Staff also receive good levels of training about ways to protect students from the dangers of sexting, female genital mutilation and forced marriage. As a result, most staff and governors understand these topics well and are able to advise students clearly. However a small number of staff are unclear about the ways they can apply the training received. Although staff training is well planned, leaders carry out insufficient checking of understanding and assessment of the impact of training.

2. Do students participate in a wide range of activities that develop their understanding of British values and teach them how to stay safe online?

Reasonable progress

All students have induction and tutorial sessions dealing with British values and with the dangers they may face from online radicalisation. Posters and visual displays around the college also help to keep these matters in their minds. In their tutorials, first-year students take part in a very successful series of tutorial events based around community responsibility. These encourage students to think of their place in the college, local and national community. However, second year students are not always able to recall the content of training they received in year one. Although tutorials do focus on an appropriate range of topics, the tutorial programme does not involve any assessment of impact and understanding of these topics. Students are not encouraged, and not always able, to articulate the ways that training might affect their day-to-day behaviours.

3. Have leaders and managers made sure that students are sufficiently involved in the implementation of the college's statutory duties under the 'Prevent' legislation and in the dissemination of British values?

Reasonable progress Students benefit from a good range of training activities, especially during their first year at the college. But second year students' grasp of the topics they learned about during their first year is not always good. Second years are unable to recollect key messages from training. Where they can, these are often related to generic

examples rather than local or college-based scenarios that might affect their day-to-day lives. No assessment has been made of the impact of training, or of understanding.

Students have not yet been involved in the planning and roll-out of college-wide activities about the Prevent duty, or to promote British values and associated topics. Staff do not encourage them to contribute to preparation of tutorial training materials or comment on the effectiveness of those that are used. Members of the students' union and student governors have limited involvement in planning training and promotional initiatives or in assessing the effectiveness of these.

4. What progress has the college made in carrying out a Prevent risk assessment, and what actions have been taken as a result?

Reasonable progress

The Prevent risk assessment is detailed in terms of processes and resourcing. The assessment deals thoroughly with leadership responsibilities, incident management partnership working, staff training and resourcing for welfare and pastoral activity, with online safety mechanisms and with site security and the management of personnel, including volunteers. However, the document says little about students' understanding or behaviours, or about the ways that these feature as risks, or in the assessment of risk. Although the assessment does identify the individuals responsible for actions, many target dates are imprecise. Also, the assessment does not identify clearly the success measures towards which named staff should work.

5. What have managers done to ensure that student societies are properly regulated and what due diligence is carried out prior to an external speaker being invited?

Significant progress

Leaders and managers have worked very successfully to make sure that all visiting speakers are subject to careful vetting, and that students are safe from the dangers of radicalisation and extremism. The arrangements for checking the suitability of visiting speakers are very thorough. These involve, for example, reviews of any press and publicity materials associated with the speaker or their organisation, and a check on websites and other online indicators of a speaker's views. Staff also carry out careful checks on the limited numbers of individuals and organisations that hire rooms at the college.

During the course of 2017 / 18 the college will respond to the report by:

- 1) Establishing a working group to look at the findings and recommend an action plan to secure improvements
- 2) Monitoring the implementation of the recommendations of the working group to ensure an effective impact
- 3) Making progress on the findings a standing item at all meetings of SLT, College Board, the Local Governing Body and the Trust.

5 Quality of teaching, learning and assessment

Self-Assessment: Outstanding

Lesson Observations Review 2016/17

There are 125 members of the teaching staff at Reigate College.

50 members of staff were exempt from the Lesson Observation scheme this year

6 members of staff were not observed:

1 is leaving at the end of the year (exempt)

1 member of staff is on maternity leave

1 member of staff is on long term sickness leave

3 NQTs were observed using a different system

69 observations were initially carried out by the team. Two members of staff were observed twice.

A further 5 followed the UQT observation scheme and were observed by Nikki Sowe.

The Lesson Observation Team was formed from 14 members of College Board + 2 Learning Champions.

| | Number of Obs 2015 | % of Obs 2015 | Number of Obs 2016 | % of Obs 2016 | Number of Obs 2017 | % of Obs 2017 |
|---------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|
| Grade 1 | 16 | 42% | 21 | 40% | 32 | 46% |
| Grade 2 | 19 | 50% | 30 | 58% | 35 | 51% |
| Grade 3 | 3 | 8% | 1 | 2% | 2 | 3% |
| Grade 4 | 0 | 0% | 0 | 0% | 0 | 0% |

Process

- System continued to be easy to manage –e.g. Planning requirements for teacher being observed manageable.
- As with previous years Course files were available but variable in quality – some further work is needed on these.

Key findings from the lesson observations this year:

- a. Staff have high but realistic expectations which motivate learners
- b. Teaching and support are planned to meet each student's needs
- c. Equality and diversity are integrated fully into lessons where this is appropriate
- d. High quality resources are used effectively and creatively to promote and support learning
- e. Students know how to improve as a result of assessment and feedback
- f. Students regard teaching staff as approachable and helpful
- g. Attendance and punctuality at lessons is exemplary

Developmental Summer INSET

- Feedback from observations lead to an INSET session at the end of the academic year – focusing on effective interventions with students, stretching students and use of ILT

Resources, Staff Development and Curriculum development

Resources

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

Over the last 15 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 with wifi 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 have a teaching qualification or, in the case of trainee teachers, are working towards one within a two year timeframe.

Staff development

The college has taken a decision to maintain heavy investment in staff development. We have been able to continue our policy that all staff who make a reasonable request for training courses are granted it. In addition, the college continues to offer part funding to a member of staff who wishes to take an Med or MA qualification each year.

The college conducts an annual programme of whole college INSET for areas of interest to all staff and small group INSET where staff nominate specific areas where they would like training.

The college has a long standing mentoring programme in which the following groups are allocated a mentor:

- Unqualified teachers (subject specialist and a professional development mentor)
- All new staff
- All staff who have moved to a new role within the college
- Staff who are identified as needing either some form of specialised mentoring or staff whose performance may have caused concern

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 level 3 courses are very popular and students often "mix and match": an AS/A2 programme with a BTEC course

Since 2013 all students who have not achieved a minimum of grade C in English and Maths at school are required to study these subjects and resit the appropriate exams until they pass. This is in accordance with ESFA 'Conditions of Funding' regulations. DfE Performance data shows that for summer 2017 – the last date for which data is available – the college scored +0.61 grades in maths and +0.6 grades in English compared to the national average. The maths grade is one of the highest for any college in the country.

There is a national programme of reform of GCSE, A level and vocational qualifications running from 2014 to 2019. The college has ensured that all staff are sent on exam board training sessions and, where possible, contribute to the development of new qualifications. The period of reform will see some courses discontinued and some new courses introduced although this will not change the mixed curriculum delivery model that is well established and immensely successful at Reigate.

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

There is an Aspire Department which is responsible for ensuring that all students have the widest possible experience at the College, beyond the mainstream curriculum through "aspire 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 2106/17 there were 60+ extra curricula activities offered including a weekly programme of speakers and demonstrations.

A highly successful period 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.

All students taking the Diploma in Health and Social Care undertook work experience placements during 2016/17.

An active, and effective, Students' Union contributes positively and effectively to the community ethos of the college.

6 Personal development, behaviour and welfare of learners

Self-Assessment: Outstanding

Pastoral Support for Students

Introduction

The Pastoral Team at Reigate College are responsible for the wellbeing of the students throughout their time at College. They work with Curriculum staff to support the students in various ways to try and ensure they are successful. The level of support will vary depending on the needs of the student and the nature of the problems that they are experiencing.

Staff work within the framework of a range of College Policies including Safeguarding Policy and Fitness to Study Policy and College Student Code of Conduct. These are shaped by the statutory guidance provided by the Department for Education called Keeping Children Safe in Education.

The College has an excellent system of pastoral support, in which the Personal Tutor plays a lead role.

Tutorial System

All students become part of a tutor group and are allocated a Personal Tutor, who is normally one of their key subject teachers. The Personal Tutor is usually in contact with the student at least four times a week - three times for lessons and once a week for the tutorial session, which is compulsory.

Their Tutor will get to know the students well, and will be responsible for them throughout their time at the College. He or she will be one of the people with whom students can discuss any academic, personal or social problems.

Monitoring Students

The student's tutor group forms part of a Faculty, led by Directors and Associate Directors of Learning, Pastoral and Associate Pastoral Directors and Senior Tutors, in addition to their Personal Tutor.

Working together, all parties will:

- monitor a student's progress
- offer advice and guidance on the students' performance
- help the student plan their future, for example finding a job or applying to university.

The College puts great emphasis on developing close links with the student's parents or guardians, as the triangulation of communication between College, parent and student is regarded as very important.

To make this possible:

- reports are sent to parents four times a year
- there are regular consultation evenings to enable parents to discuss progress with subject staff
- the Personal Tutor or subject teacher will get in touch with parents if a problem arises
- Pastoral Directors or Senior Tutors may also contact parents
- Reigate College always welcome parents in the College

Our aim is that students, parents and College staff are all fully involved with progress, and that all parties feel able to contact each other about problems affecting a student's ability to achieve their potential.

The Pastoral Teams

The College is divided into two faculties with different Tutors, Senior Tutors, Associate Directors and Directors in each. Overall there are three Pastoral Directors (one in charge of Intermediate students and external liaison), two Associate Directors and they each manage a small team of Senior Tutors. In total there are 10 Senior Tutors.

Senior Tutor

The Senior Tutor is the pastoral manager for a set of tutor groups within one of the two faculties of the college. Typically, a Senior Tutor will be responsible for 12 tutor groups, including both lower and upper sixth groups, with on average 15 students per tutor group. The Senior Tutor works with the tutor for each tutor group, and the Associate Pastoral Director (APD) or Pastoral Director (PD) of the faculty, to monitor the attendance, performance and social welfare of these students. The Senior Tutor will assist the students with a wide range of problems including course choices, poor attendance, lack of motivation, managing studies around a physical or mental health problem, and possible incidents of bullying etc. The senior may monitor up to, or anything in the region of, 40 special category (S category) students in their cohort. In any one week, the senior tutor, together with the APD/PD may be managing up to 8 or 10 serious cases, including both academic or pastoral concerns. They are responsible for initially identifying the needs of the student and liaising with the appropriate and relevant members of staff to support the student; including the study and support team, student services, teaching staff and the safeguarding team. The Senior Tutor is responsible for maintaining communication between the college, student and parents; documenting discussions on the college database or in the student's file. Communication may include emails, phone calls or even meetings with parents. The Senior Tutor also supports and manages the professional development of their tutor set, assisting tutors in achieving their responsibilities to their tutor group; including completing UCAS applications, attendance monitoring and delivering the tutorial programme. The Senior Tutor also assists in creating the college community ethos, actively participating in college community events; such as taking lead for the community afternoon inter-tutor group quiz for their tutor set.

Other types of intervention might include meeting students who achieve poor interim reports in order to put department or pastoral support in place to help improve performance of the student. APD's & PD's have also provided post summer exam advice for students on progression from year 12 to year 13 and from College to University on the three days after A level results day.

Non Entry

Students who do not meet the College's expectations for attendance, punctuality or in an individual subject are subject to either non-progression (from 17/18) or non-entry status. This means students will not be entered for their exams. The College, of course, does not want this to happen to any student, instead a department, member of staff or colleague may use it as a lever to try any improve performance. The Senior Tutor will closely monitor the student's performance during this stage liaising with departments if applicable, using the intervention/support mechanisms mentioned above. If students fail to improve at this stage, they can be made 'Risk of Discontinuation' (RDA), which means there is very serious concern that the student could lose their place on the course/at College.

Impact: number of students brought back from NE

| | | |
|-----|----|---|
| AM | 45 | (Non Entry for Attendance) |
| RDA | 14 | (Risk of Discontinuation for Attendance) |
| PM | 11 | (Non Entry for Punctuality) |
| RDP | 3 | (Risk of Discontinuation for Punctuality) |
| CM | 34 | (Non Entry for Subject) |

Attendance and Punctuality data

One of the Pastoral Directors within the College has responsibility for Student monitoring. This includes ensuring that the College's attendance and punctuality monitoring systems remain fit for purpose and are effective. To ensure this, the member of staff will meet regularly with the Attendance Monitoring Administrator. The Attendance Monitoring Administrator's job includes checking student's attendance (6 checks per year). This includes checking all registers for students with attendance below 90%, producing warning letters and updating CID with warning status, Cristal messages, organising the AM meetings. It also includes Punctuality Checks (4 per year) and many other administrative duties.

The impact of this is that 11 students were made non-entry for Punctuality (PM), 3 went to RDP and 45 were made non-entry for Attendance (AM), 14 went to RDA. These students would be monitored by ST's as described above. Those who are AM/PM are monitored by the Associate Principal (Pastoral & Support).

Extra-curricular and enrichment activities

The College runs approximately 60 activities as part of the College's activity programme. These include; sporting activities - such as Badminton, Hockey, Fencing and the martial art San Da. In addition other activities are used to promote personal self-development - such as Volunteering, Self-Defence, Duke of Edinburgh and College Mentoring - whilst others are used to support particular students' progression plans - such as Model United Nation, Medicine Society and Young Reporters. All of these activities are promoted through a large university-style activities fair - hosted in the Sports Centre at the beginning of the academic year - and students are encouraged to view participation in activities as an integral part of their College experience. In addition an activities week is run every academic year which allows students to participate in a whole host of activities outside of the college campus.

The Aspire programme

The College's Aspire programme continues to support particular groups of students in investigating their progression opportunities beyond College.

The University Pathway supports those 1st year students who come to college with the highest GCSE scores. Through a dedicated tutorial once a week it helps them to research the opportunities available to study the most competitive courses (e.g. Medicine/Law) and to study at the most competitive institutions (e.g. Oxbridge/Russell Group). Over the past year the College has developed a development plan to focus on particular pathways – intended to support students applying to high-demand subjects. This past year has seen a focus on supporting students taking a medical pathway (leading once again to excellent outcomes in the three most competitive subjects - with 3 students progressing to study Medicine, 1 to Dentistry and 1 to Veterinary Medicine). This has become a key part of the College's marketing and admissions strategy with an event for applicants taking place annually in the Spring term. There has also been further development of an Oxbridge pathway (with a bespoke programme of events for students and teachers 3 times a year with input from academics at Churchill and St Hilda's Colleges) as well as a system of mentoring and a mock interview programme (conducted both 'in-house' and with Reigate Grammar). Further growth is focusing on the development of Law and Engineering Pathways as well as securing partnerships with universities to help deliver more targeted programmes.

The Aspire Employability Pathway, unveiled this past academic year, supports 2nd year students in investigating alternatives to University study including sponsored degrees and higher apprenticeships. The format has now evolved to include a dedicated tutorial programme in the first half-term of the upper-sixth year and a set of short bespoke programmes (e.g. CV building, online profiles) focusing on ensuring that students are 'employment ready'.

Gifted and Talented programme

This is a programme that runs with partner schools to help develop students before they come to Reigate College.

The College is continuing to reinforce its relationships with partner schools by offering a number of opportunities to support students in their future plans. These have included; information assemblies promoting the opportunities

available through the Aspire Pathway, A general Year 10 Gifted and Talented Day at College and Twilight subject based sessions promoting the work of particular areas. The last of these was developed this year with the Languages department and led to an overall increase in student numbers. A successful event for applicants was run for potential medical students which outlined the need for early preparation and helped to define the College as a leading provider in supporting students in this respect. It is hoped to run similar programmes in other areas in the coming academic year including events aimed at future career paths such as Engineering and Law.

It is hoped that Reigate College will use some of the money from the VAT rebate that we will gain as a result of becoming an academy to enhance the links with partner schools. An example of this would be to re visit the highly successful, and now abolished, 'Aim Higher' initiative. This was a nationally funded programme that brought together school pupils from lower year groups – sometimes primary age – into contact with Further and Higher education. The programme would aim to target, not just the most able students, but would have a particular remit to target potentially high achieving children from families with no prior history of participation in Further and Higher education. It is an unfortunate fact that less than half of pupils who had previously attained Level 4 at Key Stage 2 go on to achieve 5 or more GCSEs at Grade C or above, including English and mathematics.

Careers and UCAS guidance

The College continues to offer excellent Careers based advice, guidance and support and has retained the coveted 'Investors in Careers Award'. The College has a team of 5 careers staff led by a Head of Careers - a trained careers advisor who is also available to undertake individual careers interviews. The Careers Department offers a general drop-in service for students to help them with their progression planning and organises a number of events throughout the year to support students and parents in preparing for life beyond Reigate College. These include Get Ahead Day and Progression Day (events aimed at both University and Employment progression routes) - whole college days devoted to ensuring that students are prepared for their next step in life - as well as evening events for parents promoting the opportunities available through University and Employment progression routes. Get Ahead Day involves over 100 representatives from many UK, overseas universities and employers attending a 'fair' for students to attend in the College's Sports Hall.

The College is committed to improving students' access to Work Experience and has developed a development plan to facilitate this process. A new Work Experience Coordinator has been appointed and considerable progress has been made in securing work experience placements for students wishing to apply to Medical and Legal careers amongst others. Further development is focused on ensuring work experience provision is available within vocational subject areas which will align to the new Tech qualifications.

Some details of the work done in careers:

Total applying to HE 782 (including withdrawals)

Total successful 700

Russell Group - 134

Russell Group % - 19%

Other top Universities (non-Russell group - St Andrews, Bath and Surrey) 48

Top Universities (Russell group + 3 others) % - 26%

Oxbridge Offers - 5

MVDs (Medicine, Vet Science and Dentistry) - 5

Most popular university - University of Bournemouth

Most popular Russell Group - University of Southampton

Degree classifications of Reigate College students

All HE providers

| Provider | 1 | 2:1 | 1 & 2:1 | 2:2 | 3 | Unc |
|------------------------|---------------|---------------|---------------|---------------|--------------|--------------|
| Reigate College | 25.83% | 56.78% | 82.61% | 14.58% | 2.05% | 0.77% |
| SF Colleges | 23.68% | 52.44% | 76.12% | 18.39% | 2.89% | 2.61% |
| School SF | 23.24% | 50.38% | 73.62% | 18.65% | 3.09% | 4.65% |
| Ind Schools | 22.81% | 56.71% | 79.52% | 11.63% | 1.37% | 7.48% |

Russell Group universities

| Provider | 1 | 2:1 | 1 & 2:1 | 2:2 | 3 | Unc |
|------------------------|---------------|---------------|---------------|--------------|--------------|--------------|
| Reigate College | 27.00% | 63.00% | 90.00% | 8.00% | 1.00% | 1.00% |
| SF Colleges | 26.93% | 54.70% | 81.63% | 11.46% | 1.52% | 5.39% |
| School SF | 26.83% | 53.38% | 80.20% | 11.11% | 1.51% | 7.17% |
| Ind Schools | 23.91% | 57.52% | 81.43% | 8.69% | 0.95% | 8.93% |

Continuation rates after completion of first year of study for the 2014/15 academic year

All HE providers

| Provider | Continued | Qualified | Left with no award | Dormant |
|--------------------|-----------|-----------|--------------------|---------|
| Reigate College | 92.98% | 1.34% | 3.18% | 2.51% |
| Sixth Form College | 89.74% | 1.62% | 5.57% | 3.07% |
| State SF | 88.10% | 2.46% | 6.32% | 3.12% |
| Independent | 93.55% | 0.78% | 3.41% | 2.26% |

Russell Group universities

| Provider | Continued | Qualified | Left with no award | Dormant |
|--------------------|-----------|-----------|--------------------|---------|
| Reigate College | 99.13% | 0.00% | 0.87% | 0.00% |
| Sixth Form College | 94.40% | 0.34% | 3.10% | 2.16% |
| State | 93.80% | 0.42% | 3.54% | 2.24% |
| Independent | 95.45% | 0.28% | 2.46% | 1.81% |

According to the HESA, a Higher Education student who has progressed from Reigate College is more likely to:

- Stay on past the first year of their degree or complete their qualification than a student from any other type of provider
- Gain a 1st or 2:1 degree than a student from any other type of provider including Independent Schools
- Pass their degree than a student from any other type of provider including Independent Schools

Learner guidance and support

One of the Associate Principals is responsible for liaison with partner schools 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 three 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 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.

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 22 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, 2012 and September 2015. 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.

Resources are comprehensive, and students use specialist careers software. Advice and guidance are available on careers and university applications. Of those students eligible, around 70% progressed to HE in 2017. The College works well with a number of universities and has specific progression agreements in place with institutions such as the University of Law and Bristol University which allow College students to enjoy preferential offers. Links with other support organisations such as the Sutton Trust and the Careers and Enterprise Organisation 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.

Students may apply for financial assistance through the Reigate College Bursary.

The College is in full compliance with statutory requirements in relation to Disclosure and Barring Service (DBS) checks.

Supporting Vulnerable Students 2016-17 The scale and scope of vulnerable students at Reigate College

| Student | 2015 -2016 | 2016 -2017 |
|-----------------------------------|-------------------|-------------------|
| Looked After Students | 4 | 7 |
| Young Carers | 16 | 27 |
| Living independently | 5 | 4 |
| Under a Safeguarding Plan | 2 | 5 |
| Learning Transition Mentors | 8 | 7 |
| Team Around the Family | 3 | 1 |
| Child in Need | 0 | 8 |
| Other social services involvement | | 13 |
| Other social | | 30 |

| Inter-agency referrals to date | 2015-2016 | 2016 – 2017 |
|---|------------------|--------------------|
| Referrals the MASH (multi agency safeguarding hub) | | 15 |
| Children’s Services | 7 | 5 |
| Youth support | 17 | 9 |
| Adult services | 0 | 1 |
| Homelessness Prevention | 5 | 3 |
| Catch 22 | 3 | 8 |
| Police | 0 | 4 |
| Prevent enquires | 1 | 2 |
| Referrals through the police to rape and sexual abuse support centre. | 0 | 2 |
| Mindful service | 0 | 5 |

Reigate College has 532 S category (Special Category) students of which 159 students are S category due to social issues. These categories include Looked After Children, adopted students, Young Carers, safeguarding concerns, Children's Service involvement, Youth Support involvement, domestic violence, substance and/or alcohol misuse (students and/or parent), parents/carers who are terminally ill, police involvement, difficult family lives and homelessness.

The most vulnerable students in College are monitored weekly. At present there are 65 students monitored weekly, 26 of these have serious social issues, 7 are Looked After children (monitored weekly as they are considered a vulnerable group) and 4 are living independently (monitored weekly as they are considered a vulnerable group). The remaining students on the list have serious health concerns, the majority being mental health issues (06/06/2017).

It is also important to note many of the students have multiple needs and thus the most vulnerable students are highlighted in many categories of need. For example, if there is serious social need, such as domestic violence, poor mental and emotional health is more likely to be apparent and the student may be more liable to exhibit risk taking behaviour such as substance abuse or unsafe sexual practices. The toxic triangle of domestic abuse, substance/alcohol misuse and poor mental health is often present within these families and this raises the level of concern.

The reoccurring themes are still domestic abuse, sexual assault and rape, unhealthy relationships, harassment and substance abuse.

Support for the Students

Relate

The Relate service has been increased to four days a week. It has been fully utilised and there is a waiting list.

Mentoring

The level of mentoring has increased with a dedicated Mental Health Mentor employed and fully utilised. A peer mentoring service has also been developed to support students with lower needs which allows the staff mentors to focus their support on students with more complex needs.

Bursary and free school meals

The household income threshold for the discretionary bursary has increased this year from £23000pa to £25000pa. The number of students on the guaranteed bursary, discretionary bursary and free school meals has increased this year.

| Year | Guaranteed | Discretionary | Free Meal Eligibility | Receiving Free school meals |
|----------------|-------------------|----------------------|------------------------------|------------------------------------|
| 2015-16 | 6 | 185 | 150 | 169 |
| 2016-17 | 8 | 211 | 64 | 209 |

Links with Outside Agencies

Links with outside agencies such as Children’s Services, Youth Support, Young Carers and the Police continues to remain strong as reflected in the number of referrals made.

Food Banks

Links have been further developed with Loveworks, a local charity which runs food banks in the area.

Housing

Homeless Prevention continue to support students who are homeless, or at risk of being homeless, in Surrey, although the number of referral is down this year. Similar services available in other areas are much hard to access.

Substance and Alcohol Misuse

The number of referrals to Catch 22, the alcohol and substance abuse charity, has increased and they have worked closely with a number of our students. They have also offered advice on the College procedures and training for the pastoral team is being arranged. The College is also able to refer students to AA family support or Alteen for those students with a parent who has issues with alcohol misuse.

Cancer and Bereavement Charities

The College is able to work with a number of charities such as Cancerwise, Macmillan and Jigsaw to provide specialist support for students whose family members are unwell or who have suffered bereavement. We have also worked with St Catherine’s Hospice on one occasion to support a student through the exams period and beyond.

Mental Health Crisis

The Mindful service is a lower tiered mental health service to which the College can refer directly. This has proved very effective in a number of cases as the response time has been much shorter. In addition, the Mindful service can work with young people up until 25 years old which means that students who are 18 are also able to gain support instead falling between the CAMHS service and the Adult Mental Health service as was often the case.

The College also worked with the Samaritans when sadly one of our students died by suicide in the summer of 2016. The Samaritans offered advice on procedures and protocols for the College. They were also able to offer online and telephone support for students and staff. In addition, they offered follow-up support moving forward throughout the year. The Samaritans and ChildLine contact details are now given to every student about whom we have concerns regarding their mental wellbeing. Members of the pastoral staff are also attending a suicide prevention course in the summer to further support vulnerable students.

Domestic Abuse and Sexual Assault

There have been no direct referrals to ESDAS (**East Surrey Domestic Abuse Service**) from the College. However, the ESDAS have been involved in a number of cases through Children's Services referrals. They have worked with families who are under a Child Protection Plan or with Children in Need to support both the family and the students.

The College have made two referrals through the police to rape and sexual abuse support centres. Both students are receiving on-going support and they are involved in on-going investigations.

Learning Support Department

This academic year the Learning Support Department consisted of an Associate Director (Learning Support and Child Protection)/Learning Support Manager, two part time Administrators, two trained assessors for exam concessions. This academic year the Learner Improvement Program (LIP) was also moved from the ILC into the Learning Support area. The Relate Counsellor is also managed through the Learning Support Department and there is very close liaison between the Counsellors and the Learning Support Department.

The Learning Support Department is located in P103 and operates both a drop in system, providing individual support sessions for needy and vulnerable students. Students referred by teachers to the LIP work independently under supervision and have a timetabled period added to their timetable. In the academic year 2016/17 the number of timetabled sessions increased by 8% from 570 to 618 sessions, there was also a 12% increase in the number of students referred from 405 to 455.

Student Numbers 2016/2017

Students are invited to disclose any physical disabilities, medical conditions or learning needs on the College

Acceptance Form. Those students for whom a need has been identified will be given an interview with an appropriate member of staff and their particular requirements can be discussed.

All students have a further opportunity to disclose disabilities and learning needs during interview and again during enrolment. All students who have been identified as having a learning need or medical condition are interviewed by Learning Support as part of their enrolment interview. As part of the enrolment process all students undergo the college literacy screening. The students are emailed the results of the screening within the first two weeks of starting along with coping strategies and invited to drop into Learning Support for support and advice if they have any concerns.

Of the 2,217 students on the College register at the end of the 2016-17 academic year, 480 students (21.7%) have identified themselves as having a learning difficulty or have been picked up as potentially having a difficulty or health issue from the screening performed as part of the induction programme. All of these students have been contacted via their College email to explain our services and to offer support.

Breakdown of Difficulties 2016-2017

| Year | 2014/2015 | | 2015/2016 | | 2016/2017 | |
|---|-----------|---------------------------|-----------|--------------------------|-----------|--------------------------|
| | Number | % of all students (2161)* | Number | % of all students (2135) | Number* | % of all students (2217) |
| Dyslexia/Dyspraxia/Dysgraphia or other organisational problems | 198 | 9.2 | 226 | 10.6 | 235 | 10.6 |
| Complex communication difficulties; ADD/ ADHD/ ASD /BESD and mental health problems | 136 | 6.3 | 119 | 5.6 | 176 | 7.9 |
| Physical and health problems | 117 | 5.4 | 92 | 4.4 | 11 | 0.5 |
| ESOL(English as a second language) | 55 | 2.5 | 35 | 1.6 | 8 | 0.4 |

*number sourced from primary referral reasons

The percentage of students presenting to the College with a recognised learning difficulty is similar to last year. The number of students being referred to Learning Support and being identified as having complex social and mental health needs continues to increase.

Access arrangements

All students requiring Access Arrangements to support them in their exams have to be reassessed on entry to College. To be able to grant access arrangements each student has to be interviewed and assessed individually and information collected from the teachers to support the application, and a report written. Joint Council Qualification

increased the level of qualification required for staff to do access arrangements so three members of staff had to undergo additional training to meet these enhanced requirements.

The numbers of students requiring access arrangements is increasing each year as we get better at recognising students issues;

2014-15 we processed 302 (15%)

2015-16 we processed 364 (17%)

2016-17 we processed 462 (20.8%)

High Needs learner and EHCPs (Educational Health Care Plans)

We had 19 students with an EHCP.

All of these students had to have their EHCP reviewed annually. The Learning Support Manager conducted all the reviews, each review takes approximately three hours and necessitates meeting with the parents, student, support workers and outside agencies. The completed review documentation is held by Surrey SEND.

To qualify for additional high needs funding students must have an EHCP.

4 students qualified for additional high needs funding during 2016-17.

Learning facilitators are deployed to classes to offer support according to the following priorities.

- Any students with an EHCP either Level 2 or Level 3 who needs additional support to access the course
- All Level 2 classes with clusters of learning difficulty or classes with numbers over 15
- Other level 2 classes
- Level 3 classes with clusters of difficulty

Relate Youth Counselling Service at Reigate College

Due to demand we now have counselling on site 4 days per week and on the 5th day additional counselling is available at the Relate centre. To facilitate this counsellors now operate their own appointment schedule and waiting list.

Success and retention

At Reigate College a comparison of the success rates of students with learning difficulties and difficulties with the whole cohort shows that the success rate for this group of students is comparable with the whole College cohort.

| <u>LLDD_Health_Problem</u> | <u>Count</u> | <u>Retention</u> | <u>Achieved/Pass Grade %</u> |
|------------------------------------|--------------|------------------|----------------------------------|
| Asperger's syndrome | 16 | 93.8% | 100.0% |
| Autism spectrum disorder | 23 | 95.7% | 100.0% |
| Disability affecting mobility | 2 | 100.0% | 100.0% |
| Dyscalculia | 7 | 100.0% | 87.0% |
| Dyslexia | 201 | 93.5% | 97.4% |
| Hearing impairment | 9 | 88.9% | 96.2% |
| Mental health difficulty | 70 | 81.4% | 97.3% |
| Moderate learning difficulty | 11 | 72.7% | 100.0% |
| Other disability | 6 | 100.0% | 100.0% |
| Other learning difficulty | 35 | 100.0% | 100.0% |
| Other medical condition | 152 | 92.1% | 98.1% |
| Other physical disability | 1 | 100.0% | 100.0% |
| Other specific learning difficulty | 51 | 92.2% | 96.3% |
| Prefer not to say | 1 | 100.0% | 100.0% |
| Social and emotional difficulties | 26 | 80.8% | 98.6% |
| Temporary disability | 1 | 100.0% | 100.0% |
| Visual impairment | 7 | 57.1% | 100.0% |
| TOTALS | 619 | 91.0% | 97.8% |

** Data generated using all referral reasons, some students are diagnosed with more than one difficulty.

7 Outcomes for learners

Self-Assessment: Outstanding

Overall Performance – 2014/15

(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 |
| 7839 | 93 | 87 | 6 | 97 | 93 | 4 | 96 | 94 | 2 | 51 | n/a | n/a |

Overall Performance – 2015/16

(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 |
| 7203 | 94.6 | 87.8 | 6.8 | 96.7 | 93.0 | 3.7 | 97.8 | 94.3 | 3.5 | 52 | n/a | n/a |

Overall Performance – 2016/17

(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 |
| 7327 | 94.1 | 87.2 | 6.9 | 95.6 | 92.4 | 3.2 | 98.5 | 94.4 | 4.1 | 57 | n/a | n/a |

S = College Performance. BS = national average for SFC

A2 Level Exam Results

| Subject | A* | A | B | C | D | E | U | Entry | % Pass Rate | % High Grade |
|----------------------------|-----------|------------|------------|------------|------------|-----------|-----------|-------------|--------------|--------------|
| Art & Design (Photography) | 7 | 7 | 23 | 14 | 3 | 2 | 0 | 56 | 100.0% | 66.1% |
| Art and Design - Fine Art | 4 | 5 | 13 | 12 | 5 | 0 | 1 | 40 | 97.5% | 55.0% |
| Biology | 6 | 17 | 20 | 23 | 20 | 4 | 1 | 91 | 98.9% | 47.3% |
| Business | 1 | 8 | 29 | 14 | 13 | 1 | 1 | 67 | 98.5% | 56.7% |
| Chemistry | 2 | 13 | 11 | 17 | 9 | 3 | 0 | 55 | 100.0% | 47.3% |
| Classical Civilisation | 0 | 3 | 14 | 13 | 6 | 2 | 0 | 38 | 100.0% | 44.7% |
| Computer Science | 2 | 5 | 8 | 8 | 6 | 2 | 1 | 32 | 96.9% | 46.9% |
| Drama And Theatre | 1 | 1 | 12 | 5 | 5 | 0 | 0 | 24 | 100.0% | 58.3% |
| DT Product Design (3D) | 2 | 2 | 7 | 16 | 4 | 3 | 0 | 34 | 100.0% | 32.4% |
| Economics | 3 | 19 | 26 | 18 | 10 | 1 | 1 | 78 | 98.7% | 61.5% |
| English Lang & Lit | 2 | 5 | 29 | 29 | 21 | 2 | 0 | 88 | 100.0% | 40.9% |
| English Literature | 5 | 10 | 26 | 43 | 18 | 4 | 1 | 107 | 99.1% | 38.3% |
| Film Studies | 0 | 2 | 22 | 16 | 2 | 1 | 0 | 43 | 100.0% | 55.8% |
| French | 2 | 3 | 5 | 7 | 3 | 0 | 0 | 20 | 100.0% | 50.0% |
| Geography | 3 | 17 | 21 | 24 | 11 | 4 | 0 | 80 | 100.0% | 51.3% |
| German | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 5 | 100.0% | 40.0% |
| Government And Politics | 1 | 3 | 13 | 12 | 10 | 2 | 0 | 41 | 100.0% | 41.5% |
| History - Early Modern | 0 | 10 | 17 | 21 | 15 | 2 | 1 | 66 | 98.5% | 40.9% |
| History - Modern | 3 | 19 | 19 | 22 | 8 | 5 | 2 | 78 | 97.4% | 52.6% |
| Mathematics | 26 | 56 | 37 | 37 | 19 | 16 | 0 | 191 | 100.0% | 62.3% |
| Mathematics (Further) | 4 | 4 | 4 | 2 | 1 | 0 | 0 | 15 | 100.0% | 80.0% |
| Media Studies | 0 | 7 | 35 | 54 | 12 | 1 | 1 | 110 | 99.1% | 38.2% |
| Music | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 4 | 100.0% | 25.0% |
| Music Technology | 3 | 3 | 3 | 7 | 5 | 0 | 0 | 21 | 100.0% | 42.9% |
| Philosophy | 0 | 4 | 11 | 7 | 3 | 1 | 0 | 26 | 100.0% | 57.7% |
| Physical Education | 1 | 7 | 7 | 10 | 7 | 2 | 1 | 35 | 97.1% | 42.9% |
| Physics | 4 | 9 | 14 | 9 | 3 | 5 | 1 | 45 | 97.8% | 60.0% |
| Psychology | 6 | 13 | 50 | 57 | 12 | 4 | 2 | 144 | 98.6% | 47.9% |
| Sociology | 2 | 8 | 21 | 41 | 24 | 6 | 0 | 102 | 100.0% | 30.4% |
| Spanish | 3 | 2 | 7 | 9 | 0 | 0 | 0 | 21 | 100.0% | 57.1% |
| | 93 | 262 | 507 | 552 | 255 | 74 | 14 | 1757 | 99.2% | 49.1% |

| Subject | A | B | C | D | E | U | Entry | % Pass Rate | % High Grade |
|----------------------------|------------|------------|------------|------------|------------|-----------|-------------|--------------|--------------|
| Art & Design (Photography) | 22 | 15 | 12 | 3 | 3 | 1 | 56 | 98.2% | 66.1% |
| Art and Design - Fine Art | 10 | 12 | 13 | 5 | 2 | 1 | 43 | 97.7% | 51.2% |
| Biology | 41 | 30 | 26 | 17 | 22 | 1 | 137 | 99.3% | 51.8% |
| Business | 19 | 35 | 30 | 19 | 6 | 1 | 110 | 99.1% | 49.1% |
| Chemistry | 22 | 17 | 17 | 15 | 8 | 11 | 90 | 87.8% | 43.3% |
| Classical Civilisation | 10 | 12 | 5 | 9 | 3 | 1 | 40 | 97.5% | 55.0% |
| Computer Science | 7 | 13 | 9 | 9 | 6 | 1 | 45 | 97.8% | 44.4% |
| Drama And Theatre | 4 | 11 | 3 | 4 | 0 | 0 | 22 | 100.0% | 68.2% |
| DT Product Design (3D) | 5 | 3 | 11 | 12 | 4 | 2 | 37 | 94.6% | 21.6% |
| Economics | 22 | 38 | 31 | 15 | 5 | 2 | 113 | 98.2% | 53.1% |
| English Lang & Lit | 14 | 32 | 27 | 21 | 5 | 2 | 101 | 98.0% | 45.5% |
| English Literature | 12 | 27 | 44 | 32 | 11 | 1 | 127 | 99.2% | 30.7% |
| Film Studies | 3 | 20 | 18 | 1 | 2 | 0 | 44 | 100.0% | 52.3% |
| French | 13 | 9 | 6 | 2 | 3 | 2 | 35 | 94.3% | 62.9% |
| Geography | 49 | 37 | 32 | 20 | 3 | 1 | 142 | 99.3% | 60.6% |
| German | 2 | 0 | 2 | 1 | 1 | 1 | 7 | 85.7% | 28.6% |
| Government And Politics | 23 | 14 | 20 | 12 | 11 | 3 | 83 | 96.4% | 44.6% |
| History - Early Modern | 20 | 14 | 17 | 19 | 5 | 1 | 76 | 98.7% | 44.7% |
| History - Modern | 17 | 26 | 29 | 17 | 12 | 0 | 101 | 100.0% | 42.6% |
| Law | 0 | 6 | 6 | 5 | 7 | 4 | 28 | 85.7% | 21.4% |
| Mathematics | 90 | 70 | 53 | 33 | 34 | 13 | 293 | 95.6% | 54.6% |
| Mathematics (Further) | 23 | 5 | 1 | 1 | 1 | 0 | 31 | 100.0% | 90.3% |
| Media Studies | 19 | 40 | 45 | 31 | 4 | 2 | 141 | 98.6% | 41.8% |
| Music | 1 | 2 | 0 | 0 | 0 | 1 | 4 | 75.0% | 75.0% |
| Music Technology | 3 | 7 | 3 | 0 | 0 | 0 | 13 | 100.0% | 76.9% |
| Philosophy | 7 | 12 | 15 | 11 | 3 | 0 | 48 | 100.0% | 39.6% |
| Physical Education | 10 | 3 | 11 | 9 | 4 | 0 | 37 | 100.0% | 35.1% |
| Physics | 17 | 10 | 17 | 19 | 13 | 8 | 84 | 90.5% | 32.1% |
| Psychology | 30 | 35 | 38 | 39 | 23 | 17 | 182 | 90.7% | 35.7% |
| Sociology | 28 | 26 | 29 | 23 | 10 | 9 | 125 | 92.8% | 43.2% |
| Spanish | 7 | 7 | 13 | 7 | 1 | 2 | 37 | 94.6% | 37.8% |
| | 550 | 588 | 583 | 411 | 212 | 88 | 2432 | 96.4% | 46.8% |

BTEC L3 Diploma Results

| Subject | D*D* | D*D | DD | DM | MM | MP | PP | FL | Entry | Pass Grad |
|------------------------|------------|-----------|-----------|----------|----------|----------|----------|----------|------------|------------|
| Art & Design (Fashion) | 7 | 4 | 7 | 0 | 1 | 0 | 0 | 0 | 19 | 19 |
| Business | 25 | 3 | 6 | 2 | 1 | 0 | 0 | 0 | 37 | 37 |
| Health & Social Care | 23 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 28 | 28 |
| Public services | 11 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 14 | 14 |
| Sport | 21 | 6 | 0 | 0 | 2 | 0 | 0 | 0 | 29 | 29 |
| Travel & Tourism | 27 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 31 | 31 |
| | 114 | 18 | 17 | 5 | 4 | 0 | 0 | 0 | 158 | 158 |

BTEC L3 Subsidiary Diploma Results

| Subject | D*D* | D*D | DD | DM | MM | MP | PP | FL | Entry | Pass Grad |
|-----------------------------------|------------|-----|------------|----|------------|----|-----------|----|---------------|--------------|
| Applied Science | 40 | | 10 | | 1 | | 0 | | 100.0% | 98.0% |
| Art & Design (Fashion) | 15 | | 13 | | 5 | | 1 | | 100.0% | 82.4% |
| Art & Design (Graphics) | 4 | | 9 | | 10 | | 0 | | 100.0% | 56.5% |
| Business | 149 | | 41 | | 33 | | 3 | | 100.0% | 84.1% |
| Health & Social Care | 73 | | 4 | | 5 | | 1 | | 100.0% | 92.8% |
| Information Technology | 38 | | 18 | | 7 | | 0 | | 100.0% | 88.9% |
| Law | 96 | | 7 | | 5 | | 0 | | 100.0% | 95.4% |
| Music | 13 | | 8 | | 3 | | 0 | | 100.0% | 87.5% |
| Performing Arts (Acting) | 28 | | 4 | | 1 | | 0 | | 100.0% | 97.0% |
| Performing Arts (Dance) | 19 | | 5 | | 3 | | 1 | | 100.0% | 85.7% |
| Performing Arts (Musical Theatre) | 33 | | 0 | | 1 | | 0 | | 100.0% | 97.1% |
| Public services | 48 | | 5 | | 4 | | 0 | | 100.0% | 93.0% |
| Science | 10 | | 5 | | 6 | | 2 | | 100.0% | 65.2% |
| Sport | 86 | | 8 | | 14 | | 2 | | 100.0% | 85.5% |
| Travel & Tourism | 57 | | 7 | | 4 | | 0 | | 100.0% | 94.1% |
| | 709 | | 144 | | 102 | | 10 | | 100.0% | 88.4% |

| Subject | D*D* | D*D | DD | DM | MM | MP | PP | FL | Entry | Pass Grad | |
|-----------------------------------|------|-----|----|----|----|----|----|----|--------|-----------|-----|
| Art & Design (Fashion) | 11 | | 3 | | 4 | | 2 | | 100.0% | 70.0% | |
| Art & Design (Graphics) | 12 | | 9 | | 16 | | 4 | | 100.0% | 51.2% | |
| Business | 110 | | 41 | | 52 | | 4 | | 100.0% | 72.9% | |
| Business | 9 | | 6 | | 3 | | 0 | | 100.0% | 83.3% | |
| Health & Social Care | 53 | | 7 | | 4 | | 1 | | 100.0% | 92.3% | |
| Information Technology | 79 | | 6 | | 10 | | 2 | | 100.0% | 87.6% | |
| Law | 103 | | 6 | | 8 | | 0 | | 100.0% | 93.2% | |
| Performing Arts (Acting) | 32 | | 5 | | 1 | | 0 | | 100.0% | 97.4% | |
| Performing Arts (Dance) | 19 | | 14 | | 2 | | 0 | | 100.0% | 94.3% | |
| Performing Arts (Musical Theatre) | 26 | | 4 | | 0 | | 0 | | 100.0% | 100.0% | |
| Public services | 27 | | 1 | | 5 | | 0 | | 100.0% | 84.8% | |
| Science | 77 | | 15 | | 8 | | 0 | | 100.0% | 92.0% | |
| Science | 14 | | 2 | | 2 | | 0 | | 100.0% | 88.9% | |
| Sport | 46 | | 9 | | 7 | | 5 | | 67 | 100.0% | 82. |
| Travel & Tourism | 56 | | 7 | | 8 | | 2 | | 73 | 100.0% | 86. |

| | | | | | | | | |
|--|------------|------------|------------|-----------|----------|------------|---------------|------------|
| | 674 | 135 | 130 | 20 | 0 | 959 | 100.0% | 84. |
|--|------------|------------|------------|-----------|----------|------------|---------------|------------|

Level 2 Qualifications

BTEC L2 Award Results

| Subject | D* | D | M | P | L1 | U |
|------------------------|-----------|------------|-----------|----------|----------|----------|
| Business | 4 | 44 | 38 | 2 | 0 | 0 |
| Health & Social Care | 4 | 7 | 10 | 0 | 0 | 0 |
| Information Technology | 0 | 4 | 15 | 1 | 0 | 0 |
| Public services | 5 | 16 | 11 | 1 | 0 | 0 |
| Sport | 7 | 12 | 13 | 1 | 0 | 0 |
| Travel & Tourism | 4 | 18 | 10 | 0 | 0 | 0 |
| | 24 | 101 | 97 | 5 | 0 | 0 |

| Entry | Pass Grades | % Pass Rate | High Grades | % High Grade |
|------------|-------------|---------------|-------------|--------------|
| 90 | 90 | 100.0% | 0 | 0.0% |
| 22 | 22 | 100.0% | 0 | 0.0% |
| 20 | 20 | 100.0% | 0 | 0.0% |
| 33 | 33 | 100.0% | 0 | 0.0% |
| 33 | 33 | 100.0% | 0 | 0.0% |
| 34 | 34 | 100.0% | 0 | 0.0% |
| 232 | 232 | 100.0% | 0 | 0.0% |

These qualifications are equivalent to 1 GCSE.

GCSE Exam Results

| Subject | A* | A | B | C | D | E | F | G | U |
|------------------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|
| English Language | 0 | 0 | 1 | 41 | 0 | 0 | 0 | 0 | 0 |
| Maths | 0 | 0 | 0 | 45 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 1 | 86 | 0 | 0 | 0 | 0 | 0 |

| Entry | Pass Grades | % Pass Rate | High Grades | % High Grade |
|-----------|-------------|---------------|-------------|---------------|
| 42 | 42 | 100.0% | 42 | 100.0% |
| 45 | 45 | 100.0% | 45 | 100.0% |
| 87 | 87 | 100.0% | 87 | 100.0% |

How Reigate compares to Sixth Form Collages nationally

Key points:

1. The college continues to provide success rates that are among the highest in the country
2. Students are more likely to be retained on a course at Reigate than on average for a SFC
3. Retained students are more likely to pass a course than on average for a SFC
4. In the summer 2016 performance tables – 2017 will not be published until February – only two colleges had a higher A level course completion rate than Reigate, both of who had low value added scores
5. For the same data set, 23 colleges had a higher value added score, only one of which matched the Reigate course completion rate.

Performance by course type

| Vocational L3 | 2014 | 2015 | 2016 | 2017 | BTEC Nationals in 2017 | Difference |
|------------------------------|------|------|------|------|------------------------|------------|
| BTEC Certificate high | 76 | 76.9 | 82.2 | 84.4 | 49.6 | 34.8 |
| BTEC Certificate pass | 100 | 99.5 | 100 | 100 | | |
| | | | | | | |
| BTEC Subsidiary Diploma high | 85 | 84.3 | 85.3 | 88.4 | 49.2 | 39.2 |
| BTEC Subsidiary Diploma pass | 100 | 99.6 | 100 | 100 | | |
| | | | | | | |
| BTEC Diploma high | 93.9 | 94.8 | 97.7 | 97.5 | 53.7 | 97.5 |
| BTEC Diploma pass | 100 | 100 | 100 | 100 | | |

Key points:

As of October 2017 Pearson have still been unable to publish national results statistics for BTEC qualifications. However, using the published data for 2016, which is unlikely to be very substantially different, we can say:

1. The overall high grades rates for all three qualification sizes has improved
2. High grades rates are higher than the national data for 2016 when high grades rates are typically 30% - 40%

| AS levels | 2014 | 2015 | 2016 | 2017 |
|--------------|------|------|------|------|
| AS level A-B | 41.1 | 37.5 | 39.6 | 46.8 |
| AS level A-E | 93.6 | 91.6 | 94.8 | 96.4 |

| A levels | 2014 | 2015 | 2016 | 2017 |
|--------------|------|------|------|------|
| A level A*-B | 48.3 | 51 | 51.1 | 49.1 |
| A level A*-E | 98.9 | 98.8 | 99.1 | 99.2 |

Key points:

1. The A level pass rate is higher than the national average (97.9%)
2. The A level high grades rate is below the national average (52.9%)
3. The AS level pass rate is higher than the national average (88.3%)
4. The AS level high grades rate is above the national average (43.1%)

GCSE English and Mathematics

The DfE have prioritised the need for students without a grade C in English or Maths to gain this grade by the time they are 18. The DfE have created a new system to measure GCSE performance by analysing progress for students who come to college without a GCSE in English or maths. This looks at how many grades above or below average this group have students have advanced by the time they leave college. The final result will not be available until February, however, we expect this to be around:

- English +0.6 grades
- Maths +0.61 grades.

This is clearly above average for all providers, however, we do not yet know how this compares to other Surrey SFCs.

Level 2 BTEC outcomes:

The college had 247 entries for level 2 BTEC Awards – each of which is the equivalent of one GCSE.

Although this is a small part of the overall provision – typically about 4% - this is an important area since the majority (75% in 2017) progressed to level 3 qualifications at Reigate College.

| | Distinction* | Distinction | Merit | Pass | Level 1 pass | Fail |
|-------------------------|--------------------|--------------|--------------|--------------|--------------|--------------|
| Number of entries | 24 (19 in 2016) | 101 (85) | 97 (119) | 5 (13) | 5 (11) | 0 (0) |
| Cumulative entries | 24 (19) | 125 (104) | 222 (223) | 227 (236) | 232 (247) | 232 (247) |
| % High | 53.8% | | | | | |
| % at least level 2 pass | 97.8% | | | | | |
| % at least level 1 pass | 100% | | | | | |

Key points:

Externally set and marked exams were introduced into level 2 BTEC qualifications in 2014 – 2015 with the effect of reducing the number of D*/D grades awarded. Reigate has managed to stay ahead of the national outcomes for BTEC level 2:

1. The high grade rate for Reigate College is 38% higher than the national rate
2. The level 2 pass and above rate is 30.8% higher than the national rate
3. The level 1 pass and above rate is 33% higher than the national rate

As a group of students, the level 2 cohort is the most educationally disadvantaged in terms of prior attainment in the college and this is a particularly pleasing data set.

Value added

The DfE value added measure, LVA, categorises value added into three groups: above average, average and below average. To be 'above' requires the lower confidence limit to be above average.

| | Outcome |
|--------------------------------------|--------------|
| Academic (A level, AS level, EPQ) | +0.04 grades |
| Applied General (Vocational) | +0.49 grades |

ALPS Value Added

| | Quality indicator |
|-----------------------|-------------------|
| A | 4 (4 2016) |
| AS | 2 (3) |
| BTEC Subdip + Diploma | 3 (3) |
| EPQ | 2 |

Key points:

1. The college continues to enjoy a strong positive value added
2. The value added is particularly strong in AS levels, BTECs and EPQ
3. Although the value added is above average for A levels, it is desirable to bring performance into line with that of the AS levels and vocational qualifications

Success Rates History:

| Results Year | Reigate College success rate | National Average for 6 th Forms | Difference RC-6 th Form average |
|--------------------|------------------------------|--|--|
| 2017 | 94.10 | 87.20 | 6.90 |
| 2016 | 94.60 | 87.80 | 6.80 |
| 2015 | 92.90 | 86.30 | 6.60 |
| 2014 | 92.80 | 86.90 | 5.90 |
| 2013 | 92.88 | 86.65 | 6.23 |
| 2012 | 94.17 | 88.49 | 5.68 |
| 2011 | 93.12 | 87.27 | 5.85 |
| 2010 | 93.75 | 88.41 | 5.34 |
| 2009 | 93.77 | 88.28 | 5.49 |
| 2008 | 92.43 | 86.63 | 5.80 |
| average for period | | | 5.97 |

Summary of early data from the DfE data checking exercise – other data will follow in January/February/March:

(n.b these tables do not include AS levels)

The Disadvantage data is new in 2017.

| Qualification type | Comment |
|--------------------|---|
| GCSE | English grades difference to national average 0.6 English grades difference to national average per disadvantaged entry -0.17 Maths grades difference to national average 0.61 Maths grades difference to national average per disadvantaged entry 0.6 |
| A levels | Points per entry 32.18 Points per disadvantaged entry of 28.94 Value added score of +0.04 grades per entry Value added score per disadvantaged entry +0.04 |
| Tech levels | Tech level points per entry 46.77 Tech level points per disadvantaged entry 46.00 (No value added scores for this type) |
| Applied General | Applied general points per entry 43.49 Applied general points per disadvantaged entry 41.36 Value added score per entry 0.49 Value added score per disadvantaged entry 0.30 |

The disadvantaged cohort is based on students who were in the ‘Pupil premium’ count when in year 11. The college is currently unable to identify these students due to a DfE database problem.

8 Areas for improvement and challenges

The college management, Trust and LGB are constantly seeking ways to improve the provision offered by the college. Following our thorough assessment of activities throughout 2016/17 we have identified the following areas which present challenges and areas for improvement in 2017/18.

- 1) A level value added, although above average, is not as good as vocational or AS courses. The lower confidence limit for A level courses indicates that this now falls within the ‘average’ range of values.
- 2) Prepare for changes to the vocational curriculum
- 3) Continue to implement changes to the academic curriculum
- 4) Prepare for students who have taken the new type of GCSE
- 5) Further develop advice and guidance for prospective HE and apprenticeship students

- 6) To address specific areas of the college provision whose outcome data suggests that some significant aspect is below national averages, with particular reference to value added.
- 7) Respond effectively to the Ofsted monitoring visit
- 8) Monitoring of student progress – to include review of ILP and target setting
- 9) Examine staff wellbeing
- 10) Examine possible improvements to college communication
- 11) Look to further develop independent learning and social space for students
- 12) Effective tracking of student progression
- 13) Examine the scope for improving high grades in A levels (moving Cs to Bs)

In order to pursue these points a series of working groups or reviews will be established, led by a senior member of staff and including a range of staff across the college. Each group will report to SLT and College Board, a policy will be created or amended as required and training implemented as required.

1 A level value added, although above average, is not as good as vocational courses.

Data supplied by ALPS, ALIS and early indications from L3VA show that A level value added scores are average to above average. To this extent they cannot be described as a weakness. However, the scores achieved by AS and vocational courses are very high and as a college we would like to raise A level value added to the same heights as AS and vocational qualifications enjoy. The main area to address is that ALPS data suggests that ‘top end’ performance among subjects offers scope for further improvement using the ALPS system. To be clear, the college is not going to embark on a policy of reducing the retention rate to boost the VA score.

Taken together, the improvements are intended to have the following outcomes over a 2 – 3 year timeframe:

1. Improve A level value added to a similar level currently enjoyed by vocational and AS courses.
2. Secure the current value added scores on vocational courses
3. Improve the performance of underperforming courses so that all of their key outcomes exceed national averages

This point was raised in the 2015-16 SAR and will be an area that will take several years to fully address. So far the college has increased the amount of remission time for heads of department, implemented at least two periods of timetabled support lessons per subject per week and discussed the scale and scope of the improvements needed with the A level departments. Early indications are good: in 2017 the AS levels produced their best ever performance which is a good indication of progress at A level and use of the support classes has been popular with staff and most students.

Target: at least ‘Excellent’ in the ALPS methodology the 3 year timeframe.

2 Prepare for changes to the vocational curriculum

September 2017 saw some level 3 vocational qualifications change to a new model of assessment, with the remainder following in September 2019. It had been intended to switch in 2018, however, the dates were moved by BTEC. Historically, BTEC vocational courses have been assessed entirely through coursework. From 2017 some courses will require a minimum 30% external assessment which might take the form of traditional written exams, controlled assessments, practical assessments under exam conditions or externally set and marked coursework depending on the subject. Reigate College has an exceptionally strong set of outcomes for vocational subjects and we fully intend to sustain this. As one of the largest providers of vocational education among Sixth Form Colleges, we have a wealth of experience in course delivery and will be carefully preparing for the new assessment model. The reform process has been fraught with late changes of specifications and considerable confusion on the part of BTEC over assessment rules.

For September 2017 the college introduced new qualifications in Computer Science, Engineering Design and Video Game Mechanics.

Target: all relevant staff are confident to deliver the requirements of the new and reformed qualifications to the extent that they are able to at least match the current very high value added scores and differentials with national averages.

3 Continue to implement changes to the academic curriculum

The summer of 2017 saw the first wave of grades awarded for the reformed A level subjects and September 2017 saw the final wave of starts. The reform of the A level curriculum has been spread over a four year period which has presented a number of challenges such as providing meaningful targets, implementing new topics into subjects, different forms of assessment and finding meaningful benchmarks to judge success. The college will continue to develop skills among staff, students and appropriate support staff to address the needs of the reformed curriculum. As with reforms to the vocational curriculum, there has been a good deal of confusion and changes of mind among awarding bodies, the DfE and OFQUAL which have delayed choices of exam boards, text books and other teaching and learning materials.

Reigate College is confident that we will deliver the new A levels very successfully.

Target: all relevant staff are confident to deliver the requirements of the new and reformed qualifications to the extent that they are able to match or exceed the current value added scores without a loss of differentials with national averages for retention and achievement.

4 Prepare for students who have taken the new type of GCSE

Students enrolling at the college from September 2017 will have taken new a type of GCSE in English and Maths with a different grading system, other GCSEs will adopt the new system in 2018 and 2019. As with A level and level 3 vocational education reforms, the changes have been spread over three years rather than implemented at once. In the longer term, the changes will, it is believed, lead to students being better prepared for A levels. The main challenge faced by the college initially is the decision to split the current B and C GCSE grades into three parts so that it is not possible to tell the difference between a strong grade C and a weak grade B. this is a particular problem for any school or college running A levels as a grade B is the standard entry for many subjects. It will also be difficult to make meaningful targets until there is a sufficient amount of data relating new type GCSE performance with new type A levels. The first retakes of the new English and Maths courses took place in November 2017 and we will have the results back in January 2018.

Target: subjects whose entrance requirements use the new GCSEs are able to recognise the potentially different capabilities and needs of the 2017 intake.

5 Further develop advice and guidance for prospective HE and apprenticeship students

Historically, the majority of students have progressed to Higher Education, however, the increased status and profile of higher apprenticeships has led to a heightened awareness among students of this as an alternative route.

The college has enlarged the number of staff employed to assist students with apprenticeship, UCAS and career planning. We will be seeking to further enhance this area in order to substantially enhance the provision of work experience for students taking mainly vocational programmes.

Target: to improve guidance for students seeking an employment route, to provide more opportunities for work experience for students taking a BTEC diploma qualification. To appoint a work experience co-ordinator no later than September 2017.

A co-ordinator has now been appointed, however, the DfE have now launched a round of bids for funding to appoint a co-coordinator. The college has prepared a bid and will seek funding.

6 To address specific areas of the college provision whose outcome data suggests that some significant aspect is below national averages

Although the overwhelming majority of courses in the college exceed national averages for all important measures, a small number of subjects have some aspect of their outcome data that is significantly lower than average.

Target: for the subjects involved to raise their outcomes to exceed national averages for success rates and value added for the summer 2017 series of exams. In 2016 all targeted subjects improved their outcomes.

7 Respond effectively to the Ofsted monitoring visit

Further to the Ofsted monitoring visit, the college will work to address the issues raised in the letter.

Targets: the college should be able to point out improvements made to the matters addressed by the end of the 2017/18 academic year.

8 Monitoring of student progress – to include review of ILP and target setting

The college will be looking further into the matter of target setting for students. The reform of the GCSE and A level curricula and the impending reform of the vocational curriculum mean that the current system of setting targets for students may no longer be useful. It is not clear how the 'new' GCSE grades will translate into targets for the 'new' A levels. This is a problem that will be experienced by all schools and colleges. Reigate College is working with other S7 colleges to look at this issue.

Target: to establish a new target setting system for use from September 2018.

9 Examine staff wellbeing

The college recognises that staff work extremely hard and that this can often mean a considerable feeling of exhaustion at the end of each term. A study will look into the scope of what the college can reasonably do to improve staff well being.

10 Examine possible improvements to college communication

It is some time since the college formally undertook a study of the effectiveness of communication. Although the college feels that communication is generally good, this is an area where technological developments have advanced very rapidly, sometimes enabling rapid improvements and sometimes bringing more problems than solutions. A study will look into how effective communication is and make recommendations for improvements to internal communication and ongoing communication to students and parents. An example of this is a mobile telephone app developed for the college to allow parents to receive timely information regarding student absence which we hope to release early in 2018. The college will also be looking to expand our presence in digital marketing and the development of an on line application system for prospective students.

11 Look to further develop independent learning and social space for students

The changed curriculum has led to students spending more time outside lessons. The college will examine ways in which student time can be better used during non contact periods.

Target: to enable students to make better use of time in between normally timetabled lessons. This may well be tied to changes to the method of delivery of courses.

12 Effective tracking of student progression from school to college to HE

As discussed in the academy application, the college has set aside money to improve our work with partner schools. This involves a much enlarged programme of working with schools to provide learning experiences across a much wider range of subjects and year groups. Although Reigate is a comparatively prosperous town there are substantial

pockets of deprivation in the catchment area and significant numbers of students come from households with no prior experience of progression to Higher Education. The college is seeking to improve the long term prospects of younger secondary school children by providing a clearer pathway from school to university.

Target: to improve post college progression and to improve the understanding of the work of the college.

13 Examine the scope for improving high grades in A levels (moving Cs to Bs)

Although there is no formal definition of what a 'high grade' is, the term is normally used in A levels to indicate a grade B or above. The college wishes to improve the number of students who achieve a high grade and a working group will look into this. It should be understood that this is a relative rather than absolute matter. The changes to the A level curriculum mean that it is not at all clear what will be an acceptable level in future, the point is that Reigate should exceed national and local outcomes.

Target: to improve the high grade performance at A level over a three year timeframe. Until the new A levels have all been fully assessed in 2019 it will not be possible to place a suitable benchmark % on this target.

Objectives set for 2016/17 that are not included for 2017/18

1. Review the system for communicating and recording contact with parents regarding student underperformance to ensure a more consistent approach across the college. Improvements have been made to the management of these and the college is now piloting a mobile app that allows parents to receive much more timely information. It is hoped that this will extend to include attendance data after Christmas. The college has an extremely good record of securing high levels of attendance and this will be reinforced by the new app.
2. Review the interim report system with particular reference to target setting and information regarding student progress to take account for the lack of useful benchmarking data arising from the reformed curriculum. The Interim Report has been modified so that parents receive more information about actual marks for work rather than just predicted grades. The impact of this will be monitored and the system refined.
3. Review the student Code of Conduct to ensure a more consistent approach across the college. Now modified to bring greater clarity.
4. Examine and establish an internal progression exam to replace AS levels. This will take place in the summer an all relevant teaching departments have been briefed on the scope. Planning of the timetable for the exams is now under way.
5. Review the use of Learning facilitators in classroom settings. Now complete and training given. The work of facilitators will be monitored and reviewed to assess impact.
6. Review the lesson observation system. Now complete with some small modifications. The impact will be examined following the current cycle of lesson observations.
7. To update the college assessment and marking policy in the light of changes to A levels and BTECs and developments in secondary education. Now complete and guidance issued. The impact will be examined following the 2018 results.
8. To review the use of support classes to ensure the most effective support can be offered to students outside of normally timetabled lessons. Support classes have now been timetabled to all subjects and clear guidance issued on the use of the time. The college will review the impact of these

9. To review the college literacy policy. Completed and guidance issued. The impact will be examined following the 2018 results.

10. To review the college numeracy policy. Completed and guidance issued. The impact will be examined following the 2018 results.

11. To review the college approach to the use of ILT. Completed and guidance issued. The impact will be examined following the 2018 results.

9 Summary of grades awarded

Overall effectiveness

Outstanding

Outcomes for learners

Outstanding

Quality of teaching, learning and assessment

Outstanding

Effectiveness of leadership and management

Outstanding

Personal development, behaviour and welfare

Outstanding

Study Programmes

Outstanding