

# Reigate College

## SAR 2023

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**Document purpose: the College SAR is used to record a self-assessment of the college for the LGB, Trust, Ofsted and any other interested stakeholders.**

## The self-assessment process

In keeping with the 'judgements' framework used by OFSTED to report on the work of colleges, Reigate College continues to use a similar approach in order to provide a graded assessment, with each area having a grade and annual targets.

The College's focus on student success includes an emphasis on comparison analysis for the college as a whole and all courses against national retention and achievement data, assessing value added performance and examining raw outcomes. All analysis of these is subject to caveats about the changes to grade boundaries and the difficulty of making meaningful value added judgements against 2021 GCSE scores. The process also looks at areas such as lesson observation reports, staff and student opinions, the breadth of curriculum provision, destination data, equality and diversity data as well as the broader experience of students in areas such as enrichment and work experience.

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, and student facing support departments, all prepare Self Assessment Reports (SAR) and action plans which are agreed with SLT and monitored during the year. Each course SAR is stored on a database to allow simplified updates and monitoring in-year and between years. The Senior Leadership Team (SLT) then evaluate the reports and prepare an analysis of the effectiveness of the College as a whole awarding grades on a similar basis to Ofsted. Individual courses and staff are not graded.

The college was inspected in March 2022 and the grades Ofsted awarded grades were:

Overall effectiveness Good

The quality of education Good

Behaviour and attitudes Outstanding

Personal development Good Leadership and management Good

Education programmes for young people Good

Provision for learners with high needs Requires improvement

## **Ofsted Grade descriptors for overall effectiveness**

### **Outstanding (1)**

The quality of education is outstanding.

All types of provision offered are likely to be outstanding. In exceptional circumstances, a type of provision may be good, as long as there is convincing evidence that the provider is improving this provision rapidly and securely towards it being outstanding.

All key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the provider is improving this area rapidly and securely towards it being outstanding.

Safeguarding is effective

### **Good (2)**

The quality of education is at least good.

All types of provision offered are likely to be good or outstanding. In exceptional circumstances, a type of provision may require improvement, if there is convincing evidence that the provider is improving this provision rapidly and securely towards it being good.

All key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the provider is improving it rapidly and securely towards it being good.

Safeguarding is effective

Since the inspection the college has addressed all aspects of provision not graded as Outstanding,

This has resulted in all EHCP reviews being conducted on time, a new system for student target setting, more work on work experience type activity, and a higher level of participation in enrichment activities.

Over the course of the year college management has reported on progress to the Trust and LGB, and in the case of the EHCP review completion issue, a link governor with specific responsibility for reporting was appointed, and an external audit firm appointed to monitor progress and report back.

The details are discussed in the sections dealing with each Ofsted area.

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 Trust approve the SAR.

The process has a number of stages and contributions to the overall judgement: (nb there are no DfE tables for 2019-2020 or 2020-2021 and the tables for 2022 are limited in scope)

- 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. Initial reporting to the Trust and LGB.
- 2) Early discussions with heads of department where there may be concerns during late August and early September
- 3) Reports from Six Dimensions and ALPS in September. The Six Dimensions project is run within the Sixth Form College community and provides a better reference point for comparison than some other analysis tools
- 4) DfE draft data published in October
- 5) Feedback from exam boards regarding external assessment of coursework, the opinions of visiting examiners and analysis of returned scripts
- 6) Department reviews during September, October and November. Departments then complete departmental self-assessments and this process is normally validated through a reciprocal S7 process. This involves senior staff from S7 colleges attending SAR meetings as a peer review. Departments report on progress towards the completion of targets in January and May. Trust and LGB representation at sample Department Review meetings may take place to monitor standards.
- 7) On going meetings with Learning Support, and key staff representing enrichment and careers through the year to monitor development of these areas arising from comments during the inspection.
- 8) Reporting progress on the SAR action plan to the LGB each term
- 9) Monitoring of Department review action plans by directors on an ongoing basis. Updates to action plans and SLT meetings with selected targets January / February.
- 10) Lesson observations from September 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.  
Trust and LGB meetings with staff and student focus groups
- 13) Final update and progress check on action plans in May
- 14) Staff appraisals during June and July with January updates where necessary.

## Overview of Reigate College

“To provide high quality education in a supportive community”

Senior Leadership Team 2023-24				
RDB	Ryan	BULL	Vice Principal	
NJC	Nick	CLARK	Principal	
SEW	Sarah	WALTERS	Deputy Principal	
CPW	Chris	WHELAN	Chief Executive Officer	

Senior Management Team 2023-24				
GRH	Garry	HOLMES	Director (Estates & IT)	
CLL	Caroline	LOUGHLIN	Director (Personnel)	
LMM	Laura	MACINTYRE	Associate Principal (Teaching & Learning)	
MGP	Mel	PEARL	Associate Principal (Safeguarding & Interventions)/DSL	
KS	Kim	SAW	Director (Finance)	(pt)
LRS	Louis	STROVER	Associate Principal (Pastoral)	
SDW	Stuart	WILCOX	Associate Principal (Development)	

### Strategic aims

1. Ensuring a high quality of teaching and learning
2. Ensuring a high quality of pastoral welfare
3. Providing a safe place for teaching, learning and employment
4. Ensuring the effective personal development of students
5. Maintaining financial viability
6. Maintaining and developing the College’s reputation and engagement with the local community
7. Developing staff and ensuring high staff morale
8. Maintaining and developing the College estate and resources in an environmentally sustainable way
9. Achieving an Outstanding Ofsted grading
10. Effective Leadership, management and governance

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. The college does not run apprenticeships or adult education, both of which are provided locally at East Surrey College.

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 schools in the area to ensure provision meets the progression needs of local young people; where these needs cannot be met, students are offered detailed advice through partner school liaison regarding courses in local general further education colleges.

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 has an inclusive approach to entry for all students, requiring 5 GCSE grade 4 equivalents for entry to level 3 courses, with specific requirements for individual subjects. Consequently, it attracts a range of applicants from the well qualified to those with what are nationally understood as minimum entry requirements for level 3 courses. These entry requirements have been maintained since 2020 which resulted in an increase in the number of student entries for A levels of 45% compared to 2019, whereas the national increase was 8%. Although there were concerns about what this might mean for less able students, it is pleasing to note that raw grades held up well and were 5% ahead of national data for A\* to B grades.

The college is able to offer any subject combination and makes a commitment that if a subject is offered then we will run it. It is not the policy of the college to decide whether or not a course runs based on enrolments; students can apply in the knowledge that we will run the courses for which they are asking.

All students are interviewed in advance of enrolment, have at least two further visits to the college to discuss their course choices, and have a final enrolment interview before agreeing a programme of study.

The college offers students who are not yet able to start a level 3 programme a range of level 2 vocational courses and GCSE retakes. These will combine to form 4 'units' of study e.g. two BTECs plus English and Maths or, less commonly, three BTECs plus English or Maths. All students take a BTEC in Business as part of this programme.

The GCSE average score of students at enrolment on advanced courses (A levels and BTEC Nationals) is usually slightly below the average for sixth form colleges in Surrey, however, there is a degree of uncertainty about this at the moment in the absence of externally graded GCSE exams.

## The following information gives an overview of the college student body for 2022 – 2023:

The college enumerated on 2871 students for 2022-2023. Of these approximately 36% were on A level only programmes, 18% on vocational programmes and 45% taking a mix of A level and vocational courses. The number of vocational course registrations is one of the largest for any Sixth Form College. In a normal (pre covid) year the split between level 3 and level 2 programmes is 95 : 5, although this was nearer to 98 : 2 for 2022 -23. Students come to the college from a very wide range of schools across Surrey and South London, with around a third from partner schools, a third from SE Surrey state schools. A majority (56%) of students are female, and 75% identify as White British. Both of these numbers are similar to 2019 (54% and 72%). During 2022 – 23 the college had 225 students in receipt of bursary payments and 112 receiving free college meals, useful comparison to recent years is difficult due to changing regulations and the effects of covid on household incomes. During 2022 – 2023 the mean GCSE grade of students was 6.02. This was slightly higher than in previous years and may represent the effect of CAGs and TAGs.

### Ten most popular courses

During the COVID period there was a shift from vocational to academic qualifications as some students enrolled with higher GCSE scores than would be normal. This was most pronounced in subjects such as Business Studies and Law where there were vocational equivalents. In the longer term there has been an increase in STEM and Economics applications and a decline in English. This is similar to national trends. The return to approximate 2019 grading has meant that GCSE English and maths numbers have returned to pre COVID levels.

#### Level 2 Subjects (9)

Course Description	Enumerated
GCSE Mathematics	146
GCSE English Language	92
BTEC L2 First Award Business	81
BTEC L2 First Award Public services	36
BTEC L2 First Award Health & Social Care	34
BTEC L2 First Award Travel & Tourism	28
BTEC L2 First Award Sport	21
GCSE Biology	9
Extension Activities Numeracy	2



## L6 Subjects

Course Description	Enumerated
A Level Mathematics	278
Applied Diploma Criminology	246
A Level Psychology	241
BTEC L3 Extended Certificate Business	208
A Level Sociology	191
BTEC L3 Extended Certificate Law	175
A Level Economics	151
A Level Business	133
A Level Geography	132
A Level Biology	131

## U6 Subjects

Course Description	Total Starts	Enumerated
A Level Psychology	253	253
Applied Diploma Criminology	243	243
A Level Mathematics	221	221
A Level Sociology	192	192
BTEC L3 Extended Certificate Business	189	189
A Level Business	157	157
A Level Biology	150	150
A Level Economics	136	136
A Level Geography	132	132
A Level English Literature	123	123

## Overall effectiveness

BAF R6

Strategic Aims 8

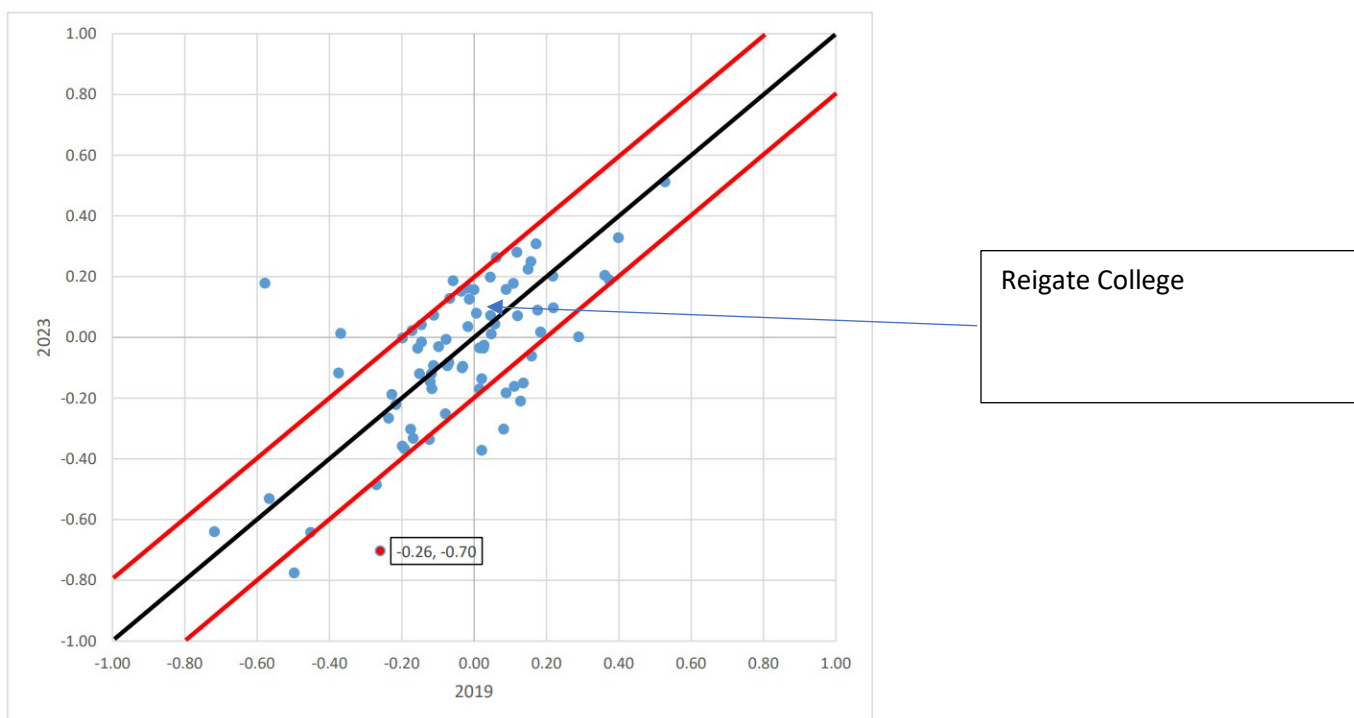
Ofsted:

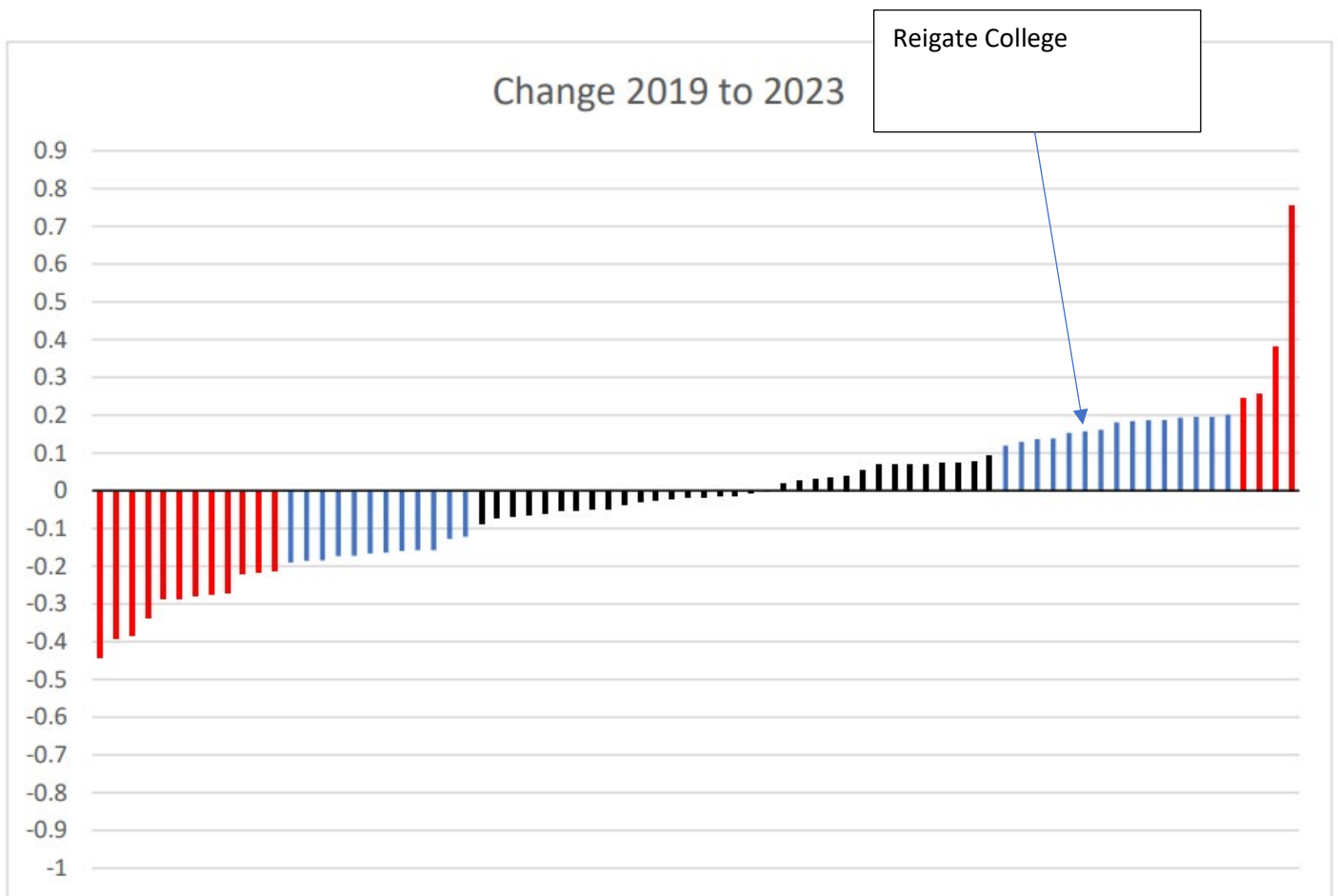
“Governors, leaders, and managers have a clear vision of academic excellence at the college”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...recognised the increase in safeguarding referrals and mental health issues among students”

During 2022 – 23 the college continued to provide highly effective education to all students. This can be seen by the outstanding qualification outcomes, high retention rates and progression to Higher Education. (These are discussed in more detail later). The adjustments to grading as a result of the drive to align outcomes more closely to 2019, resulted in the raw A level A\*-B rate falling to 57.2%, against a national average of 52.7%. Six Dimensions data shows that the college has a VA score of +0.13 grades per entry compared to all sixth form colleges for A levels and +0.02 for the most commonly taken BTEC (Extended Certificate). For 2019 the figures were -0.01 for A levels. The graphs below give a good indication of where the college sits compared to other Sixth Form Colleges in terms of changes from 2019.





The college continues to offer a very wide-ranging selection of enrichment activities, and during 2022 – 23 we will be looked at ways of increasing levels of student participation in non-curriculum activity. The college will also be looking for ways of increasing student participation in work related activities.

Although the Ofsted report noted that “Students with high needs value the support they receive to help them make progress...the majority of students need less help over time.” The report also commented that some students with High Needs were not having their needs reviewed consistently or within the required time period. Improving this was the major focus for this year.

### **Safeguarding**

Ofsted:

*Safeguarding - The arrangements for safeguarding are effective. The suitably qualified safeguarding team use appropriate policies and processes to help keep students safe. They monitor safeguarding concerns closely and intervene effectively using external agencies when appropriate. Students consistently report how they value the visibility of leaders and managers, which creates a safe and welcoming environment. Leaders ensure that staff and students understand how to keep themselves safe from sexual harassment and peer-on-peer abuse. Leaders ensure that staff are recruited safely and effectively.*

*Students are rightly proud of their college. They feel safe and welcome the support from staff with their well-being. Students speak positively about the inclusive and respectful culture that they feel part of. They value their positive relationships with staff who they feel are supportive and approachable. Students who represent the lesbian, gay, bisexual, trans and questioning (LGBTQ+) community enjoy their learning, feel part of the wider community and are comfortable to be themselves. Students with high needs value the way staff carefully alleviated any concerns they had about joining the college and helped them develop confidence and independence.*

**The college has an effective safeguarding system and meets statutory requirements.**

### **Safeguarding Training and staffing**

All new staff have received Safeguarding training within the first half term of starting College.

All new staff undertake Prevent training within the first half term of starting College. All trainee teachers receive Standard of Behaviour training within the first week of College.

All staff and Governors have enhanced DBS checks and all protocols set down by Keeping Children Safe in Education 2021 (KCSIE) are met. The College maintains a single control record. All staff are aware of how to report concerns about staff (staff survey). SLT follow the procedures set down in KCSIE and by Surrey County Council. This academic year there have been three concerns reported to the LADO, none of which were found to be safeguarding concerns. KCSIE 2021 adds that behaviour and actions outside of education are now considered when assessing the suitability of a member of staff to work with children.

The Safeguarding Team is increasing in reaction to the rising number of safeguarding referrals. There will be eight members of the Safeguarding Team, the Pastoral Directors and the Assistant Principal will be trained to support the team when needed.

All volunteers and visitors follow safeguarding protocols whilst in College. All contractors have signed to say they agree to adhere to the Safeguarding Policies and procedures of the College. All regular contractors are DBS checked.

External speakers and venue hire - Prevent risk assessments are carried out. A review of these procedures has taken place and further training is to be given.

## Emerging issues

A rise in serious eating disorders - support for students is put in place for working with the Eating Disorder Clinics. The rise in crime outside College raises concerns around criminal exploitation and sexual exploitation with six referrals made to Children's Services. The College is working with the Council and the local police.

There has been no significant increase in sexual violence, sexual assault or sexual harassment since the Government initiative "everyone's invited". This is because the College has been promoting healthy relationships, providing training and delivering tutorials on consent and harmful sexual behaviours for over 15 years, therefore the ethos of safety is embedded in the College. Surveys and focus groups report students feel safe and know how to report concerns. This is also reflected in the Ofsted report. At present there are two current disclosures, the remainder are historical. An increase in Young Carers - the students are supported by the pastoral team and the College works closely with Surrey Young Carers.

Serious mental health such borderline personality disorder (BPD), suicide ideation and self-harm have risen over the past three years. The waiting list for mental health support is over a year and the reaching out service is no longer able to support students quickly due to reduced funding. The increased waiting time means the College is holding risk for longer and is having to provide crisis support. Relate and DHC have also had waiting lists all year, however, they have worked with the College to try and manage the demand. The Director of Mental Health and Well-being has also engaged with the local charity, Lucy Rayner, who have been able to provide support quickly. As the College is holding risk for longer, we have made the decision to refer any student who has made a suicide attempt or carried out significant self-harm into Children Services. Referrals should already have been made by a medical professional if a younger person has a suicide attempt or there is significant self-harm, but we have found in some case this has not happened or there has been a delay in referrals, thus the College want to ensure a referral has been made. Pastoral Directors, Well-being Mentors, Pastoral Support Mangers will all be undertaking Mental Health First Aid courses.

Key staff roles:

<b>Role</b>	<b>Who</b>
Safeguarding Governor	Gerard Weide
Associate Principal (Safeguarding & Interventions) and Designated Safeguarding Lead	Melanie Pearl
Pastoral Director for Mental Health Well-being and Designated Mental Health Lead	Joanna Driscoll
Principal	Nick CLARK

There have been 10 suicide attempts this year which is a significant decrease than the past two years. Crisis support and Interventions were put in place quickly and all have received external support. The Safeguarding Team has worked with all students throughout the year.

The more robust chasing of safeguarding files from schools appears to have worked, although many schools are still not meeting their statutory requirements, the timeframe for receiving safeguarding files has improved. All files have been received and processed. The college is looking into streamlining this further next year.

### **Looked After Children (LAC)**

All Personal Education Plans (PEPs) have taken place. The designated teacher has been working with social workers and personal advisors to ensure the students are receiving the necessary support. The designated teacher meets with the LAC students regularly and they are monitored as part of the weekly safeguarding meeting. All LAC students have been receiving the vulnerable Bursary and free school meals. Two lower sixth LAC students are looking at Oxbridge or Russell group universities. They are being supported by the director of progression. Another LAC student who is at present in hospital has also been accepted onto the foundation course at Oxford University. One intermediate student is planning to attend a music performance course Level 3 in Brighton, careers have been helping them with the application process and the college has given them a keyboard and secured funding for piano and singing lessons.

### **Training**

All new staff have received safeguarding training within the first half term of starting College.

All new Staff undertake Prevent training within the first half term of starting College. All trainee teachers receive standards of behaviour training within the first week of college.

### **All-staff training**

On the changes to KCSIE 2022 emerging themes, referrals, and whistleblowing September 22

Governor Update October 22

All DSLs have undertaken DSL training and update training.

The College fully complies with the KCSIE 2022 training requirements.

College wide training on county lines December 22

College wide training on low level concerns April 23

Pastoral directors and associate principals have undertaken DSL training.

Pastoral support managers have undertaken DSL training,

Governor Update training scheduled for July 23

Pastoral directors, senior tutors and pastoral support managers have been offered mental health first aid and suicide prevention training.

All staff safeguarding training update in the summer term to focus on online safety. July 23

## **Staff**

All staff and Governors have enhanced DBS checks and all protocols set down by KCSIE 2022 are met. The College maintains the single central record and regular checks are carried out. All staff are aware of how to report concerns about staff. (Staff survey) SLT follow the procedures set down in KCSIE and by Surrey County Council. This academic year advice has been sought from the LADO on three occasions, one of which it was felt met the harm threshold and an investigation took place. KCSIE 2022 adds that behaviour and actions outside of education should now be considered when assessing the suitability of a member of staff to work with children. Low level concerns also need to be reported and recorded.

The safeguarding team has increased to meet demand due to the rising number of safeguarding referrals. There are 8 members of the safeguarding team; the pastoral directors and the associate principals have also been DSL trained to support the team when needed.

All volunteers and visitors follow safeguarding protocols whilst in college. All contractors have signed to say they agree to adhere to the Safeguarding Policies and procedures of the College. All regular contractors are DBS checked.

External speakers and venue hire - prevent risk assessments are carried out.

## **Emerging issues**

There has been a rise in serious eating disorders. Support for students has been put in place and the college is working with the eating disorder clinics.

The rise in crime outside college raises concerns around criminal exploitation. There are dispersal orders in Redhill and Reigate. The college provided training on county lines for staff and there is an extended tutorial on county lines.

There has been an increase in disclosures of sexual assault and sexual violence. All the incidents have taken place outside of college and most of the disclosures are historical. All of these have been reported and support has been put in place. The student focus groups and surveys report that students feel safe in college, there are very few incidences of inappropriate behaviour or banter and the students feel that the college environment does not tolerate poor behaviour. The students are clear on the reporting mechanisms and are confident that their concerns would be acted upon.

There has been an increase in students presenting with drug and alcohol misuse as demonstrated by the number of referrals to Catch 22, there have been concerns around a possible link to students being drawn into criminal exploitation.

Serious mental health continues to be a concern due to the waiting lists for mental health support. Relate and DHC also having waiting lists all year, however they have worked with the college to manage the demand. The Director of Mental health and Well-being has also engaged with the local charity Lucy Rayner who have been able to provide support quickly although they now have a waiting list. The college has also paid for the student assistance program which offers counselling and well-being support which can be access out of hours and at the weekend.

The threshold to access support from children’s services and CAMHS has become even higher. Even if the student meets threshold for support, there are still long waiting lists for workers to be assigned, resulting in the college holding risk for a long time.

Ofsted

Safeguarding was reported to be robust and effective. Students feel safe and knew how to report concerns. The college fully complies with KCSIE2022 and the Ofsted guidelines.

Safeguarding has had a raised profile during the last two years as shown by the data below:

2022-2023	2021-2022	2020-2021
7 R1 very high risk Highest number this year 9	5 R1 very high risk at present. Highest number this year was 15.	11 R1 very high risk students. 1 student has been made R1 during lockdown.



512 R2 category students with CP concerns	475 R2 category students with CP concerns	275 R2 category students with CP concerns
15 child in need	10 child in need ( 8 closed)	9 child in need (six closed)
4 LAC	5 LAC	6 LAC
9 CP Plans now closed	1 CP Plan now closed	0 CP Plan
64 young carers	54 young carers	45 Young carers
7 adopted	7 Adopted	10 Adopted
4 team around the family	5 team around the family	4 team around the family
1292 safeguarding entries made	1108 safeguarding entries made	571 safeguarding entries

Referrals 2022-2023	Referrals 2021 -2022	Referrals 2020- 2021
32 requests for support to children's services	49 requests for support from children's services 40 offered support, 5 signposted to other agencies	16 requests for support from children services all taken up.
2 young carer referrals	1 young carer referral	1 young carer referral
12 referrals to catch 22	2 referrals to catch 22	1 referral to catch 22
6 referrals to the police	10 referrals to the police	1 police referral
1 referral to RASAS	3 referrals to RASAS	0 RASAS
3 ESDAS	0 ESDAS	1 ESDAS
3 prevent concerns 1 referred to channel	4 prevent concerns none referred to Channel	0 prevent concerns

***Annual targets and actions 2023-24***

<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
Ensure that the college is Ofsted ready	SLT Progress reviews against all current Ofsted criteria		CEO / Principal
High priority	Governance Progress reviews against all current Ofsted criteria		Trust and LGB Chairs

Ensure that the college maintains financial viability  High priority	Careful monitoring of expenditure to ensure that the college remains within budget		CEO / Finance Chair / Director of Finance
To reduce the carbon footprint of the college  Low priority	To introduce ASHP where appropriate subject to government grants being available		CEO / Principal / Director of Finance / Director of Estates
To take account of developments in AI and understand the advantages / problems that this might cause	Monitoring College response to the use of AI		

College targets for 2022 - 23

<b><i>Annual targets and actions</i></b>			
<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
To provide additional independent learning space	Complete the extension work on the refectory to provide an enlarged Independent Learning Centre	All students have access to Independent Learning space without ever being turned away due to the ILC being at maximum capacity	Principal
Fully implement changes to Keeping Children Safe in Education  High priority	Changes to documentary processes, staff training and student awareness	All staff are fully trained and in the latest Safeguarding requirements	Associate Principal (Safeguarding & Interventions)/DSL
To provide additional student social space	Complete the extension work on the refectory to provide an enlarged refectory	Much improved environment inside the refectory	Principal

## Quality of teaching and Learning

BAF R2

Strategic Aims 1

Ofsted

“Students have high expectations that they will succeed in their learning...are committed to their studies, enjoy learning, and attend well as a result”

“...most students make very good, and in many cases, outstanding progress in their studies”

“While teachers provide feedback that helps most students understand their current progress, teachers do not consistently check the targets that students produce as result of feedback”

Key leadership roles:

Chris	ATKINSON	Director of Learning (M Faculty)/Business
Nicky	AVERY	Director of Learning (E Faculty)/Sport/Uniformed Protective Services
Helen	FAYERS	Director of Learning (B Faculty)/Geography
Laura	MACINTYRE	Associate Principal (Teaching & Learning)
Ryan	BULL	Assistant Principal (Curriculum & Quality)
Chris	WHELAN	Chief Executive Officer

The college is divided into three faculties, each with a Director. Each faculty contains a number of teaching departments, each with a Head of Department, and some with Course Leaders. In 2022 the college also appointed an Associate Principal (Teaching and Learning) to lead on the development of teaching. During 2022-23 the Associate Principal (Teaching and Learning) worked across college to deliver a number of Teaching and Learning training sessions and also worked with individual departments on specific areas.

The college curriculum is intended to provide students with the knowledge, skills and behaviours needed to fulfil their aspirations for learning, employment and independence. This includes the formal qualification curriculum, careers guidance, the development of British Values, the availability of a wide range of enrichment activities and the provision of appropriate support for students who are in any way disadvantaged. Students are set ambitious, but credible, targets using L3VA data and progress towards these is monitored each half term via a system of Key assessments and Interim Reports. For 2022-23 the use of Value added data has been difficult due to the absence of meaningful GCSE data for 2021. The

majority of students progress to Higher Education although an increasing number show an interest in apprenticeships, and the college supports students to progress to both of these destinations.

Staff development helps teachers teach and assess to support learners to build their knowledge and to apply that knowledge as skills, including the availability of support programmes for students and professional development for staff. The quality of teaching and learning is monitored by annual department reviews, lesson observations, student panels (including with governors) and reporting to the LGB.

Staff have taken account of the problems experienced by students during the pandemic and have adapted their schemes of learning accordingly. Delivery of courses includes an emphasis on work done outside of lessons and also on the retention of learning acquired earlier in courses.

The impact of these is then reviewed as part of the Department Review process.

The college has a lesson observation process whose central purpose is the improvement of the quality of teaching and learning. It is not an accountability process and lessons are not graded.

#### **Outcomes:**

The college uses the ALPS, Six Dimensions and DfE Performance Tables to assess outcomes. The DfE data is produced too late to be of use when reviewing outcomes for the previous summer and the ALPS data is limited in scope. The Six Dimensions data is used by almost all Sixth Form Colleges and does not include data for FE colleges, state schools or independent schools, and as such represents the fairest comparative judgment available in a timely manner.

#### **Key points:**

1. Grade boundaries for England (but not Wales or Northern Ireland) are near to the 2019 levels – but not the same.
2. The college A level high grades score was 57.2%, this was above 2019 (53.3%) and the national data for 2023 (52.7%).
3. The value-added score for A levels was above average for Sixth Form Colleges nationally (+0.13 grades per entry), but it is not possible to say in which quartile this falls as this information is not available.
4. BTEC High Grades were 55.7% for the main qualification (Extended Certificate). It is not useful to compare this to 2019 as the assessment pattern was very different. We do not have any data about national high grades rates for BTEC.

5. The value-added score for BTEC was average (+0.02 grades per entry) compared to Sixth Form Colleges nationally.
6. Most vocational qualifications are distorted by the impact of any results input as TAGs last summer (BTEC qualifications are assessed over two years) so national comparisons are not useful.
7. The students taking A levels and BTECs in 2023 had not taken GCSE exams in 2021. The grade inflation, along with other demographic factors, caused a 45% increase in the A level cohort. Nationally the increase was 8.25%. this caused concern that we had a large exposure to weaker students not being able to complete or pass their qualifications.
8. Retention rates for A levels are in the top 25% for Sixth Form Colleges nationally, data for BTECs is not available.
9. The proportion of students progressing to higher education on a value added basis was average for sixth form colleges at 67%, however, the proportion going to elite universities (Sutton 30) was 5% higher than average (32%).
10. More than 100 students achieved straight A\*/A grades in at least three A levels.
11. 79% of students achieved at least one high grade qualification.
12. More than 250 students were accepted at Russell Group universities.
13. 84% of students were admitted to their first-choice university.
14. Out of 22 EHCP students, 21 completed their studies and 14 achieved at least one high grade.

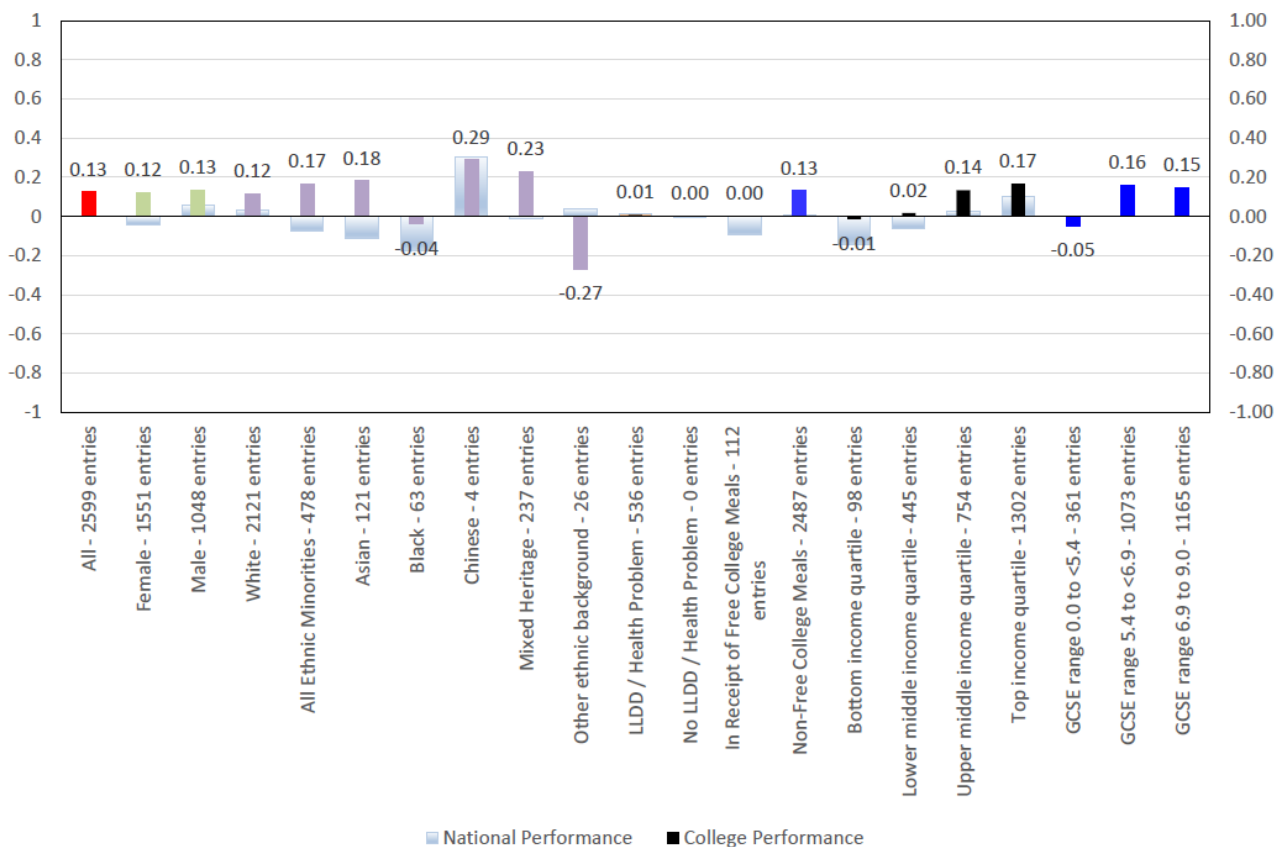
Compared to the national averages for all Sixth Form Colleges, the college is justifiably proud of the outcomes, particularly given our high retention rates:

<b>Value Added Criteria</b>	<b>A level</b>	<b>BTEC Ext Certificate</b>
All grades	0.13	0.02
BAME students' grades	0.17	0.01
Lower income quartile	-0.01	No data available
Lower middle-income quartile	0.02	No data available
Upper middle-income quartile	0.14	No data available
Upper income quartile	0.17	No data available
Free College Meals students' grades	0.0	-0.09
Retention rates	5% above average	No data available
Progression to HE	0% difference to average	No data available
Progression to elite HE	5% above average	No data available

(Figures above represent grades per entry better than national average)

Value added shows that A level outcomes were 0.13 grades per entry better than average for a Sixth Form College and that 57.2% of A level grades were A\*- B with 81.2% being A\* to C. Due to the move to 2019 grade boundaries this represents a reduction from 2022 values (eg from 68% A\*-B grades) but is higher than in 2019 (53% A\*-B grades). Given the 45% increase in A level entries this represents a strong outcome.

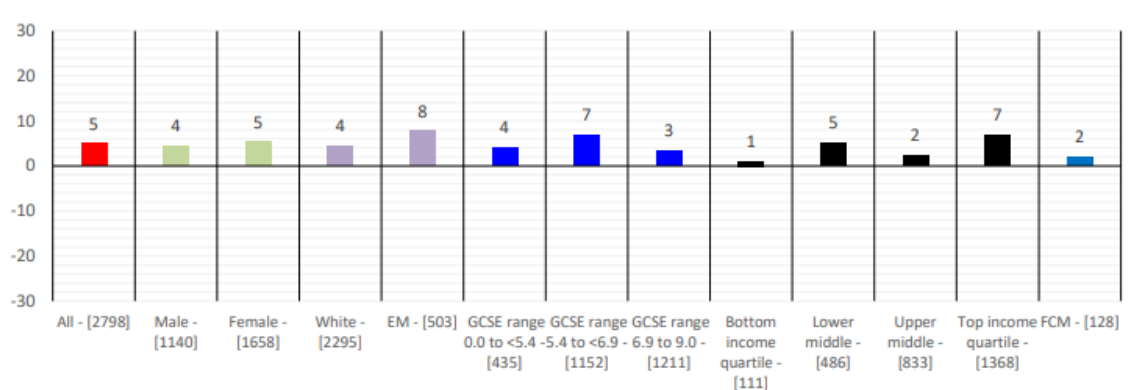
Vocational outcomes are still impacted by the distortions of the 2021 results as a result of continuous assessment, although around 75% of vocational entries attracted a Distinction grade. In 2023 55% of BTEC students achieved a Distinction \* or Distinction grade. It is not possible to compare this to 2019 due to the change of assessment methods since 2019.



### Retention rates:

Outcomes for students and grade value added scores only measure those students who reach the end of their courses. It is also possible to answer the question ‘how likely are students at Reigate College to complete their courses compared to the national average for all students?’ This is important as there is little sense in celebrating successful end of course results if a student is less likely to reach that point.

The table shows course retention rates expressed as a Value Added Score for different categories of student taking A levels (BTEC data is not available for this measure). Eg Female students at Reigate college are 5% more likely to complete their courses than the average for sixth form colleges taking into account differences in GCSE scores. The **0 line is the score for all students nationally**, not the breakdown by group eg Reigate students for the lowest income quartile perform 1% better than the average for **all students**.



In 2019, the last year for which it is possible to make a sensible comparison, the data was presented in a different format. The most important column, for comparison, is the 'Nat' column in each category. Positive = better than national average for all students, negative = worse than national average for all students.

Performance by high level equality and diversity category: 2018-19 outcomes: GCE A level													
	Starts	Retention				Achievement				Grades Per Completer			
		Act	Exp	Act-Exp	Nat	Act	Exp	Act-Exp	Nat	Act	Exp	Act-Exp	Nat
All	1821	98.3	85.6	12.7	0.0	97.7	84.5	13.2	0.0	107.4	109.0	-0.05	0.00
Female	1023	98.4	86.1	12.4	-0.2	97.8	85.2	12.5	-0.3	108.5	111.9	-0.11	-0.06
Male	798	98.1	85.0	13.1	0.4	97.6	83.6	14.0	0.5	106.0	105.3	0.02	0.07
White	1536	98.2	85.8	12.4	-0.1	97.7	84.7	13.0	0.0	108.4	109.7	-0.04	0.02
All BME	285	98.9	84.8	14.2	0.3	97.5	83.4	14.1	0.0	102.0	105.1	-0.10	-0.09
Asian	87	100.0	84.8	15.2	1.7	98.9	83.6	15.2	1.6	103.4	105.5	-0.07	-0.05
Black	54	100.0	86.5	13.5	-0.4	100.0	84.8	15.2	-1.3	98.3	104.4	-0.20	-0.21
Chinese	1	100.0	85.9	14.1	4.0	100.0	84.4	15.6	4.2	60.0	99.7	-1.32	0.11
Mixed Heritage	131	97.7	84.1	13.6	-1.7	96.9	82.8	14.2	-2.2	105.2	105.2	0.00	-0.10
Other ethnic background	12	100.0	83.5	16.5	-1.9	83.3	82.5	0.9	-2.2	77.5	104.7	-0.91	-0.04
LLDD / Health Problem	1821	98.3	85.6	12.7	-1.1	97.7	84.5	13.2	-0.9	107.4	109.0	-0.05	0.01
No LLDD / Health Problem					0.3				0.2				-0.01
In Receipt of Free College Meals	148	97.3	84.4	12.9	-2.0	95.9	82.9	13.0	-2.5	95.6	102.9	-0.24	-0.10
Non-Free College Meals	1673	98.4	85.7	12.7	0.2	97.8	84.7	13.2	0.2	108.4	109.5	-0.04	0.00
Top income quartile	852	98.1	85.7	12.4	0.9	97.8	84.7	13.1	1.2	107.7	109.6	-0.06	0.07
Upper middle income quartile	602	98.7	85.4	13.3	0.4	97.8	84.3	13.6	0.5	108.9	108.5	0.01	0.02
Lower middle income quartile	266	97.7	85.9	11.8	-0.5	96.6	84.8	11.8	-0.6	103.6	109.5	-0.20	-0.04
Bottom income quartile	98	99.0	84.9	14.1	-1.2	99.0	83.6	15.4	-1.7	104.8	105.3	-0.02	-0.12
GCSE range 6.7 to 8.0	602	99.5	90.9	8.6	0.0	99.5	90.6	8.9	0.0	129.7	132.2	-0.08	0.00
GCSE range 5.8 to <6.7	751	98.1	86.6	11.6	0.0	97.7	85.5	12.3	0.0	103.5	104.8	-0.04	0.00
GCSE range 0.0 to <5.8	468	97.0	77.3	19.7	0.1	95.3	75.1	20.2	0.0	84.3	85.2	-0.03	0.00

Annual targets and actions for 2023-24			
Intent and priority	Implementation	Impact	Ownership
Further to the Ofsted report, to improve the ability of staff and students to set and monitor academic targets. High priority	All teaching staff move to the new system introduced September 2023		CEO / Vice Principal
Teachers have requested more lesson contact time with students. The DfE have required that more hours are delivered per year. It is intended that this will improve confidence among L6 students in need of additional help	Following on from the success of the Plus Groups in 22/23, implement Plus groups for L6 students on a targeted basis.		CEO / Vice Principal



Medium priority.			
Improve outcomes in the following subjects: Film and Media A level and BTEC PE A level History A level Law BTEC Economics A level Graphics A level Travel BTEC Public Services BTEC Medium priority	Appointment of an additional member of management to work directly on teaching and learning.  Individual targets for subjects.		CEO / Vice Principal  Associate Principal (Teaching & Learning)
To continue to ensure that Structured Learning is fully implemented in all curriculum areas  Medium priority	All curriculum areas will be asked to evidence what they are doing for this and student focus groups will be used to monitor progress. Areas struggling with implementation will be offered help and advice.		CEO / Vice Principal  Associate Principal (Teaching & Learning)
To improve Value Added outcomes for the lowest ability group and lowest income quartile			

The main area that were addressed in 2022 – 23 were:

<b><i>Annual targets and actions</i></b>			
<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
Ensure that the 2022 outcomes can, as far as is reasonably possible, be sustained. High priority	Embedding of the Structured Learning approach and the additional U6 hour.	This was fully embedded during the year and is being extended, where possible, to targeted students in the L6. Sessions have been popular with students and attendance rates are very high.	CEO / Assistant Principal (Curriculum & Quality)
Further to the Ofsted report, to improve the ability of staff and students to set and	A revised system will be trialled for a pilot group of subjects in 2022-23	Most student targets now improved  Although most targets have improved, focus	CEO / Assistant Principal (Curriculum & Quality)

<p>monitor academic targets. High priority</p>		<p>groups with students appear to show that a majority of students prefer to respond only to teacher set targets and direction and are not fully engaged in setting their own targets. The college is moving to a new system for 2023-24.</p>	
<p>Teachers have requested more lesson contact time with students. The DfE have required that more hours are delivered per year.</p> <p>Increase the amount of contact time from 4 to 5 hours per week (L or U depending on course).</p> <p>It is intended that this will improve student outcomes and help to compensate for time disrupted since March 2020.</p> <p>High priority.</p>	<p>Time allocation increased on timetables with students allocated an additional hour per course per week either in the L6 or U6 depending on course needs.</p> <p>More teaching staff recruited to deliver extra hours.</p>	<p>This was fully implemented in September 2022.</p>	<p>CEO / Principal / Assistant Principal (Curriculum &amp; Quality)</p>
<p>The following subjects have been identified as being in need of support this year: Computer Science MFL Film and Media PE History Law (this should NOT be confused with thinking that these areas are underperforming) High priority</p>	<p>Appointment of an additional member of management to work directly on teaching and learning</p>	<p>(Subject to caveats about the reliability of data) Law and Computer Science have both moved to positive Value Added scores. History has improved but is still negative. PE and Media will continue to receive support.</p>	<p>CEO / Assistant Principal (Curriculum)  Associate Principal (Teaching &amp; Learning)</p>

## Behaviour and attitudes

BAF R9

### Strategic Aims 2

Ofsted:

“Students speak positively about the inclusive and respectful culture. Students with high needs value the way staff carefully alleviated any concerns they had about joining the college and help them develop confidence and independence”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...recognised the increase in safeguarding referrals and mental health issues among students”

<b>Role</b>	<b>Who</b>
Line Management	Louis STROVER
Associate Principal (Safeguarding & Interventions) and Designated Safeguarding Lead	Melanie Pearl
Pastoral Director for Mental Health Well-being and Designated Mental Health Lead	Joanna Driscoll
Principal	Nick CLARK
Pastoral Director (E Faculty)/Performing Arts	Natalie CHESCOE
Director (Mental Health & Wellbeing)/Psychology	Jo DRISCOLL
Pastoral Director (M Faculty)/Biology	Catherine HAWKES
Pastoral Director (B Faculty)/Law	Ann-Marie WILLIAMS

A calm and orderly environment exists at the college, as this is essential for learners to be able to learn. The setting of clear expectations for behaviour across all aspects of college life, including at around the college, in the local area, travel to and from college and on work experience. This is implemented via the Student Code of Conduct, half termly reviews that include assessments of motivation, class ethic and meeting deadlines. The college PSHE programme also reinforces expectations. Behaviour of students around the college and in lessons is usually exemplary and on the rare occasions where it is not the college intervenes to prevent further instances. Analysis of grading of interim reports shows that students have a strong work ethic, good classroom motivation and a willingness to work to deadlines. Students whose effort scores cause concern are monitored by pastoral staff.

Pastoral care is an important feature of the college and is generously funded. The college has an SLT member responsible for pastoral care, a director responsible for Intermediate students and Interventions who is also the safeguarding lead, an Associate Director, Learning Support and Child Protection, and a

Director of Mental Health and Wellbeing. There are three Pastoral Directors with line management responsibility for Senior Tutors, each of whom has responsibility for a group of tutors and tutor groups. The college also employs two mentors, to whom students may be referred, and has a contract with relate to support out mental health work. Pastoral staff are closely involved in safeguarding and monitoring student mental health and all staff are made aware of students where there is a particular concern. All staff attend annual safeguarding training. The chair of the LGB has responsibility for liaison in this area.

Staff, students and visitors wear a lanyard at all times with different colours for easy identification. Student lanyards change colour each year. The wearing of lanyards in enforced by all staff and there are morning staff duties to ensure that all students coming on to the site are wearing them. This has helped staff to identify and remove intruders and to enhance the sense of safety felt by the students. This system is fully embedded within the culture of the college.

A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills. The college has used an electronic registration system for the last 21 years and student attendance and punctuality are closely monitored. Attendance and punctuality data are included in reports sent home to parents. A weekly list of students with below 95% attendance is produced and these students are contacted by senior pastoral managers to ensure that attendance improves.

### **Attendance rates during 2022 – 2023:**

Attendance data

Total = raw attendance

Adjusted = taking into account reported illness, interviews, exams and other legitimate reasons for absence. As a general rule, U students would be expected to have a lower attendance rate due to more university and job interviews and exams. Overall, we can see attendance rates are broadly similar between the two years. R1 students are those with the most serious difficulties.

Description	Total Attendance	Adjusted Attendance
Overall	91.38	97.61
L	92.63	98.07
P	88.36	95.93
U	90.42	97.28
BAME	90.67	97.16
Bursary	87.97	96.41
EHCP	88.22	95.52
FCM	87.22	95.69
LLDD	88.77	96.88
Parents not university educated	89.84	97.00

R1	67.09	90.38
R2	85.25	95.62
R3	89.91	97.14
R4	93.13	98.23

How likely are bursary students to be retained?

If we look at the comparison between the largest bursary groups, where data will be more reliable, and the data for non bursary students, we can see that the difference in retention is less than 1% for the L6 and slightly more than 2% for U6 students. That said, we are dealing with very small numbers where a single student might represent 1%. The first table is for 2022-23 and the second for 2021-22

Type	Bursary	Starters	Retention %	Type	Bursary	Starters	Retention %
L	Vulnerable Bursary	3	100.00%	L	Vulnerable Bursary	2	100.00%
L	Discretionary Bursary - Full	92	96.74%	L	Discretionary Bursary - Full	119	90.00%
L	Discretionary Bursary - Basic	11	90.91%	L	Discretionary Bursary - Basic	6	100.00%
L	No Bursary	1288	97.44%	L	No Bursary	1426	94.04%
P	Vulnerable Bursary	1	100.00%	P	Discretionary Bursary - Full	9	100.00%
P	Discretionary Bursary - Full	7	100.00%	P	No Bursary	48	81.25%
P	Discretionary Bursary - Basic	1	100.00%	T	No Bursary	1	100.00%
P	No Bursary	71	94.37%	U	Vulnerable Bursary	4	100.00%
T	No Bursary	1	100.00%	U	Discretionary Bursary - Full	95	98.95%
U	Vulnerable Bursary	1	0.00%	U	Discretionary Bursary - Basic	7	100.00%
U	Discretionary Bursary - Full	104	97.12%	U	No Bursary	1166	98.11%
U	Discretionary Bursary - Basic	5	100.00%		<b>Total</b>	2883	95.53%
U	No Bursary	1279	99.22%				
	<b>Total</b>	2864	98.08%				

**Annual targets and actions for 2023-24**

Intent and priority	Implementation	Impact	Ownership
To further improve the skills, awareness and safety of students using Information	The college will roll out a programme of training and awareness of		Associate Principal (Teaching & Learning)

Technology. Furthermore, to upskill staff to be aware of signs and precautions needed to make students safe online.	inducting and using IT for students and staff.		
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<b>Annual targets and actions for 2022-23</b>			
<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
To ensure adjusted attendance rates above 95% and raw attendance rates above 90%. (This is not a problem in the college, however, it is useful to have this as a target in the current 'late covid' circumstances)	Students are registered in all lessons. All absences are automatically reported home. A weekly check is made of all students whose attendance may be a concern.	This was achieved. The R1 group of students – those with the most extreme medical or social issues – had a score of 90.38%.	Principal Assistant Principal (Pastoral & Community)
To improve the availability of pastoral staff and to increase the overall number of hours per week of pastoral time available in order to manage the increased number of pastorally related issues that have arisen.	The college has appointed three full time Pastoral Support Mangers to assist Pastoral Directors and Senior Tutors. Designated Safeguarding Lead and Director for Mental Health and Wellbeing have reduced teaching commitment to ensure availability to students as and when issues arise.	It is difficult to measure outcome in this area. Anecdotally there are many students who have benefitted, and the service is fully utilised. How many more students might have dropped out had the service not been available is not something that can be measured.	Principal Assistant Principal (Pastoral & Community)

### **Wellbeing and Mental Health provision**

To develop the whole strategic direction for the college's wellbeing and mental health provision by working towards meeting the eight principles as detailed by the government's transforming children and mental health green paper. A key area of achievement this year for this plan has been the completion of

the training of the Senior Mental Health Lead (completed before the recommended 2025) and the ethos and environment in the college which was identified in the Ofsted report with the mentioning charity events, the LGBTQ+ society and the all round inclusive respectful community.

Key areas of focus for Social, emotional and mental health (SEMH) provision 2022-2023

Intent	Implementation	Impact	Responsibility
Increase evidence based interventions within the college fitting with target interventions in the Green paper.	To offer Mindfulness sessions to students.	Offered across the college	JCD Director (Mental Health & Wellbeing)
Develop methods of interacting with parental/carers about positive wellbeing and MH. Keeping in line with the Green Paper	Offer zoom webinars at targeted points throughout the year to focus on how to support MH at home.	Offered across the college	JCD Director (Mental Health & Wellbeing)
Development of staff wellbeing initiatives. Keeping in line with the Green Paper	A yearly plan of activities for staff. Development of a wellbeing committee. And fundraising events.	These have been implemented and staff participation has been good.	JCD Director (Mental Health & Wellbeing)

## Personal development

BAF R9 R14 R16

Strategic Aims 2 4

Ofsted:

“...provide students with a wide range of enjoyable additional activities...While those students who do participate in additional activities value the opportunities, too few students participate.”

“...enable students to make well informed decisions about their next steps.”

“Most students move on to university, with many securing places at highly competitive institutions.”

“...recognise the challenges for students to complete work experience due to the pandemic...While leaders and managers have realistic and ambitious plans in place to ensure all students benefit from work experience and work-related experience in the future, it is too early to see the impact of this.”

Ellen WALKINSHAW	Associate Director (Progression)/Aspire
Stuart WILCOX	Director (Operations)/PE/Sport
Louis STROVER	Associate Principal (Pastoral)

### Enrichment

The college recognises the importance of the personal development of students.

We offered a wide-ranging enrichment programme for students during the 22/23 academic year, for the first time since the start of the pandemic. Students had access to around 45 activities, 10 sports teams and we delivered two successful large Duke of Edinburgh expeditions.

Enrichment

At the start of the 22/23 academic year, we set out to improve the following provision of enrichment at The College:

- Increased participation across all enrichment activities – 88% of lower sixth and intermediate students engaged in enrichment activities, with 55% attending more regularly throughout the year.
- Wider enrichment provision, including pop up events – we offered 80 separate activities throughout the year. Many of these ran all year long, whilst we offered some for shorter targeted periods.



We have offered 'pop up' style activities at lunch and break times regularly throughout the year to remove potential barriers to students' participation.

- Improved articulation from students about enrichment – Through student focus groups, we have found that students are better at articulating the enrichment opportunities that they have access to at The College.
- Development of competitive sport – We have continued to identify the most talented sports people at The College, and have provided opportunities for these to represent the college in a number of different events, both in team and individual sports.
- Providing for students from key demographics, including students on an EHCP/High needs learners – The figures for students with a form of disadvantage generally reflect the overall participation figures, with over 80% of the key demographics engaging with enrichment activities.

### **British Values**

As well as actively promoting British values, we would actively challenge students, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. In order to develop student understanding of democracy, students agree class charter at Community Afternoon, participate learner voice in lesson observations and surveys and the weekly Votes for Students debate. Our students are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and Tutorials. Students are taught about protected characteristics. To help students understand the Rule of Law and develop mutual respect we operate a code of conduct and promote rights through tutorial, as well as important issues in Tutor periods such as County lines, Consent and Prevent. In order to build shared community values the college runs events such as community days, Black History month events, catering events celebrating various festivals and events within the BAME community and charity activities. An active member of staff supports the work of the student union.

### **Careers**

The college has a well-resourced careers area. The area is very active in assisting students with their applications for UCAS, apprenticeships and work. The careers department runs a very large and successful annual event (Get Ahead Day) in which around 100 employers and universities attend to provide advice and guidance to students. Throughout the year a number of other events are run such as a careers evening in which employers send representatives to discuss career paths and dedicated evenings to provide more specific advice on career pathways such as in medicine. In recent years the college has been very successful

in increasing the number of students gaining admission to highly competitive universities and courses, with over 250 students taking up places at Russell Group universities in autumn 2023. A weekly careers bulletin is produced and sent to all students and parents providing details of the latest employment, apprenticeship and work experience opportunities.

### **The Careers Programme**

The [Reigate College Careers Programme](#) can be viewed on the College website. The College began the re-accreditation process for the Investors in Careers award in the summer term.

### **The Upper Sixth Tutorial Pathway system**

Students were supported with their progression planning through their upper sixth tutorial pathways. Students select the most appropriate pathway from UCAS, Apprenticeship and Employment, Oxbridge, Medicine Veterinary Science and Dentistry, Careers in Health, Law, Performing Arts and Visual Arts.

### **Careers guidance**

A further member of the Careers team has completed their Level 6 Careers Advisor Qualification, so the team now has two Level 6 qualified advisors and one qualified at Level 4. Students are referred by pastoral or learning support staff for Careers interviews, or they can request an interview themselves. All students have a one-to-one conversation about their progression plans with their tutor on Get Ahead Day in the spring term of the lower sixth year.

### **Aspire programme**

A total of 433 students were on the Aspire programme, across three cohorts subdivided by average GCSE score. 216 Aspire students were entered for the EPQ, with 95.8% achieving A\*-B grades. Students on the programme took part in various applicant support and widening participation schemes including Clickcambridge, the Lucy Cavendish applicant support programme, UNIQ (Oxford), Sutton Trust Summer Schools, Migrant Leaders. Changes into who is enrolled onto this cohort since 2019 mean that straightforward comparison is not useful.

### **University destinations**

916 students took up university places (889 the previous year), 94.2% at their first-choice university. 253 (27.6%) at Russell Group universities and 343 (37.4%) at 'Sutton 30' universities. The report on outcomes discusses the extent to which this exceeds typical values for Sixth Form Colleges. More data available when DfE performance data is published between February and May

HE data by groups of learners updated when UCAS reports are returned.

1248 students were on roll in the U6 at the end of the 2021 – 22 year

Of these 62% went to university

LLDD

45% of LLDD students went to university

33% of EHCP students went to university

BAME

70% of BAME students went to university compared to 44% for White British

Disadvantage

60% of bursary students went to university

78% of Free College Meals students went to university

52% of students whose parents did not go to university, went to university

### **Oxbridge and Medicine Veterinary Science and Dentistry destinations**

9 students were made offers from Oxford or Cambridge, with 6 taking up their places. 12 current students took up places to study Medicine, four took up places for Veterinary Science and one former student took up a place to study Dentistry.

### **Other destinations**

Apprenticeship destinations for 2023 leavers have included Unicef (Business Management) Jaguar Land Rover (Automotive Engineering), Kraft Heinz (Category development), Subsea7 Offshore Engineering). Students have also gone on to other FE courses, for instance Croydon College (Music Production).

### **Work experience**

1,269 of lower sixth students completed work experience, representing approximately 95% of the Lower 6<sup>th</sup> cohort compared to around 40% - 60% in previous years depending on COVID. Of these experiences 22.4% were virtual, mostly with either Springpod or 8 Billion Ideas.

### **New initiatives**

- New Associate Director (Pathways) appointed to further develop support for specialist pathways
- Apprenticeship zone at Careers and HE fair, face to face Apprenticeship and Employment Pathway event planned for September 2023

- Twice weekly work experience and CV writing workshops on the ILC landing and a new system for logging work experience on the portal
- New systems developed to process UCAS applications in the light of changes to reference structure
- Bespoke one day insight events in Business Studies and the Creative Industries organised through 8 Billion Ideas

Women in STEM – A group for female students that met to hear outside speakers and hear about opportunities for work experience, building LinkedIn profiles and mentoring.

Careers in Health – A further lower sixth pathway to students interested in applying for “allied health” Careers.

Careers Bulletin – this is now produced in Sway, making it much easier to access on mobile devices

Improved parent communication – Parent meetings were held on Zoom in the autumn term to give advice to parents on supporting their sons and daughters with university or apprenticeship and employment applications. The Careers bulletin is now sent to parents as well as students and staff.

<b>Annual targets for 2023-24</b>			
<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
<p><b>Work experience</b></p> <p>Ensure &gt;95% of students complete work experience in the lower sixth year</p> <p>Link work experience more closely to development of employability skills</p>	<p>Review and use strategies used successfully to increase participation in work experience last year:</p> <ul style="list-style-type: none"> <li>• FAQ leaflet at enrolment</li> <li>• Requirements made clear at L6 induction and in tutorial WC 16 Oct</li> <li>• Information about work exp in L6 Parent zoom</li> <li>• Work experience help desk on ILC landing every Tuesday and Thursday lunchtime</li> <li>• Tutors reviewing progress of tutees in finding, completing</li> </ul>		<p>SLF</p> <p>CPL</p> <p>EEW</p>

	<p>and reviewing work experience using the portal</p> <p>Introduce</p> <ul style="list-style-type: none"> <li>• Review of work experience on the portal to include more skills specific questions</li> <li>• Review of skills gained on work experience on Progression Day</li> </ul>		
<p><b>Skills</b></p> <p>To ensure and be able to demonstrate that the College is contributing towards skills gaps</p>	<p>To produce the College's Accountability Agreement showing how the College is contributing towards skills gaps</p>		<p>EEW</p>
<p><b>Targeted support</b></p> <p>To improve targeted support for particular groups</p> <p>Based on Six dimensions data*</p> <ul style="list-style-type: none"> <li>• FSM</li> <li>• Polar</li> </ul> <p>Also based on wider college context</p> <ul style="list-style-type: none"> <li>• EHCP students</li> <li>• Young Carers</li> <li>• First Gen</li> </ul>	<p>Improved promotion and tracking of take up of Widening Participation opportunities through Aspire</p> <p>New cohort of Aspire 5.6-6.0 av GCSE score</p> <p>All EHCP and Young Carers offered careers interviews.</p> <p>EEW producing help sheet about contextual admissions and support at university for Young Carers</p> <p>Review of support for FSM/Bursary students: to be offered personal statement and application support from spring term (use EAS collapsed U-AVT class?)</p> <p>Investigate ways of targeting Polar 1 and 2 students for support</p>		<p>EEW</p> <p>TFA</p> <p>EAS</p> <p>CPL</p>

<b>Annual targets and actions 2022-23</b>			
<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
<p>Further to the Ofsted report, to improve the number of students undertaking work experience and work-related activity.</p> <p>High priority</p>	<p>The college is revising the approach to developing student participation in work related activity</p>	<p>893 students (62.24%) have completed work experience (most L work experience takes place in the summer term)</p>	<p>Deputy Principal</p> <p>Associate Director (Progression)</p>
<p>To increase the level of student participation in enrichment activities.</p> <p>High priority</p>	<p>The college has appointed additional staffing to help to develop enrichment activities and has</p>	<p>Attendance as of Jan 2023:</p> <p>At least once 74.4%</p> <p>At least twice 50.0%</p> <p>At least 3 times 40.3%</p>	<p>Principal</p> <p>Assistant Principal (Pastoral &amp; Community)</p> <p>Director (Operations)/</p>

## Leadership and management

BAF R14 R18

Strategic Aims 10

Ofsted

“Governors, leaders, and managers have a clear vision of academic excellence at the college”

“...very high expectations of students and promote the college’s values of responsibility, respect, and rights through tutorials and lessons very well”

“...an effective programme for staff to develop their teaching”

“Staff are proud to work at the college. They speak positively about the culture of support...”

### **Key management roles**

The college has high expectations of all learners and these are embodied in day-to-day interactions with and support for learners, for example senior staff have a duty rotor, there is a knock and wait policy when students are late to lessons and strong enforcement of the wearing of lanyards. A senior member of staff is also assigned to deal with the rare instances of poor behaviour. Pastoral staff work closely with students who are difficult to engage, the college has a long standing policy of emphasising high retention rates.

There is a strong focus on the education provided, with a senior member of staff taking responsibility for the development of teaching and learning. An annual department review and associated in year monitoring leads to better outcomes for learners and continued and sustainable improvement. Continuing professional development for teachers, trainers and other staff is aligned with the curriculum, and this is used to develop teachers’ subject expertise and pedagogical knowledge over time, so that they deliver high-quality education and training.

Consideration is given to the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. A senior member of staff has responsibility for staff well being and a series of events take place to support this. The maximum weekly contact time is 21 hours, including form tutorials, and all pastoral staff and heads of department have remission. All new heads of department have additional remission. The average class size is typically in the range of 16 – 19, with only a small number exceeding 21.

Trustees and LGB governors understand their respective roles and carry these out to enhance the effectiveness of the provider. There is a series of visits by governors to focus groups of staff and students,

which are not supervised by SLT. Governors are very well qualified and provide a high level of challenge and support to management.

Key roles with respect to the target (for 2022-23):

Ryan	BULL	Assistant Principal (Curriculum & Quality)
Nick	CLARK	Principal
Louis	STROVER	Assistant Principal (Pastoral)
Sarah	WALTERS	Deputy Principal
Chris	WHELAN	Chief Executive Officer
Rebecca	BAISTER	SENCO
Yvette	ROBBINS	Link Governor

***Annual targets and actions 2023-24***

<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
To ensure that Ofsted confirm improvements to the review cycle for EHCPs  High priority	This was fully implemented during 22/23 and progress was confirmed by the Internal Audit process		CEO / Principal / Deputy Principal / SENCO

***Annual targets and actions***

<b>Intent and priority</b>	<b>Implementation</b>	<b>Impact</b>	<b>Ownership</b>
To ensure that all EHCP reviews are completed in a timely manner.  A new system for tracking EHCP reviews is to be implemented by September 2022.  High priority	A new SENCo has been appointed, a new link governor for the area has been appointed and the SLT ownership of the area has been changed.	All outstanding EHCP reviews were completed before 5 <sup>th</sup> May 2022, ie before the Ofsted report reached publication.	CEO / Principal / Deputy Principal / SENCO

See also the next section.



## High Needs Students

*Leaders and managers should ensure that staff review students' education, health care plans annually and include parents and guardians in this process. Leaders and managers should set these students ambitious and specific targets to ensure they make rapid progress in their learning.*

Since the March 2022 inspection the college has:

1. Changed the line management of the Learning Support Area
2. Appointed a new SENCO
3. Appointed an Assistant SENCO
4. Appointed a link governor for the Learning Support Area to hold regular meetings with the area and SLT and report back to the LGB
5. Appointed an audit firm to report back on progress

Regular reviews by the link governor have demonstrated that reviews are being completed on time. These are recorded in the LGB minutes. In addition the new SENCO has attended the LGB to discuss her work.

The college also asked for the Internal Audit firm to look at the completion of documentation and states:

### ***Reigate College's EHCP Students for 2022/23***

*For 2022/23, the Trust had 40 students with an EHCP in place. Of these, there were 14 students with High Needs EHCP in place. We reviewed all 40 students as part of our testing to confirm whether an Annual Review had been completed in line with the SEND Regulations and Code of Practice Requirements. At the time of our audit, 37 students had had their Annual Reports undertaken. 1 of the 3 students whose Annual Review was outstanding was due to health issues with the student, and the other 2 were not scheduled until after the completion of our fieldwork, however, will be completed within the appropriate time scale.*

*The College monitor and track the EHCP Annual Reviews through their Tracker document. This outlines various documentation received for each of the students, as well as the targeted and actual dates of the EHCP Annual Review meetings.*

*Following our audit work, we can provide a strong level of assurance that the College's Learning Support Team are adhering to the SEND Code of Conduct (2015) and SEND Regulations 2014 requirements in respect of the completion of annual learning needs reviews for its students with an EHCP in place. This is highlighted as we have raised a number of good practice points and all 4 recommendations from 2021/22 have been fully implemented. However, we have raised 1 low grade recommendation in relation to this audit. Please see Section 3: Detailed recommendations for further information.*

The low grade recommendation was:

*During our review, we found that for 2 of the Annual Reviews completed they were missing the name of the Local Authority Representative.*

The college believes that it is fully compliant with all requirements.

## Outcomes 2023

### Key points:

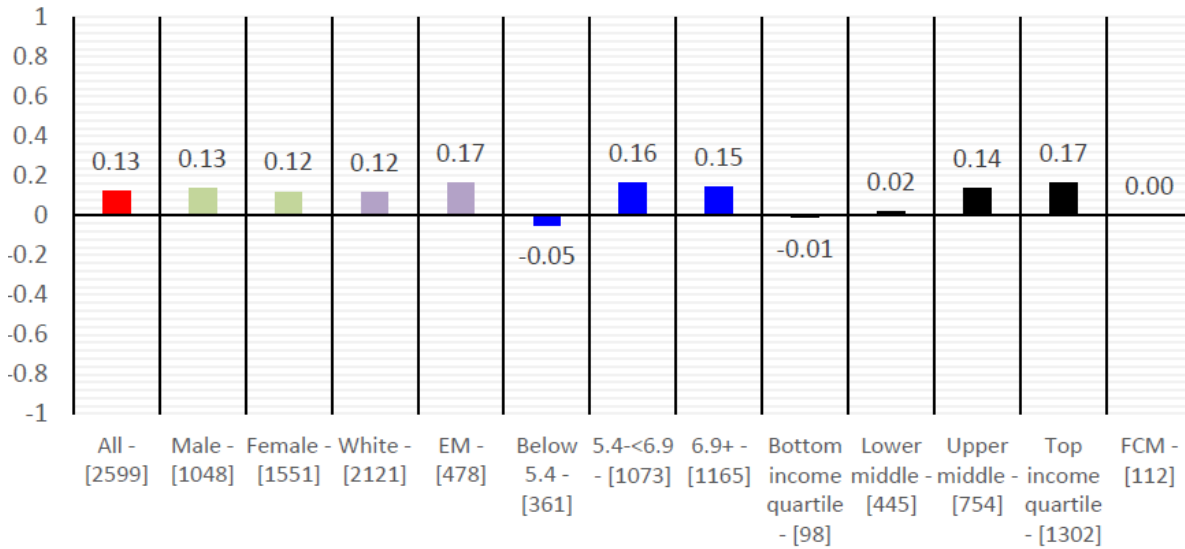
1. Grade boundaries for England (but not Wales or Northern Ireland) are near to the 2019 levels – but not the same.
2. The college A level high grades score was 57.2%, this was above 2019 (53.3%) and the national data for 2023 (52.7%).
3. The value-added score for A levels was above average for Sixth Form Colleges nationally (+0.13 grades per entry), but it is not possible to say in which quartile this falls as this information is not available.
4. BTEC High Grades were 55.7% for the main qualification (Extended Certificate). It is not useful to compare this to 2019 as the assessment pattern was very different.
5. The value-added score for BTEC was average (+0.02 grades per entry) compared to Sixth Form Colleges nationally.
6. Most vocational qualifications are distorted by the impact of any results input as TAGs last summer (BTEC qualifications are assessed over two years) so national comparisons are not useful.
7. The students taking A levels and BTECs had not taken GCSE exams in 2021. The grade inflation, along with other demographic factors, caused a 45% increase in the A level cohort. Nationally the increase was 8.25%.
8. Retention rates for A levels are in the top 25% for Sixth Form Colleges nationally, data for BTECs is not available.
9. More than 100 students achieved straight A\*/A grades in at least three A levels.
10. 79% of students achieved at least one high grade qualification.
11. More than 250 students were accepted at Russell Group universities.
12. 84% of students were admitted to their first-choice university.
13. Out of 22 EHCP students, 21 completed their studies and 14 achieved at least one high grade.

Looking at the number of students achieving high grades, as opposed to the proportion, we can see that compared to a 45% increase in A level cohort size at the college, the change in higher grades was:

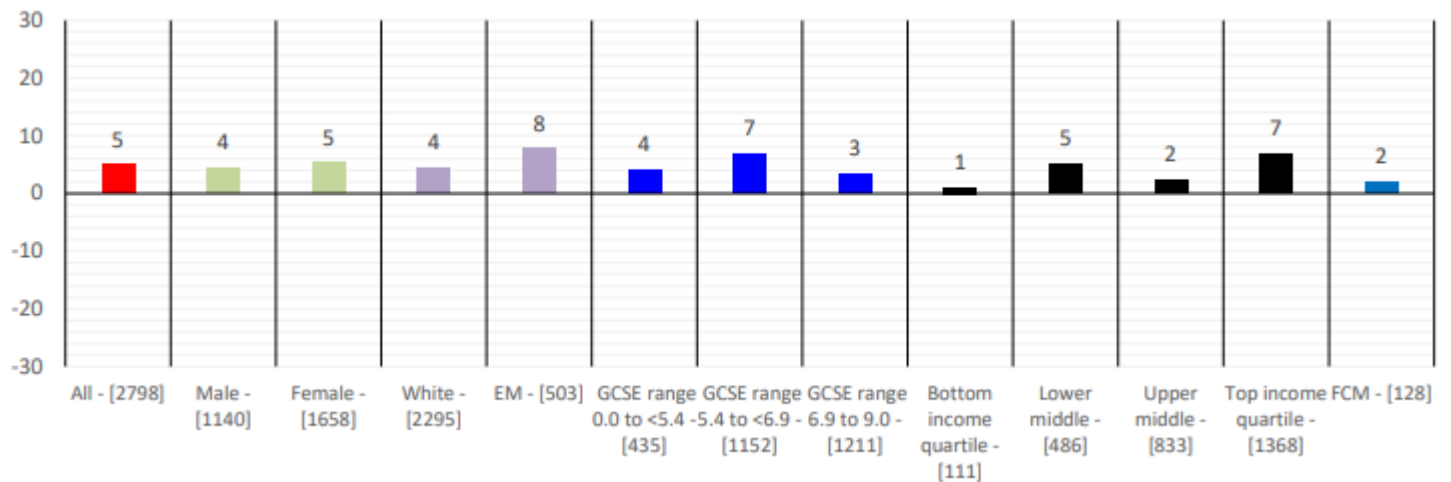
A*	+86%	A	+66%	B	+42%
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Across all A level high grades, the change was +59%. This suggests that the performance of students who would have been qualified under 2019 GCSE grading is very strong and probably better than in 2019. It would be an extreme assumption to make to say that all of the 45% increase in the A level cohort would not have normally qualified or that none of them went on to score A\* to B grades, but if that assumption was made then the high grades rate would be 82%. (The number of students scoring A\* to B in 2023 divided by the number of A level entries in 2019).

A level Value Added by cohort characteristic (BTEC not available)



A level retention by cohort characteristic (BTEC not available)



**Level 2 qualifications:**

Overall pass rates for the BTEC level 2

1. Reigate 100%
2. National 71.6% (2022 – 2023 not yet available)

High Grades Distinction ,Star Distinction

1. Reigate 39%
2. National 23.5% (2022)

Merits and distinctions combined

1. Reigate 85.2%
2. National 48.6% (2022)

## **Maths and English GCSE**

Reigate English 71.9%

National English 28.4%

Reigate Maths 39.69%

National Maths 18.0%

## **Outcomes by subject**

Overall, the college is very pleased with these outcomes.

Care needs to be taken when looking at the raw outcome tables as:

1. They take no account of different starting points for students – that is why we have value added measures.
2. There are wide variations in the proportion of students being awarded high grades between different subjects eg nationally Visual Arts' and Classics subjects have approx. 63% - 65% A\* to B grades, for Computer Science it is 43%, PE 41% and Law 39%.

# Reigate College

## Exam Results 2022/23

### A Level Exam (incl FS) Results

Subject	A*	A	B	C	D	E	U	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade	AVG UCAS	AVG DfE Score	Residual
Art & Design (Fine Art)	14	14	20	19	4	0	0	71	71	100.0%	48	67.6%	41	44.4	(2.8)
Art & Design (Graphics)	2	9	7	14	13	4	1	50	49	98.0%	18	36.0%	32	41.7	(8.7)
Art & Design (Photography)	8	6	8	6	2	0	0	30	30	100.0%	22	73.3%	41	41.4	0.4
Art & Design (Textiles)	9	8	6	9	3	1	0	36	36	100.0%	23	63.9%	41	43.8	(2.0)
Art & Design (Three Dimensional Design)	2	4	15	3	4	0	0	28	28	100.0%	21	75.0%	39	43.2	(4.1)
Biology	10	39	36	33	18	10	1	147	146	99.3%	85	57.8%	37	41.7	(4.2)
Business	11	22	58	36	22	4	1	154	153	99.4%	91	59.1%	37	40.6	(3.4)
Chemistry	10	25	23	19	9	4	3	93	90	96.8%	58	62.4%	38	42.0	(3.6)
Classical Civilisation	2	16	25	12	5	1	0	61	61	100.0%	43	70.5%	38	41.0	(2.3)
Computer Science	0	10	12	13	11	7	0	53	53	100.0%	22	41.5%	33		
Economics	4	22	34	39	21	9	4	133	129	97.0%	60	45.1%	34	40.6	(6.4)
English Lang & Lit	0	12	44	29	14	1	0	100	100	100.0%	56	56.0%	36	38.3	(2.2)
English Literature	15	15	48	30	11	2	1	122	121	99.2%	78	63.9%	38	42.5	(3.6)
Film Studies	1	9	28	23	7	1	0	69	69	100.0%	38	55.1%	36	40.6	(3.9)
French	2	4	4	3	3	1	0	17	17	100.0%	10	58.8%	38	37.8	0.3
Geography	6	25	46	22	26	3	1	129	128	99.2%	77	59.7%	36	40.5	(3.6)
German	0	2	1	1	3	0	0	7	7	100.0%	3	42.9%	30	41.6	(11.6)
History - Early Modern	2	14	15	19	10	3	0	63	63	100.0%	31	49.2%	36	42.5	(6.3)
History - Modern	4	13	23	26	14	5	1	86	85	98.8%	40	46.5%	35	40.4	(5.4)
Law	5	18	33	16	9	6	2	89	87	97.8%	56	62.9%	36	40.7	(3.7)
Mathematics	31	72	40	33	26	12	2	216	214	99.1%	143	66.2%	39	41.9	(2.0)
Mathematics (Further)	8	7	4	0	0	1	0	20	20	100.0%	19	95.0%	45	46.3	(0.6)
Media Studies	4	11	26	30	21	2	0	94	94	100.0%	41	43.6%	34	39.7	(5.1)
Music	0	1	1	2	0	0	1	5	4	80.0%	2	40.0%	30	35.3	(4.9)
Music Technology	1	1	4	8	4	0	0	18	18	100.0%	6	33.3%	34	33.9	0.3

Philosophy	0	3	18	16	6	1	1
Physical Education	0	2	15	17	17	5	1
Physics	7	15	17	13	7	5	1
Politics	10	24	28	9	4	1	0
Psychology	8	39	78	72	35	13	2
Sociology	16	40	60	43	10	10	3
Spanish	1	9	8	9	11	1	0
<b>COLLEGE TOTALS</b>	<b>193</b>	<b>511</b>	<b>785</b>	<b>624</b>	<b>350</b>	<b>113</b>	<b>26</b>

45	44	97.8%	21	46.7%	34	37.1	(3.0)
57	56	98.2%	17	29.8%	30	40.9	(10.6)
65	64	98.5%	39	60.0%	37	39.8	(2.1)
76	76	100.0%	62	81.6%	41	43.1	(1.1)
247	245	99.2%	125	50.6%	35	40.7	(5.3)
182	179	98.4%	116	63.7%	38	41.4	(2.9)
39	39	100.0%	18	46.2%	35	38.5	(3.2)
<b>2602</b>	<b>2576</b>	<b>99.0%</b>	<b>1489</b>	<b>57.2%</b>	<b>36</b>	<b>40.8</b>	<b>(3.8)</b>

#### AS Level (incl FS) Exam Results

Subject	A	B	C	D	E	U
Mathematics	0	0	0	0	2	1
Mathematics (Further)	6	1	1	0	0	0
<b>COLLEGE TOTALS</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade	AVG UCAS	AVG DfE Score	Residual
3	2	66.7%	0	0.0%	4	6.2	(2.2)
8	8	100.0%	7	87.5%	18	21.9	(3.4)
<b>11</b>	<b>10</b>	<b>90.9%</b>	<b>7</b>	<b>63.6%</b>	<b>11</b>	<b>14.0</b>	<b>(2.8)</b>

#### BTEC L3 Diploma Results

Subject	D*D*	D*D	DD	DM	MM	MP	PP	FL
Business	1	7	16	5	1	5	0	1
Health & Social Care	3	9	9	4	2	2	1	1
Performing Arts (Dance, Acting and Musical Theatre)	0	0	3	2	3	0	0	0
Sport	4	11	7	4	3	0	0	0
<b>COLLEGE TOTALS</b>	<b>8</b>	<b>27</b>	<b>35</b>	<b>15</b>	<b>9</b>	<b>7</b>	<b>1</b>	<b>2</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade	AVG UCAS	AVG DfE Score	Residual
36	35	97.2%	29	80.6%	88	62.4	24.9
31	30	96.8%	25	80.6%	90	60.9	29.0
8	8	100.0%	5	62.5%	80	72.2	7.8
29	29	100.0%	26	89.7%	95	66.9	28.9
<b>104</b>	<b>102</b>	<b>98.1%</b>	<b>85</b>	<b>81.7%</b>	<b>88</b>	<b>65.6</b>	<b>22.6</b>

These qualifications are equivalent to 2 A Levels.

BTEC L3 Extended Diploma Results

Subject	D*D*D*	D*D*D	D_DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
Performing Arts (Dance, Acting and Musical Theatre)	9	2	0	2	0	1	0	0	0	0	14	0	0.0%	14	100.0%
<b>COLLEGE TOTALS</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0.0%</b>	<b>14</b>	<b>100.0%</b>

BTEC L3 Extended Certificate (incl FS) Results These qualifications are equivalent to 1 AS Level.

Subject	DS*	DS	ME	PA	FL	Entry	Pass Grades	% Pass Rate	High Grades	% High Grade	AVG UCAS	AVG DfE Score	Residual
Applied Human Biology	17	38	41	18	2	116	114	98.3%	55	47.4%	37	33.1	4.6
Applied Human Biology (FS)	1	2	1	0	0	4	4	100.0%	3	75.0%	46	41.1	4.9
Business	15	114	50	2	0	181	181	100.0%	129	71.3%	43	29.6	14.3
Business (FS)	0	2	0	0	0	2	2	100.0%	2	100.0%	48		
Creative Digital Media Production	13	34	43	11	0	101	101	100.0%	47	46.5%	38		
Digital Design (FS)	0	2	8	5	3	18	15	83.3%	2	11.1%	24		
Engineering	17	16	8	1	0	42	42	100.0%	33	78.6%	47	35.9	11.5
Health & Social Care	17	31	19	3	0	70	70	100.0%	48	68.6%	44	31.4	12.9
Health & Social Care (FS)	0	1	0	0	0	1	1	100.0%	1	100.0%	48		
Law	14	38	49	11	0	112	112	100.0%	52	46.4%	38	34.1	4.8
Law (FS)	0	1	1	0	0	2	2	100.0%	1	50.0%	40	38.0	2.1
Music	0	7	8	1	0	16	16	100.0%	7	43.8%	38	37.5	0.6
Performing Arts (Acting)	1	25	14	1	0	41	41	100.0%	26	63.4%	41	36.7	5.2
Performing Arts (Dance)	11	8	2	1	0	22	22	100.0%	19	86.4%	49	33.4	15.7
Performing Arts (Musical Theatre)	0	9	7	0	0	16	16	100.0%	9	56.3%	41	37.6	3.4
Public Services (Uniformed Protective Services)	14	11	18	7	0	50	50	100.0%	25	50.0%	40	29.2	10.8
Sport	14	25	32	2	0	73	73	100.0%	39	53.4%	41	33.5	8.1
Sport (FS)	0	0	1	0	0	1	1	100.0%	0	0.0%	32		
Travel & Tourism	9	8	24	14	1	56	55	98.2%	17	30.4%	33	27.6	6.0
<b>COLLEGE TOTALS</b>	<b>143</b>	<b>372</b>	<b>326</b>	<b>77</b>	<b>6</b>	<b>924</b>	<b>918</b>	<b>99.4%</b>	<b>515</b>	<b>55.7%</b>	<b>40</b>	<b>34.2</b>	<b>7.5</b>



## CTEC L3 Introductory Diploma Results

Subject	DS*	DS	ME	PA	R	FL
Information Technology	9	18	12	11	0	1
<b>COLLEGE TOTALS</b>	<b>9</b>	<b>18</b>	<b>12</b>	<b>11</b>	<b>0</b>	<b>1</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
51	50	98.0%	27	52.9%
<b>51</b>	<b>50</b>	<b>98.0%</b>	<b>27</b>	<b>52.9%</b>

## Applied Diploma(incl FS) Results

Subject	A*	A	B	C	D	E	U
Criminology	10	33	66	62	46	5	8
<b>COLLEGE TOTALS</b>	<b>10</b>	<b>33</b>	<b>66</b>	<b>62</b>	<b>46</b>	<b>5</b>	<b>8</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade	AVG UCAS	AVG DfE Score	Residual
230	222	96.5%	109	47.4%	85	35.7	50.0
<b>230</b>	<b>222</b>	<b>96.5%</b>	<b>109</b>	<b>47.4%</b>	<b>85</b>	<b>35.7</b>	<b>50.0</b>

## Level 2 Qualifications

### BTEC L2 Award Results

Subject	D*	D	M	P	L1	U
Business	2	24	34	9	0	0
Health & Social Care	7	11	6	4	0	0
Public services	4	5	15	6	0	0
Sport	0	6	11	1	0	0
Travel & Tourism	0	7	12	5	0	0
<b>COLLEGE TOTALS</b>	<b>13</b>	<b>53</b>	<b>78</b>	<b>25</b>	<b>0</b>	<b>0</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
69	69	100.0%	26	37.7%
28	28	100.0%	18	64.3%
30	30	100.0%	9	30.0%
18	18	100.0%	6	33.3%
24	24	100.0%	7	29.2%
<b>169</b>	<b>169</b>	<b>100.0%</b>	<b>66</b>	<b>39.1%</b>

These qualifications are equivalent to 1 GCSE.

## GCSE Exam Results

Subject	9	8	7	6	5	4	3	2	1
Biology	0	0	0	0	0	4	4	0	0
English Language	0	0	1	4	13	46	23	1	0
Maths	0	0	0	0	1	54	59	17	6
<b>COLLEGE TOTALS</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>14</b>	<b>104</b>	<b>86</b>	<b>18</b>	<b>6</b>

Entry	Pass Grades	% Pass Rate	High Grades	% High Grade
8	4	50.0%	0	0.0%
89	64	71.9%	5	5.6%
138	55	39.9%	0	0.0%
<b>235</b>	<b>123</b>	<b>52.3%</b>	<b>5</b>	<b>2.1%</b>

## Ofsted Grade Descriptors for Outstanding and Good

### Grade descriptors for overall effectiveness

#### Outstanding (1)

- The quality of education is outstanding.
- All types of provision offered are likely to be outstanding. In exceptional circumstances, a type of provision may be good, as long as there is convincing evidence that the provider is improving this provision rapidly and securely towards it being outstanding.
- All key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the provider is improving this area rapidly and securely towards it being outstanding.
- Safeguarding is effective.

221. To judge whether a provider is good, requires improvement or is inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

#### Good (2)

- The quality of education is at least good.
- All types of provision offered are likely to be good or outstanding. In exceptional circumstances, a type of provision may require improvement, if there is convincing evidence that the provider is improving this provision rapidly and securely towards it being good.
- All key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the provider is improving it rapidly and securely towards it being good.
- Safeguarding is effective

### Grade descriptors for quality of education

251. For the quality of education provided to be judged outstanding, it must meet the following criteria.

#### Outstanding (1)

- The provider meets all the criteria for a good quality of education securely and consistently.
- The quality of education is exceptional.

In addition, the following apply.

- The provider's curriculum intent is strong. Throughout the provider and its subcontractors, teachers have a firm and common understanding of the intended curriculum and what it means for their practice.
- The provider's implementation of the curriculum is consistently strong. Across all parts of the provider, including in subcontracted provision and for learners with SEND and those with high needs, teaching and training are of a high quality. Training activities contribute well to delivering the curriculum intent.

- The work that learners do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The impact of the taught curriculum is strong. Learners acquire and develop high-quality skills and produce work of a consistently high standard.
- Learners consistently achieve highly, particularly the most disadvantaged. Learners with SEND achieve the best possible outcomes.

252. To judge whether the quality of education is good, requires improvement or is inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

### **Good (2)**

- Leaders adopt or construct a curriculum that is ambitious, appropriately relevant to local, regional and national employment and training priorities and designed to give learners, particularly the most disadvantaged, the knowledge and skills they need to succeed in life.
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The provider is ambitious for all its learners, including those with SEND and those who have high needs, and this is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.
- Learners study the intended curriculum. Providers ensure this by teaching all components of the full programmes of study.
- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. Where relevant, teachers have extensive and up-to-date vocational experience.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary, but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter.
- The work that teachers give to learners is demanding and ensures that learners build knowledge and acquire skills, improving on what they already know and can do.
- Teachers encourage learners to use subject-specific, professional and technical vocabulary well.
- Teachers work effectively with support staff to ensure that all learners achieve as they should.
- Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders

understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers and trainers select and produce – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
- Any remote education is well integrated into the programme of education/training, and is well designed to support the wider implementation of the provider’s curriculum.
- Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study. Learners make substantial and sustained progress from their identified and recorded starting points in each of their courses and, where applicable, across the curriculum. Where appropriate and available, impact is reflected in results from national examinations, which meet government expectations, or in the qualifications or apprenticeship standards obtained (see [paragraphs 149 to 151](#)).
- Learners are ready for the next stage of education, employment or training. They have gained qualifications or have met the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study. Learners with SEND/high needs have greater independence in making decisions about their lives.

### **Grade descriptors for behaviour and attitudes**

261. For the behaviour and attitudes of a provider to be judged outstanding, it must meet the following criteria:

#### **Outstanding (1)**

- The provider must meet all the criteria for good behaviour and attitudes, securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply.

- Learners have consistently high levels of respect for others. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated.
- Learners demonstrate consistently high positive attitudes and commitment to their education and/or training. They are persistent in the face of difficulties. If learners struggle with this, the provider takes intelligent, swift and highly effective action to support them.
- There are many examples of commitment beyond the basics, for example high participation in skills competitions or social action projects.
- Learners behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education and/or training. If learners struggle with this, the provider takes intelligent, fair and highly effective action to support them to succeed in their programme of learning.

262. To judge whether behaviour and attitudes are good, requires improvement or are inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

### **Good (2)**

- Providers have high expectations of learners' behaviour and conduct and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct.
- Learners' attitudes to their education or training are positive. They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Learners have high attendance (bearing in mind the context of the pandemic as necessary) and are punctual. This includes participating in any distance-learning activities, such as online learning and virtual learning environments.
- Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action.

### **Grade descriptors for personal development**

269. For personal development to be judged outstanding, it must meet the following criteria.

### **Outstanding (1)**

- The provider meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply.

- The provider consistently and extensively promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are of exceptional quality.
- The provider ensures that participation in these activities is very high, particularly among those from disadvantaged backgrounds, and all benefit from these opportunities and experiences.

270. To judge whether personal development is good, requires improvement or is inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

### **Good (2)**

- The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence –and, where relevant, help them know how to keep physically and mentally healthy.

- The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.
- The provider prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.

### **Grade descriptors for leadership and management**

295. For the leadership and management of a provider to be judged outstanding, it must meet the following criteria.

#### **Outstanding (1)**

- The provider meets all the criteria for good leadership and management securely and consistently.
- The leadership and management are exceptional.

In addition, the following apply.

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, vocational, technical, pedagogical and pedagogical content knowledge builds and develops consistently over time and improves the quality of education provided to learners.
- Leaders' engagement with learners, employers, parents and the local community/economy is very effective. They provide clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustainable improvement.
- Leaders ensure that regular, frequent and meaningful engagement takes place with staff at all levels, so that they can be confident that issues will be identified. When issues are identified – in particular about workload – leaders deal with them consistently, appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

296. To judge whether leadership and management are good, requires improvement or inadequate, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

#### **Good (2)**

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject and teaching knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice, subject knowledge and up-to-date vocational expertise of staff build and improve over time. This includes their expertise in remote education.
- Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations. Leaders provide the support for staff to make this possible.

- Leaders engage effectively with their community, including, where relevant, with parents/carers, employers, local services and organisations responsible for local and regional economic planning.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education and training and help to ensure continuous and sustainable improvement.
- Those responsible for governance ensure that the provider fulfils its legal duties and responsibilities. These include, for example, those under the Equality Act 2010, and those in relation to the 'Prevent' strategy and safeguarding.
- Leaders protect staff from harassment, bullying and discrimination.
- Safeguarding is effective.