

# **City of Bristol College**

## **Self-assessment Report**

### **2016/17**

**Approved by the Board of the Corporation**

**11 December 2017**

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## **Summary description of the organisation**

Bristol is the major city in the West of England region and the seventh largest city in England. City of Bristol College sits in a prime strategic location to contribute to the development of the skills, knowledge and capability of the region's citizens, working alongside good quality schools and two prestigious universities. The West of England is a successful economy. Priorities in the Local Enterprise Partnership (LEP) strategic plan set out to ensure that prosperity is maintained and benefits all of the region's citizens. Through students' success the College makes an active contribution to the wider West of England economy and indeed nationally, however, the College is at the heart of the city's growth and development and this is the strategic priority for the College.

Since 2012 the city has developed a number of initiatives including; being appointed European Green Capital 2015; moving closer the development of the 12,000 seat arena, with the further development of Temple Quarter, offering around 17,000 new jobs; upgrading Metro Bus and improved cycling infrastructure. The College has played a key role in the Mayor's Education and Skills Commission in order to: *'strengthen the link between sustainable employment opportunities in our highly skilled, knowledge economy, and the education and training our young people receive, whether at school, college or university'*. The College is a major player in the city's Learning City.

Bristol is the only UNESCO Learning City in England and the College is a key player in the Learning City. The city's Mayor declared 2016 a 'year of learning' which seeks to create a cohesive, joined-up educational, skills, economic and social improvement strategy for the city region focusing on four key strands: learning for life; learning for everyone; learning in education; learning for life and work.

The further education sector exists within a changing policy context with colleges and other providers responding to a range of policies from government alongside demand from students and employers. The increasing availability of loans for adults from age 19, the introduction of the employers' levy for apprenticeship programmes and the potential for greater influence of adult skills funding by local enterprise partnerships changes the ways in which colleges access funding. However, the primary role of colleges remains in providing high quality technical, professional and vocational education to adults and young people. City of Bristol College is focused on helping students to positively progress into work and / or further and higher learning.

### **The College's strategic role**

To enable access to higher learning, employment and career progression through the development of technical and vocational skills and professional behaviours.

### **The College's core students markets**

- Study programmes which enable young people to be in the best place to secure access to higher learning or skilled employment in the local economy.
- Further Education courses which enable adults to maximise their access to higher learning, skilled employment and career progression.
- Traineeships and apprenticeships which enable access to higher learning or sustained employment in a skilled workforce.
- Higher Education courses which are rooted in the world of work and recognised by employers.
- Commercial education and training supporting employers to meet their current and future skills needs.

### **Local and Regional Skills Economy**

City of Bristol College is the largest provider of learning and skills in the city and is increasingly building its provision and resources around the West of England LEP priorities. The College is aligning its estate in order to locate provision close to the established and emerging business and economic developments of the city region. This strategic direction aims to create accessible opportunities for the city's population to progress from entry level learning through to higher education, providing opportunities for young people and adults to become economically active.

The College offers provision in all seven of the LEP skills priority areas, which are:

- Advanced Engineering and Aerospace
- Creative and Digital
- Construction and Development
- Health and Life Sciences
- High Tech
- Low Carbon
- Professional and Financial Services

### **Existing strategic strengths**

The College works in close partnership with employers, the community and higher education providers. The College is proud of its provision in the city and provides a wide base of entry, Level 1 and Level 2 courses, including English for speakers of other languages (ESOL) and a range of professionally accredited courses. The College offers courses up to and including Level 6, honours degree level. The College is the largest provider of apprenticeships in the City.

Alongside the key economic growth priorities outlined by the LEP, the College also plays an important role in supporting the economy to have access to the full range of skills required on an on-going basis by the local and regional labour market. These skills are essential to the maintenance of the local and regional economy.

The College has strong and growing provision for students with additional support needs. These students benefit from programmes which develop their ability to grow in confidence, living and working independently consistent with the wider role and purpose of the College. The College has become the provider of choice for the local authority for high needs students.

### **Strategic Objectives**

1. To enable all students to develop the skills and behaviours they will need to play a productive role in the economy.
2. To offer high quality provision which responds to the needs of the economy and opens doors to the best opportunities for everyone.
3. To collaborate in order to support the development of the College and the City.
4. To provide excellent services to businesses.
5. To develop a responsive, highly skilled and committed workforce.
6. Be a strong, financially sound and active contributor to the City's success.

#### **Values**

- Integrity
- Respect
- Ambition
- Pride

#### **Behaviours**

- Students focused
- High expectations and aspirations for all
- Focused on progression and employment
- Proud of what we do and our place in the city
- Collaborative
- Continually improving

The College's self-assessment is the product of a process of review, analyses and evaluation that occurs across the year and starts at curriculum level. The production and development schedule is set out below.

## Graded Judgements on Performance

City of Bristol College has provided graded judgements for all aspects of government funded provision. It has graded in line with the Common Inspection Framework and taken into account judgements made by Ofsted in both January 2016 (validating 2015/16 judgements and May 2017 (supporting validation of 16/17 judgements).

### Lines of Enquiry Judgements

	17/18 Ambition Judgement	2016/17 Judgement	2015/16 Judgement
Overall Effectiveness	Good	Requires Improvement	Inadequate
A) Effectiveness of leadership and management	Good	Requires Improvement	Inadequate
B) Quality of teaching, learning and assessment	Good	Requires Improvement	Requires Improvement
C) Personal development, behaviour and welfare	Good	Requires Improvement	Inadequate
D) Outcomes for learners	Good	Requires Improvement	Inadequate

### Contributory Grades by Type of Provision

	17/18 Ambition Judgement	2016/17 Judgement	2015/16 Judgement
16-19 Study Programmes	Good	Requires Improvement	Requires Improvement
Adult Learning Programmes	Good	Requires Improvement	Requires Improvement
Apprenticeships	Good	Requires Improvement	Inadequate
Provision for High Needs learners	Good	Requires Improvement	Good

## Main findings from the self-assessment process

City of Bristol College has summarised this report into strategic strengths and areas for improvement. The supporting text and judgements are provided in detail throughout this report.

### Key strengths of the College:

Link Outcome	Evaluative statement	Page
L&M	Strong and visible leadership and a culture of ambition and high expectations are continually reinforced along with the College values.	7
L&M	Strong collaborative partnerships with a range of key stakeholders	8
L&M	Governance is strong and effectively challenge leaders	9
TLA	Good guidance and support for students within and outside the classroom	13
TLA	Good use of staff industry skills and experience in the development of students' practical and occupational skills	12
PDBW	Good work experience opportunities and engagement with employers for students on full-time study programmes and apprentices	16
OfL	Improved and above national rate high grades for students studying GCSE English and maths	21

### Key areas for Improvement for the College:

Link Outcome	Evaluative statement	Page
L&M	Insufficient rigour applied to target improvement in teaching, learning and assessment	7
L&M	School level evaluation of performance data and targeted action planning requires improvement.	7
L&M	Limited involvement from employers in the planning of apprenticeship programmes choosing relevant qualification units or in apprentices' progress reviews	8
TLA	Insufficient differentiation including stretch and challenge does not support some students and apprentices to take their learning beyond what is expected of them	12
TLA	Not enough embedding of English and maths in vocational lessons or workshops	12
PDBW	Insufficient student and apprentice awareness of the dangers of extremism and radicalisation	14
PDBW	Attendance rates are not yet good enough	20
OfL	Retention rates remain low leading to slow rates of improvement to overall achievement	21
OfL	Poor outcomes for level 1 and 2 Functional maths and English	21
OfL	Underdeveloped use of destination and progression data to support curriculum development and inform quality improvement	22

## Effectiveness of leadership and management is requires improvement

<p>How successfully ambitions for the provider's performance are set, reviewed and communicated with staff, students, employers and other partners and the impact this has on the quality of provision and outcomes for all students</p>	<p>Senior leaders provide strong visible leadership and a culture of ambition and high expectations are continually reinforced along with the College values. Most staff and students respond positively to this. Realistic and ambitious performance measures are set and reviewed through an accountability framework and quality improvement plan. Intervention strategies identified are implemented when necessary to support students' outcomes. Continuing intervention and quality reviews with work based learning apprenticeship provision has stabilised declining achievement rates and without the high volume of negative withdrawals in 14/15 overall position would be 68% and timely 54.5%.</p> <p>Overall achievement rates have improved but senior leaders and managers recognise that this is compared to a low 15/16 rate and outcomes are not yet at or exceeding national rate. Strategies to improve English and maths outcomes have supported the increase in achievement rates and GCSE high grades which are now almost 10% above the national rate.</p> <p>Ofsted (May 2017) reported that <i>the Principal and senior managers now provide strong visible leadership and reinforce a culture of high expectations and ambition continually and that most staff and students respond positively to this. Ofsted described a relentless focus on improving the quality of teaching, learning and assessment and recognised that senior managers were involved in observations of teaching and learning, which is beginning to raise standards.</i></p>
<p>How successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality professional development, including developing management and leadership capacity and robust performance management to tackle weaknesses and promote good practice across all types of provision</p>	<p>The College is committed to developing staff with the aim of improving the quality of teaching, learning and assessment. Staff development is targeted through the College annual appraisal process, as a result of observations and in-year requests from managers. Performance management arrangements are good and whilst the observation can be a trigger for challenge the College recognises a need to ensure there is stronger correlation between observation outcomes and achievement and attendance outcomes.</p> <p>In 16/17 models of peer observation will be introduced in the first term along with a suite of staff development sessions delivered by sector experts, members of the College's quality team and the Teaching, Learning and Assessment Coaches. A balance scorecard approach to measuring staff performance will also be implemented.</p>
<p>The rigour of self-assessment, including through the use of the views of students, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider's work, including in any subcontracted provision</p>	<p>The College utilises a quality review cycle at school and college level. Regular performance and quality reviews for school performance and termly market reviews carried out at a senior level are used to evaluate classroom based and work based provision with key actions for development. The market reviews identify quality, people and financial performance indicators. School reviews identify performance of all students at course level.</p> <p>The same quality improvement arrangements have been applied to sub-contractors leading to the improvement of outcomes delivered by Ashley Community and Housing Ltd and The City Academy Bristol.</p>

	<p>The use of students' views to target quality improvement is underdeveloped and school level self-assessment and improvement plans are inconsistently used with too many actions not being targeted to key areas of improvement. This has been reviewed with a new model introduced for 17/18.</p> <p>Employer views in the shaping of apprenticeship provision and involvement in helping to support student progress is also underdeveloped.</p>
<p>The strategic priority that leaders and managers give to the provision of English and mathematics to ensure that students improve their levels of skills in these subjects compared with their starting points</p>	<p>The College has continued to promote and address the importance of improving English and maths. Strategies implemented in 16/17 to improve outcomes have been successful. 42% of our 16-18 year olds have neither A*-C in Maths/English compared to 34% in the GFE sector.</p> <p>Overall performance in Functional Skills has improved with good improvement in Functional Maths from 47.6% in 15/16 to 58% in 16/17. High grades for maths and English for both 16-18 year olds and adults are above the national rate by approximately 10%.</p> <p>The College recognises the continued work to fully embed English and maths within non-discrete provision from teacher practice to the accountability of managers in taking ownership of student attendance and performance in English and maths in their schools.</p>
<p>The extent to which leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities (this may include inviting local employers to sit on their governing or supervisory board)</p>	<p>The Principal has led on establishing strong collaborative partnerships with the local authority, schools, employers and other providers and agencies. The College's reputation has improved as a result of this work and also because of the underpinning improvement in quality. The College has become a key player in Bristol's Learning City and is represented on all of the key forums in this initiative. The Principal also attends Bristol's Secondary Heads Group.</p> <p>The curriculum is aligned well to local enterprise partnership (LEP) priorities in engineering and construction. A new extension to the engineering centre has been funded by the LEP. Curriculum planning and review has identified a strong match between a range of curriculum, LEP priorities and job outcomes. Further work to align the College's provision is being undertaken to secure a longer-term curriculum strategy.</p> <p>Seven of the 12 current governors are new. A new chair has been appointed and a wider range of expertise has been added, including local authority representation and educational and business expertise.</p> <p>Employers are not always involved fully in the planning of apprenticeship programmes, choosing relevant qualification units or in apprentices' progress reviews.</p>
<p>How effectively leaders, managers and governors monitor the progress of groups of students so that none is disadvantaged or underachieves</p>	<p>All student progress is monitored with systems implemented in 16/17 to achieve identification of in-year progress at different levels in the College. Senior managers are now able to identify in-year progress matched to target grades and this is reviewed during regular performance and quality reviews. Equality and Diversity are actively promoted and any remaining gaps between different groups are measured, monitored and challenged. There are no significant gaps in achievement by gender, ethnicity and supported students.</p>

	<p>The College has significant numbers of students with SEND and students with EHCPs. These are regularly monitored by senior leaders. Achievement rates for students with SEND are slightly higher than those without and the same for those with an EHCP. Students in receipt of Students Support Funds (LSF) are slightly higher than the College average.</p> <p>Achievement rates for students in care or care leavers improved from 62% to 74.2% in 16/17.</p> <p>Although a smaller proportion and a marginal improvement in achievement, achievement rates for students from Alternative Learning Providers (ALP) are lower than the College average by 13.5%.</p> <p>In 17/18 a group has been set up to review the early transition and progress of students from ALPs. This has led to early intervention and support for students who are not meeting the requirements set out in the Students Charter.</p> <p>Governors support managers well in their drive to improve the quality of teaching and learning by the College's Curriculum and Quality Committee. Governors interrogate the accurate information they receive on retention and comparing outcomes with targets.</p>
<p>The extent to which students receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans</p>	<p>Careers Education, Information, Advice and Guidance (CEIAG) provided by the College are good. In addition to the careers and progression information provided by Study Coaches and teachers, students can access careers appointments with the College Employability and Progression Advisor and the National Careers Service. A successful Matrix reaccreditation in January 2017 endorsed the College's move to a 'one stop shop' philosophy which has led to better focused services for students.</p> <p>A recent development has been a more streamlined process for maths, English and ESOL recruitment, with more IAG provided by Student Services Advisors before interviews are booked. Students Services advisors have undertaken training to enhance their knowledge of these courses, and this means better quality IAG across the range of courses is given.</p>
<p>How effectively leaders, managers and governors monitor the progression and destinations of their students (including whether students enter secure and sustained employment) and use this information to improve provision</p>	<p>The College captures the intended destinations of students through a cycle of progression activity. Internal progression rates are low, particularly for students and apprentices progressing from L2 to L3. Internal progression to Higher Education (HE) is also low. Of the 192 students whose intended destination was to Higher Education in 16/17, 53% are studying HE at a range of Universities across the country. 95% of students who said they would return in 16/17 did return with many returning to a higher level.</p> <p>Positive destinations of apprentices improved in 16/17 to 82%, an increase from 73% in 15/16.</p> <p>The collection and use of destinations data is underdeveloped and a key area for improvement for the College to not only support quality improvement but to also influence curriculum offer.</p>
<p>The extent to which leaders promote all forms of equality and foster greater</p>	<p>The promotion of equality and diversity is strong in the College and this year the College appointed a dedicated role to enable the coordination and promotion of equality and diversity, deliver an action plan to secure</p>

<p>understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), and how well students and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider</p>	<p>statutory reporting compliance and to address specific retention issues. The College produces an Annual Equality Report and the Equality and Diversity Strategy 2017 – 2019 identifies areas of focus and development.</p> <p>The College community more than reflects the diversity of the City's population. 32% of students are members of non-white communities and within the 32% students are from Bangladeshi, African, Caribbean, Chinese and Pakistani ethnic groups. Leadership and management in the College are proud of the role the College plays in the delivery of ESOL and LLD in the City and has established a range of positive strategic partnerships to promote and create clear routes and pathways for these students. The College has become the provider of choice for high needs students and has been allocated further significant growth by the local authority for 2017/18 making the College one of the largest providers of high needs providers in the country.</p> <p>ESOL achievement rates have improved in 16/17 with ESOL 16-18 achievements rates now above national rate by 3.3%.</p>
<p>How well the provider prepares students for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs</p>	<p>A comprehensive learning walk programme which has standards at the core harnesses a range of other themes including British and College values. British values are promoted through tutorial, strong city and multi-agency links and partnerships.</p> <p>Students are reminded at the beginning of each Students Voice meeting about British Values, especially those related to respect and democracy.</p> <p>Students are encouraged to get involved in a wide range of groups that broaden their awareness of different backgrounds, faiths and beliefs. For example the Diversity Think Tank is devised of ten students who will collectively discuss equality and diversity issues within the College and implement changes. The Islam Awareness Group, in partnership with Off the Record and Learning Partnership West, was launched in March 2017 to provide students a space to explore Islam and cultural identity. This group provides the safe space to do so, whilst providing students an opportunity to learn the skills to plan and run an event.</p>
<p>How well the provider prepares students who have special educational needs and/or disabilities to become more independent in their everyday life</p>	<p>The College provides good support for students with SEND or wider support needs. Information, Advice and Guidance (IAG), transition and support for students with SEND is integral to the students experience and enables students to achieve their learning goals. Learning assistants, and activities provided by the Study Plus programme, help students overcome any barriers to learning, particularly at the start of their programme to ensure there is good access to education and opportunities.</p>
<p>The effectiveness of safeguarding practice, including the prevention of radicalisation of students and compliance with the 'Prevent' duty</p>	<p>Safeguarding arrangements within the College are effective, well established and appropriate. A designated Governor and senior manager have been trained at the appropriate level and all staff and Governors have received appropriate online safeguarding training. There are strong links with specialist agencies, including the local children's safeguarding board, the 'Prevent' regional coordinator and the police. These links are used well to refer students for appropriate support. Managers and staff deal with safeguarding incidents appropriately and swiftly.</p> <p>All staff receive annual updated training in safeguarding and 'Prevent'. Students receive training in the 'Prevent' duty and fundamental British values. The tutorial programme is delivered well to provide opportunities</p>

	<p>for discussion on these topics, educate students and foster a culture of mutual understanding and respect.</p>
<p>The extent to which provision for all students can be maintained over time and leaders and governors take action to ensure this.</p>	<p>The College's provision is well aligned to the City's priorities, including non-LEP priorities which are essential enablers for the economy and for the community, for example, provision that delivers the English and maths improvement agenda, including GCSE re-sits on a large scale and the important part played by the College's increasing provision for students with high needs learning difficulties and also the demand for ESOL. These are all key and essential programmes for supporting the City's economy and community and for creating access to further and higher learning. Student destination data is not used well enough to test if the curriculum is fit for purpose.</p> <p>Governors and senior leaders recognise the need for a longer term curriculum strategy which fosters opportunities to collaborate with other providers and one which enables greater opportunities for employer engagement.</p>

## Quality of teaching, learning and assessment requires improvement

<p>Teaching and assessment methods and resources inspire and challenge all students and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding</p>	<p>The quality of teaching, learning and assessment is not yet consistently good across the College. 23% of lessons observed in 16/17 were deemed as 'highly effective' and 67% 'effective'. Senior managers and managers recognise that the observation profile is a small measure of the quality of teaching, learning and assessment. Learning Walks in 16/17 provided a clearer insight to the quality of classroom practice and students experience.</p> <p>Across too many courses, students are not being challenged in their learning and those who are more able are not being stretched beyond their minimum expected grade.</p> <p>Teaching and support staff help students to develop their confidence and the skills necessary to continue their studies in their own time through a range of research strategies. The wide range of learning materials available through the College's virtual learning environment enables students to work by themselves effectively. However, too many students and apprentices are not encouraged to evaluate their own performance.</p>
<p>Students are supported to achieve their learning goals, both in and between learning sessions</p>	<p>Learning support across the College for all students is good. There is a comprehensive allocation of additional learning support in place to meet students' needs on a group or individual basis. Achievement rates for students in receipt of students support funding (LSF) are marginally better than those who don't. Students are set minimum expected grades at the beginning of the year and performance against these is monitored through the year by teachers and managers.</p> <p>Pastoral support for students is delivered through a personal tutor model or study coach model. Signposting to other support services is swift and effective. Students deemed 'at risk' of failing or under-performing are identified with intervention in place to support them with their studies.</p>
<p>Staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to students of all abilities, reflect good industry practice and meet employers' needs</p>	<p>Teachers and assessors use their occupational and academic knowledge, experience and high-quality practical resources effectively to support students and apprentices to achieve. Students and apprentices work confidently and competently in the College's realistic working environments. In Catering and Hospitality students demonstrate good work ready skills and attitudes for the workplace and this is demonstrated at themed events that enable students to showcase their talents in the kitchen and front of house. Students in salons demonstrate good customer service skills and work well with clients to meet their needs as a customer.</p> <p>On adult courses including Access to Higher Education students demonstrate good independent research skills which prepare them for further work and study.</p> <p>Students survey results in 16/17 identified that 86.2% felt that they were being prepared well for the world of work.</p>

<p>Staff identify students' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help students achieve as well as they can</p>	<p>Information, Advice and Guidance is good with robust initial and diagnostic assessments in place to support the accurate assessment of students starting points. Smart Assessor, ProMonitor and Individual Learning Plans are used throughout the year by teachers and assessors. These tools support the identification of support needs</p> <p>Very good initial and diagnostic assessment for adult students embarking on ESOL, English and maths courses. Results and interviews are used to place students on the right level programme. This has particularly supported improved achievement rates and high grades in 16/17. The achievement rate for adult maths is 89.2% (NR 80.7%).</p> <p>Students and apprentices are referred quickly for additional support services once additional needs have been identified.</p>
<p>Staff work with students to ensure that teaching, learning and assessment are tailored to enable all students to make good progress and prepare for their next steps</p>	<p>The College has a focus for students and apprentices to gain new skills to support progression onto further learning or into/within employment. Programmes of study are tailored to meet individual needs. English and maths and additional learning goals support the skills students gain from attainment of their main vocational programme.</p> <p>Students studying Access to Engineering have had the opportunity to work with lecturers from the University of Bristol to improve skills in advanced maths to support their success with higher level study.</p> <p>In art and design, students have the freedom to explore and create their own briefs and projects aligned to their interests and future goals.</p>
<p>Staff assess students' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable</p>	<p>Student assessment procedures across the College meet the needs of awarding bodies and support students to progress.</p> <p>Teachers and managers monitor the progress of students effectively and help students who fall behind in their work to catch up with their peers. They check students' understanding effectively using a range of appropriate means of assessment. However, a small minority of students do not know how well they have developed particular skills, as teachers do not explain this to them effectively.</p> <p>Timely tutorial reviews have supported students and apprentices to focus on their target grades and areas for improvement.</p> <p>Some assessment practices for the new technical qualifications have lacked planning and rigour to support student preparation and success with exam based units.</p>
<p>Students receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential</p>	<p>Most teachers provide useful verbal and written feedback to students on how well they have done and how they can improve their work but not enough of this feedback challenges and stretches the most able consistently across provision.</p> <p>Students survey results in 16/17 identified that 87% felt that their teacher provided them with useful feedback on how to improve.</p> <p>Ofsted (May 2017) judged that <i>teachers on study programmes provide useful, effective feedback which helps students know what to do to improve their work. The work undertaken by the English teaching team in preparing teachers for delivery this year was recognised by Ofsted who stated that teachers in this area provided 'detailed feedback (in</i></p>

	<p><i>GCSE English) helps students develop strategies for self-correction which improve their writing skills.' Feedback for a minority of adult students and apprentices is less effective in helping them to develop their skills fully and make the speed and level of progress of which they are capable.</i></p> <p>Timely tutorial reviews have supported students and apprentices to focus on their target grades and areas for improvement.</p> <p>July 2017 staff development sessions, led by the GCSE English team, on feedback and feedforward has led to a number of areas adopting the same successful feedback practices, for example, Skills For and Hair and Beauty staff have adopted these practices.</p>
<p>Employers, parents and carers, as appropriate, are engaged in planning students' development; they are kept informed by the provider of each students' attendance, progress and improvement, where appropriate</p>	<p>Engagement with stakeholders in relation to planning student learning is an area for improvement. Employers are not always involved fully in the planning of programmes, choosing relevant qualification units or in apprentices' progress reviews. They are, therefore, not always aware of their apprentices' progress towards their qualifications.</p> <p>There are many curriculum areas that work closely with parents and carers to support students stay on track and attend, for example, managers and teachers in ESOL, Skills For and Creative Arts and Media are pro-active in keeping parents and carers informed.</p> <p>Study Coaches work well with course teams and other stakeholders to support student achievement.</p> <p>Parent and carer evenings are inconsistent across the College and there is limited feedback provided to parents and carers about student progress. In 17/18 reports to parents will be created and each School will host a parent event.</p>
<p>Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying</p>	<p>Equality and diversity and the embedding of British Values within all types of provision improved in 16/17. There remain some inconsistencies in levels of staff confidence to embed these which have been identified at school level. Staff development sessions and work with Teaching, Learning and Assessment Coaches has supported improvement.</p> <p>The revised tutorial programme is good and provides a platform to deliver sessions and group discussions on a variety of topics, including safeguarding, Prevent, British Values, equality and diversity. Study Coaches are increasingly becoming an integral part of student's study programme, enhancing learning and development opportunities of students.</p>
<p>Staff are aware of and plan for individual students' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for students who have special educational needs and/or disabilities</p>	<p>Differentiation and individualise learning are important elements to the College's approach to teaching, learning and assessment. There are inconsistencies which mean that this is not yet a good area across the College. Inconsistencies are evident through limited stretch and challenge in some subject areas with few extension activities or variety in the taxonomic levels used to make learning accessible and achievable for all.</p> <p>Students in receipt of learning support benefit from the support provided to them in class, the identification of students' individual needs is effective at the start of their courses to put the right support in</p>

	<p>place. Learning support assistants, and activities provided by the Study Plus team, help students overcome barriers they may face to stay on their courses.</p> <p>Students with high needs funding are provided with very good individual support. As a result, they develop a good range of skills, including those for employment, enjoy their learning and make good progress. Support staff help students develop independence well. Students develop their social skills effectively and feel more confident in managing a variety of social situations.</p>
<p>Teaching, learning and assessment support students to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.</p>	<p>Student survey results in 16/17 identified that 72.5% agreed that teachers help them to improve their English and maths skills.</p> <p>In vocational areas, for example, construction, hair and beauty and engineering, students regularly practice and develop maths skills within main curriculum delivery. However, there are inconsistencies with the development of English skills and in too many areas student English and maths skills are not being developed explicitly enough within the classroom and in the correction of work.</p> <p>Ofsted (May 2017) stated that <i>learners on study programmes and adult learners do not develop their English and mathematics skills well in vocational lessons because teachers do not provide activities for them to develop these skills.</i></p> <p>The feedback for adult learning programmes was more positive in recognising that these skills are developed. <i>Teachers support learners' development of IT and mathematics well.</i> (Ofsted, May 2017)</p>

## Personal development, behaviour and welfare requires improvement

<p>The extent to which students take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful students on their current and future learning programmes, including at work</p>	<p>The process of developing students as independent learners has improved throughout 16/17. The tutorial programme, delivered by Study Coaches, focuses on personal development and progression. For adult students and apprentices this takes place through one-to-one sessions with their tutor or assessor. Tutorial topics supporting progress and progression cover themes including healthy living, exercise and financial and health well-being.</p> <p><i>Students and apprentices take pride in their work, and the vast majority have a positive approach to learning. The good conduct of a vast majority of students reflects the high expectations placed on them by leaders and staff at college. (Ofsted, May 2017)</i></p> <p>The majority of students effectively use Smart Assessor, ProMonitor and Individual Learning Plans to set goals throughout the year.</p> <p>Apprentices are well motivated, enjoy their learning, attend regularly and have a positive attitude to learning; most have high ambitions and want to do well. They develop self- confidence, which enables many to undertake increased responsibility and to become more independent in their job roles.</p>
<p>The proportion of students who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce</p>	<p>A large proportion of students benefit from appropriate work related learning through work placements, live projects, work commissioned by employers and opportunities to work with industry experts. For example, in Catering and Hospitality students work with guest chefs and work in businesses including Chicken Shack, Berwick Lodge and Marriot Royal Hotel. In Arts, Media and Digital Technology students engage in live briefs and employer commissioned projects, for example, media students work with Brunel Care developing corporate recruitment videos, students studying computing develop ideas for charity websites and performing arts students attend talks from the BFI (British Film Institute).</p> <p>The College has a strong partnership with Swissport Academy at Bristol Airport with a high proportion of students gaining employment with them at the end of their course. In 16/17, 83% gained employment.</p> <p>Many adult students attain qualifications to support development within their workplace. Assessors establish strong working relationships with employers which support the development of apprentices' vocational skills. A few apprentices develop higher-level skills beyond the requirements of their framework.</p> <p>Student survey results in 16/17 identified that 86% of students felt they were being prepared well for the world of work.</p>

<p>How well students develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims</p>	<p>The majority of students develop skills and knowledge leading to positive progression outcomes. Leaders and managers reinforce the importance of wider skill development. However, this does not always translate well to the embedding of English, mathematics and ICT within the curriculum. Managers of English and maths provision work proactively with vocational managers to support the integration of maths and English in the curriculum and this has led to higher levels of achievement in 16/17.</p> <p>Students with poor English and maths attendance who expressed their interest in progressing within the College during academic year 2017/18 have been written to, reinforcing the message of English and maths and the impact the subjects have on students' progress. Prior to this, students with poor English and maths attendance during Term 1 have been written to and in some cases excluded from the College. Additional activities to boost English and maths motivation included a maths competition and English and maths motivational posters developed for classrooms and communal areas.</p> <p>Personal and social development is a focus of the tutorial programme. However, there are limited opportunities for students to engage in activities outside the classroom. The introduction of the Student Engagement Officer role and a Students' Union will support development of this area.</p>
<p>The extent to which students achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability</p>	<p>The vocational achievement rate for students across the College is 77.6%. In 15/16 the rate was 73.7%. Students on ESOL and Skills For provision study a range of non-regulated courses in addition to their main programme. The achievement rate for this element is 91%.</p> <p>The College's intervention strategies to address retention on study programmes will support improvement for vocational achievement rates.</p>
<p>The extent to which students' standards of work are appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines</p>	<p>The College utilises live briefs across many vocational areas which supports the development work which is to industry standard. Students survey results in 16/17 identified that 89% felt that their teacher sets high standards.</p> <p>Students and apprentices take pride in their work. However, some teachers and assessors do not stretch and challenge students beyond what they are capable of which can impact negatively on progression to or studying at the next level.</p>
<p>Students' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers</p>	<p>Progression activities and the tutorial programme support students and apprentices with their next steps. Preparation and support with UCAS applications is very good. Of the students who stated they wanted to return in 16/17, 95% did with many returning to a higher level of learning.</p> <p>Good links with employers have created job opportunities for students whilst on programme as a result of work placement and after achieving their programme. For example, adult students studying on the Teach and Learn in Schools programme secured job roles in local schools.</p> <p>The College as part of the new Business Partnerships and Enterprise structure has introduced a dedicated team of Skill Advisors to provide focused information, advice and guidance (IAG). Their work includes one-to-one IAG and CV building sessions.</p>

	<p>Apprenticeship and progression weeks have been delivered in the College. The South Bristol Jobs and Apprenticeship Fair, held in March at the College's South Bristol Skills Academy, in conjunction with Karyn Smyth MP, brought together businesses and students with over 450 young people attending to in order to seek and secure apprenticeship and work options going forward.</p>
<p>How well students know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults</p>	<p>The College promotes and embeds a culture of respect and vigilance supported by robust and co-ordinated wrap-around pastoral care and welfare services for all students.</p> <p>Safeguarding referrals are made via a dedicated safeguarding line 'My Concern' portal and person or via email. The majority of safeguarding referrals this year have been related to mental health problems (e.g. self-harm, anorexia, ill health) with bullying / harassment (includes e-bullying) in the second place. A substantial number of safeguarding concerns reported to the safeguarding team are categorised as welfare concerns and are referred to a welfare officer for following up and monitoring.</p> <p>Ofsted (May 2017) reported that <i>learners feel safe in the various locations where adult courses are provided and know how to get the available help and support they may need. However, staff have not ensured that adult learners have an in-depth knowledge of the risks of extremism and radicalisation.</i></p>
<p>How well students know how to keep themselves fit and healthy, both physically and emotionally</p>	<p>The College runs sporting activities through a Sports England project, and offers a range of activities through 'open' (activities open to all students), and 'closed' (activities offered to target curriculum groups).</p> <p>The sports offer forms an integral part of the College's student engagement programme with the aims of raising students awareness to the opportunities available and seeking feedback on activities that students would like to participate in.</p> <p>ESOL students aged 16-18 participate in sport as a mandatory element of the curriculum.</p> <p>The tutorial programme provides a platform to deliver sessions and group discussions on a variety of topics, including sexual and mental health and money matters.</p> <p>In May 2017 Welfare and Study Centre teams organised a week-long event, with the focus on mental health, recognising the College wide and national trend of the increase in mental health issues in young people. The event was delivered in partnership with local organisations such as Off the Record, Man up – Man down and Time to Talk. In addition and in readiness for the exam period, the College organised an Exam Anxiety Workshop.</p>
<p>The extent to which students feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are</p>	<p>Students and apprentices feel safe and know what to do if they have concerns about their safety. Student survey results identified that 92.5% feel safe. This was confirmed by Ofsted findings in May 2017. Swift action is taken by all staff if concerns are raised by students and apprentices. All staff employed by the College, understand they have a responsibility and duty to safeguard and promote the welfare of students.</p>

<p>taken seriously and followed through appropriately</p>	<p>This is reinforced at staff induction and through the mandatory safeguarding and 'Prevent' training.</p> <p>Staff work in partnership to deal with any issues or concerns that arise and clear signposting and procedures support staff to make the right decisions in keeping students and apprentices safe.</p> <p>The College employs a dedicated safeguarding team who work effectively with the College's Designated Safeguarding Lead, teaching and support staff and external organisations such as Bristol Children's Safeguarding Board and other agencies and institutions, including Prevent Regional HE/FE Co-ordinator – South West.</p>
<p>Students' understanding of their rights and responsibilities as a students and, where relevant, as an employee, and as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers</p>	<p>Students and apprentices have the opportunities to work with their peers in and outside the classroom. Events throughout the year including work placements provide them with the opportunity to work with other people and employers. Skills competitions and awards ceremonies foster a sense of community and working together.</p> <p>Apprentices are encouraged to enter national and regional skills competitions and have won awards for their skills and achievements. For example, a female engineering apprentice won 'Female Apprentice of the Year' at the 'Women in Business Awards 2016'. Machinist apprentices were finalists in recent European Skills Olympics, and a higher-level engineering apprentice won 'Outstanding Apprentice of the Year 2016' at the regional apprenticeship awards.</p> <p>Apprentices from construction trades plastering, brick and carpentry attended the regional skill build competition resulting in four apprentices scoring enough marks to be placed 1<sup>st</sup> and 3<sup>rd</sup>.</p>
<p>The extent to which learning programmes, including enrichment activities, allow all students to explore personal, social and ethical issues and take part in life in wider society and in Britain</p>	<p>A vast majority of students benefit from wider College experiences that either enhance their programme of study through trips, placements, visiting speakers or support development of wider social skills. Exposure to good role models beyond College staff supports students to develop into good citizens and broaden their understanding and respect of differences.</p> <p>For example, students studying Travel and Tourism spent time overseas as part of an Erasmus programme. Students studying art and design exhibit their work at the end of the year and get involved in speaking to stakeholders about their work. Students studying Childcare undertake significant work placements in a range of early years settings and good feedback is regularly received.</p> <p>The College is additionally working on raising student aspirations and widening their employer engagement through opportunities such as inviting students to attend a turf cutting ceremony on the new extension of AEC at Parkway, meeting the Skills Minister Robert Halfon during his official visit to the College, involving students in meeting governors during main board meetings and participating in the city wide initiatives such as Learning City projects and a national touring exhibition Journey to Justice.</p>
<p>How well students attend learning sessions and/or work regularly and punctually, including through participation in any distance</p>	<p>Students' attendance in the College improved as a result of a range of successful actions taken by all staff. The final rate was 87%. The majority of students recognise the importance of attending college and arriving on time for their lessons.</p>

<p>learning activities, such as online learning and the use of virtual learning environments</p>	<p>In addition to this, curriculum areas used bespoke incentives schemes to recognise and reward positive behaviours, effort and attendance, with Study Coach follow-up on attendance concerns which was supported by a new Study Programme report which brought together a clear view of attendance on all qualification elements.</p> <p>This has led to marked improvements in attendance and punctuality in some areas but overall attendance is not yet high enough across all sites and across all subjects.</p> <p>Attendance at English and maths lessons remained lower than main aim attendance – 78% to GCSE and 82.5% to Functional Skills. Punctuality rates in 16/17 were 96%.</p>
<p>Whether students comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.</p>	<p>The vast majority of students behave well and display appropriate behaviours fit for both the college environment and the workplace. The development and launch of the Student Charter in September 2016 has been transformational in enabling students and staff to understand the College's expectations from its students, consequences for non-compliance as well as the College's commitment to students.</p> <p>The Student Charter was implemented in September 2016 and launched to students during enrolment and induction. The Principal and Deputy Principal delivered a series of student welcome talks during September and January, reinforcing the College values and British Values which underpin the Student Charter. The Student Charter has also been a useful tool for underpinning student disciplinaries and follow up actions, enabling staff to clearly define expectations and acceptable / non-acceptable behaviours.</p>

## Outcomes for students require improvement

<p>Students make progress during their programme compared with their starting points, with particular attention to progress by different groups of students</p>	<p>The majority of students on classroom based learning make good progress in relation to their starting points. The overall classroom based learning achievement rate has increased by 3% in 2016/17 to 74.7%. Although an improvement, this remains below the national rate by 7.1%. Pass rates are closer to the national rate at 88.2% (-1.8% against NR) with retention at 84.6% (-6.7% against NR). Achievement rates in Arts, Media and Publishing; Social Sciences; and Science and Mathematics are above the national rate. GCSE and Functional maths and English outcomes have improved with significant improvements to high grades for GCSE. High grade pass rates are above the national rate. Although an improvement in Functional Skills achievement, the College recognises the need for greater improvement particularly at L1 and L2. The achievement rate excluding L1 and L2 Functional Skills is 78.2% (77.2% 16-18 and 78.7% 19+).</p> <p>Apprenticeship achievement rates for overall and timely have stabilised however they do not yet exceed national rates. There is a significant achievement gap for 19-23 timely apprentices, however this cohort become the highest performing overall group. Higher apprenticeship overall success rates have improved from 46.7% in 14/15 to 85.7% in 16/17. Withdrawals from 2014/15 and before have had a significant impact on both overall and timely apprenticeship success rates in 2016/17. Without the high volume of negative withdrawals in 14/15 overall position would be 68% and timely 54.5%.</p>
<p>Students attain their learning goals, including qualifications, and achieve challenging targets</p>	<p>Student value added on level 3 programmes remains poor in most areas. Academic value added is good in subjects including AS Sociology, Media, English Language and Literature. Vocational value added is good in Computing and Construction and the Built Environment.</p> <p>The College has introduced Alps in 17/18 to support target setting and analysis of value added data.</p> <p>12 out of 16 schools improved their achievement rates in 16/17. Engineering and counselling have had the biggest rate of improvement but Engineering was from a low 15/16 rate and therefore remains 'requires improvement'.</p>
<p>Students' work meets or exceeds the requirements of the qualifications, learning goals or industry standards</p>	<p>Realistic and aspirational targets were set through ProMonitor based on qualifications on entry. Progress in year was reviewed against these. Pass rates are closer to the national rate at 88.2% (-1.8% against NR) with retention at 84.6% (-6.7% against NR).</p> <p>The vocational achievement rate for students across the College is 77.6%. In 15/16 the rate was 73.7%.</p> <p>Students and apprentices across the College demonstrate excellent industry skills. A female engineering apprentice won 'Female Apprentice of the Year' at the 'Women in Business Awards 2016'. Machinist apprentices were finalists in recent European Skills Olympics, and a higher-level engineering apprentice won 'Outstanding Apprentice of the Year 2016' at the regional apprenticeship awards.</p> <p>Apprentices from construction trades plastering, brick and carpentry attended the regional skill build competition resulting in four apprentices</p>

	<p>scoring enough marks to be placed 1<sup>st</sup> and 3<sup>rd</sup>. Students studying catering entered the Rotary Young Chef of the Year competition with one winning first prize.</p>
<p>Students enjoy learning and make progress relative to their prior attainment and potential over time</p>	<p>The vast majority of students enjoy learning at the college. Students acknowledged engagement and enjoyment through observation and survey activity. 87% of students stated that they enjoyed their experience at the College. 88% felt supported by their teacher and the Study Coach. Students are prepared well for future learning and career opportunities. Of the students that said they would return to study at City of Bristol College in 16/17, 95% returned.</p> <p>Apprentices benefit from high positive destination rates in 2016/17 at 82% demonstrating a 9pp increase from 2015/16.</p>
<p>Student progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work</p>	<p>Internal progression rates are low, particularly for students and apprentices progressing from L2 to L3. Internal progression to Higher Education (HE) is also low. Of the 192 students whose intended destination was to Higher Education in 16/17, 53% are studying HE at a range of Universities across the country.</p> <p>83% of students studying aviation secured employment with Swissport Academy at Bristol Airport. There will be further examples but the collection and use of destinations data is inconsistent and underdeveloped and a key area for improvement for the College to not only support quality improvement but to also influence curriculum offer.</p>
<p>Students acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth</p>	<p>The majority of the College's provision meets the needs of the Local Enterprise Partnership. The College works in close partnership with employers, the community and higher education providers. Alongside the key economic growth priorities outlined by the LEP, the College also plays an important role in supporting the economy to have access to the full range of skills required on an on-going basis by the local and regional labour market. These skills are essential to the maintenance of the local and regional economy.</p> <p>Insufficient destinations data does not enable managers to analyse or evaluate the outcome of student achievement against positive progression outcomes.</p>
<p>Students who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment</p>	<p>Students with Special Educational Needs and Disabilities (SEND) are provided with very good support. The model of support helps to prepare students for progression and become more independent in their learning and development. The Supported Internship continues to provide SEND students with a positive work experience leading to some students gaining employment.</p> <p>Students are make good progress in their understanding of the world they live in, including the use of money, credit and debit cards, and cheques. They improve their travel skills and their use of English. Many students progress to the next level of course, a supported internship or employment.</p> <p>The College is working to develop a clearer picture of progression and destination data. The redesign of the curriculum offer is to provide a clearer progression ladder with clear entry and destination exit points from September 2017 onwards.</p>

<p>There are any significant variations in the achievement of different groups of students.</p>	<p>There are no significant gaps in achievement by gender, ethnicity and supported students.</p> <p>The College has significant numbers of students with SEND and students with EHCPs. These are regularly monitored by senior leaders. Achievement rates for students with SEND are slightly higher than those without and the same for those with an EHCP. Students in receipt of Students Support Funds (LSF) are slightly higher than the College average.</p> <p>Achievement rates for students in care or care leavers improved from 62% to 74.2% in 16/17.</p> <p>Although a smaller proportion and a marginal improvement in achievement, achievement rates for students from Alternative Learning Providers (ALP) are lower than the College average by 13.5%.</p>
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## Types of Provision

### 16-19 Study Programmes – Requires Improvement

16-19 Study Programmes provision requires improvement. Achievement rates for students have improved in 16/17 but are not yet at national rate. Achievement rates in 16/17 are 71.3%. Pass rates are 1% below the national rate at 86.8% with retention 7.7% below the national rate at 82.4%. There is too much variability in the quality of outcomes for students and the quality of teaching, learning and assessment in particular limited stretch and challenge in too many subject areas and insufficient embedding of English and maths into classroom learning and feedback.

Most teachers provide good written feedback to support students to develop further and teachers in vocational areas, use their industry skills well to coach students to meet standards expected of them. Work experience opportunities are good and well planned. Community projects, work placements and live briefs help broaden students' horizons and help the development of employability skills.

### Adult Learning Programmes – Requires Improvement

Adult learning programmes provision requires improvement. Achievement rates for students have improved in 16/17 but are not yet at national rate. Achievement rates in 16/17 are 76.9%. Achievement rates for students studying maths exceed the national rate and adult achievement rates for those on a study programme is 81%. AAT results have declined in 16/17 and ESOL measures for in-year progress predictions require review. Achievement rates for students on Access to Higher Education improved in 16/17.

Teachers and managers monitor the progress of students effectively and support students who fall behind. Students benefit from visiting speakers and industry related activities to support development within the workplace and onto higher learning. Teachers support students to develop their IT, English and mathematics skills through in class support and assessed work. Further work is required to deepen student understanding beyond what is needed for their qualification. Good collaborative learning takes place on most adult courses, ESOL is a particular good example where students benefit from being part of a learning community and are confident to express their ideas to their peers and teachers.

### Apprenticeships – Requires Improvement

Apprenticeship provision requires improvement. Apprenticeship achievement rates for overall and timely have stabilised however they do not yet exceed national rates. There is a significant achievement gap for 19-23 timely apprentices, however this cohort become the highest performing overall group. Higher apprenticeship overall success rates have improved from 46.7% in 14/15 to 85.7% in 16/17. Withdrawals from 2014/15 and before have had a significant impact on both overall and timely apprenticeship success rates in 2016/17. Without the high volume of negative withdrawals in 14/15 overall position would be 68% and timely 54.5%.

Apprentices benefit from high positive destination rates in 2016/17 at 82% demonstrating a 9pp increase from 2015/16. Apprenticeship provision is now well managed with robust performance processes in place to continue to improve provision. Apprentices benefit from well qualified and experienced staff using their industry knowledge to provide well planned, active and interesting sessions that inspire students. Employer satisfaction rates are good with 84% recommending the college due to their positive experience and 94% of employers strongly agreed/agreed apprenticeship training had a positive impact on their business.

### Provision for high needs students – Requires Improvement

Provision for High Needs Students requires improvement. The achievement rate for students with SEND on discrete provision is 82.5%, a 10.7% decline against 15/16. The achievement rate for students with SEND across all College provision is 73.6%. The decline in achievement is mainly due to fewer non-regulated enrolments and an increase in qualification based enrolments. The achievement rate of students studying English and maths declined from 75% in 15/16 to 67% in 16/17. 73.4% of students with high needs returned to study at the College in 17/18.

Students cognitive abilities are effectively assessed using thorough assessment practices. However, there are inconsistencies with the recording and monitoring of students' progress and information about the life skills achievements are not easily shared with students and other members of staff. This has led to a decline in achievement rates. Staff work well together, and communication is frequent and ensures that the students get access to beneficial programmes and the right support. Therapy and additional support are well coordinated so that barriers to learning are removed. Students with autistic spectrum disorder are well supported to reduce their anxieties, and this enables them to participate fully. Teachers hold high aspirations for students and integrate English and mathematics effectively into learning activities so that students improve these skills well.