



Nottingham City Secondary Education Partnership
Working Together

NCSEP EVALUATION REPORT 2017-2018

NAME OF PROVIDER: Nottingham Tutorial College	DATE OF EVALUATION: 7.3.18/13.3.18/15.3.18
EVALUATION TEAM: Jodi Stead	MODERATOR:

PREVIOUS QA OUTCOME:

Silver

NEW 2017/18 QA OUTCOME:

Silver

Context of visit: The evaluation took place over three visits: meeting with leaders, evaluation of KS 4 groups, evaluation of 1:1 tuition and primary groups.

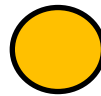
Provision Strengths: Leadership and management are highly effective with systems maintained and reviewed. SMSC is established within all elements of the provision. Behaviour systems in the provision are effective and behaviour over the three separate visits was good and well-managed. Students were engaged in learning and made good progress in lessons. Marking and feedback has improved at the provision which has enabled students to make progress. Data analysis is a strength with leaders able to track and monitor progress of different year groups and different groups of students which enables them to use interventions more effectively.

Key Areas for Development: Attendance figures remain low even with interventions in place. Implement a planned careers programme which is evaluated and its impact assessed.

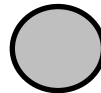
Quality Assurance Breakdown:

QA Mark

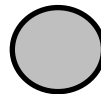
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT



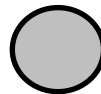
QUALITY OF TEACHING, LEARNING AND ASSESSEMENT



PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE



OUTCOMES FOR STUDENTS



THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.1	Capacity for securing further improvement is excellent. Leaders have created a culture that enables students and staff to excel. The improvement plan (SAR/SEF etc.) is used effectively to develop standards. E.g. it is RAG rated, there is a time frame, there are lead personnel, impact is measured.	Capacity for securing further improvement is good. The improvement plan (SAR/SEF etc.) highlights areas of good practice and recognises areas for development. There is evidence that the plan is being implemented.	Capacity for securing further improvement is not good. There is an improvement plan (SAR/SEF etc.) that is not being used effectively.	Capacity for securing further improvement is poor as there is no evidence of an improvement plan, self-assessment review, self-evaluation form etc.
Evidence	There is an annual School Development Plan based upon Ofsted criteria. There are whole school actions, proposed outcomes and key priorities. The key priorities are then broken down into developments, actions, resources/costs, personnel and timescale. Impact is measured from the lead person and evaluated as a team. The NCSEP QA report from Summer 2017 is used as a working document and leaders have created time for all staff to reflect on areas of good practice and areas for development. Key points are RAG rated by leaders with actions to follow up. This document feeds into the Development Plan. There is evidence that leaders listen to and act on staff input via the termly staff questionnaires. Student Voice is also evidenced as there are termly questionnaires for students to contribute with their thoughts about how the provision can improve. Leaders have analysed the data from both staff and student questionnaires. There is also a SEF based on Ofsted criteria which gives the key priorities and RAG rates actions under the <i>“What are we doing to improve further?”</i> column.			

GOLD		SILVER	BRONZE	COPPER
1.2	Leaders always focus on consistently improving outcomes for all students. This is done through highly effective partnership with commissioners and external agencies. Leaders regularly feedback outcomes and interventions used to commissioners.	Leaders mostly focus on consistently improving outcomes for students. This is done by working positively with commissioners and external agencies. Leaders regularly feedback outcomes to commissioners.	Leaders are not consistently focused on improving outcomes for students. Leaders have inconsistent working relationships with commissioners and external agencies. Leaders do not have a consistent method to feedback outcomes to commissioners.	Leaders are not taking effective action to improve outcomes for students. They have poor relationships or a lack of communication with commissioning schools and external agencies. Leaders do not feedback outcomes to commissioners.
Evidence	There is effective tracking, monitoring and analysis of data. An Intervention Support Worker from Denewood Learning Centre attends the provision one day per week with the remit to carry out reading assessments with all Denewood and Unity students. There is a reading range report on every student. Reading interventions are then put into place and shared with the commissioner. The worker also supports academically within lessons. Unity Learning Centre send a Learning Support Worker to the provision once a week to support students in Key Stages 3 and 4 with English. Meetings are held every six weeks with commissioners and there is a data pack produced which breaks down progress, attendance and behaviour. Leaders have employed a psychotherapist counsellor to support students and staff can make direct referrals and set up meetings. Leaders have invited CGL to the provision to run drugs awareness workshops; leaders attend multi-agency meetings which include Child Protection and CSE Strategy Meetings.			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.3	<p>Leaders have an accurate and comprehensive understanding of the provisions effectiveness, informed by the views of students, parents and staff. Internal QA is used to identify and promote good practice across the provision. Areas of weakness are identified and quickly eradicated.</p> <p>Leaders use performance management as an effective tool to raise standards by linking targets to staff CPD requirements. The comprehensive CPD programme is monitored and its impact analysed against student outcomes.</p>	<p>Leaders have an accurate understanding of the quality of education at the provision. Internal QA is used effectively to develop all areas.</p> <p>Leaders use performance management effectively to improve teaching and this is linked to a comprehensive CPD programme for all staff.</p>	<p>Leaders do not have a fully accurate understanding of the quality of education at the provision. Internal QA is used but areas for development are not tackled. Performance management does not focus on improving teaching and learning. There is a CPD programme but not all staff benefit.</p>	<p>Leaders have an inaccurate understanding of the quality of education at the provision as there is no evidence of internal QA processes. Performance management is not used and there is no comprehensive CPD programme for staff.</p>
Evidence	<p>Performance management is an annual cycle. There is an initial meeting in the Autumn term where leaders set three targets based upon internal QA and prior data. The targets are to improve teaching and learning, to benefit the provision and the third for personal development. If staff join later in the year, their performance management cycle still begins. There is an interim review meeting in the Spring term where targets are discussed and RAG rated. At the end of the year the review is concluded and performance related pay is used where applicable. The performance management folder is detailed and up to date. Leaders are also part of the performance management cycle. The performance management system feeds into staff CPD. After reviewing targets, leaders use this knowledge to inform CPD needs. Staff CPD requirements are also reviewed as internal quality assurance is evaluated. Each member of staff has observations and work scrutinies and this is evidenced in the QA file. Leaders RAG rate staff and report to Governors about staff development and performance. Staff CPD this year has focused upon Lego therapy, positive handling, anti-bullying and SEND students. There is on-going safeguarding training and updates. Evidence of the CPD programme shared.</p>			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	GOLD	SILVER	BRONZE	COPPER
1.4	<p>The broad and balanced curriculum is well structured and offers students appropriate courses to help them in the next stage of their transition. This engages students in their learning and promotes good behaviour. There is a comprehensive SMSC and British Values programme which is monitored and its impact evaluated. Equality and diversity is promoted and evidenced. This gives students a broader understanding of community.</p>	<p>The curriculum is structured and appropriate to the APs offer. This helps to engage students in their learning. The range of courses help students prepare for the next stage of their transition. There is a planned programme for SMSC and British Values. Equality and diversity is promoted and evident.</p>	<p>The curriculum lacks structure and only engages some students. The range of subjects could be improved to prepare students for the next stage of their transition. Leaders ensure there are some opportunities to promote SMSC and British Values but this is done on an ad hoc basis. Equality and diversity is not consistently promoted.</p>	<p>The curriculum on offer is not appropriate for the needs of the students. It does not engage students. The range of subjects is narrow and does not prepare students for the next stage of their transition. SMSC and British Values are not made explicit to students. Equality and diversity is not visibly promoted.</p>
Evidence	<p>The broad and balanced curriculum is well structured and offers students appropriate courses to help them in the next stage of their transition. The provision is split into three key areas, with different curriculum offers for each area. There is a bespoke curriculum for one to one tutoring dependent upon the commissioner's requirements. However, this always includes core subjects of English and maths. The primary group engage in reading, writing, numeracy, PSHE, PE, Science and Art and Design. The secondary group have the opportunity to study English Language, English Literature, Maths, Biology, Chemistry, Physics, PE, ICT and PSHE. There is also A Level Maths and Science taught. The PSHE programme is based on the PSHE Association schemes of learning. The SMSC programme has been evaluated via the improving data on behavioural incidents which is declining. There has been a MacMillan Coffee morning which was organised and run by students and there is rolling TV news in the provision's reception.</p>			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER		BRONZE		COPPER	
1.5	Safeguarding is effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted.	Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk.		Safeguarding is effective.		Safeguarding is ineffective. The Provision's arrangements for safeguarding students do not meet statutory requirements.	
Evidence	Safeguarding Checklist:						
	Single Central Record is accurate and updated regularly	Yes	DSL/Deputy DSL on site during evaluation visit			Yes	
	Site is secure	Yes	Attendance registers up to date			Yes	
	Visitors signing in book is up to date	Yes	Evidence that student absence is followed up effectively			Yes	
	Incidents of allegations? Evidence they have been followed up effectively?	N/a	ICT filtering and monitoring is robust			Yes	
	New staff/volunteers have appropriate safeguarding training	Yes	Evidence of effective communication between commissioners/external agencies			Yes	
	Student risk assessments completed and shared with staff	Yes	Evidence that behaviour and anti-bullying logs are maintained and appropriate actions followed up			Yes	
	<p>Safeguarding incidents are recorded on Child Protection On-line Monitoring System (CPOMs) and it is double password protected. Leaders were able to show examples of how a safeguarding incident is dealt with and how this is recorded and actioned. In addition, each student with a safeguarding concern has a folder and a safeguarding chronology at the start of each folder where actions are recorded. These are kept in a secure location.</p> <p>There is an attendance officer who manages the attendance folder, this has evidence of letters to parents and commissioners, monitoring and interventions used for students with low attendance. Each student's attendance is monitored. With regards to behaviour, there is a behaviour log tracking the type of incidents, monitoring and evaluating outcomes. This is analysed every half-term. Alongside this is a bullying log with actions and outcomes recorded. Behavioural incidents have decreased at the provision; 2016-17 there were 87 student incidents, 2017-March 2018 there have been 16 student incidents.</p> <p>Students have no Wi-fi access, there is a closed system.</p>						

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.6	Governors have a clear understanding about their role at the provision. They are confident to challenge senior leaders about the Provision's performance. Governors receive regular reports from senior leaders and act on them accordingly.	Governors are effectively involved in challenging senior leaders about the Provision's performance. Senior leaders provide regular reports to Governors.	Governors are involved in challenging senior leaders about the Provision's performance. However, they are not effective in bringing about positive changes.	Governors are not involved in challenging senior leaders about the Provision's performance.
Evidence	There is a Chair of Governors plus three other governors with a vacancy for a parent governor. Governors meetings are every three months, agenda and minutes seen from historical meetings. Key areas are reported to the governors, e.g. teaching and learning, attendance, performance management, CPD, staff recruitment. The Chair of Governors has completed a self-evaluation form on being a governor and it is intended that the other governors will complete this exercise as well. Leaders send regular reports to the Governors for discussion and actions. The safeguarding report and termly data is sent to every Governors meeting and the governors have analysed the SEF and Development Plan. There is evidence that governors have actioned developments, e.g. recruitment, building developments and improvements made to teaching and learning.			

Registered Independent School		Acting within IS regulations	In breach of IS regulations	
1.7		Yes – there is a mixture of 1:1 tuition and group tuition. Evidence from CLM shows provision is acting within regulations.		

EVALUATION GRADE

GOLD

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.1	Teachers demonstrate deep knowledge of their subject area. Lessons are planned effectively; learning tasks are differentiated and varied. Learning is challenging with tasks matched to students' needs which maximises student progress.	Teachers use secure subject knowledge to plan learning that sustains students' interest. Most learning tasks are differentiated and varied which supports student progress.	Teachers' subject knowledge is not deployed effectively to engage students. Some learning tasks are differentiated and varied. There is an over-reliance on one teaching method. This can at times stifle student progress.	Teachers do not have secure subject knowledge. Consequently, students are not engaged with the learning. There is little evidence of differentiation and learning tasks are too similar across the provision. Learning tasks are not challenging and are not matched to students' needs. Students do not make clear progress.
Evidence	The one to one sessions were all bespoke for each student and tutors used secure subject knowledge to sustain student engagement. Tutors delivering one to one tuition had numerous examples of prior learning which demonstrated that learning tasks had been personalised and varied. This was found across the provision with secure planning in English, maths, science, PSHE and PE. The primary curriculum was well structured and tutors had planned a variety of tasks across different topic areas to engage students and support progress. Where teaching was excellent, there were examples of teachers providing challenging learning tasks to maximise student progress.			

	GOLD	SILVER	BRONZE	COPPER
2.2	All teachers develop and consolidate students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Excellent use of pace in nearly all lessons, provides appropriate learning opportunities.	Most teachers develop and consolidate students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Pace in most lessons is well used to provide appropriate learning opportunities.	Some teachers do not have a consistent approach to enable students to consolidate their learning in lesson time. The pace in some lessons inhibits learning.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such, progress is limited. Pace of lesson inhibits learning.
Evidence	The use of pace to promote rapid and sustained learning was evident in all lessons bar one. Tutors engaged in one to one sessions had planned a variety of learning tasks at different levels to allow students to develop their knowledge and understanding. The use of plenaries in the group sessions was highly effective in nearly all lessons. In science, the students were given many opportunities to review what they had been learning and in a practical lesson, to apply the knowledge which allowed them to develop further. The amount of work produced by students in a maths lesson demonstrated how students had consolidated their learning and were developing further skills.			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

GOLD		SILVER	BRONZE	COPPER
2.3	All staff manage student behaviour highly effectively with clear rules that are consistently enforced. Teachers are determined that students achieve well. They have consistently high expectations of all students. All teachers are quick to challenge stereotypes and the use of derogatory language.	Teachers incorporate the Provision's behaviour management routines consistently. Students respond with positive attitudes. Most teachers challenge stereotypes and the use of derogatory language.	Clear rules are not consistently enforced. Teachers do not adopt a consistent approach to encourage all students to work with positive attitudes. Derogatory language is sometimes tolerated.	Student behaviour is not managed effectively which impacts negatively upon learning. Teachers' high expectations for attitudes to learning and behaviour were not evident. Derogatory language is tolerated.
Evidence	All tutors had high expectations for students across the provision. Student behaviour was managed highly effectively in lessons. Students were keen to learn and had positive relationships with staff. Staff have worked well to build relationships with students. The primary school students welcomed me to their classroom and introduced themselves to me. They were very proud to show me the work they had completed and talk to me about the displays in their classroom. When I re-visited, they were dressed up for World Book Day and were eager for me to see their costumes. Their behaviour was exemplary. All the students that I met over the visits to NTC were welcoming and polite and happy to show me their work.			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.4	Teachers identify and support any student who is falling behind, and enable almost all to catch up. Teachers check students' understanding effectively in lessons, offering clearly directed and timely support. Teachers provide incisive feedback and students use this feedback effectively.	Teachers identify and support those students who start to fall behind and intervene quickly to help them improve their learning. Teachers usually check students' understanding in lessons, so offering timely support. Teachers give students feedback in the majority of lessons enabling the students' to make progress.	Teachers do not always intervene quickly enough to help those students who are falling behind. Teachers do not employ a consistent method in lessons to effectively check students' understanding. The provision's assessment policy is not consistently used across the provision and this affects the quality of feedback.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such progress is limited. Weak assessment practice means that teaching fails to meet students' needs. There is a lack of evidence of feedback being given or acted upon.
Evidence	<p>There was clear evidence that tutors knew the working levels of their students and planned work accordingly. Some students have gaps in knowledge and I was able to see prior work from one tutor which showed the different strategies used to bridge the gaps. The student had produced work in History, Geography, PSHE as well as the core subjects of English and maths. The tutor had identified the gaps in learning and tackled them appropriately. This was evidenced several times at the provision.</p> <p>Marking and feedback given in Science was excellent with subject specific targets written into books at regular intervals. There was evidence that students had acted upon these targets. Marking across the provision is good, but this is not always consistent within subjects. Students usually know what level they are working at and what their target grade is but this was not evident in all books/subjects.</p>			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.5	Teachers embed reading, writing, communication and numeracy.	Teachers develop students' reading, writing, communication and numeracy.	Teachers miss opportunities to develop students' reading, writing, communication and numeracy.	There is a lack of focus on reading, writing, communication and numeracy throughout the curriculum.
Evidence	<p>During the evaluation of the primary group, all were given the opportunity to read and to take turns in contributing to a group discussion about consequences and responsibilities. The provision is working in conjunction with a commissioner to facilitate reading tests to determine reading ages for all students. Examples of extended writing in English were seen but these were not always consistently marked to enable students to develop their writing skills. Evidence from a number of maths books showed that teachers are developing students' numeracy skills because the range of mathematical topics taught was equivalent to a mainstream curriculum. During a PSHE lesson, students were encouraged to debate about the benefits of the Commonwealth as part of their British Values curriculum. Students were encouraged to explain their views and listen to each other.</p>			

EVALUATION GRADE

SILVER

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	GOLD	SILVER	BRONZE	COPPER
3.1	Student attitudes to learning are excellent and they are proud of their achievements and of their Provision. There is an effective Student Voice programme which allows students to share their ideas and opinions with Provision leaders. Students' positive conduct reflects the Provision's effective strategies to promote high standards of behaviour. Incidences of low-level disruption are extremely rare.	Most students are engaged with learning and exhibit positive attitudes. These positive attitudes have a good impact on the progress they make. They take pride in their work and their Provision.	Most students are engaged with learning and exhibit positive attitudes about the Provision. However, some individuals disrupt the learning of others.	Too many students are disengaged and exhibit poor attitudes to learning. Their actions disrupt the teaching and learning of others. A significant minority of students show a lack of respect for each other or staff. Students ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the Provision.
Evidence	<p>There is an effective Student Voice programme as evidenced by the termly student questionnaires and the whisper box which is a mechanism for students to share confidential information. Provision questionnaires show that the majority of students are happy at provision, they feel safe and they think behaviour is good. They also agreed that their work is challenging and that teachers help them to achieve.</p> <p>Behaviour data shows that student incidents are decreasing compared to data from last year. There is an age appropriate behaviour system in place with reward charts for primary students; postcards, gift vouchers, trips out and restaurant experiences are available if students meet behaviour targets.</p> <p>During the evaluation visits, there were incidents of poor behaviour from students which was effectively managed by staff and learning for others was not disrupted. Fixed term exclusions were applied.</p>			

	GOLD	SILVER	BRONZE	COPPER
3.2	Students value their education and rarely miss a day at the Provision. No groups of students are disadvantaged by low attendance. Attendance is either near to the national average (95%) or the cohorts attendance has improved significantly since attending the Provision.	Students value their education. Non-attendance is decreasing and where students are absent or persistently absent, intervention is used effectively and there is follow up. No groups of students are disadvantaged by low attendance.	Attendance is improving or stable, however, some students or groups of students continue to have poor attendance. There is evidence of intervention.	Attendance is consistently low for all students or groups of students and shows little sign of sustained improvement. There is no clear evidence of any intervention.
Evidence	<p>1:1 tuition attendance data from the CLM stands at 67.4%; primary group attendance is 73.7% and secondary group attendance is 57.4%.</p> <p>There is an attendance officer who makes first day and second phone calls as well as home visits to try and improve parental engagement with the provision. Home visits are conducted at different times of the day to try and ensure success. The attendance officer liaises closely with commissioners and all paperwork is documented. There is a rewards programme for attendance.</p>			

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.3	All students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	Most students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	Some students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	A significant minority of students do not understand how and why to live healthy, positive lives both physically and emotionally
Evidence	All students now have access to the PSHE curriculum. CGL have visited the provision and promoted workshops on understanding the risks of drug taking. There have been letters sent to parents to explain how the provision promotes healthy eating to students. The YOT have visited the provision to raise awareness about the dangers of carrying a knife. The provision has employed a counsellor and psychotherapist to help students with their mental health. Staff can refer students or students can refer themselves to the counsellor. There are displays encouraging students not to smoke and to make healthy eating choices. The student questionnaire corroborates the statement that all students recognise the value of receiving lessons about healthy lifestyles.			

GOLD		SILVER	BRONZE	COPPER
3.4	The Provision's open culture actively promotes all aspects of students' welfare. Students are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations. Students have an understanding of how to stay safe on-line. Students work hard with the Provision to prevent all forms of bullying, including on-line bullying and prejudice based bullying. Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	The Provision's open culture promotes all aspects of students' welfare. Students are safe and feel safe. They have opportunities to learn how to keep themselves safe. E.g. understanding the risks of CSE. Teachers promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the Provision to tackle and prevent the rare occurrences of bullying.	Students are safe and they feel safe. However, there are incidents of bullying and/or prejudiced behaviour at the Provision.	Students or particular groups of students are not safe or do not feel safe at alternative placements. Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
Evidence	The provision ran a Safer Internet Day which catered to primary and secondary students. Resources included factsheets and discussion points as well as a range of scenarios the			

	students could safely debate. A CEOP workshop was also used with students to highlight the dangers of CSE and on-line grooming. This evidence supports the fact that students understand how to stay safe on-line. Staff have engaged in CPD to develop anti-bullying strategies/resources. The QA process has reviewed how students are safe and the student questionnaire is positive about how students view their own safety at the provision. Data on bullying shows incidents have decreased and are dealt with swiftly.
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.5	All students have access to careers guidance. There is a high quality planned careers programme which prepares students for the next stage of their education, employment or training. This is reported to commissioners and the programme is monitored and evaluated regularly.	There is a planned careers guidance programme to enable students to make informed choices about the next stage of their education, employment or training.	Careers guidance is available but there is no planned programme which hinders students making choices about the next stage of their education, employment or training.	Careers guidance is not available.
Evidence	There is a planned careers guidance programme which includes scheduled appointments with Futures for Year 11 students, work experience searches, Further Education workshops, Raise the Grade workshops, Business Enterprise Day with aspirational speakers, CV writing workshop. Alongside this, tutors work with students on their college or apprenticeship applications. Last year the provision took part in Tap the Gap which gave students the opportunity to work at Loxley House for a week during the summer holidays, this will be offered again this year.			

EVALUATION GRADE	SILVER
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OUTCOMES FOR STUDENTS

	GOLD	SILVER	BRONZE	COPPER
4.1	Progress is tracked and analysed for all students across all areas and attainment is broadly in line with home school expectations, or, if below, is improving. This evidence is shared with commissioners to track individual progress.	Progress is tracked and analysed in all areas and most students are making appropriate progress considering their different starting points. There is evidence that this data is shared with commissioners.	Progress is tracked across most subjects. There is evidence that some students are making progress considering their different starting points.	There is little or no evidence of progress tracking.
Evidence	<p>The reading range reports show that promoting literacy is a key aspect of the provision's ethos. Each student has been tested and given targets to improve their reading. The re-tests will take place later in the Spring term. Data shows that the majority of students are reading below their age group. Tutors are required to produce a daily report on the students' behaviour, attitude to learning, progress or problems. Tutors RAG rate their lesson. Tutors produce a weekly report which is sent to the Head of Provision who then analyses and evaluates the reports before forwarding them to commissioners. Every six weeks, progress data is requested from staff for students target grades and whether or not they are on or below target. This also includes attendance. Interventions and student comments are also recorded.</p> <p>Tracking for English language shows that out of 28 students, four regressed, seven made no progress and seventeen made at least one if not two levels of progress when comparing Autumn 2017 data to Spring 2018 data. One student is working at FS Entry Level 3; one at FS Level 2; two at GCSE Grade 1; eight at GCSE Grade 2; ten at GCSE Grade 3; two at GCSE Grade 4; one at GCSE Grade 5; three at GCSE Grade U.</p> <p>Tracking for Maths shows that out of 26 students, three regressed, eight made no progress and fifteen made at least one if not two levels of progress. Two students are working at FS Level 1; two at GCSE Grade U; one at GCSE Grade 1; five at GCSE Grade 2; eight at GCSE Grade 3; five at GCSE Grade 4; three at GCSE Grade 5; two at GCSE Grade 6; one at GCSE Grade 7; one at A Level.</p> <p>Out of 150 courses, 54% of students are currently on target (Spring data analysis).</p>			

	GOLD	SILVER	BRONZE	COPPER
4.2	Progress is tracked and analysed. The impact of interventions shows that the gaps between groups matches, or is improving towards that of other students with the same starting points.	Progress is tracked and analysis shows interventions are in place to close the gaps between different groups of students where appropriate.	The progress of students is tracked but there is a disparity between different groups of students. E.g. FSM, SEND.	Progress of different groups of students is not tracked or analysed.
Evidence	<p>Progress of different groups of students is tracked, monitored and analysed. Leaders can show that in Maths when comparing gender analysis, boys are attaining more than girls across all three half terms. However, 75% of girls are making progress when compared to 66% of boys. Currently, 55% of girls are on track to make predicted grades and 57% of boys are on track to make predicted grades.</p> <p>Leaders can show that when comparing FSM students with non-FSM students, non FSM students are performing better than FSM students. When analysing progress, 66% of FSM students are making progress compared to 82% of non-FSM students with 29% non-FSM students making better than expected progress. However, 65% of FSM pupils are on track to make predicted grade compared to 45% of non-FSM are on track to make predicted grades.</p> <p>Leaders have analysed English Language and the data shows that attainment is similar between boys and girls, although boys' attainment is slightly higher overall. Both boys and girls average attainment does not appear to be rising but this is due purely to rising numbers entering with new baseline data.</p> <p>Although girls' attainment is lower, girls are making better progress than boys, which will help to narrow the gap:88% of girls have made progress compared to 60% of boys.</p>			

Current data suggests that 67% of girls are on track to make expected grade compared with 59% of boys.

When leaders have analysed FSM and non-FSM students for English Language, they found that attainment was similar in Autumn1 and 2, although in Spring 1, attainment of FSM pupils was below that of non-FSM... some of this is down to the much higher number of non-FSM compared to FSM. Overall progress showed that 100% of FSM students are making progress when compared to 63% of non-FSM students. 71% of FSM pupils on track to make expected grade compared with 58% of non-FSM pupils on track to male expected grade.

Leaders track and analyse primary students' progress but the sample is too small to make secure judgements. Individual students have made progress in the curriculum and this has been evidenced.

OUTCOMES FOR STUDENTS

	GOLD	SILVER	BRONZE	COPPER
4.3	Giving their starting points, nearly all students are exceptionally well prepared for the next stage of their education, training or employment and have attained appropriate qualifications or skills.	Most students are well prepared for the next stage of their education, training or employment and have attained appropriate qualifications or skills.	Some students are prepared for the next stage of their education, training or employment and some have attained appropriate qualifications or skills.	Too many students have not attained the qualifications or skills appropriate for them to progress on to their next stage of education, training or employment.
Evidence	<p>Destination information for Summer 2017 shows that 56% students went on to further education or an apprenticeship; 22% were NEET; 22% unknown destination.</p> <p>Exam results from the Summer 2017 cohort show: 9 Year 11 students took a mixture of GCSE and Functional Skills English and maths exams. There was one Year 10 student who achieved a B grade at A Level maths.</p> <p>GCSE English Language: two students achieved Level 1; two achieved Level 2; one achieved Level 3. Functional Skills English: one achieved Entry Level 3; one achieved Level 1. Therefore, 78% of the Year 11 cohort left the provision with an English qualification.</p> <p>GCSE Maths: four students achieved a Level 1, 2, 3, 4 respectively. Functional Skills Maths: one student achieved Entry Level 3; one achieved Level 1. Therefore, 67% of the Year 11 cohort left the provision with a Maths qualification.</p> <p>GCSE Science: one student achieved a Grade D and another student achieved a Grade G.</p> <p>Food Hygiene Level 2: six students entered and 100% achieved.</p> <p>Leaders have analysed students' predicted grades for GCSE/Functional Skills and 71% of students were either on or above target compared to baseline data.</p>			

EVALUATION GRADE

SILVER