



# NOTTINGHAM

## TUTORIAL COLLEGE

**Briefing Paper from the Provision Head**

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**Provision Overview**  
**Steve Jones (Autumn 2018)**



## Our context

### Our story

- We are a highly successful Alternative Provision for Key Stages 2, 3 & 4, situated in the Sherwood Rise area of Nottingham (NG51AP). We moved into a new and much improved, more practical building at Easter 2017 however, we did not become a fully functioning AP until September 2017 and therefore have only recently entered our second full year as a provision. Likewise, we have received our second set of published results at A Level, GCSE and Functional Skills.
- While an inspection of the provision will not refer to our predecessor business in its final report, it is important to understand our journey prior to and since we became an Alternative Provision.
- In the six months prior to our conversion to Alternative Provision, renewed, highly effective leadership drove important and striking improvements in pupil achievement, the quality of teaching, behaviour and SMSC. Capacity for delivering good or better achievement became firmly established and was borne out by consistently good or better results. All our successes have been achieved as our new current site has evolved. Our journey was recognised by the Nottingham City Secondary Education Partnership (NCSEP), and a range of other important agencies. Our Outstanding Ethos and Values drive our sustainable and enduring improvement.

### Alternative Provision status and our first year(s)

- As a provision (August 2017), the new Nottingham Tutorial College has not fallen back and in Summer 2017 our first year 11 results although with no previous results to compare to, were better than expected considering students' relative starting points. Almost all our year 11 cohort were referred to us for their education at GCSE Level 2 or less (Functional Skills level) We are very proud of their success.
- Taking account of our local context (see details below) and the structure of our offer to students, we gauge the total achievement as being the outcome of all-through 11-16 journeys. From low or very low starting points especially in Maths and Science, our students achieve KS4 standards which are close to or are predicted to be above national averages for those in Alternative Provision settings, representing exceptional progress, some even achieving A\* standard. This is a result of highly effective leadership, very high expectations, skilful teaching, caring approaches and good relations with parents and the community. We devote ourselves to the success of our students and carefully take account of the significant work this requires.
- Prior to them leaving NTC, to begin their Post-16 experience, they still require high levels of confidence building and teaching. Consequently, our curriculum offers guidance, organisation and teaching which have been rapidly improved for all students currently on the roll, especially in our Core Subject curriculum.
- In recent years, it has become normal for many students in the local area to fail to complete their full programmes of study at GCSE and courses at KS4. Both last years' and this years' results are above any previous expectations for the community. Our young people are becoming the first in their families and communities to achieve these things as a norm, along with higher education or higher entry level into the labour market.
- Our community has been transformed and made more cohesive as a result of our work. This is a vigilant, safe and caring institution that steadfastly protects its children, teaches them extremely well and ensures they are prepared to be good citizens of a tolerant, respectful and law-abiding Britain, established on the parliamentary,

democratic order. We have deliberately made provision for our children to be immersed in debate, to engage with aspirational local and national business leaders.

- We are never complacent. During challenging times for our community and significant changes in the local, national and global educational context, we are striving to ensure an outstanding performance in all we do, to become an outstanding provision and be on par with mainstream settings.
- We do not work in isolation. Our strength is also drawn from our ability to work very well with external partner organisations and people to develop deep and sustainable relationships. We are proud to work alongside the Raleigh group of schools, and Nottingham City Secondary Education Partnership (now AP Referrals based within Loxley House). We also have many other partnerships with External Agencies to ensure that our children are well-educated, protected and able to commit to the values of modern Britain.

### **Provision context**

- We have been open for around 9 terms with one set of KS4 results and have recently received yet another set of Key Stage 4 results this Summer.
- Prior to April 2017, the Provision's predecessor also named Nottingham Tutorial College was only operating as a 1:1 tutoring provision with no core subject curriculum timetable and operating in a local business centre. The Companies owner placed in post a new Head of Provision however, within months the Provision was inspected in October 2016, it was judged to be requiring improvement.
- Following conversion to full provision status, our senior leadership team and Teaching staff, has gone through a total restructure. We have appointed a Deputy Head with responsibility for Teaching and Learning. All teachers are qualified specialist subject staff, including specialist support staff with relevant qualifications and experience to support our students' individual needs.
- There is a significant gender imbalance with 40% more boys than girls (boys 70% / girls 30%).
- Our student's ethnic backgrounds consist mainly of White British 15 (70%), PAOK 1 (5%), Black -Caribbean 2 (10%), Mixed white British-1 (5%), White British Indian -1(5%), WROM / EAL (Gypsy / Romany) 1(5%), MWBC (Mixed white Black Caribbean)-1 (5%).
- We have 4 (20%) of students with Special Educational Needs Disability; 20 (100 %) with Behaviour, Social and Emotional Difficulties and 3 (15%) are Pupil Premium / FSM students. 1 student is categorised as LAC (Looked After Children), and is in provision Part-time (1.5 days)
- Although we do not have any true figures, all our students previously attended schools which fall into areas of high deprivation which is significantly above the national average.
- NTC works in partnership with AP Referrals (formerly Nottingham City Schools Education Partnership-NCSEP). Our provision is fully supported by them and quality assessed on an annual basis to ensure learners are safe and that the quality of our provision, including teaching and learning meets the required standard.

## Socio-economic area:

While many of our students reside outside of Sherwood in areas such as Clifton, Bulwell, St. Anne's and Aspley, some of our provision's students reside within the local area Sherwood. This has a lower rate of home ownership (via a mortgage or owned outright) than the national average, which suggests that Sherwood is an economically deprived area. Since all home ownership is lower than the national average and all rented accommodation levels are higher than the national average, this also suggests an area of economic deprivation.

Nottingham City comprises 182 lower super output areas (LSOAs). In England, there are 32,844 lower super output areas and each one has been ranked according to the measures of deprivation. 1 is the most deprived and 32,844 is the least deprived.

- 61 of the 182 City LSOAs fall amongst the 10% **most** deprived in the country. 110 falls in the 20% most deprived. This compares to 45 and 91 in the 2010 indices.
- The lowest ranking LSOA in the City is in Bulwell, which ranks 63rd nationally out of 32,482, and is one of two City LSOAs ranking in the most deprived 100 SOAs in the country – the other being in Aspley, ranking 78th. 7 LSOAs in the City rank in the 20% **least** deprived in the country – 6 are in Wollaton West and 1 in Clifton North.
- All the LSOAs in Aspley rank in the 10% most deprived.
- 19% of the local population claim all benefits, compared to 13.5% nationally.
- 26% of the local population has no qualifications, compared to 22% nationally.

## Leadership

- Since April 2017, the heavy investment in the development of leadership at all levels of the provision has had a huge impact on all areas of improvement: teaching and learning, behaviour, results and ethos. We have built tremendous leadership capacity throughout the Provision from governance through to all aspects of provision life. Senior staff and governors have created an ethos of high expectation and high support, they challenge and probe with discretion and integrity ensuring that all students exceed their potential.
- Students from the most disadvantaged backgrounds flourish in an atmosphere of high aspiration and encouragement. Gifted students also do extremely well, two in particular who although have both Special Educational and Social-Emotional needs, are currently progressing way above National average and should achieve A/A\* in both Triple Science and Mathematics. NTC broadens horizons and breaks down cultural and social barriers to success. We are robust in dealing with any underperformance which demonstrates the impact of strong, ethical and inspirational leadership. We have restructured the leadership team to make it more accountable with each director overseeing a directorate. This ensures that progress and behaviour can be monitored more rigorously. The Pastoral Team will soon undergo a re-structure. In its most recent evaluation inspection, Safeguarding again achieved a Gold (Outstanding) standard, and with our ever increasing number of students with complex needs an additional Pastoral Specialist will be placed in post September 2018/19, to ensure the safety and welfare of students continues to improve – there have been further improvements in all areas of the school as a result of this, including the introduction of CPOMS our newly acquired market leading software application that enables us to monitor Child Protection, Safeguarding, SEND, Attendance, Behaviour, Bullying etc.

- There is an effective Student Voice programme as evidenced by the termly student questionnaires and the whisper box which is a mechanism for our 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.
- 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.

## Values

An area of strength for our provision is the work we have been doing for the last two years on Values. This work has permeated all that we do and sits at the heart of our improvement.

We have developed a consensus with governors, students, parents, staff and community regarding our core values of: Inclusion, Generosity, Aspiration, Optimism, Responsibility, Appreciation, Integrity, and Respect. We are working hard to develop the relationship between college Values and British Values and hope to develop them further by leading on initiatives bringing our community together; united for peace and opposed to radicalisation and extremism - in Nottingham and the national context.

## Curriculum

Our broad and balanced curriculum is well structured and offers our students appropriate courses to help them in the next stage of their transition. Our 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 capacity to offer some A-Level.

From September 2018-19, the provision provided a further subject option to our students. Edexcel Product Design at GCSE 9-1 has been included in the students' group provision timetable throughout the week alongside core subjects.

The PSHE / SMSC programme is based on the PSHE Association schemes of learning.

From this academic year, all students in years 9,10 & 11, will also undertake careers guidance as per recent Ofsted guidance for Alternative Provision. This will include an initial Vocational Profiling of all students and ongoing support in order to be fully prepared for post 16. This is supported with lesson plans and activities provided by the Barclays Life Skills programme.

## Teaching and Learning

Monitoring of teaching and learning is done through daily learning walks, formal lesson observations, internal and external reviews. The quality of Teaching and Learning across the provision is evaluated and evidenced by senior managers.

- Teaching is directly relevant to students' interests and future hopes. As a result, they achieve well in such tasks as writing a job application, interview techniques, calculating budgets etc.
- There is quality teaching in English grammar and punctuation. This is because the teacher combines rigor in learning with fun and constantly relates the work to pupils' experience and interests.
- Teachers plan their lessons based on detailed information about each student's needs. Each student, therefore, works at the right level of challenge and this accelerates their progress.
- Teachers constantly evaluate students' work, giving them guidance, which helps them to achieve higher levels; regular feedback is given to students in both lessons and in reports.
- Marking in many subjects is excellent, giving students very clear instructions on how to improve their work; students are expected to interact with the hot marking system in place.
- Teachers extend students' learning skills by challenging them to take responsibility for aspects of their work; wider skills are delivered by a weekly robust PSHE session.
- Teachers use encouragement, conversation and appropriate humour to create an excellent climate for learning in lessons. This helps students to stay focused on their work and to accelerate their progress.
- Each day starts with a morning focus during which teachers and students typically issues relating to spiritual, moral, social and cultural development. All teachers then reinforce the key points of the focus in their lessons. This makes an excellent contribution to their personal and social development.

All students and parents to complete and return a college questionnaire on a termly basis. This is to monitor the quality of teaching both they and their children receive.

## Personal development, behaviour and welfare

Students at Nottingham Tutorial College are educated within a totally positive ethos that helps them realise what their provision has to offer. As a result, students' attitudes towards it are exemplary, expressed through their high levels of commitment to learning and genuine interest in achieving their very best. They also conduct themselves in an exemplary manner, in and out of lessons and around the provision site. They are respectful to one another and their teachers and they are extremely polite and welcoming towards visitors. Students are intensely proud of their provision and demonstrate this by their attendance, punctuality, academic endeavour, good conduct and respect for their learning environment. The levels of care, guidance and security offered to students are also exemplary. Leaders, teachers and governors have created a very safe and vigilant environment in which to **learn and develop into a young British subject of the 21st Century**. Consequently, students feel safe, are confident in the provision's desire for them to do well and know that their teachers will help them with any problem.

As a result of students' standards of behaviour, respect for one another and commitment to learning (normally self-directed), we believe the ethos of the provision has made a significant contribution to their spiritual, moral, social and cultural development. **Our students leave us with much to offer their community and wider British society.**

The continued improvements at NTC are testament to principled able leaders, parents/carers, students, governors and teachers. They have united to create an ambitious, motivational and encouraging environment for all students and they have the support of the local community in their endeavour.

We plan to introduce a fully integrated and personalised high quality, impartial careers guidance that helps pupils to make informed choices about which courses suit their academic needs and aspirations. We intend to thoroughly prepare our youngsters for the next stage of their education, employment, self-employment or training.

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.

The provision's strategies to promote high standards of behaviour are extremely effective. Pupils are self-disciplined, independent and incidences of low-level disruption are very few.

Behaviour data shows that student incidents have massively decreased compared to data from last year. There is an age appropriate effective behaviour and consequence system in place with reward charts for primary students; postcards, gift vouchers, trips out and restaurant experiences are available if students meet behaviour targets.

All incidents of challenging behaviour from students are effectively managed by staff and learning for others is not disrupted. Fixed term exclusions are applied should the need arise.

## **Attendance**

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.

There is also a programme of targeted intervention for those students with persistent absence issues.

The students at NTC work hard with the provision to prevent all forms of bullying, including online bullying and prejudice-based bullying. Following a safeguarding review in March 2018, the provision provides a safe and secure environment, and the students are confident in the provision's capacity to protect them and help them to mature and develop. In addition, the students were unanimous in saying that they felt safe in provision and had confidence in the staff to support them if they experienced personal as well as academic problems. Almost all the students spoken with judged Behaviour, Attitudes to learning and Safeguarding to be 'Outstanding' because as a community the school really lives its values and the whole school community are expected to set an example for each other.

Our students are our biggest advocates; students understand each other, each other's backgrounds and cultures and the view and opinions of the wider community. We are a provision that strongly encourages questioning and discussion particularly around our values [which include British values]. NTC has an open culture and actively promotes all aspects of students' welfare. Our students are extremely safe, and they understand how to keep themselves safe in different situations and settings.

## **Safeguarding**

- All safeguarding requirements for the provision are extremely effective, rigorously applied in all aspects of provision life and understood by all stakeholders. The provision works hard to promote and ensure a strong safety culture.
- Staff and governors are provided with highly effective CPD on Safeguarding and risk assessment issues; the provision has in place clear policies and practices which are continually monitored and evaluated and regularly updated as required.
- There are regular and robust reviews carried out. The most recent by NCSEP and a rigorous Safeguarding Audit by the Head of Provision. Both the Head and his Deputy meet monthly to discuss Safeguarding and the protection of children at the provision. Safeguarding is a standing agenda item at all meetings.
- There are also regular briefings between senior leaders and the designated governor for safeguarding.
- Our pupils' feelings of safety also reflect the rigour and effectiveness of our safeguarding procedures through which we ensure that all statutory requirements are met and all staff and adults regularly working with children are vetted, whilst risk assessments are used assiduously for those working occasionally.
- The Provision works hard to keep abreast of online safety issues and has a regular cycle of promoting this to pupils through assemblies and in lessons to ensure that all pupils understand the risks associated with, for example, social networking and cyber bullying.
- All pupils are well versed in risk taking behaviours and are guided towards making safe choices be it in relation to substance abuse, online-safety, crime involving weapons and gangs via a range of programmes including assemblies PHSE and in lessons which tackle the risks young people face in today's world.

- Students are encouraged to use the SHARP system to seek support or report any situations that cause them to worry for themselves or others, anonymously.
- Any form of extreme behaviour or extremist views are challenged by all staff and referred to senior staff- we have a zero- tolerance stance on this. Our Values work with the pupils supports this approach.
- There is a deep- rooted culture of keeping children safe and reducing the risks young people are increasingly exposed to embedded into the fabric of the school.
- Our parents trust us to do the best by and for their children.
- All referrals are followed up and the safeguarding procedures are adhered to in getting the best outcomes for our most vulnerable young people. It has been recently said that we are 'fanatical' in promoting a safe culture of learning and seeking to get the best outcomes for our most vulnerable pupils.

## **Radicalisation**

All staff are familiar with the provision's safeguarding policy; radicalisation and the Channel processes are included within it. All staff have received the training which is further supported with a regular cycle of whole staff briefings.

Staff at the Provision are made aware of the implications of the PREVENT DUTY.

Staff are aware of the internal SPoC for radicalisation/extremism concerns and enquiries.

Inclusion of the duty to prevent people being drawn into terrorism, together with reference to terrorist and/or extremist material is placed within the ICT code of conduct.

Firewalls and online security measures are in place to ensure that pupils cannot access extremist or inappropriate content. Where websites such as YouTube are permitted for the purpose of learning, but are used by pupils to access inappropriate material, staff are aware of how to respond to this, and how to report any extremist content encountered.

Relevant staff undertake awareness training, so that they are aware of what extremist material looks like.

The provision has a strong commitment to the scrupulous promotion of the Government's Prevent Strategy, and the importance of this, for their protection and well-being, is understood by the students.

Prayer facilities are equally available to students from all faiths. Rules around the use of such facilities are in place-for example, they can only be used at certain times during the day.

## **Appraisal**

The appraisal process is a supportive process which is used to inform continuing professional development. As a provision, we want to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Appraisal is linked to provision improvement priorities, Teachers' Standards, Career Stage Expectations and the on-going professional development needs and priorities of individual teachers and support staff.

## **Effectiveness of leadership and management**

Leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of both Primary and 11-16 provision, while improving the progress and achievement of learners and groups of learners.

- High expectations of all students ensure that there are marginal gaps between groups of learners.
- A more refined and broader curriculum that considers the new Government A level reform from September 2018
- Staff are effectively prepared for the new reforms.
- Clear pathways and entry requirements have been modified in light of the changes ensuring students are on the right courses to ensure success.
- Vocational profiling and Work experience will be targeted towards students' career pathways from September 2018
- Effective and established data and tracking models in place throughout all keys stages within the provision.
- Quality, impartial information and guidance is offered to all students to establish progression routes.

## **Outcomes for Learners**

### **Summer 2018 results (GCSE, F. Skills, A' Level)**

**Results in 2018** continued the steady improvement on last year and gaps between pupils with SEN have closed to a point where they are no longer significant.

Attainment of almost all groups was similar or above National average expected for Alternative Provisions (based on 2017 data)

NTC out-performed the national average for Alternative Provision (AP) across all regions.

- 33% of Year 11 learners achieving five or more GCSEs or equivalent, compared to the latest available national average for AP schools of 12.3%.
- At least one GCSE or equivalent was achieved by 89% of Year 11 learners, compared to the latest national average for AP of 57.7%.
- 33% of Year 11 learners achieved at least one GCSE at grades A\*-C/4-9, or equivalent, compared to the latest national average for AP of 20.3%.

100% taking A- Level qualifications, achieved 3 A-Level qualifications.



**Stephen Jones**

Head of Provision