



**QA REPORT 2018-2019**

<b>NAME OF PROVIDER: Nottingham Tutorial College</b>	<b>DATE OF EVALUATION: 28<sup>th</sup> March/2<sup>nd</sup> April 2019</b>
<b>EVALUATION TEAM: Jodi Stead</b>	<b>MODERATOR:</b>

<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b>	<b>1</b>
<b>TEACHING, LEARNING AND ASSESSMENT</b>	<b>2</b>
<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>	<b>1</b>
<b>OUTCOMES FOR LEARNERS</b>	<b>2</b>
<b>AGGREGATE GRADING</b>	<b>2</b>

**Context of visit:** The visit was part of the annual QA cycle and was conducted over two days. Lessons were seen in Key Stage 2, Key Stage 4 and off-site provision. Interviews were held with staff, students and leaders. Work samples were scrutinised in all areas and leadership documents analysed. There is a mixture of part-time and full-time provision over short and long term placements.

**Provision Strengths:** Leadership and management is highly effective; capacity for securing further improvement is excellent and leaders constantly review and assess strategies in the SEF. Internal QA is robust, there are set formal observations with regular learning walks interspersed into the QA cycle. The curriculum is well structured and has been designed and altered to meet the needs of commissioners. Teaching is strong and this was especially true of the teaching seen on site at the main provision. Learners are challenged to achieve and this is substantiated by the excellent summer 2018 exam results. There are positive interpersonal relationships between staff and learners. Leaders are keen to support learners into post-16 transition and there is a structured programme in place to support with this. Overall, learners make good progress from their starting points; summer 2018 exam results were excellent.

**Key Areas for Development:** Whilst leaders work well with commissioners to tackle low attendance, attendance is still variable for too many learners. Behaviour observed during the evaluation visit was good but there are many incidences of low-level behaviour recorded. Tackling poor engagement from the cohort of off-site learners is an area for development.

1 = Exceeds expectations

2= Meets expectations

3= Working towards expectations

4= Below expectations

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

1=Exceeds expectations		2=Meets expectations	3=Working towards expectations	4=Below expectations
1.1	Capacity for securing further improvement is excellent. Leaders have created a culture that enables learners 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	Provision leaders produce an annual SEF and a school improvement plan. The SEF shows that leaders have rated the provision as Good for all sections; the sections are based on the Ofsted framework. The SEF highlights areas for improvement and these are fed into the improvement plan. This is RAG rated, reviewed and the impact is measured. There are timescales for all action points. Key priorities are thoroughly explored. An example from the plan: <i>More accountability on teaching staff to improve capacity for securing further improvement</i> . There are four action points to help meet this priority. A further key priority is: <i>Review the use of summative assessment to ensure that it effectively measures student progress and that it informs teaching</i> . This has six action points which includes mock exams, purchasing quality resources and external staff training.			

1=Exceeds expectations		2=Meets expectations	3=Working towards expectations	4=Below expectations
1.2	Leaders always focus on consistently improving outcomes for all learners. 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 learners. 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 learners. 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 learners. They have poor relationships or a lack of communication with commissioning schools and external agencies. Leaders do not feedback outcomes to commissioners.
Evidence	The provision only engage fully qualified teaching staff to deliver lessons. Two staff have successfully gained their QTLS status since working at the provision and have been mentored in this process by the Head of Teaching and Learning. The provision has been involved in Raising the Grade subject conferences for maths, English and science. These are held at Nottingham Trent University and have been organised in conjunction with one of the commissioners. Further evidence to show that provision leaders work effectively with commissioners is highlighted in email communication to organise exam timetables for learners. A workshop run by Nottinghamshire Police to engage students with apprenticeships proved popular, some students who had not considered a career in the police force before have been proactive in finding out further information. Commissioners receive weekly tutor reports (if requested) and half termly reports. Learners are encouraged to set themselves targets each half term. Parent questionnaire responses have been highly positive of the work carried out by leaders.			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
1.3	Leaders have an accurate and comprehensive understanding of the provision's effectiveness, informed by the views of learners, parents and staff. Internal QA is used to identify and promote good practice across the provision. Areas of weakness are identified and quickly eradicated. Where appropriate, leaders use appraisal as an effective tool to raise standards by linking targets to staff CPD requirements. The CPD programme is tailored to staff and individual learner needs and this is monitored by leaders.	Leaders have an accurate understanding of the quality of education at the provision. Internal QA is used effectively to develop all areas. Where appropriate leaders use appraisal effectively to improve teaching and this is linked to a CPD programme for all staff.	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. Appraisal does not focus on improving teaching and learning. There is a CPD programme but not all staff benefit.	Leaders have an inaccurate understanding of the quality of education at the provision as there is no evidence of internal QA processes. Appraisal is not used and there is no CPD programme for staff.
Evidence	Performance management is cyclical: there are meetings in October where targets are agreed, February where targets are reviewed and June where targets are measured. At the February meeting, targets are RAG rated and this helps leaders and staff understand how progress is being made. The teacher standards are used as a benchmark so that there is consistency across the provision for all teachers. The appraisal system is detailed and folders are meticulously kept. From the performance management system, staff CPD is designed. There is a calendar of CPD sessions for each academic year. Some examples of CPD include: teaching and learning assessment, marking policy, pupil levels and CPD for a new curriculum course. Where appropriate, staff undertake all generic training and subject specific training. Leaders have sourced external providers where appropriate. Internal QA is carried out regularly with a series of formal observations, peer observations, learning walks and work sample analysis. Leaders have an overview of each staff member with their targets recorded. Key areas for development are prioritised and feedback is given to individual staff or at whole staff meetings as training.			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
1.4	Where appropriate, the curriculum is well structured and offers learners suitable courses to help them in the next stage of their transition. This engages learners in their learning and promotes good behaviour. Where requested, 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 learners a broader understanding of community.	The curriculum is structured and appropriate to the APs offer. This helps to engage learners in their learning. The range of courses help learners prepare for the next stage of their transition. Where requested, there is a planned programme for SMSC and British Values. Equality and diversity is promoted and evident.	The curriculum delivery lacks structure and only engages some learners. Commissioners report that the range of subjects could be improved to prepare learners for the next stage of their transition. Where requested, leaders ensure there are some opportunities to promote SMSC and British Values. This is done on an ad hoc basis. Equality and diversity is not consistently promoted.	The curriculum on offer is not appropriate for the needs of the learners. It does not engage learners. Commissioners report that the range of subjects is narrow and does not prepare learners for the next stage of their transition. Even though requested by commissioners, SMSC and British Values are not made explicit to learners. Equality and diversity is not visibly promoted.
Evidence	The curriculum is led by commissioner needs and requests; therefore, the subjects on offer are: English Language, English Literature, Maths, Science (Chemistry/Biology) and Product Design at GCSE level. This offer of five GCSE subjects is highly unusual to find in one alternative provision. Additionally, some students are going to sit GCSE History. Functional Skills is also offered in English and maths. Every three weeks there is a dedicated PSHE slot on the timetable but leaders have also completed a mapping exercise to show where PSHE fits in across the curriculum. Each subject area has completed the mapping exercise to show where they teach: healthy lifestyles; healthy minds; economic wellbeing; careers education; preparation for the workplace; contribution to society. Knife crime and E Safety are just two areas where students have received PSHE lessons. Equality and diversity are promoted throughout the provision and there are teaching resources and staff CPD materials to develop this aspect.			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
1.5	Safeguarding is effective. Leaders and managers have created a culture of vigilance where learners' welfare is actively promoted.	Safeguarding is effective. Leaders and staff take appropriate action to identify learners who may be at risk.	Safeguarding is effective.	Safeguarding is ineffective. The Provision's arrangements for safeguarding learners 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 learner absence is followed up effectively	Yes
	Incidents of allegations? Evidence they have been followed up effectively?	Yes	ICT filtering and monitoring is robust	Yes
	New staff/volunteers have appropriate safeguarding training	Yes	Evidence of effective communication between commissioners/external agencies	Yes
	Learner risk assessments completed, updated and shared with staff	Yes	Evidence that safeguarding, behaviour and anti-bullying logs are maintained and appropriate actions followed up	Yes
	Behaviour data is analysed and acted upon	Yes	Fixed term and permanent exclusion data is recorded and analysed	Yes
	Sample of staff interviewed were able to prove they had knowledge and understanding of the provision's safeguarding arrangements.	Yes	Sample of learners interviewed were able to prove they had knowledge and understanding of the provision's safeguarding arrangements.	Yes
	Leaders have completed the annual Safeguarding Audit review; there is a dedicated Attendance Officer on site.			

**THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
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	N/a as there are no Governors.			

	Registered Independent School	Acting within IS regulations	In breach of IS regulations	
1.7		Yes – registers seen.		

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
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 learners' needs which maximises learner progress.	Teachers use secure subject knowledge to plan learning that sustains learners' interest. Most learning tasks are differentiated and varied which supports learner progress.	Teachers' subject knowledge is not deployed effectively to engage learners. Some learning tasks are differentiated and varied. There is an over-reliance on one teaching method. This can at times stifle learner progress.	Teachers do not have secure subject knowledge. Consequently, learners 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 learners' needs. Learners do not make clear progress.
Evidence	<p>Lessons were planned effectively and consistently throughout the provision. Teachers adopt their own lesson plans but all explained learning objectives and the learning outcomes. Subject knowledge was secure and evident in all lessons. Learning tasks were matched to the ability of the learners with an element of challenge. In maths, the teacher differentiated starter tasks into Higher and Foundation levels. For one to one teaching, the tutors create tailored lessons for each learner. For the other subjects, there was not as much evidence of differentiation, learners were given the same or very similar activities. In Technology the new subject for this year the planning has allowed SEND students to complete a two-year course, in what would effectively be only eight working months, the differentiation and support allows the students to achieve a potential grade.</p> <p>In the Key Stage 2 maths lesson, the teacher re-capped prior learning and set the learners a warm-up activity where they had to complete a jumbled multiplication grid. The learners were keen to be timed and fully engaged in the task. The main learning activity was to move and plot shapes on a grid; learners had support from teaching assistants. The teacher talked through the task but it would have been improved if this had been modelled on the board for the learners to see themselves. Once they understood the task, they engaged fully and were keen to move onto the higher-level challenge of incorporating negative numbers on their grids.</p> <p>Lesson evaluations of the 1:1 teaching were conducted on the second day of the evaluation. There should have been four learners at one venue but only one was present and a second arrived as we were leaving. The teachers of the 1:1 tuition had all prepared work and were able to show me learner's prior work. There were opportunities for learners to engage with reflective plenary time but the example I was shown indicated that the learner had not valued this opportunity. The work set matched the ability of the learners and teachers were knowledgeable about the barrier to learning their students had. Teachers were able to discuss different strategies they had used to re-engage students in learning. Examples of different topics were seen.</p>			

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
2.2	All teachers develop and consolidate learners' knowledge, understanding and skills. They give sufficient time for learners 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 learners' knowledge, understanding and skills. They give sufficient time for learners 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 learners to consolidate their learning in lesson time. The pace in some lessons inhibits learning.	Teachers do not give sufficient time in lessons for learners to consolidate learning and as such, progress is limited. Pace of lesson inhibits learning.
Evidence	<p>The GCSE maths lesson was differentiated for Higher and Foundation learners; this was evidenced from the starter activities (the book sample showed that the starter activity is embedded into lessons) and the work set for the different ability of the learners. The teacher keeps weekly tracking on each learner where their achievement is RAG rated; this is transferred onto a weekly tracker on the learner's book so they are always aware of the level they are working at. The lesson moved quickly, both learners were able to explain the purpose of the lesson and how they had worked out the gradient from a set of co-ordinates. Once this was completed, the teacher moved onto a ratio question for exam practice. Both learners were engaged and actively shared the methods they had used to work out the exam question. The teacher used several questioning techniques to ensure they had both secured the learning objectives.</p> <p>The GCSE Chemistry lesson was clearly structured and gave learners an opportunity to perform a practical task in order to test a hypotheses. The lesson was well structured and resourced. Students were encouraged to give their opinion about whether or not the rate of reaction would be faster or slower depending upon the temperature of the acid. The learners were engaged with the task and were able to develop their answers by using theoretical knowledge in a practical situation. The teacher asked the learners lots of questions and at times, did not give them the opportunity to fully answer before another series of questions was asked. Once the learners had recorded their results, they had to use their numeracy skills to pool their answers and work out a collective response so that the results were more accurate. There was a higher level challenge set where they had to use their learning from the lesson and apply the theory to a series of different scenarios. Most of the learners were able to get to this point. Learners were engaged in the lesson, they were happy to answer my questions about the learning. The books demonstrated regular and effective marking with learners responding to teacher comments.</p>			



## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
2.3	All staff manage learner behaviour highly effectively with clear rules that are consistently enforced. Teachers are determined that learners achieve well. They have consistently high expectations of all learners. All teachers are quick to challenge stereotypes and the use of derogatory language.	Teachers incorporate the Provision's behaviour management routines consistently. Learners 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 learners to work with positive attitudes. Derogatory language is sometimes tolerated.	Learner 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	<p>Students at the main hub were engaged in learning, eager to improve and were able to explain to me about the tasks they were undertaking. There was a positive learning ethos in all classrooms. Staff have worked hard to establish positive relationships with students and there is a clear behaviour management system in place which is used effectively.</p> <p>Students accessing one to one provision are generally more challenging. Teachers reported that attendance is low and as such, progress is limited. During the evaluation visit, one student was present and a second arrived late. Staff work hard to motivate and support students.</p>			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
2.4	Teachers check learners' understanding effectively in lessons, offering clearly directed and timely support. Teachers provide incisive feedback and learners use this feedback effectively. Teachers identify and support any learner who has/is falling behind and effectively plan accordingly to maximise the chance for learners to reasonably catch up with peers; to narrow the gap.	Teachers usually check learners' understanding in lessons, so offering timely support. Teachers give learners feedback in the majority of lessons enabling the learners' to make progress.	Teachers do not employ a consistent method in lessons to effectively check learners' 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 learners to consolidate learning and as such progress is limited. Weak assessment practice means that teaching fails to meet learners' needs. There is a lack of evidence of feedback being given or acted upon.
Evidence	<p>The Product Design lesson was a good example of the teacher closing the gaps in the learner's skills and understanding. The teacher had created resources to encourage engagement and build up skills and confidence. The teacher modelled examples and supported the learner with the drawing task. Key words were on the board which the teacher referred to as the lesson progressed. The work sample showed that the majority of learners had made good progress since the inception of the qualification. The Year 11 cohort are aiming to complete a two-year course in just one academic year.</p> <p>The English lessons were well planned and structured with learners working on GCSE exam technique to answer questions about the set text. The teacher had created a series of resources to deconstruct the exam question and allow learners to work independently. Some learners needed more guidance than others and this was given. Praise was effectively used in the lessons. The books showed that learners have tackled a variety of tasks and challenges. All learners were confident to express views and were able to give examples from the text to substantiate their answers. The teacher modelled an example so that they could use this as a starting point.</p> <p>The work sample showed that a variety of learning tasks are used regularly in Key Stage 2.</p> <p>The maths books showed that a variety and range of the exam specification had been covered, learners are now revising in readiness for the GCSE next term. There was clear evidence of assessment and tracking of progress; comments were positive and constructive to enable learners to improve; evidence of self-assessment was robust as at the end of each lesson, learners reflected upon their learning using the purple pen marking method.</p> <p>There is also an ethos of identifying students needing support then contacting parents, the stakeholder and sending work home to encourage absent pupils to engage with lost work.</p>			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
2.5	Where appropriate, teachers embed reading, writing, communication and numeracy. There is evidence to show embedding.	Where appropriate, teachers develop learners' reading, writing, communication and numeracy.	Teachers miss opportunities to develop learners' reading, writing, communication and numeracy.	There is a lack of focus on reading, writing, communication and numeracy throughout the curriculum.
Evidence	<p>Within the Key Stage 2 room there are bright colourful learning displays. Student work is on display e.g. Tudor houses that they have made, William Shakespeare art work; human digestive system diagrams; examples of geometry and shape. Teaching in Key Stage 2 has been effective; the work sample revealed that each learner had completed at least four A4 books in maths, English and topic. The books illustrated a broad and balanced curriculum on offer. In English the learners had studied Shakespeare, Dickens and David Walliams. Marking is constructive at a level the learners can access. They take pride in their work and were eager to tell me about the different topics they had studied and what they had enjoyed.</p> <p>In addition, there is a word of the week which all departments have displayed in their classrooms and they are encouraged to try and discuss this with students.</p> <p>In Science there are key technical displays on the walls and in Technology all key subject area and technical works and mathematical calculations are displayed in the classroom walls.</p>			

**EVALUATION GRADE**

**2 With considerations to comments this should be reviewed.**

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
3.1	Most learners' attitudes to their studies are excellent. There is a proactive Student Voice programme which allows learners to share their ideas and opinions with staff. The Provision has effective strategies to promote high standards of behaviour.	Most learners are engaged with learning and exhibit positive attitudes. These positive attitudes have a good impact on the progress they make	Most learners are engaged with learning and exhibit positive attitudes about the Provision. However, some individuals disrupt the learning of others.	Too many learners are disengaged and exhibit poor attitudes to learning. Their actions disrupt the teaching and learning of others. A significant minority of learners show a lack of respect for each other or staff. Learners ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the Provision.
Evidence	<p>There is a proactive Student Voice programme and this allows learners to give their ideas and input into the provision. Evidence seen included learner activities on: Our School; Mental Health; Being a Responsible Citizen. Students are encouraged to complete termly questionnaires and the results are analysed and fed back to the learners. There is an established behaviour management system with a consequence system for negative behaviour and a reward system for positive behaviour. The consequence system gives students the opportunity to make better decisions but if they don't then parents and commissioners are informed. There is a detention register which is run each week and this gives students time to reflect on poor decisions. Other students also use this time as an after-school homework club to improve their grades. During the evaluation visit there were no examples of poor behaviour. Non-attendance at one to one sessions was the biggest barrier to learning. Leaders keep detailed records of behaviour incidents and these are recorded on the CPOM system. The reporting system records more than one type of behaviour per incident so the number of incidents recorded in the Autumn term one was artificially high at 46. The two key categories with the highest misdemeanours were verbal abuse of staff and refusal to follow instructions. The number had reduced to 29 in Autumn term two and 23 in Spring term one. There has been an increase to 48 for Spring term two. Leaders meet each half term to analyse the data and complete a Behaviour Management Review form highlighting areas of good practice and areas for development. Staff track positive behaviour points and these have been steady with between 270 and 283 recorded per half term.</p> <p>The provision diligently logs all behaviour incidents and is effective at using intervention to reduce (as is seen from Autumn to Spring term data) these incidents. The higher number for Spring term two was centred within a small cohort who generated most incidents.</p>			

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
3.2	The majority of learners improve or maintain their attendance when considering their relative starting points. In some cases, learners' attendance has improved significantly since attending the provision.	Non-attendance is decreasing and where learners are absent or persistently absent, intervention is used effectively and there is follow up.	Attendance is improving or stable, however, some learners or groups of learners continue to have poor attendance. There is evidence of intervention.	Attendance is consistently low for all learners or groups of learners and shows little sign of sustained improvement. There is no clear evidence of any intervention.

Evidence	The current CLM attendance figure stands at: 92.2% for the Primary Group; 70.4% for Secondary Group; 49.6% for 1:1 off-site tuition. Analysis from leaders shows that Autumn term 1 was 67% in total; Autumn 2 was 66% and Spring 1 73%. Baseline data comparing individual learner attendance with current provision attendance is recorded but not analysed. My analysis shows that 56% of the cohort have improved their attendance since starting at the provision, however, a further 44% have not. Interventions are recorded; there are voucher incentives for 100% attendance; there is an Attendance Officer who liaises with home and commissioners. Provision leaders analyse each Year Group attendance, and this has remained stable since September 2018.
----------	---

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
3.3	Where appropriate, the majority of learners recognise the value of receiving input 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.	Where appropriate most learners recognise the value of receiving input 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.	Where appropriate, some learners recognise the value of receiving input 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 learners do not understand how and why to live healthy, positive lives both physically and emotionally
Evidence	The pupil questionnaire revealed that most learners across the key stages recognised the value of healthy lifestyles and felt safe at the provision. There have been lessons to promote health and this is also being embedded in cross-curricular activities. The PSHE schemes of learning are based on PSHE Association units. Units covered so far include: mental health, E Safety, Prevent, knife crime awareness, climate change, equality and diversity. One student wanted to have lessons to find out about cancer and these were provided. LGBT awareness is positively promoted. There are displays around the provision and a 24 hour news programme is continually on in the reception area so that learners have an understanding of daily news stories. Agencies such as CGL Jigsaw have been used to help individual learners where appropriate. There was documented evidence that SMSC subjects have also been mapped across curriculum areas.			

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
3.4	The Provision's open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations. Learners have an understanding of how to stay safe on-line. Learners work hard with the Provision to prevent all forms of	The Provision's open culture promotes all aspects of learners' welfare. Learners 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 learners' well-being. Learners work well	Learners are safe and they feel safe. There are however, incidents of bullying and/or prejudiced behaviour at the Provision.	Learners or particular groups of learners 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 and rarely dealt with appropriately.

	bullying, including on-line bullying and prejudice-based bullying. Staff and learners deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	with the Provision to tackle and prevent the rare occurrences of bullying.		
Evidence	Due to the small groups in Key Stage 2, there have been incidents of learners falling out with each other but only one incident which was classed as bullying. This was dealt with swiftly and responsibly, involving parents and the commissioner. There is high supervision throughout the provision and learners have reported that they feel safe and happy at the provision. E safety lessons have focused on cyber-bullying, chat rooms and social networking. There have also been lessons on sexual harassment and sexual violence for older students. Questionnaires are completed termly which gives learners the opportunity to air their views and opinions and contribute to the ethos of the provision.			

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
3.5	Where appropriate, all learners have access to careers guidance. There is a high -quality planned careers programme which prepares learners for the next stage of their education, employment or training. This is reported to commissioners and the programme is monitored and evaluated regularly.	Where appropriate, there is a planned careers guidance programme. This enables learners to make informed choices about the next stage of their education, employment or training.	Where appropriate, careers guidance is available but there is no planned programme. This hinders learners making choices about the next stage of their education, employment or training.	Careers guidance is not available.
Evidence	The commissioner has assumed responsibility for providing a careers programme but the provision has been able to add value by supporting the commissioner in various ways. For example, leaders have signed up to Barclays Life Skills which has aided Year 11 learners in producing a CV, completing application forms and practising interview techniques. Sessions on financial risk and money saving techniques have also been incorporated. There is a careers display board, Futures appointments are facilitated and there is direct targeted intervention for students. Learners are encouraged to apply for college and apprenticeship places. The programme is evaluated and monitored because leaders have already identified three potential NEET learners and are working on interventions for all of them with the support from the commissioner.			

**EVALUATION GRADE**

**1**



## OUTCOMES FOR LEARNERS

	1=Exceeds expectations	2=Meets expectations	3=Working towards expectations	4=Below expectations
4.1	Progress is tracked and analysed for all learners across all relevant areas and attainment is broadly in line with home school expectations, or, if below, is improving. Where there are gaps in attainment, evidence shows every effort is being made to address those gaps. This evidence is shared with commissioners to track individual progress.	Progress is tracked and analysed in all relevant areas and most learners are making appropriate progress considering their different starting points. There is evidence that this data is shared with commissioners. Interventions are in place to close gaps between different groups of learners.	Progress is tracked across most subjects. There is evidence that some learners are making progress considering their different starting points. There is a disparity between different groups of learners (where applicable).	There is little or no evidence of progress tracking.
Evidence	<p>Maths tracking and analysis shows that there is one Y9 student who due to persistent absence is not making progress; 27% of Year 10 students and 10% of Year 11 students are making progress (20 learners in total). Of these twenty learners, four are at risk of not achieving their predicted grade. There are 50% of the Year 10 learners on track to make their predicted grade and this figure is 35% for Year 11. 25% of girls and 25% of boys are making progress. Interventions by leaders have included addressing challenging behaviour, setting homework and reflection time. FSM learners are making 17% progress compared with 29% of non-FSM learners; there are less FSM learners than non-FSM learners.</p> <p>English Literature tracking and analysis shows 64% of Year 10 and 57% of Year 11 are making progress. 82% of Year 10 learners are on track to make their expected grade and this figure is 71% for Year 11. 50% of girls have made progress compared with 64% of boys. FSM students are making 40% progress compared with 69% of non-FSM learners.</p> <p>English Language tracking and analysis shows 62% of Year 10 and 45% of Year 11 are making progress. 78% of Year 10 learners are on track to make their expected grade and this figure is 56% for Year 11. Interventions have been additional reflection time and Easter booster sessions are being arranged. There is no discernible gap in gender progress. FSM learners have made 50% progress compared with 58% of non-FSM learners.</p> <p>Biology GCSE tracking shows that 64% of Year 10 learners and 22% of Year 11 learners are making progress. It is expected that 90% of Year 10 learners and 44% of Year 11 learners will achieve their predicted grade. Chemistry GCSE tracking shows that 60% of Year 10 learners are making progress and expected to achieve their predicted grade.</p> <p>Product Design GCSE has only been introduced this academic year but both Year 10 and Year 11 students have made 80% progress and are likely to meet their predicted grade.</p>			



## OUTCOMES FOR LEARNERS

	<b>1=Exceeds expectations</b>	<b>2=Meets expectations</b>	<b>3=Working towards expectations</b>	<b>4=Below expectations</b>
4.2	Giving their starting points, nearly all learners are very well prepared for the next stage of their education, training or employment and have attained (where) appropriate qualifications or skills.	Most learners are well prepared for the next stage of their education, training or employment and have attained (where) appropriate qualifications or skills.	Some learners are prepared for the next stage of their education, training or employment and some have attained (where) appropriate qualifications or skills.	Too many learners have not attained the qualifications or skills appropriate for them to progress on to their next stage of education, training or employment.
Evidence	<p>The summer 2018 cohort had 81% of learners moving onto either further education, apprenticeships or employment.</p> <p>Results for the summer 2018 cohort were strong, 75% of Year 11 students left the provision with at least one GCSE; 38% left with at least four GCSEs; 25% left with at least five GCSEs. 56% of learners achieved a GCSE in English Language and maths; 13% achieved a Grade 4 or above in English Language and maths. One Year 11 learner sat A Levels in three subjects and achieved an A, C and E pass in all of them.</p> <p>From all of the GCSE subject targets, 39% (from teacher records) were met or exceeded.</p> <p>Functional Skills results showed that 25% of the cohort achieved a Functional Skills qualification in English and maths; 66% in ICT. The majority of learners sat GCSE exams and some sat a mixture of GCSE and Functional Skills.</p>			

<p>How does your provision cater for learners with SEND?</p>	<p>The provision has employed a SENCO who has reviewed, audited and interviewed all learners at the provision. On her recommendation, some learners have been referred for SEN diagnosis. An SEN review has been conducted and is updated each term. There are in-depth case studies completed on all learners with SEND.</p> <p>Staff have had training and are able to work with learners with ASD. There is an SEN register which outlines each learner's area of need and this is shared with staff.</p> <p>There is a trained counsellor who visits the provision to meet regularly with identified learners. There is a running record kept of interventions.</p>
<p>How does your provision cater for learners who are Looked After?</p>	<p>Provision leaders attend multi-agency meetings and share appropriate information with staff. The trained counsellor can offer support if needed.</p>
<p>How does your provision cater for learners who have FSM?</p>	<p>There is a Pupil Premium Provision map which highlights academic interventions, e.g. Star Readers programme. The mapping exercise also highlights opportunities for enrichment/engagement and well-being. E.g. subsidised trips, breakfast and uniform provision for interviews.</p> <p>Leaders keep a Disadvantaged Calculator tracker which tracks factors such as educational barriers; ability; social and family circumstances; family barriers; behaviour and attendance. This is completed every half term.</p>

EVALUATION GRADE	2
------------------	---