



Contents

- Section 1: Executive Summary, Key Strengths and Areas for Development, Headline Performance Analysis
- Section 2: Outcomes for Learners
- Section 3: Teaching, Learning and Assessment
- Section 4: Personal Development, Behaviour & welfare of our students
- Section 5: Leadership & Management
- Section 6: Student Outcomes Tables and Charts
- Section 7: Guidance on information used in this Self-Assessment Report

Section 1: Executive Summary of 2016-17

KEY FACTS ABOUT THE COLLEGE 2016-17

- We remain a designated Sixth Form College
- Number of 16-19 students was 2681 – a growth of 108 on the previous year
- We had the 5th largest A level cohort in the country
- Students come from over 60 different schools with 50% coming from Brighton and Hove
- There are 15 subject departments for 16-19 education organised into four faculties
- Overall College income from all sources excluding capital grant was c. £12m with expenditure c£11.8 million.
- Our financial health is 'Good' for 2016-17
- In November 2012 the College was inspected by Ofsted and was judged 'Outstanding' in all graded areas and judged as 'Outstanding' overall
- We are a member of the Brighton and Hove Secondary Partnership Group and Accord Group of Colleges
- We are a member of the S7 sixth form college consortium and FE Sussex
- Real terms cuts in funding 2011-17 will be in the order of 30% – the College has restructured staffing and grown student numbers to offset financial pressures but we are now at capacity
- We seek planning and funding for a new building to provide better accommodation and allow sustainable growth to offset funding pressures

SUMMARY OF SELF-ASSESSMENT

- All department subject areas produce self-assessment reports and action plans (SARAPS) based on clear procedures
- Each cross-college department also produces a SARAP
- These SARAPs are all discussed and graded at the College Validation Board which includes senior staff, a governor and an external observer
- The College self-assessment report (SAR) is a distillation of these reports plus evidence from other sources
- The College Development Plan is an action plan based on evidence gathered during the SARAP process
- The College SAR and Development Plan are considered and endorsed by SMT, the College Management Team (CMT) and the Corporation and its committees
- The College Development Plan is reviewed three times in the self-assessment year by SMT, CMT and the Corporation and its committees

EVIDENCE BASE

- College SARAPs including progress updates
- The College Strategic Plan 2017-20
- 16 curriculum department SARs
- 25 cross-college SARs and Governance SAR
- Raw results data
- DfE national School Performance Tables
- Value added data produced by DfE, ALPS & ALIS
- National Benchmark data on Goldmine and from Six Dimensions
- CIS data in general
- Internal and External audit reports and External Verification reports
- Previous years' Risk Registers
- Internal Student Satisfaction Survey & Ofsted Learner View data
- Subject satisfaction surveys
- Staff satisfaction surveys
- Parent satisfaction survey
- Subject IQR and EQR reports
- Staff Development records
- Staff Professional Development and Review records
- General College minuted meetings

Mission: To transform lives through learning. **Vision:** To be a contemporary creative learning community

OUR STRATEGIC AIMS 2017 – 2020: BHASVIC and the 7 C's:

- Commitment** – To achieve outstanding levels of performance
- Curriculum** – to provide facilities to ensure we can deliver a broad curriculum
- Culture** – To cultivate a 'High Challenge, Low Threat' culture
- Contemporary** – to provide a stimulating educational and social environment
- Creative** – to encourage creative and innovative approaches to teaching and learning
- Community** – To be an inclusive and accepting College
- Control** – to be an efficient, fair and intelligently managed organisation

SELF-ASSESSED GRADES (most recent Ofsted Inspection grades in brackets)

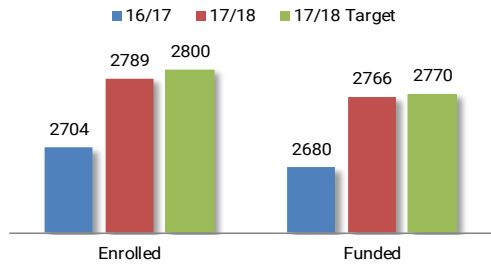
Overall effectiveness: **1 (1)**
 Outcomes for learners: **1 (1)**
 Quality of teaching, learning and assessment: **1 (1)**
 Personal Development, Behaviour, Welfare: **1 (1)**
 Leadership and management: **1 (1)**

Summary of Key Strengths and Areas for Development from 2016-17

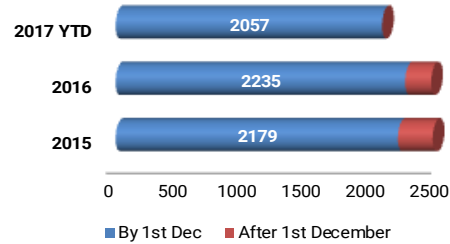
Strengths	Areas for Development
Outcomes for Learners	
<ul style="list-style-type: none"> • 2nd highest college nationally for A level Point Score (out of 350 colleges) – B, 37.5. • ALPS '2' for A level (top 10% nationally) and '4' for Applied Generals (top 25%). • English and Maths GCSE outcomes and progress are up on last year and well above benchmark (circa 30% above national average for retakes). 	<ul style="list-style-type: none"> • A level pass rate dropped by 0.6% which is disappointing but was in line with national trends. • BTEC pass rate down from 100% to 97%. BTEC retention is below national average and low when compared to other similar providers within the region. Retention measures and benchmarks need reviewing with A level linearity.
Teaching, Learning and Assessment	
<ul style="list-style-type: none"> • Culture and systems encourage innovation and creativity in teaching, learning and assessment. • Continuing high levels of student satisfaction at 90.4% with high levels of parent and carer satisfaction at 82.2% 	<ul style="list-style-type: none"> • Student and parent satisfaction has dropped from the previous year – perhaps as a result of this cohort being at the sharp end of curriculum reforms.
Personal Development, Behaviour and Welfare	
<ul style="list-style-type: none"> • Increasing network of external organisations and continuing growth in employability and careers education provision for students. • 2016-17 BHASVIC was the highest state provider to Cambridge University. 37 students were placed at Oxbridge and 24 into Medicine courses. • Equality, Diversity and Inclusivity Award gain from Investors in Diversity. 	<ul style="list-style-type: none"> • Update and improve Parent/Carer communication. • Emotional Health and Well-being strategy being developed.
Leadership and Management	
<ul style="list-style-type: none"> • Formation of a new SMT with new Principal • New Strategic Plan 2017-2020 • College numbers grew for the 19th year in a row increasing from 2573 in 2015-16 to 2781 in 16-17 • Staff satisfaction at 96.4% (last year 94%) 	<ul style="list-style-type: none"> • College finances are graded 'good' on the basis of the final accounts for 2016-17 down from 'outstanding' the previous year with 'satisfactory' forecast for 2018-19 - an inevitable effect of austerity • Accommodation in certain areas is not fit for purpose – a significant new build is dependent on planning and successful capital bids

Headline Performance Analysis

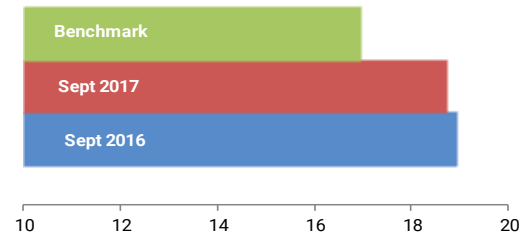
Student Numbers



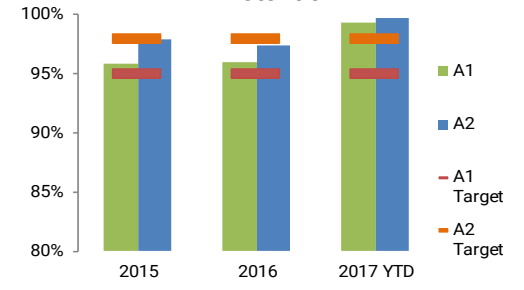
Applications



Class Size

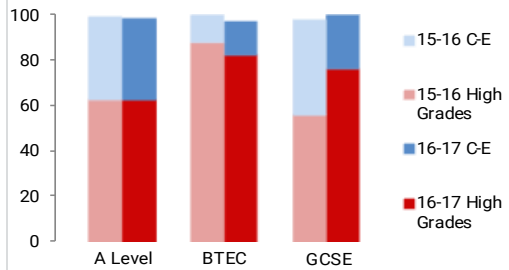


Retention

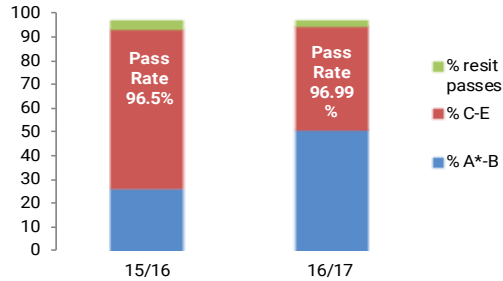


	1617	1718	Target	2015	2016	2017 YTD		Sept 2016	Sept 2017	Benchmark		2015	2016	2017 YTD	
Enrolled	2716	2800	2800	By 1st Dec	2179	2235	2057	All Classes	18.87	18.68	16.9	A1	95.84%	96.02%	99.33%
Funded	2690	2777	2770	After 1 Dec	269	201	0		A2	97.97%	97.41%	99.67%			
ALL				ALL	2448	2436	2057								

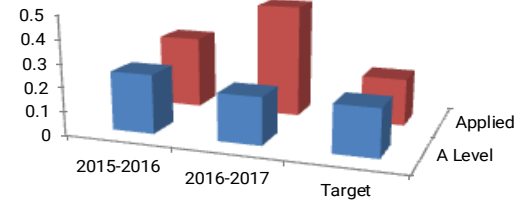
Attainment 2016 and 2017



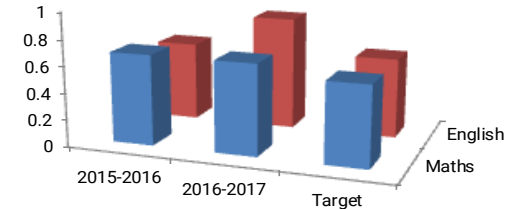
Progression Exams



Progress - L3VA

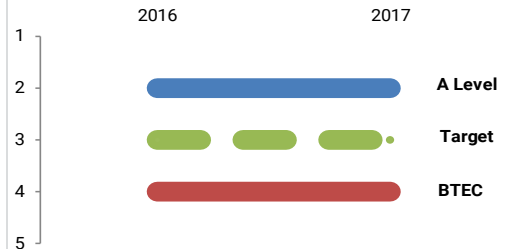


Progress - English and Maths

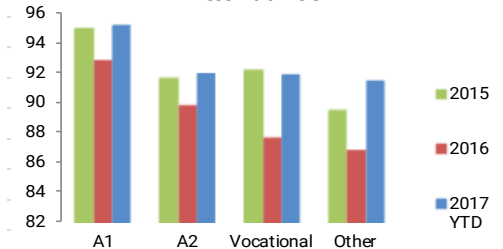


High grades / Pass	15/16	16/17		15/16	16/17		2015-2016	2016-2017	Target		2015-2016	2016-2017	Target
A Level	62.8 / 99.1	63.3 / 98.5	% A*-B	25.9	50.7	A Level	0.25	0.20	0.20	Maths	0.68	0.68	0.60
BTEC	88.2 / 100	82.8 / 97.5	% C-E	67	43.29	Applied	0.31	0.48	0.20	English	0.6	0.85	0.60
GCSE	56.1 / 97.9	76.6 / 100	% resit passes	3.6	3								

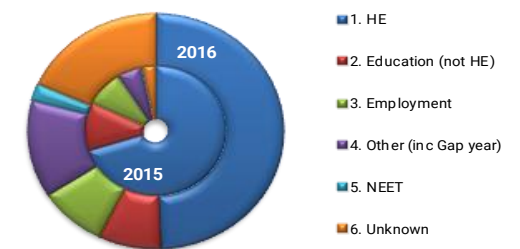
Progress - ALPS



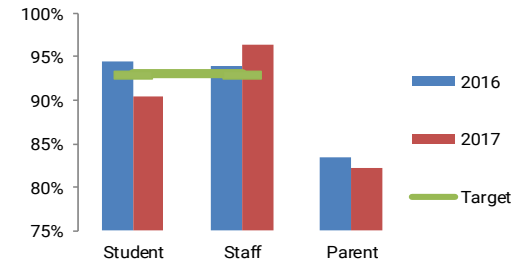
Attendance



Destinations



Satisfaction



	2016	2017		2015	2016	2017 YTD		2016	2015		2016	2017	Target
A Level	2	2	A1	94.99%	92.80%	95.96%	Education	57.29%	82.12%	Student	94.43%	90.42%	93%
BTEC	4	4	A2	91.67%	89.89%	92.00%	Employment	8.56%	8.94%	Staff	94.00%	96.38%	93%
Target	3	3	Vocational	92.25%	87.68%	91.89%	Other	15.71%	6.05%	Parent	83.50%	82.27%	93%
			Other	89.57%	86.85%	91.49%	unknown	18.44%	2.89%				

Section 2: Outcomes for Learners

Strengths	Areas for Development
Outcomes for Learners	
<ul style="list-style-type: none"> A*-B grades at A level increased by 1% to 64% in results 2017. We continue to be rated as Alps 2 for A level, and Alps 4 for Applied General, placing us well above average and above average, accordingly. English and Maths GCSE outcomes and progress are significantly higher than last year, at 63.6%, and well above national benchmarks (which are circa 25% for GCSE resits). <p>DfE Performance Tables Outcomes: The data is telling some very positive stories, which include:</p> <ul style="list-style-type: none"> A level Progress score (+0.20) means we are: <ul style="list-style-type: none"> adding one-fifth of a grade on average to A level results 8th best Sixth Form College 15th best college (of cohorts with >100 A level entries) 322 out of all 3,685 state providers (Top 10%) Average A level grade at BHASVIC is B-, compared to a national average of C+ Over a fifth of our students achieve AAB or higher. Applied General (BTECs) Progress score means we are: <ul style="list-style-type: none"> Enabling our students to achieve, on average, half a grade higher than expected (0.48 Progress score) 16th best Sixth Form College The average BTEC grade at BHASVIC has gone up from last year to Distinction* Minus At English GCSE, BHASVIC students make over four-fifths of a grade progress (national average is negative progress). At Maths GCSE it is over two-thirds of a grade progress (national average is negative progress). <p>Under the government’s Social Mobility agenda, the DfE are also now measuring provider performance based on the outcomes of their Disadvantaged students (measure is those students who qualified for Pupil Premium when they were in Year 11).</p> <ul style="list-style-type: none"> We add about one-sixth of a grade on average to A level results for Disadvantaged students 	<ul style="list-style-type: none"> A level pass rate dropped by 0.6% - but in line with national trends. A2 student retention is 97% - down on previous years. Retention measures and benchmarks need reviewing with linearity. The college is amongst the lowest performing in the region for retention on BTEC courses, which is of great concern. Similarly, the BTEC high grades and pass rate were lower than the previous year (pass rate down from 100% to 97% and D*-D down from 88% to 82%). Retention has also slightly dropped overall for A2 students. Retention on two year A levels nationally sits at 78%. At BHASVIC this is 83%. A careful analysis of the completion and achievement rates of students by their prior attainment needs to be conducted to ensure we are not allowing students to start courses which they may be unlikely to complete or pass. The curriculum team is developing a ‘spot and support’ self-assessment system whereby teachers can identify students early on and at key points throughout their studies, to mitigate the risks of failing or dropping the course or college. Where students have not been able to continue for health reasons, the spot and support system will be able to identify these students and report on increases or decreases of such students. Although the college remains Alps grade 2, there is a slight downward trend in the overall Value-Added score from the DfE (L3VA). Most qualifications offered at BHASVIC are either above average, with some well above average. However, an increasing number of qualifications which previously had exceptionally high Value-Added are becoming more ‘average’. As the college continues to increase in student numbers and both linear A levels and new framework BTECs become the universal offer, strategies need to be developed to return to and maintain above average value-added for all qualifications, with significant numbers of qualifications gaining well above average value-added scores. Our second-year student satisfaction has dropped from the previous year – perhaps as a result of this cohort being at the sharp end of curriculum reforms. New BTECs at a national level are showing a significant drop in outcomes. We have only adopted some of these this year, with final outcomes for our students in summer 2019. Some courses nationally have had 25% failure rates, with only 1 % Distinction grades. This is a significant concern and needs continued oversight as eventually all our BTECs will need to move over to this new framework. At A level, we are closing the gap for Disadvantaged BHASVIC students, under the DfE’s terms of Performance Measures (comparing a provider’s outcomes for

- Average Point Score for Disadvantaged students at BHASVIC is 33.65, C+ which is better performance than all students nationally (which is 31.78, C+)
- We add over two-thirds of a grade on average to Applied Generals (BTECs) for Disadvantaged students, which is slightly better than all our students (though it is important to note this is a very small cohort size of 10 students)
- We add over two-thirds of a grade on average to GCSE retakes for Disadvantaged students, which is slightly better than all our students (though it is important to note this is a very small cohort size of 7 students)

Destinations:

- Data shows that more than one-thousand BHASVIC students applied to university in 2016-17, the first year of four figure application numbers. Considering the well-reported economic, social and health benefits of graduate-level careers, this is considered an excellent outcome for our students. In 2016-17 BHASVIC was the highest state provider to Cambridge University. 37 students were placed at Oxbridge and 24 into Medicine courses. All 67 applicants to Visual Arts Foundation were offered a place.
- Excellent outcomes for ESOL students, with all students who remained in the UK attaining qualifications and progressing into employment or continued education.
- Evening languages courses continue to increase in popularity, with outstanding student satisfaction at 94.3% and a profit of £33k.
- Significant numbers of students reported to Ofsted, via Learner View, that their programme of study meets their needs, with only a representation of 1 in 50 saying that their studies did not meet their needs. As a provider of further education, in a sector where school leavers often realise they did not make the correct choice for their next steps after school, this is a very strong indicator of the quality of provision at the college, as well as the quality of advice given to students about their programme of study at interview and enrolment. Internal student survey results indicate continued high levels of student satisfaction at 90.4% and enjoyment and 92.2%, with high levels of parent and carer satisfaction at 82.2%.

their Disadvantaged students with the performance of all students nationally). However, we remain passionate about narrowing the attainment gap between all BHASVIC students and Disadvantaged BHASVIC students, at A level.

- Research needs to be conducted about the gap in High grades achieved by Disadvantaged students, compared to all students at BHASVIC. It is currently unclear whether BHASVIC is narrowing a gap that was worse for this cohort at school, or whether the gap remains the same or is even increased. More data needs to be sourced.

Section 3: Teaching, Learning and Assessment

Strengths	Areas for Development
<ul style="list-style-type: none"> The first wave of linear A levels were implemented successfully, with two-thirds of A level courses starting on linear specs in September 2016. The ethos of innovation within curriculum encourages creativity in teaching, learning and assessment. Many teachers produced incisive and developmental research projects in 2016-17, as part of a rich and diverse pedagogy at the college. The majority of teachers' continual professional development was delivered in-house, through sharing of best practice and self-generated bite-size training days. A cross-college 'External Quality Review' (EQR) was conducted in the Autumn Term to identify our practice and areas for development in Assessment. This EQR was carried out by a highly experienced and competent senior manager from Farnborough Sixth Form College, and has informed the development of the Whole College Assessment Framework, policies and systems. No teaching staff were in capability in 2016-17 and one area of emerging concern regarding performance was effectively and positively resolved. The transition from A levels which had been discontinued to alternative BTECs has been successful, with students healthily recruited to a number of new, replacement courses. A review and focus on teacher professional development has been well-received, with the introduction of some key changes to curriculum and tutorial observations (focus on development rather than accountability, ungraded observations); professional development reviews (introduction of research targets into teachers' and tutors' own practice); re-instatement of BHASVIC Bite-size programme (sharing of best practice, practical innovations and personal insights in teaching, learning, assessment and student support). A number of significant and long-term projects in departments (in relation to teaching, learning and assessment) came to fruition this year and demonstrated improved outcomes for students. These are evidenced through department SARAPs, but examples include comprehensive implementation of 'flipped learning' in Physics and Chemistry; Exam question technique in Computer Science; Assessment for Learning (AfL) practice in Sociology and Dedicated Individual Reflection Time (DiRT) in Spanish. The use of Student Voice by departments as a tool for their self-assessment continues to be an area for development within CQT. There is a wide range of excellent practice, along with some variance in consistency of use which needs to be improved. 	<ul style="list-style-type: none"> Student voice and satisfaction rates have dropped for our second year students. At the same time, departments are managing the introduction of new specifications and more rigorous, harder exams. We believe the two are linked and individual investigations by departments (evidenced in SARAPs) have indicated that greater confidence in teaching, learning, course materials and suitable assessment materials will enable a return to higher satisfaction levels by our second year students. The Curriculum & Quality Team (CQT) need to establish new ways of working, particularly prioritising, so as to ensure a strategic oversight, transparency to all stakeholders, of C&Q developments in the college. A new assessment framework will be made ready by CQT, for consultation with staff in spring. The link to live assessment data for managers, students and other stakeholders will be a significant development for the college. CQT are developing overall guidance and the sharing of best practice for the planning, delivery and quality improvement of Linear A level courses. Synoptic assessment methods, spiralling of curriculum content, examination schedules and flipped homework models are key areas for CQT to facilitate the sharing of best practice. Reforms to BTEC qualifications are likely to have a significant impact for students nationally. The students who choose to study BTECS commonly do not like or perform well in examinations, and so there is likely to be an increase in failure rates nationally for BTEC qualifications. BHASVIC is preparing its assessment framework, accreditation and exam schedule very carefully so as to provide as much opportunity as possible for our students to be retained and to succeed in the new BTEC qualifications. IT resources have been problematic for a smooth start to the year for teaching and learning. A review of these difficulties is needed to enable teachers and students to be confident in the college's quality, induction and transition to new systems, as well as clarity for the IT Technical team about what to prioritise for teaching and learning. We are still in broadly new territory with linear A levels and the slow demise of AS qualifications, so benchmarking of our student performance will remain uncertain for another year before we are able to confidently benchmark outcomes. In many courses, departments have identified low confidence in literacy and weaker literacy skills as a barrier to students achieving or surpassing their

<ul style="list-style-type: none"> • The curriculum offer remains under review, with the introduction of new offers in computing, performing arts and music. To remain competitive, departments will begin to generate work with feeder schools to encourage students to explore curriculum pathways at BHASVIC. Areas of particular focus will be the encouragement of Music, Dance and Modern Foreign Languages for all students and Computing and Physics for female students. • A rich and diverse range of extra-curricular experiences continue to be provided to students via curriculum. Of particular note are the increases in employer engagement activity provided within courses, organised by teachers. The college strategically encouraged investment in this area and required reporting on all engagement activity in department SARAPs. All 16 curriculum departments reported on a wide range of employer engagement activity across the courses they offer, including A2 portfolio courses. Self-assessments by departments reported increased student motivation and enhanced learning opportunities from the array of visits, speakers, projects, briefs, workshops and placements that they had organised for their courses. 	<p>expected grades. CQT seek to develop a college-wide literacy strategy to raise awareness, promote confidence and a positive ethos, exemplify good practice and clarify support pathways.</p> <ul style="list-style-type: none"> • Investigations need to be finalised about whether to offer additional A levels from September 2019, including in Art History, Electronics and Latin. Work needs to continue into the best offer for students who have not succeeded in one of their three courses, to enable them to pick up a course in their second year which meets their interests and supports an application to university.
--	---

Section 4: Personal Development, Behaviour & Welfare of students

Strengths	Areas for Development
<ul style="list-style-type: none"> Specialist expertise in Information, Advice and Guidance with increasing network of external organisations. The structures for providing tutorial support to students remain a unique feature of excellent provision, meeting the needs of all students regardless of their chosen destinations. Increasing network of external organisations and continuing growth in employability and careers education provision for students. 2016-17 BHASVIC was the highest state provider to Cambridge University. 37 students were placed at Oxbridge and 24 into Medicine courses. Equality, Diversity and Inclusivity Award gain from Investors in Diversity. The staffing structures, recruitment of specialist staff and diligent use of financial resources enable the college to provide abundant and exceptionally high-quality pastoral support for students who are experiencing personal and/or academic difficulty. In spite of increased demand across services, there continues to be strong, underpinning student guidance and support, which undoubtedly supports the overall outcomes in terms of achievement and retention of students at the college. High level safeguarding cases have increased (continuing 5 year upward trend), as have emergency counselling referrals. This increased demand has been met by some creative structural approaches to staffing, including some re-evaluation and redeployment of roles within Guidance and Student Services teams. A cross-college approach to promoting positive Emotional Health & Wellbeing is now being rolled out, following establishment of a working party in 16-17. This also includes a commitment to support frontline safeguarding staff with access to external support and supervision sessions. The BHASVIC calendar review has triggered adjustments to some key college events, to facilitate a better experience for students, parents and carers, linked to personal development, behaviour and welfare: for example, Welcome Days were revised to include team building and wellbeing elements; and the New Parents' Information Evenings were moved to July to include a focus on support and early disclosure of key information in advance of enrolment. These were exceedingly well attended and followed by a more targeted approach to 'Meet the Tutor' evenings in September. A focus on improving Parent/Carer communication has meant more timely generation of online Advantage accounts, support planning and subject review information. The profile of employability has continued to build. The tutorial programme has been revised in the light of the OFSTED Personal Development, Behaviour and 	<ul style="list-style-type: none"> External supervision is needed for staff providing safeguarding and welfare support to students. Parent/Carer communication, via the website and other key channels, needs updating and improving. An Emotional Health and Well-being strategy being developed, to respond to the increase in students presenting with various forms and level so mental ill-health. Improvements are underway to enhance student destinations tracking. With a new Admissions Policy affording priority for siblings, we will be watching closely whether attempts to circumvent our criteria by determined parents occur. As it is difficult to fully ascertain whether an applicant was a genuine sibling of a previous student, we will be watching closely whether this category is practical to apply or whether it enables some determined families to gain an unfair advantage in gaining places at the college. The inevitable glitches in any online system are being closely monitored for our new online application system. As a primary, initial interface with the community who are new to BHASVIC, the importance of a smooth and professional experience is paramount. In addition, applications are often a highly emotive and stressful aspect of education for families, who will want as much consistency of experience and certainty of communication as we can provide. The college is devising an Emotional Health and Wellbeing strategy to support increasing numbers of students presenting with mental ill-health. The college is developing a Careers Education Information Advice and Guidance strategy and will conduct an External Quality Review on Employability in 2017/18 to inform this. Student Support planning and casework tracking needs to be centralised on Advantage – fine-tuning the system and embedding a 'high challenge, low threat' approach from staff. Our support for the most disadvantaged or vulnerable groups remains a priority: we have recently bid for £30k as part of the NCOP (National Collaborative Outreach Programme) initiative, which, if successful will further support up to 269 eligible students in raising aspirations and successfully progressing to Higher Education (including Higher Apprenticeships).

<p>Welfare criteria and has explicit CV building, careers destination and progression elements signposted in both A1 and A2. Providing sufficient Work Experience opportunities remains a challenge but we have reviewed our approach to streamline resource and target provision. The restructured delivery of the A2 Enterprise and Employability tutorial programme was successfully launched in the summer term. All curriculum departments have been asked to audit and report on their employability-based activity in advance of the Employability EQR in January. The Alumni network was launched and promoted to departments during the summer term, with a view to generating more role modelling and employer links. We continue to draw on external networks where possible, including the Enterprise Adviser Network (which has recently been re-booted, with a proposed link to AMEX). The Careers Strategy is in draft and due for formal consultation this term.</p> <ul style="list-style-type: none"> • Tutorial re-brand – further rewriting of resources and review of delivery / improved approaches. • Widening Participation: BHASVIC continues to be viewed as a model of best practice across the south-east region (an endorsement from the University of Brighton and the University of Sussex), and the largest provider of WP student registrations for both of these local partners. • 	<ul style="list-style-type: none"> • We are working to support our ESOL team by reorganising roles to now include a member of the team with an explicit remit for 'Guidance' who will be part of training and support offered to all frontline safeguarding staff; and a clear link with a Guidance Manager as mentor. We hope this will also help bring ESOL systems and processes in line with mainstream college practice. • We need to manage student admissions so as to avoid, as far as is possible, uncertainty for prospective applicants about the likelihood of getting an offer of a place; stabilising entry numbers and avoiding a yoyo effect of needing to take in a small cohort one year and a larger cohort the next to meet our funding needs; positively managing oversubscription in terms of applicant and feeder school confidence and the college's reputation. • The college is now too big to sustain meaningful Welcome Days in the current format. Although well-received, the new format will have to be reviewed once again in advance of September 2018. • The re-organisation of staffing in Student Services to meet increased demand on the service has been funded on a temporary one year basis for 2017-18, and we will need to resolve this situation longer term. Similarly, the Guidance Manager and Tutorial Co-Ordinator roles are being re-evaluated as part of a review of the new Guidance structure, and there is a sense that there are already issues of capacity, which we will have to monitor carefully.
---	--

Counselling & Welfare statistics: Between September 2016 and July 2017, 114 students were assessed for 1-1 counselling, a decrease of 10.23% on 2015-16. However, our emergency referrals to CAMHS increased from 4 in 2015-16 to 9 in 2016-17 (+125%) and referrals from the Lead Counsellor to the Welfare Coordinator jumped from 13 in 2015-16 to 27 in 2016-17, an increase of 107.69%.

94% of students supported by the counselling team reported that they felt their College work had improved or stabilised during counselling, including improvement in concentration levels, their ability to apply themselves, completion of homework, academic attainment and the feeling of achievement and pride in themselves. 18% reported significant improvement.

The overall number of significant interactions in 2016-17 has increased from 1082 to 1661 (+53.51%). The autumn term was busiest by far with 841 interactions, compared to 410 in both the spring and summer terms. The majority of enquiries still come from A1 students. However, this year saw a dramatic increase in the number of interactions with ESOL students (up to 150 from 56) and a larger volume of enquiries from former students (up to 86 from 7).

8 of the top 10 topics of interaction are the same as in 2015-16 (bursary, college admin, ongoing support, mental health, family/peer relationships, other financial support, confidence/self-esteem, post college planning) but physical health and sexual health have been replaced by discipline/behavioural issues and support for Young Carers.

Self-referral continues to be the most popular route for students seeking support; however parental referrals have jumped from 188 in 2015-16 to 283 in 2016-17 (+50.53%). Referrals from Personal Tutors and Guidance Managers have more than doubled (from 49 to 123), as have referrals from external agencies (from 116 to 255).

Financial Support (16-19 Bursary) statistics: 385 students were supported by the 16-19 Bursary in 2016-17 (14% of BHASVIC students). This is an increase in applications of 8.76% on 2015-16. Although data is limited, there is an indication that nationally around 20% of students in further education are in receipt of the bursary.

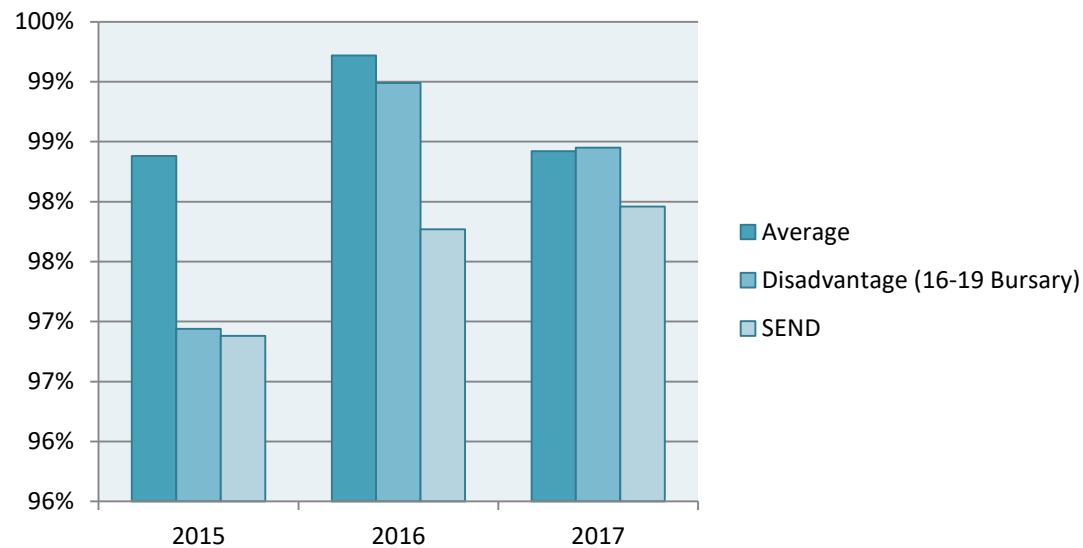
Section 5: Leadership & Management

Strengths	Areas for Development
<ul style="list-style-type: none"> • Planning permission was eventually gained for new modular science labs, with a successful CIF bid of £350k. This enables the college to meet demand for places by students across the region. • Student numbers grew for the 19th year in a row increasing from 2573 in 2015-16 to 2679 in 2016-17. BHASVIC is now the 5th largest A level provider and Sixth Form College nationally. The college remains exceptionally popular and heavily oversubscribed. • A new Principal completed his first year, with the recruitment of a new Deputy Principal (Quality & Curriculum) and Assistant Principal (Student Services). The formation of this new Senior Management Team (SMT) of four, which includes the continuing Assistant Principal (Resources) was very successful and the team establish an excellent working culture. • Corporation began a strategic Review of Governance, which included an externally provided review and report by John Boyle, accredited National Leader of Governance, containing a number of recommendations. Considerable time and investment from Chair and Deputy Chair of Governors, Committee Chairs and Senior Managers is leading Corporation to improvements in structures and reporting methods; building on what is already an outstanding foundation of governance at the college. • Governing body continues to be comprised of governors with an extensive range of skills, expertise, experience and knowledge, providing challenge to senior managers and excellent oversight of the strategic direction of the college. • The Corporation investigated and ultimately rejected the option to academise. With the opportunity to save circa £300k in VAT annually, the investigation and decision was one of the most important the college has ever made. The decision to remain a designated Sixth Form College affords greater autonomy over the development of capital projects and the control of financial resources. This in turn provides greater options to grow in student numbers to manage the austere FE funding climate. • SMT and Governors created a new Strategic Plan for 2017-2020. • The new Principal has commenced work on establishing a 'High Challenge, Low Threat' culture, with management training and new approaches to working practices and professional relationships in continued development. 	<ul style="list-style-type: none"> • College finances are graded 'good' on the basis of the final accounts for 2016-17 down from 'outstanding' the previous year with 'satisfactory' forecast for 2018-19 - an inevitable effect of austerity. • Accommodation in certain areas is not fit for purpose – a significant new build is dependent on planning and successful capital bids. • We were not able to provide applicants with certainty of places due to delays in planning permission for additional modular science labs. • Reductions in funding per student in cash terms continue to place pressure on the college's ability to deliver high quality teaching, learning and support with increasing workloads for staff and rising costs of living. • Evidence and reporting systems require updating to ensure effective oversight and in-year monitoring. • Finalise decisions and implementation outcomes from the Review of Governance. and arrange succession of Chair of Governors. Increase strategic oversight by all governors (via improved key documentation and reporting) of student outcomes and quality of teaching, learning and assessment to be developed.

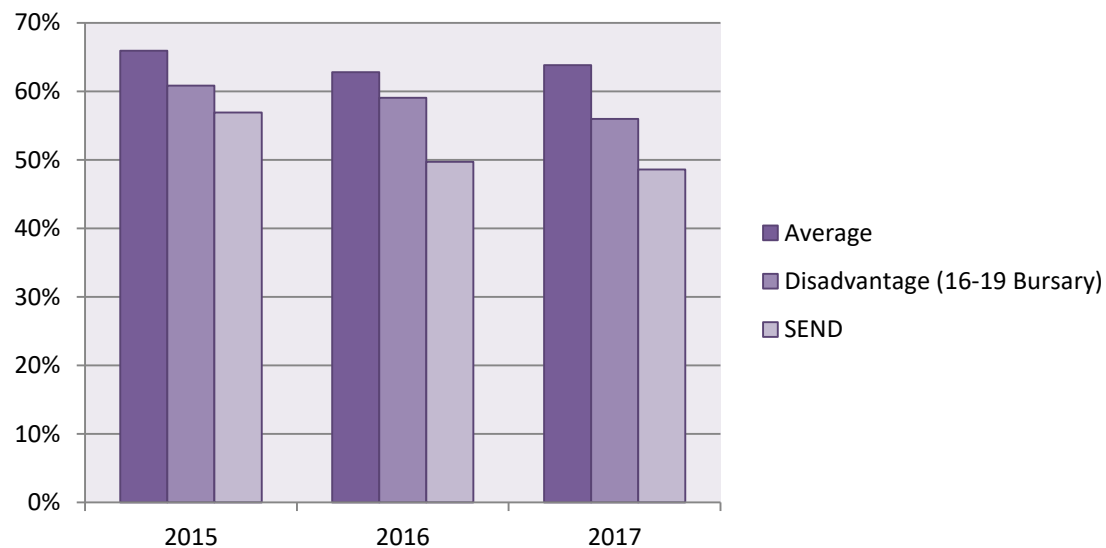
<ul style="list-style-type: none">• The college has undergone a very well-received re-brand with a new visual identity, website, livery and refurbishment of key reception areas across the college.• Staff satisfaction in a survey carried out is at 96.4% (last year 94%), which is exceptional and noted by members of corporation with Human Resources experience as almost unheard of in other sectors.• The implementation of new pay spines for teaching staff was successful, affordable and very well received by staff across the pay scales.• Non-funding sources of income continue to increase, with £80k for lettings and £33k for evening classes having been generated this year.• The college continues to be exceptionally well managed and governed financially.	
--	--

Section 6: Student Outcomes Tables and Charts – supporting data

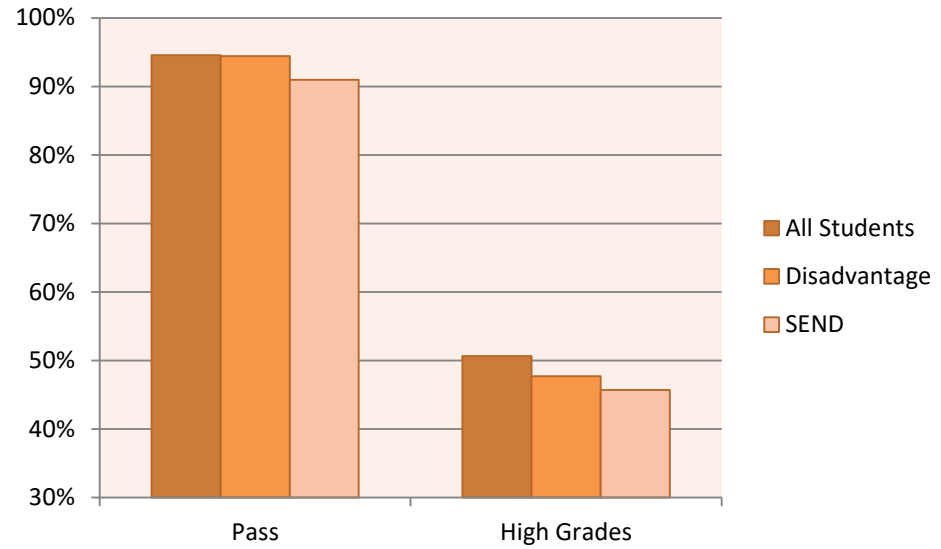
A level Pass rate	2015	2016	2017
Average	98%	99%	98%
Disadvantage (16-19 Bursary)	97%	99%	98%
SEND	97%	98%	98%



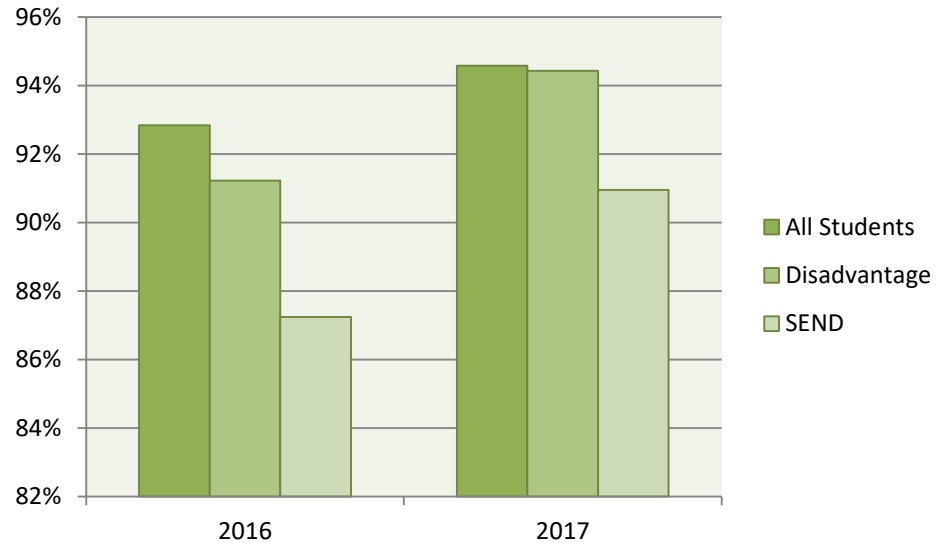
A level High Grades	2015	2016	2017
Average	66%	63%	64%
Disadvantage (16-19 Bursary)	61%	59%	56%
SEND	57%	50%	49%



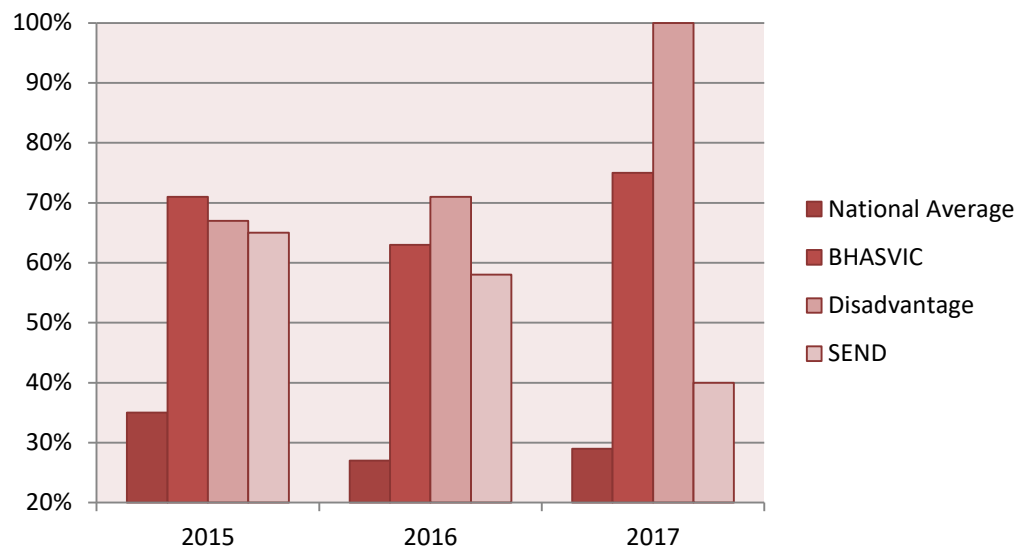
BHASVIC 2017 A1 Exams	Pass	High Grades
All Students	95%	51%
Disadvantage	94%	48%
SEND	91%	46%



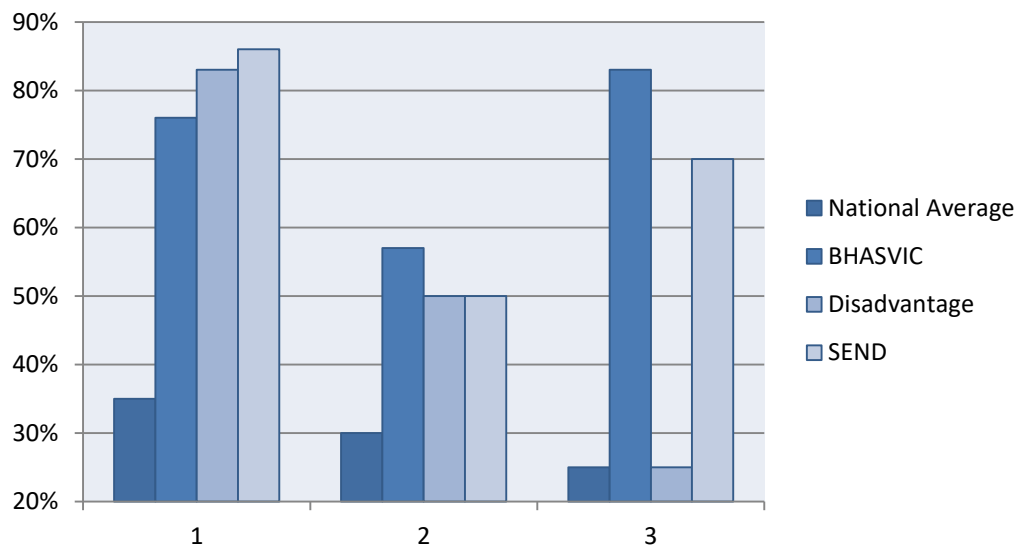
BHASVIC A1 Exams Longitudinal Pass Rate	Pass	High Grades
All Students	93%	95%
Disadvantage	91%	94%
SEND	87%	91%



English GCSE	2015	2016	2017
National Average	35%	27%	29%
BHASVIC	71%	63%	75%
Disadvantage	67%	71%	100%
SEND	65%	58%	40%



Maths GCSE	2015	2016	2017
National Average	35%	30%	25%
BHASVIC	76%	57%	83%
Disadvantage	83%	50%	25%
SEND	86%	50%	70%



Section 7: Guidance on Information Used in this Self-Assessment Report

DfE Performance Tables Outcomes: The Department for Education has been developing a set of performance measures which seek to present key data about student outcomes within educational institutions in a way which can be understood by a range of stakeholders. The information is available on a DfE [website](#). This website allows the user to compare providers in a number of ways, including a self-selected list.

Disadvantage: The DfE calculate this student group as students who were registered as 'Pupil Premium' in their final year 11 of school. Primarily, this group consists of economically disadvantaged students who were in receipt of Free School Meals and 'Looked After' children (in care with the Local Authority). Where Pupil Premium data is not available, the college uses students who were in receipt of the 16-19 Bursary; the criteria are *very* similar and receipt of bursary is actually a more current measure of disadvantage.

SEND: Students with Special Educational Needs and/or Disabilities. At BHASVIC this means all students who receive Additional Learning Support from the college, with a session of support on their timetable and some form of special access arrangements for exams.

A note on BHASVIC Entry Requirements: The College has an inclusive approach to entry for all students, requiring five C/4 grades and one B/5 grade at GCSE for entry to a full-time, 3 A level programme of study. This bar is set at a point that enables students to succeed who chose the programme but is also as low as, or lower, than other local, regional and national A level providers. Students may also study a Level 3 Applied general (ie BTEC) programme of study with just 5 grades of C/4 at GCSE. Students wishing to study 4 A levels are required to achieve significantly higher GCSE grades.

Self-assessment by departments and key areas of provision: Self-Assessment Reports for 2016-17 and live Action Plans for 2017-18 have been devised and validated in the curriculum and cross-college departments and areas of provision listed below. The live Action Plans have three review points in year and are developmental in nature. Meetings were conducted in the Autumn Term by the Principal, with a governor in attendance and the appropriate members of the line management chain for the department or area of provision.

Curriculum Departments	Cross College Departments and Provision
Additional Learning Support & ESOL	Admissions & Schools Liaison
Biology	Adult Education
Business & Economics	Alumni & Parent Networks
Chemistry & Physics	Catering
Computing & ITC	College Information Systems
English	Data & Wellbeing
Extended Project	Employability
Humanities	Equality, Diversity and Inclusivity
Maths	Estates
Media & Performing Arts	Finance
Modern Languages	General Office
Philosophy, Politics & Law	Guidance (previously included following six areas)
Psychology	HE, Study Abroad
Sociology & Health & Social Care	Human Resources
Sport	IT Support
Visual Arts	Library
	Marketing
	Media & Arts Technical Support
	Reception
	Safeguarding
	Science Technical Support
	Staff Development
	Student Services
	Student Union
	Tutorial

Quality Improvement processes are leading the college away from self-assessed and moderated overall grading of departments. Instead, appropriate data is used, such as that in the 'outcomes for learners' section of this report, as evidence for self-assessment. A developmental culture is employed throughout the college to encourage ownership of outcomes and actions for improvement, supported by high quality systems and assurance processes.

Curriculum Departments: All curriculum departments employ Alps, ALIS and the DfE Value Added measures as the primary assessment of their outcomes for learners. Departments intend to achieve at least Alps Grade 3, with Grade 4 being considered the minimum outcome for a qualification. All curriculum departments have clear diagnosis and actions to address those qualifications below Alps Grade 4 and these actions have been quality assured via validation meetings. Retention, pass rates, high grades and student voice are all considered equally as evidence of outcomes for students.

Eleven of the sixteen curriculum departments have been assessed by the Senior Management Team as Outstanding and four as Good with one of the sixteen requiring some improvement. The criteria used for these internal assessments follows the Ofsted Common Inspection Framework and Handbook for Inspectors.