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Section 1: Executive Summary of 2017-18

KEY FACTS ABOUT THE COLLEGE 2017-18

- We remain a designated Sixth Form College
- Number of 16-19 students was 2792 – a growth of 111 on the previous year
- We had the 7th 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. £12.5m.
- Our financial health is 'Good' for 2017-18
- 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 2011-18 will be in the order of 30% – the College has restructured staffing and grown student numbers to offset financial pressures but we remain at capacity
- We have planning, funding and contracts for a new building to provide better accommodation and allow sustainable growth to offset funding pressures. Works commence in May 2018, ready for opening in September 2020.

SUMMARY OF SELF-ASSESSMENT

- All department subject areas produce self-assessment reports and action plans (SARAPS) based on clear procedures
- Each cross-college area of provision 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
- College Information Systems data in general
- Internal and External audit reports and External Verification reports
- Previous years' Risk Registers
- Internal Student Satisfaction Surveys & Ofsted Learner View data
- Subject satisfaction surveys
- Staff satisfaction surveys
- Parent satisfaction survey
- Subject IQR and EQR reports
- Staff Professional Development and Review records
- Various college teams' minutes of 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)

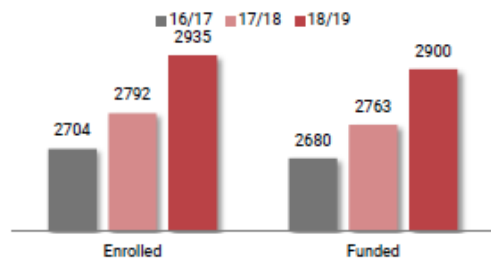
Overall effectiveness: **1 (1)**
 Outcomes for learners: **1 (1)**
 Quality of teaching, learning and assessment: **1 (1)**
 Personal Development, Behaviour, Welfare: **1 (1)**
 Leadership and management: **1 (1)**

Summary of Key Strengths and Areas for Development from 2017-18

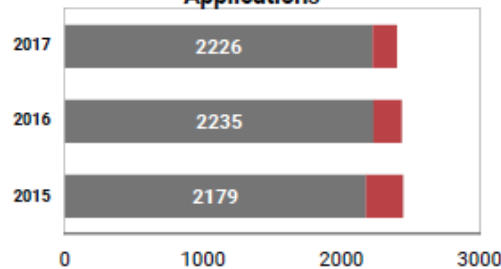
Strengths	Areas for Development
Outcomes for Learners	
<ul style="list-style-type: none"> • 2nd highest college nationally for A level Progress – 0.42 (<i>0.20</i>), top 1% of State Providers. • Top provider with cohort over 100 for A level Progress of Disadvantage students – 0.37 (<i>0.16</i>). • 2nd highest college nationally for A level Point Score – B, 40.68 (<i>37.5</i>). • ALPS '2' for A level (top 10% nationally) and '3' for Applied Generals (top 25%). • More than 2 in every 3 results are high grades for A level and BTEC. 	<ul style="list-style-type: none"> • Aim to further reduce or narrow the gap in outcomes for disadvantaged students. • Review Applied Generals curriculum offer (especially BTECs), as new course frameworks are introduced and are likely to lead to a depression in attainment outcomes for our students.
Teaching, Learning and Assessment	
<ul style="list-style-type: none"> • Curriculum departments use evidence-based self-assessment and improvement plans to ensure a culture of continual improvement in the significant majority of courses. • BHASVIC pedagogic culture and systems encourage innovation, creativity and sharing of practice in teaching, learning and assessment. 	<ul style="list-style-type: none"> • New, linear assessment and reporting strategy and systems need to be defined and implemented. • A new, strategic approach to teaching and learning via digital media and methods needs to be developed. • Teacher professional development and teaching and learning strategy reviewed and informed by ideas and values within the next Ofsted Common Inspection Framework,
Personal Development, Behaviour and Welfare	
<ul style="list-style-type: none"> • Student progression into sustained and meaningful destinations remains a key strength of the college. • Continuing high levels of student satisfaction, with 93% recommending the college in Ofsted Learner View. • Excellent and well-embedded range of Employer Engagement and careers development activity across all sectors of curriculum, guidance and student services. 	<ul style="list-style-type: none"> • Continue implementing the Emotional Health and Well-being strategy. • Continue to develop and improve Parent/Carer communication and satisfaction. • Careers strategy developed and implemented.
Leadership and Management	
<ul style="list-style-type: none"> • College student enrolments grew for the 20th year in a row increasing from 2792 in 2017 to 2935 in 2018 • College financial health remains 'good', assessed by ESFA, despite adverse funding environment. 	<ul style="list-style-type: none"> • Review use of the entire college campus to optimise fit for purpose teaching spaces, student social, study and services spaces and effective staff team workspaces. • Invest in and improve the college's technological infrastructure.

Headline Performance Analysis

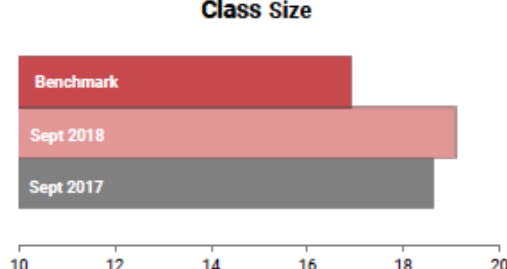
Student Numbers



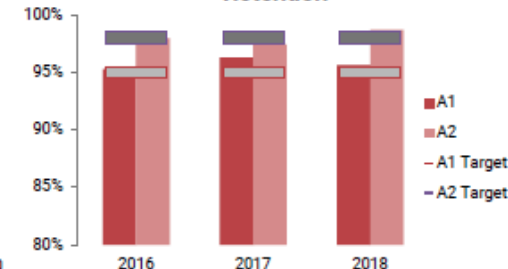
Applications



Class Size

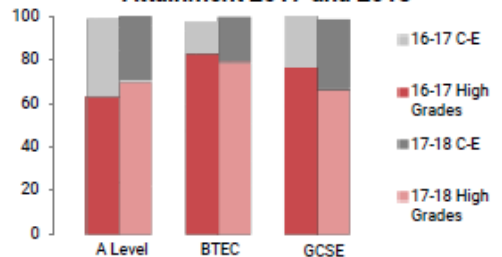


Retention

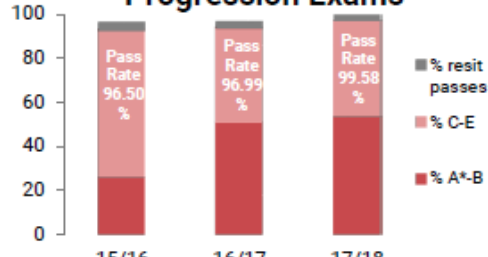


	1617	1718	1819		2015	2016	2017		Sep-17	Sep-18	Benchmark		2016	2017	2018
Enrolled	2704	2792	2935	By 1st Dec	2179	2235	2226	All Classes	18.6	19.07	16.9	A1	95.28%	96.32%	95.65%
Funded	2680	2763	2900	After 1 Dec	269	201	175		A2	97.97%	97.41%	98.69%			
ALL					2448	2436	2401								

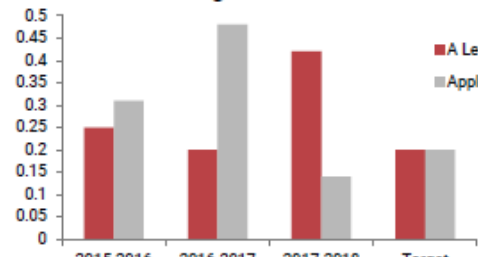
Attainment 2017 and 2018



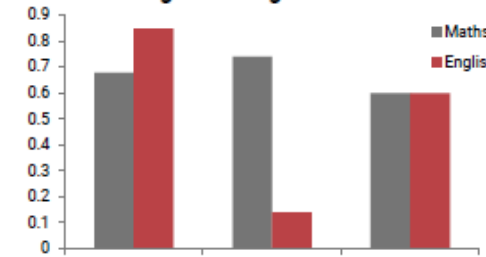
Progression Exams



Progress - L3VA

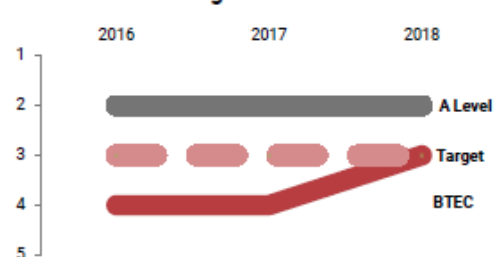


Progress - English and Maths

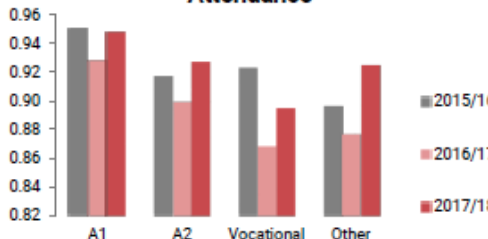


High grades / Pass	16/17	17/18		15/16	16/17	17/18		2016-2017	2017-2018 (PROVISIONAL)	Target		2016-2017	2017-2018	Target
A Level	63.3 / 98.5	70.01 / 99.6	% A*B	25.9	50.7	53.31	A Level	0.20	0.42	0.20	Maths	0.68	0.74	0.6
BTEC	82.8 / 97.5	79.2 / 99.3	% C-E	67	43.29	43.66	Applied	0.48	0.14	0.20	English	0.85	0.14	0.6
GCSE	76.6 / 100	66.7 / 98.2	% resit passes	3.6	3	2.61								

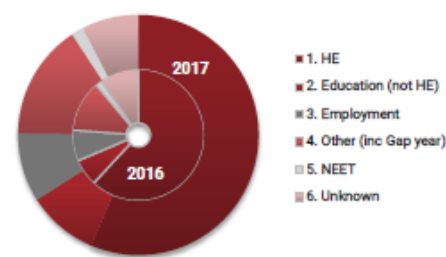
Progress - ALPS



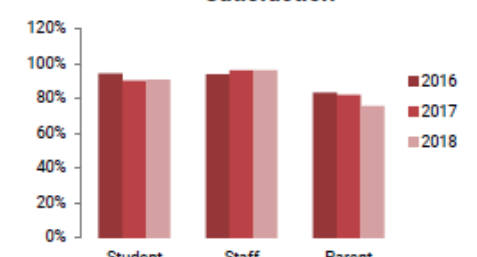
Attendance



Destinations



Satisfaction



	2016	2017	2018		2015/16	2016/17	2017/18		2017	2016		2016	2017	2018
A Level	2	2	2	A1	94.99%	92.80%	94.78%	Education	65.97%	68.58%	Student	94.43%	90.42%	90.88%
BTEC	4	4	3	A2	91.67%	89.89%	92.69%	Employment	9.25%	7.62%	Staff	94.00%	96.38%	96.38%
Target	3	3	3	Vocational	92.25%	86.85%	89.49%	Other	17.22%	14.21%	Parent	83.50%	82.27%	75.81%
				Other	89.57%	87.68%	92.46%	unknown	7.56%	9.60%				

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 6% to 70% in results 2018. We continue to be rated as Alps 2 for A level and Alps for Applied Generals rose from 4 to 3, placing us well above and above average, accordingly. English and Maths GCSE outcomes and progress are significantly higher than last year, at 66.7%, and well above national benchmarks (which are circa 18% for GCSE 16-19 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 (+0.42) means we are: <ul style="list-style-type: none"> adding over two-fifths of a grade on average to A level results 2nd best Sixth Form College 68th of all providers (out of 4,434) including Independent Schools = Top 1.5% Average A level grade at BHASVIC is B, compared to a national average of C+ Over a fifth of our students achieve A level grades of AAB or higher. At English GCSE retake, BHASVIC students made a positive 0.14 grade progress (national average is 0.06 and Local Authority is negative progress). At Maths GCSE retake, BHASVIC students made a very positive 0.74 grade progress (national average is 0.05 and Local Authority is 0.03). <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 over one-third of a grade (0.37) on average to A level results for our Disadvantaged students, which places us nationally as the top provider with a Disadvantage student A level cohort of more than 100 students. <p>Destinations figures for June 2018 leavers:</p> <ul style="list-style-type: none"> BHASVIC students staying in employment or education for at least 2 terms after 16 to 18 study is higher than the national and local average at 92% (National: 86%, Local Authority: 90%); 906 confirmed university places; 38 confirmed Oxbridge places (from 57 offers); 	<ul style="list-style-type: none"> Whilst English GCSE retake results are excellent at the college and well above the national average, there is a four-year decline (20% overall) at a time when the national retake percentage has seen a four-year increase. The gap in value-added outcomes for Disadvantage students has not been narrowed enough - this needs to be addressed if the college is to be doing everything it can for local social mobility. We need to define what will represent success with regard to two-year retention on courses – we are above the national average for A level currently (by over 10%), but that average is fairly low (at circa 70%). The efficacy of the Curriculum Improvement Plan being implemented by CQT will need to be reviewed and refinements made for the future. The college’s curriculum offer, especially with regard to Applied General qualifications, needs to be refined and prepared for a September 2020 entry with a new building. If outcomes for students studying the new framework BTECs dips significantly at the college when they are introduced, we will need to have researched all our options for alternative qualifications we might introduce. We aim to recruit more ESOL students than we did this year (35), having not met the target (50). We must to review processes to ensure better and more timely follow-up of student destinations, so that unknown student destinations is below 5% of the cohort for any given year.

- 18 confirmed Medicine, 1 Dentistry, 4 Veterinary Science (23 in total);
- 69 Visual Arts Foundation places.
- Unknown destinations for 2017 cohort is 7.56% (94 students) down from 9.22% in 2016 (98 students)

NB: Due to changes in methodology of the DfE Performance tables, whereby only new BTEC framework qualifications are being reported, the tables there are no longer an effective measure of student outcomes as only a very small minority of our students qualified under new framework BTECs in 2018. As the college moves over to new framework BTECs, these measures will begin to become representative of the outcomes for your students.

Section 3: Teaching, Learning and Assessment

Strengths	Areas for Development
<ul style="list-style-type: none"> • The ethos of innovation within curriculum encourages creativity in teaching, learning and assessment. The college’s quality cycle highlights the range of strategies being developed and shared across departments at teacher and teaching team level. The majority of teachers’ continual professional development was delivered in-house, through sharing of best practice and self-generated bitesize training days. • A new data ribbon was generated for curriculum department SARAPs, allowing a very clear focus on evidence and student outcomes as part of the quality cycle. • The introduction of two-year classes has been a success, seeing over 70% of students staying in the same class, with the same teacher into their second year of a course. We believe this will have a notable impact on outcomes as well as the student experience and their support. • A new Teaching Excellence course has been created and is being delivered in partnership with S7. Three teachers have started pilot ‘advanced teacher’ courses with more teachers requesting places. Three other members of staff have commenced masters-level higher education courses in pedagogy. All these members of staff are actively involved in developing practice within the college through research hubs and training sessions. 	<ul style="list-style-type: none"> • A new, linear assessment and reporting framework and assessment strategy needs to be ready for implementation from September 2019. • IT resources have been problematic for a smooth start to the year for the second year running. This year, problems were worse than they have been before and the Senior Management Team entered a phase of disaster recovery. The college needs excellent infrastructure and a digital learning strategy to ensure the college is ready for the future and meets the vision outlined in the college’s strategic plan. • The development of teaching, learning and assessment, as well as the professional development of teachers, is a continual area of focus. Both areas require an overarching strategy to guide the college into maintaining the excellent outcomes for students. • New, curriculum live data systems still need to be embedded, along with the development and implementation of a college mark book. • In many courses, departments have identified low confidence in literacy and weaker literacy skills as a barrier to students achieving or surpassing their 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. • The college’s Learner Voice Strategy has been revised and published and is receiving renewed focus as part of the college’s continual improvement. Curriculum Department use of student voice is varied in ambition and impact, yet we know it is a highly effective tool in quality improvement. In addition, the college greatly values providing our students with opportunities for representation and the community values that are developed as an outcome. Committee members may wish to explore this area with SMT members and student governors in the meeting.

Section 4: Personal Development, Behaviour & Welfare of students

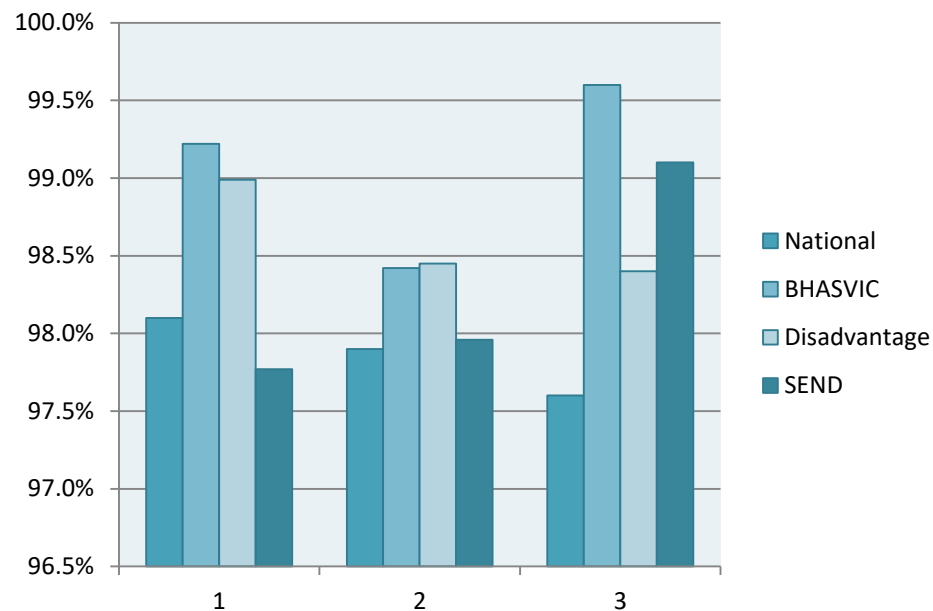
Strengths	Areas for Development
<ul style="list-style-type: none"> • The appointment of two new Guidance Managers in September 2018 has added capacity to pastoral provision. Caseloads for each GM will now be across a cohort of approximately 500 students, with added capacity for additional cross-college specialisms, focusing on closing the gap for disadvantaged students and improving student wellbeing and experience. GMs have devised a new partnership agreement to facilitate better collaborative working practices and to promote the visibility of pastoral and guidance work across the college. There is now a 'link' GM to every curriculum department in the college, and GMs are setting up regular visits to team meetings to discuss emerging issues. • The Futures Framework careers strategy has fed into curriculum SARAPs, with clear evidence from the majority of departments of engagement with the Gatsby benchmarks and an impressive range of employability activities being signposted. The college has a Senior Manager as the Careers Leader and has been awarded a bursary from Careers & Enterprise Company to undertake the required training. The careers strategy (CEIAG) and tutorial programme will meet all statutory requirements by September 2020. • The new tutorial format of shorter group sessions, and more emphasis on 1-2-1s has been launched successfully. The Thinkpad IT equipment issued to tutors to facilitate mobile working has been well-received, and could act as a model for wider use across college. • The reconfigured ground floor reception area of Student Services, with more 1-2-1 rooms, continues to be adapted to fit best usage. • Additional Learning Support – all statutory guidance and requirements of the college are now fully in place and sustainable through a range of additional roles and responsibilities which have been created. The Head of Department now has capacity and all assessments and administration is effective. • All staff training in the new KCSIE Safeguarding guidelines has been delivered and a new CPOMS online safeguarding reporting tool has been rolled out across the college, ensuring immediate and effective case tracking, along with enhanced GDPR compliance. • A newsletter, improved website and parent focus group have all been implemented. 	<ul style="list-style-type: none"> • A revision of second half of the summer term calendar of business is in hand – the inclusion of Progression and Resit Exams in the summer term has meant that curriculum departments are under considerable strain to deliver all of the other events during this term and students feel that their experience is rather fragmented • A cross-college review of student behaviour, aiming to combine and update existing (but somewhat outdated) policies needs to be conducted. • The Emotional Health & Wellbeing strategy needs further discussion and development. We now have a primary mental health worker from Brighton & Hove Inclusion & Support Service (BHISS) embedded in college 1 ½ days a week. A benchmarking exercise is underway, using the Short Warwick Edinburgh Mental Wellbeing Scale, to look at the longer term impact of this service on student wellbeing overall. Concerns over BHASVIC's external profile regarding wellbeing, mean we have provisionally requested an EQR for 19-20 around the theme of safeguarding, welfare and student support. • The new timeline for collecting student destinations needs to be fully implemented and its success reviewed. Further work is needed to consider how Advantage can help meet the collecting and collating of intended and final destinations, and enable visible records of career planning with students. Further work needed with ALS team on targeted career support for SEND students. • The BHASVIC Inclusivity Group (BIG) to look at EDI policy and practice needs to be re-instated. • Further large screens need to be fitted in the Reception and upstairs areas in Student Services; and the upstairs and outside areas of Student Services building still need carpeting, landscaping and redecoration to realise the vision of a welcoming space designed for student wellbeing. • A parent and carer partnership agreement will be developed in 2018-19.

Section 5: Leadership & Management

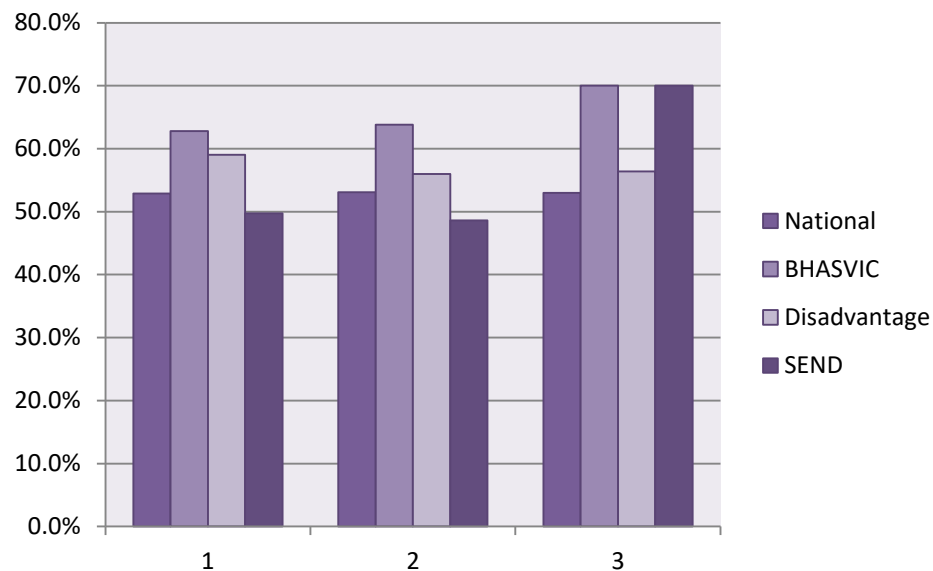
Strengths	Areas for Development
<ul style="list-style-type: none">• College finances are graded 'good' again this year, on the basis of the final accounts for 2017-18.• Planning permission, funding and contracting has been secured for a new building which will provide state-of-the-art accommodation for media, performing arts, biology and other subject areas, along with a large theatre, increased student social and study space and a much improved outside area (including outdoor stage). The building will be ready for September 2020.• A new, online student application system was devised and implemented successfully with positive feedback from external stakeholders.• We were able to offer security to student applicants by offering firm places to everyone who applied by the priority deadline. This was as a consequence of very careful admissions planning, staffing and accommodation use. If we are able to offer to all priority applicants again this admissions round, this will reduce uncertainty within our catchment and help us to make healthy recruitment when we need to increase student intake for 2020.• 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. A review of governance processes last academic has led to well-received efficiencies and enhancements in committee and corporation information and governor challenge.	<ul style="list-style-type: none">• Accommodation in certain areas is not fit for purpose – a significant reshuffling of functions needs to be conducted to ensure teaching departments are as well placed as possible to meet curriculum needs, student social, study and support services are optimised and staff teams can work effectively and collaboratively. The impact on wellbeing for the college community should also be very positive.• 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.

Section 6: Student Outcomes Tables and Charts – supporting data

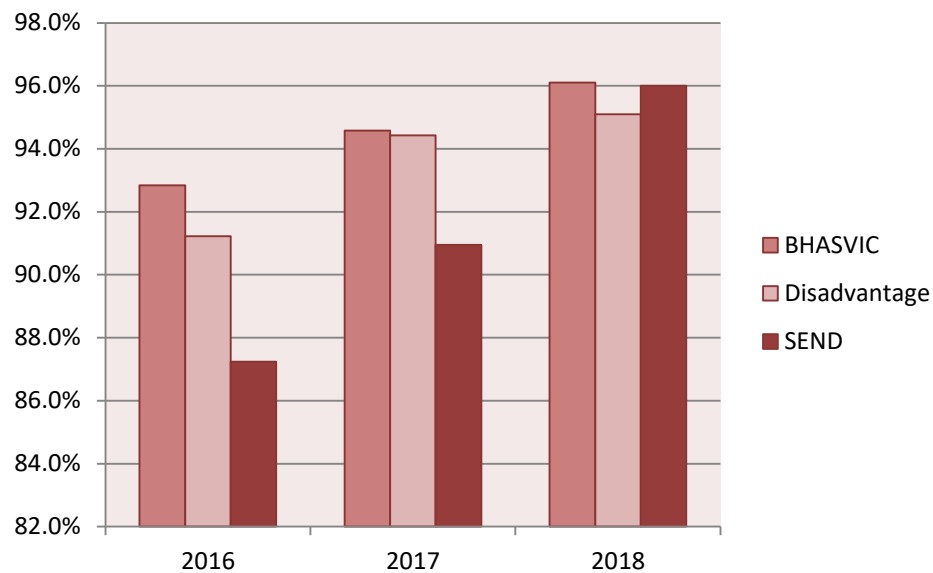
A level Pass rate	2016	2017	2018
National	98.1%	97.9%	97.6%
BHASVIC	99.2%	98.4%	99.6%
Disadvantage	99.0%	98.5%	98.4%
SEND	97.8%	98.0%	99.1%



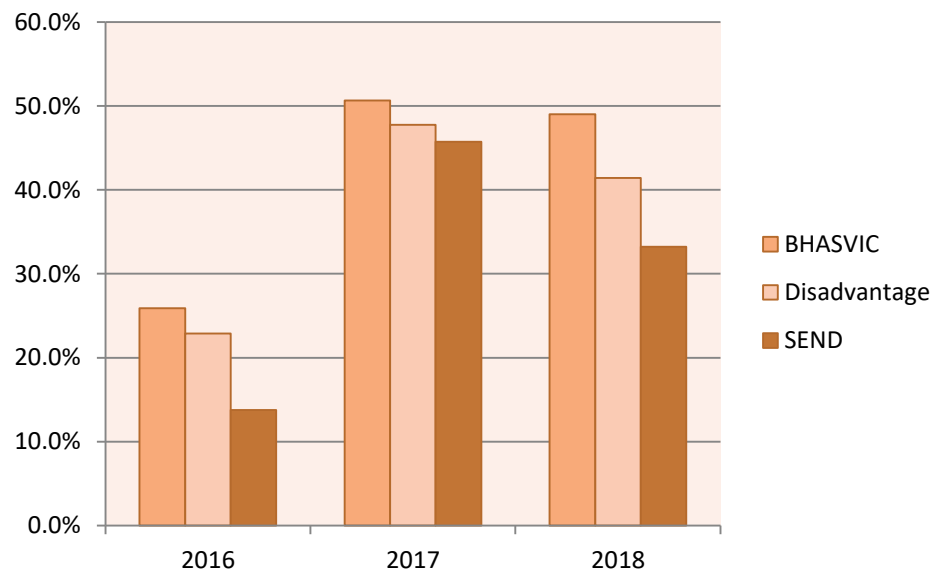
A level High Grades	2016	2017	2018
National	52.9%	53.1%	53.0%
BHASVIC	62.8%	63.8%	70.0%
Disadvantage	59.1%	56.0%	56.4%
SEND	49.7%	48.6%	70.0%



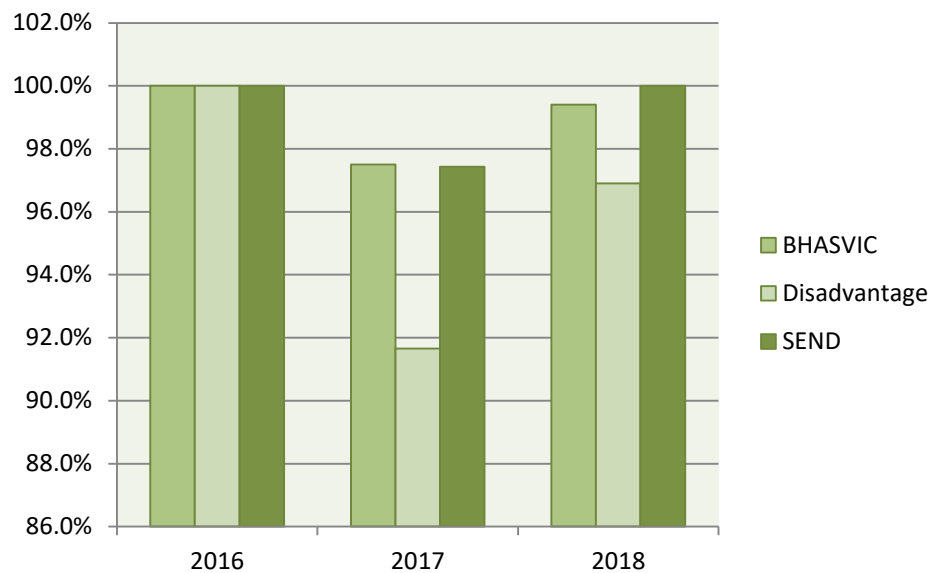
1st Year A level Progression Exams Pass rate	2016	2017	2018
BHASVIC	92.8%	94.6%	96.1%
Disadvantage	91.2%	94.4%	95.1%
SEND	87.2%	91.0%	96.0%



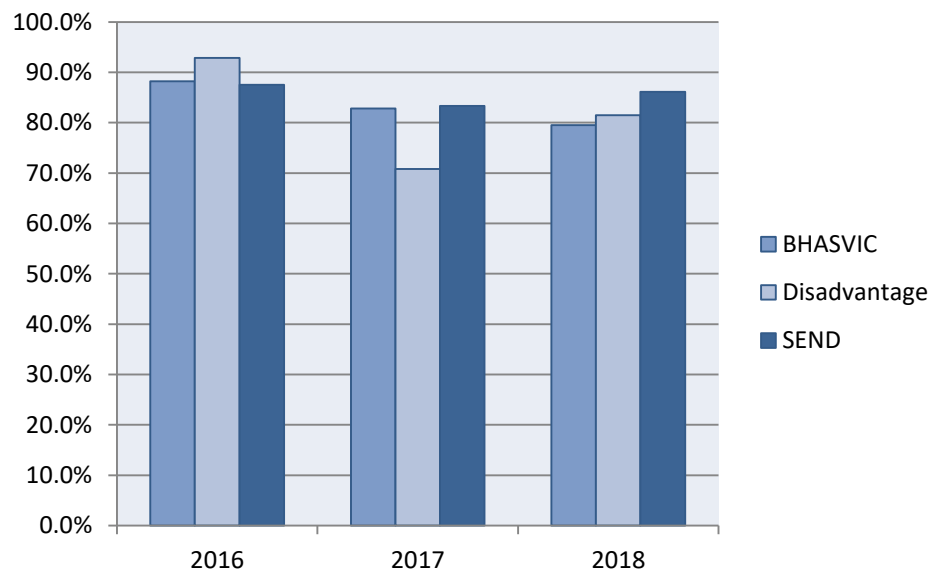
1st Year A level Progression Exams High Grades	2016	2017	2018
BHASVIC	25.9%	50.7%	49.0%
Disadvantage	22.9%	47.7%	41.4%
SEND	13.8%	45.7%	33.2%



BTEC Pass rate	2016	2017	2018
BHASVIC	100.0%	97.5%	99.4%
Disadvantage	100.0%	91.7%	96.9%
SEND	100.0%	97.4%	100.0%

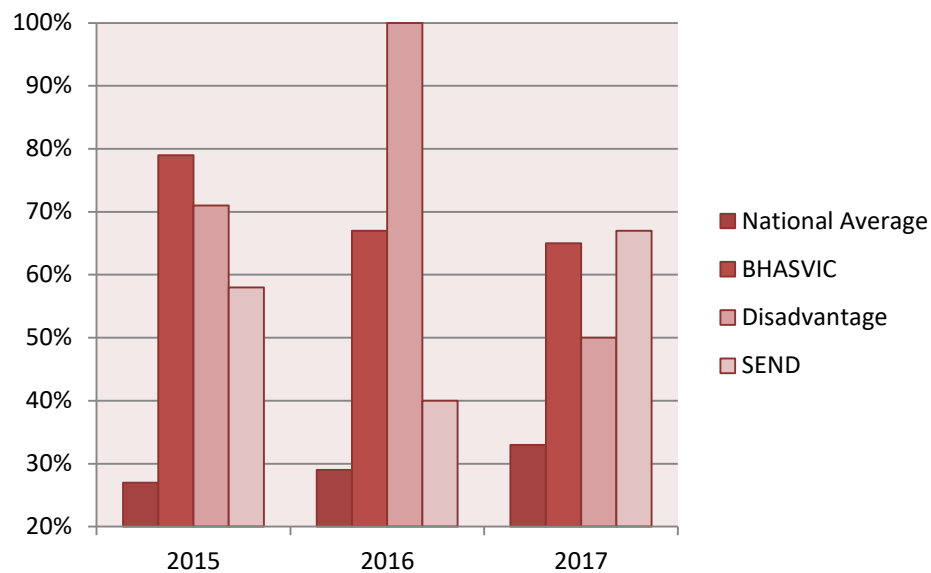


BTEC High Grades	2016	2017	2018
BHASVIC	88.2%	82.8%	79.5%
Disadvantage	92.9%	70.8%	81.5%
SEND	87.5%	83.3%	86.1%

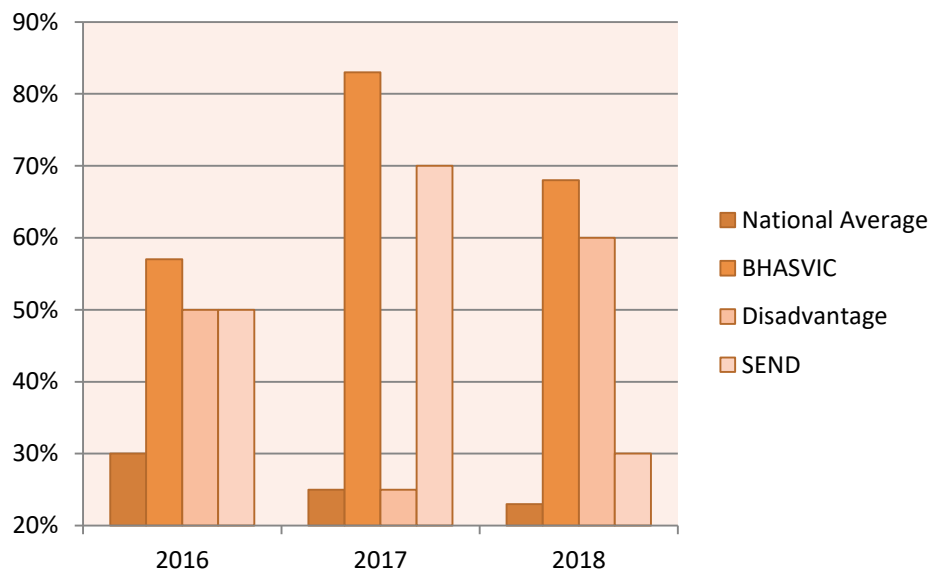


National Pass and High Grades unavailable at point of final publish (31/01/19)

English GCSE	2016	2017	2018
National Average	27%	29%	33%
BHASVIC	79%	67%	65%
Disadvantage	71%	100%	50%
SEND	58%	40%	67%



Maths GCSE	2016	2017	2018
National Average	30%	25%	23%
BHASVIC	57%	83%	68%
Disadvantage	50%	25%	60%
SEND	50%	70%	30%



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 for '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 2017-18 and live Action Plans for 2018-19 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 & School Liaison
Biology	Adult Evening Languages Education
Business & Economics	Alumni & Parent Networks
Chemistry & Physics	Catering
Computing & ITC	College Information Systems
English	Employability
Extended Project	Equality, Diversity & Inclusivity
Humanities	Estates
Maths	Finance
Media & Performing Arts	General Office
Modern Languages	Higher Education & Study Abroad
Philosophy, Politics & Law	Human Resources
Psychology	IT Technical Support
Sociology & Health & Social Care	Library
Sport	Marketing
Visual Arts	Media Arts Technical Services
	Reception
	Safeguarding
	Science Technical Services
	Staff Development
	Student Data & Wellbeing
	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.