BHASVIC

Self-Assessment Report 2019-20

Contents

Self-Assessment Note – Covid-19 Pandemic

The following points are a response by BHASVIC's governing body and senior management to the unique circumstances presented for the academic year 2019-20 and the college's self-assessment:

1. Senior Management and Governance have SUSPENDED some aspects of self-assessment due to the Covid pandemic – notably where it is not possible and/or appropriate to benchmark evidence, evaluate outcomes or grade performance as if the year were business as usual. Identification and mitigation of risks by senior management and risk assurance by governance has been the priority for much of the college's Quality Cycle in 2019-20.

2. Due to the significant strategic and operational challenges and adjustments required by the lockdown and virus transmission mitigation and the college's subsequent priorities, some established quality assurance and improvement activities have not been possible or appropriate, or there is limited efficacy in use of data – examples are established whole college surveys, judgement based on longitudinal outcomes such as student attendance and the implementation or impact of development projects established prior to lockdown.

3. In line with the DfE guidance which states that "Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020," and that " all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data", this Self-Assessment Report does not focus heavily on student exam results outcomes as a measure of quality of education. Where student outcomes were effectively 'anchored' to (or restricted by) past student outcomes, the college's ability to deliver accurate, fair, consistent and compliant Centre Assessment Grades took greater significance than the college's ability to support our students' successes in their final exams

4. The college has self-assessed its performance during 2019-20 to be at the highest level of quality in leadership, management and governance, due to its strategic and operational response to the demands, adjustments and impact of Covid-19. The college ensured all its students continued to access high quality, remote learning during lockdown, including for its most vulnerable students, the continuation of additional learning support, guidance, tutorial, safeguarding and student services, successful results and destinations for students who were completing their studies, excellent retention of students moving from their first into the second year of study and positive transition support during the summer into sixth form this autumn for the increased numbers of new students to the college.

Executive Summary

KEY FACTS ABOUT THE COLLEGE 2019-20

- We remain a designated Sixth Form College.
- Number of funded 16-19 students was 3012 – a growth of 2.6% (76 students).
- Our main Study Programme of three, two-year A levels with tutorial and portfolio course (including EPQ) remains both very popular and very successful for our students' results and destinations.
- We had the 7th (6th) largest A level cohort in the country.
- Students come from over 60 different schools with 50% coming from within the city of Brighton and Hove.
- There are 15 subject departments for 16-19 education organised into three faculties.
- College income was circa. £12.5m.
- The College was inspected by Ofsted under a previous framework in November 2012 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, Accord Group of Brighton and Hove Colleges, the S7 Sixth Form College Consortium, FE Sussex, SFCA and AoC.
- Real terms cuts in funding 2011-20 will be in the order of 25% – the College has restructured staffing and grown student numbers to offset financial pressures but we remain at capacity.
- We have opened a new £10m building to provide better accommodation and allow sustainable growth to offset funding pressures. The building provides a range of highly specialised accommodation for sciences, performing arts, media and student experience and is rated BREEAM Excellent.

SUMMARY OF SELF-ASSESSMENT

- All quality processes reflect the Ofsted EIF framework criteria.
- 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 validated by 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 for each academic year, based on evidence gathered during the SARAP process and is structured in alignment with the new Ofsted EIF.
- The College SAR and Development Plan are considered and endorsed by the college Senior Management Team and the Corporation and its committees.
- The College Development Plan is reviewed three times in the self-assessment year by Senior Managers and Governors.

EVIDENCE BASE

- College SARAPs (16 curricula, 28 cross-college, 1 governance), including progress updates
- The College Strategic Plan 2017-20
- A number of key college strategies, with action plans
- Raw results data
- SUSPENDED: 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
- 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 (Previous year's grades in brackets)

Overall effectiveness: SUSPENDED (1)

Quality of Education: SUSPENDED (1)

Behaviour and Attitude: 1 (1)

Personal Development: SUSPENDED (1)

Leadership and management: 1 (1)

Governance: 1 (2)

Headline Performance Charts

Student Numbers
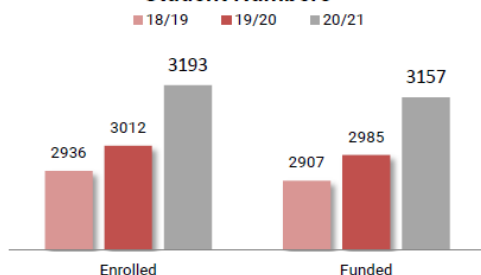
Legend: 18/19, 19/20, 20/21

	18/19	19/20	20/21
Enrolled	2936	3012	3193
Funded	2907	2985	3157

Applications

	2017	2018	2019
By 1st Dec	2226	2334	2544
After 1 Dec	175	214	119
ALL	2401	2548	2663

Class Size

	Sep-18	Sep-19	Benchmark
All Classes	19.3	19.1	16.9

Retention

Legend: A1, A2, A1 Target, A2 Target

	2018	2019	2020
A1	95.65%	95.37%	95.62%
A2	98.69%	98.02%	98.51%

Attainment 2018 and 2019

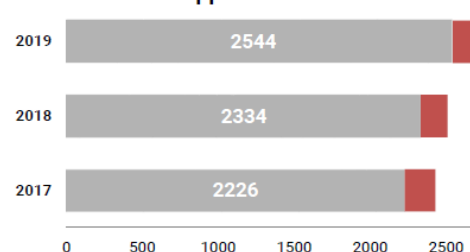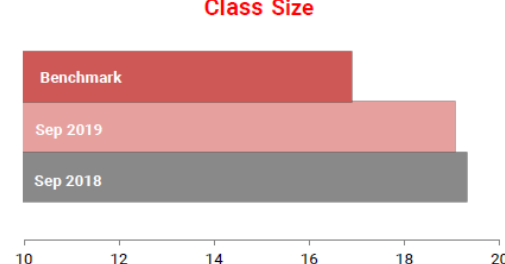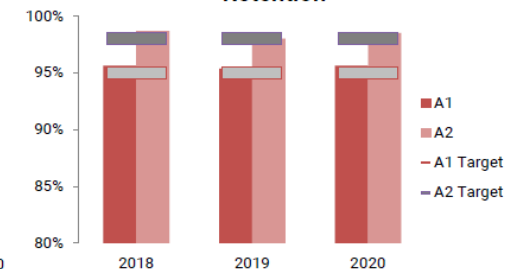Legend: 18-19 C-E, 18-19 High Grades, 19-20 C-E, 19-20 High Grades

High grades / Pass	18/19	19/20
A Level	71.9 / 99.7	76.7 / 99.7
BTEC	66.4 / 99.0	63.8 / 100
GCSE	65.4 / 100	90.9 / 100

Progression Exams

Pass Rate 96.99%, Pass Rate 99.58%, Pass Rate 96.9%

Legend: % resit passes, % C-E, % A*-B

	16/17	17/18	18/19
% A*-B	50.7	53.31	58.0
% C-E	43.29	43.66	36.8
% resit passes	3.0	2.61	2.1

Progress - L3VA

Legend: A Level, Applied

	2018-2019	2019-2020 PROVISIONAL	Target
A Level	0.48	0.49	0.20
Applied	0.32	0.66	0.20
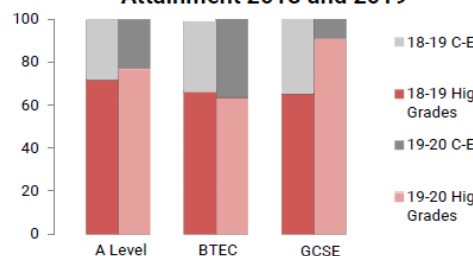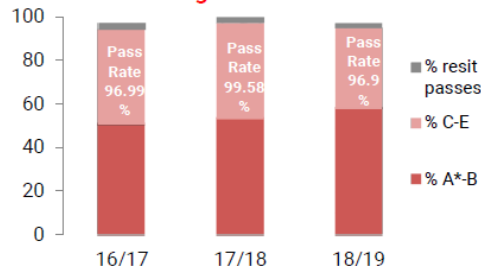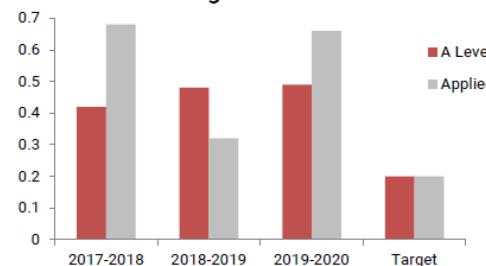
Progress - English and Maths

Legend: Maths, English

	2016-2017	2017-2018	2018-2019
Maths	0.68	0.74	1.01
English	0.85	0.14	n/a

Progress - ALPS

	2018	2019	2020
A Level	2	1	1
BTEC	3	2	3
Target	3	3	3
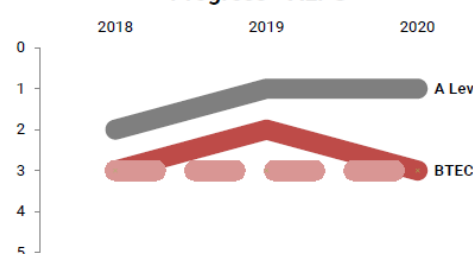
Attendance
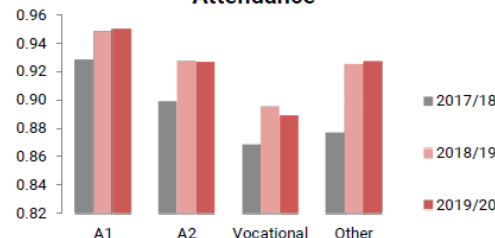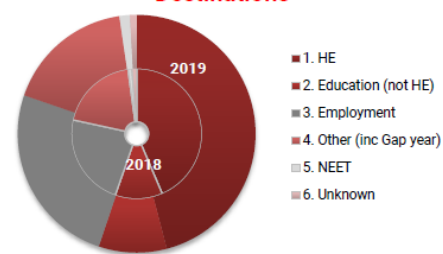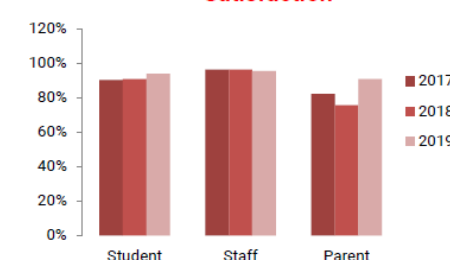
Legend: 2017/18, 2018/19, 2019/20

	2017/18	2018/19	2019/20
A1	92.80%	94.78%	94.94%
A2	89.89%	92.69%	92.62%
Vocational	86.85%	89.49%	88.87%
Other	87.68%	92.46%	92.67%

Destinations

Legend: 1. HE, 2. Education (not HE), 3. Employment, 4. Other (inc Gap year), 5. NEET, 6. Unknown

	2017	2018	2019
Education	80.29%	55.34%	55.19%
Employment	10.94%	23.07%	25.06%
Other	5.72%	20.43%	18.85%
unknown	3.06%	1.16%	0.90%

Satisfaction

Legend: 2017, 2018, 2019

	2017	2018	2019
Student	90.42%	90.88%	93.98%
Staff	96.38%	96.38%	95.72%
Parent	82.27%	75.81%	90.89%

NB – **Red Heading** denotes sections where tables are not updated as data is not comparable due to Covid disruption.

Summary of Key Strengths and Areas for Development

Quality of Education

How good are we and how do we know?	What actions do we need to take?
• **Retention:** remains outstanding, with 97% (97%) of our funded students completing their core aim. students were retained to the end of the 'core aim' of their study programme. 99% (99%) of students who enrolled were retained and funded. • **Results:** We were able to retain excellent outcomes for our 2020 completing students, with complete integrity via the CAG process. All key headline measures (pass rates, high grades, value-added) across all courses were comparable to the previous academic year of 2019. This included outcomes for non-core aim and enriching qualifications, such as British Sign Language, Sports Coaching or Music Theory. • **Teaching and Learning:** By April 2020, over 80% of our teaching staff were able to deliver live, online lessons with confidence and with the high quality expected of the college. Unsolicited parent feedback was extremely positive and high-volume, with a common observation from them that our teachers were delivering higher quality learning experiences than other providers known to them. All schemes of work, learning resources and student study tasks were adjusted for every course by curriculum teams and teachers self-assessed as having greatly (42%), definitely (92%) their confidence with IT. The developments in our teaching practice to enable our students to continue with their studies whilst studying from home has been far and away the most dominant aspect of our curriculum development this past academic year. Centrally, we have provided guidance, policies and tools for our curriculum teams and teachers to use to inform their continuation of student learning. Centrally, we have also facilitated extensive sharing of practice through micro-guides, forums and champions. Our INSET has been focused on blended learning and the senior management team have devised a mode of blended delivery which will meet government safety guidelines whilst maximizing the student experience and learning on site. Modes of monitoring and supporting student engagement and progress, through assessment and student intervention strategies, have also had to develop and respond to remote or blended learning environments and this work continues development this academic year. • **Tutorial:** Tutorial materials and support continued to focus on wellbeing and inducting new students into understanding the remote learning context and IT systems. • **Curriculum offer:** we have prepared for delivery of two new A level courses at BHASVIC – History of Art and Religious Studies. The staff delivering these	• Prepare our curriculum delivery, teaching, learning and assessment for safe, risk assessed and effective delivery onsite, for all courses but particularly for subjects with practical components and specialist equipment and accommodation. Stay well-informed and prepared/ready to make changes to schemes of work and course content in response to short notice or last minute changes in government/exam board policy. • Develop our teachers' skills, knowledge, confidence and application of blended learning and TL&A technology – not only to manage risks during the ongoing pandemic, but also as an opportunity to innovate to the advantage of future students. • Ensure assessments across the year, particularly for our second-year students, would enable curriculum teams to provide high quality, fair and compliant teacher assessments, in case we are required to provide Centre Assessment Grades and/or Rank Orders or something similar to Exam Boards for Summer 2021 exam series. Assessments should also provide vital opportunities for students to practice exams, in light of lost experiences for current first and second year students (no GCSEs and no A1 Progression Exams, respectively). • Support our curriculum teams in using student voice at grassroots and departmental level to gain feedback from their students to enable continual improvement of our curriculum delivery and student confidence in their learning and progress. Devise and conduct termly student surveys to inform overall effectiveness and improvements. • Further reduce or narrow the retention, attendance and attainment gap for our socio-economically disadvantaged students and ensure that disadvantage to our most vulnerable students is mitigated as far as possible through onsite provision during remoter leaning periods or lockdowns. • Monitor the DfE's review of Post-16 Level 3 qualifications, and the proposed plan to discontinue the majority of Applied General Qualifications and plan our curriculum intent and offer carefully if T-Levels replace a number of our current BTEC courses. The FE White Paper is due out in the Autumn, though it is likely that this will be FE/Skills focused and have very little on Academic 16-19 Study Programmes. • Metacognition and student study skills development work should be reviewed and re-launched with a potential revisit of the VESPA Mindset company providing further INSET, continued use of VESPA tools in tutorial, course induction and Flourish Mentoring work. Student Voice and student consultation

courses have consulted closely with the awarding bodies and networked extensively with those centres and individuals who are very successfully delivering the qualifications. Both courses have recruited well and are now successfully in full swing.

- **Additional Learning Support, SEND and Vulnerable Learners:** We have adapted our pastoral and Special Educational Needs provision extensively to continue to meet the needs of disadvantaged and vulnerable students and those with additional learning needs. Pastoral support and SEND provision continued for all students, both remotely and on site, and we provided technology for those students with economic disadvantage and limited or no access to IT at home.

- **Metacognition and student study skills:** At the very beginning of the academic year, all teachers, tutors and student services staff attended a day session delivered by A Level Mindset (now known as VESPA Mindset). These authors and pedagogists have taken the sixth form sector by storm with their outstanding analysis of young people and the way they learn to learn. Our curriculum departments built into their action plans for the year ways to use the theory, activities and practical tools with their students to help them improve their learning. Departments focused particularly on transition from GCSE and their induction periods, but also built strategies into their year-long schemes of work and student handbooks. VESPA has also been embedded into our tutorial provision and its scheme of work and all staff working directly with students have considered ways to enhance their practice (notably one-to-one work, coaching and mentoring) when supporting and advising students on their progress. The development here has been disrupted by Covid and lockdown, though it has been pertinent to supporting students with their remote and independent study, but will be picked up again this academic year.

needs to be built into a review of these techniques and to inform their development across college.

- A Teaching and Learning Development Strategy should be drafted, to inform and support the college's INSET, culture of curiosity and quality-mindedness to improve, individuals' professional developments and reviews and departmental self-assessments and action plans.

- Inform accuracy of internal assessments and predictions by conducting research into the links between end of first-year Progression Exams, on course assessment, UCAS predicted grades, Mock Exams and final A level outcomes. Progression Exams should reflect quite closely the outcomes for A level and accurately inform UCAS predicted grades.

- Ensure all of the above actions link strategically and are articulated within our Curriculum Intent documentation and understand by key stakeholders.

Behaviour and Attitude

How good are we and how do we know?	What actions do we need to take?
• Safeguarding at the college is excellent with the regional Prevent lead using the college as a centre of excellence. 97% of students report feeling safe and knowing how to protect themselves from harm. • Our Behaviour Management policy and its new Code of Conduct is well-implemented, with wellbeing as a key focus and with endorsement from Brighton Hove Inclusion Support Service. The policy and its culture and learning are effectively promoted with students, staff, parents and carers through admissions activity, induction and parent and carer workshops. • Parent communication via the regular, termly newsletter has been very well received, with positive comments via parent/carer liaison work. Pastoral support and support with next steps receives positive qualitative comments and excellent percentages of satisfaction in college surveys. • Successful initial launch of new BHASVIC Forum – this is a re-branding of the student council, with BHASVIC ambassadors working with Citizens UK on community projects. SU has also re-located into Student Services building. The new ideas of a shadow Student Union and Ambassadors Programme now enables greater student peer support, student voice and student involvement in college developments and student representation.	• Review and update Welcome Days to induct both A1 and A2 students, and staff, into the new Covid-secure behaviour protocols around college. • Reduce virus transmission risks and continue to improve safety on site by writing and implementing behaviour management policy, to deal with new challenges such as the wearing of face coverings, exemption lanyards, social distancing rules. Appoint new staff to monitor onsite compliance and use this to inform the employment of a new 'security/community officer' post. • Raise awareness of Hate Crime and provide tools for our students to challenge and resist - as part of the virtual Freshers' Fortnight, host a Community Police lunchtime visit onsite to and work with the ESOL team, attending lessons to introduce themselves and explain the role of police within British culture. • We have seen a spike in the numbers of students presenting with acute and complex emotional health and wellbeing needs, as well as some particularly challenging safeguarding cases. If this trend continues, there are concerns within the Guidance & Student Services team about their capacity to continue to deliver the full range of other non-crisis support services and duties (e.g. Help Desk, tutoring, schools' liaison & admissions interviewing etc.). We have a strategy meeting in November to look at ways of working within our existing resources, with a view to presenting to a whole staff meeting in January to re-set staff/student expectations on Guidance & Student Services provision.

Personal Development	
How good are we and how do we know?	**What actions do we need to take?**
• Student progression into sustained and meaningful destinations remains a key strength of the college. • Student wellbeing and experience is woven into the fabric of their experience. Students gain an enriching and holistic education, helping them to become happy, active, safe, valued and involved members of the college community. • An IT scheme for vulnerable learners to enable access to laptops, and priority access times to the library, was set up swiftly as lockdown happened. We will be able to continue to offer this throughout next academic year and our students, staff and parents/carers were grateful and valued this support. • 11 hrs per week of additional welfare support was provided to students via Welfare Assistants roles which were defined and recruited to. • Staff training in wellbeing, emotion-coaching and safeguarding supported the college's EHWB strategy and provided greater confidence for key staff to support students remotely.	• Plan virtual employability and social action projects for all Employability & Enterprise students in the Autumn Term: The Work Experience co-ordinator to liaise with NCS. Sign up for 'Colleges Live' and support all students to participate in this as an enrichment and employability event, online. • Anticipating greater challenges for students to settle and make friends at college whilst social distancing, wearing face coverings and limited social opportunities onsite outside of lessons, maintain the college's clubs and societies offer (using virtual means), consult with the Student Union and Student Forum on student experience, use the Student Wellbeing Strategy to nudge and promote via webinars and through all communication channels, including advising and encouraging social opportunities to teachers for their classes. • Anticipating increasing levels of anxiety and poor mental health, implement support for wider numbers of students as we transition out of lockdown. Plan 'short course' Mindfulness, Mind & Movement and Hypnotherapy portfolios, which staff will able to refer students into during the Autumn Term. Promote these to the wider college community. • Review student pastoral support provision in light of continued increase in students presenting with safeguarding and wellbeing issues, whilst external services have been reduced and intervention thresholds increased. • We need to review our use of alumni networks across our careers and employability work. • The college's equality, diversity and inclusivity agenda must focus on our ESOL students and other underrepresented groups, identifying a calendar of promotional and advancement events, as well as the refinement of our reporting and impact assessments. • Develop meaningful work experience for all students who are on BTEC double courses (Sport and Creative Media) and Enterprise and Employability pathway students (those seeking employment after BHASVIC). • We seek to continue to develop our tutorial provision for careers education, specifically targeting our most vulnerable students for personal careers and destinations support, as well as refining the schemes of work and delivery across all the specialist and main tutorial pathways.

Leadership and Management	
How good are we and how do we know?	**What actions do we need to take?**
• The college is very well-run, with excellent systems, financial oversight, quality culture of continual improvement and high levels of staff satisfaction (95.7% would recommend BHASVIC as a good place to work%). • Safe and effective delivery of remote learning and continued college operations from March 2020. • Stability and performance improvements of our IT infrastructure and network, with continued improvements to continuity of classroom delivery in 2020. • 'Good' financial health rating: Final outturn for the 2019-20 budget shows a small operating surplus which given the financial uncertainty caused by Covid is very pleasing. Also of note is that our financial health for the year was 'Good' not the projected 'Requires Improvement' under which we received light touch intervention from the ESFA. • Successful completion of our new £10m Elms Building to budget and with only a slight delay despite the wettest winter on record and a global health pandemic. • We are working towards becoming the first College of Sanctuary, as part of our aims to always advance Equality, Diversity and Inclusivity. • We have begun to play a leading and inspiring role in the green agenda by formulating a local and collaborative approach to the FE Climate roadmap to reduce the college's environmental impact.	• Monitor the Covid-19 pandemic, ensuring the college campus is safe for students and staff whilst providing as much onsite, face-to-face and live contact with our students as possible. Ensure all stakeholders have timely and clear communications of decisions, via regular Principal communications and a comprehensive FAQs section of our website. • Continue to monitor and prepare for the delivery of our core provision remotely, reducing as far as possible detrimental impact on student and staff wellbeing, quality of education and other associated risks within the college's risk register. • Review all curriculum provision (portfolio courses, tutorial, additional learning support) and make adjustments to staffing and delivery to ensure our students, especially our most vulnerable, are supported in their academic 'core aims', retention and sustained destinations. • Review all aspects of the college calendar and provision, including all key events and systems, to ensure high quality and objectives are met, whilst adapting to remote and virtual experiences (for example, open evenings, student admissions, parent's consultation events, student progression events). • Recalibrating student, staff and parent satisfaction needs thought, given the disruption and inability to benchmark data against 'normal' outcomes. • Monitor increased workload and change management (through staff surveying and through line management culture), implementing cultural and practical solutions to avoid burnout and ensure sustainable and long-term staff wellbeing. • We need to incorporate any relevant outcomes of the DfE Post-16 Level 3 review and FE White Paper into our Strategic Plan, including Governor engagement. • Monitor and manage college finances carefully. Our commercial income is down. Expenditure is up. The cost of additional Covid spend/losses will impact on our projected surplus. We need to deploy all cost-saving methods we can to mitigate against a deficit. • Consolidating the huts into a permanent brick building would be the next and final stage of our accommodation masterplan. We would need to access capital to complete this but dedicated capital is one of the key asks for both SFCA/AoC. • Specify and develop quality data, reporting and information systems in readiness for transition to a different college information platform/portal. Review the needs of all stakeholders, ensuring increased positive impact on quality and student outcomes, including for different and disadvantaged groups of students.

Student Safeguarding and Wellbeing

How good are we and how do we know?	What actions do we need to take?
Successful use of new safeguarding@bhasvic.ac.uk e-mail address - initially to support Operation Encompass (DV referrals), but proved very useful during lockdown as the general address for urgent referrals and notifications.	Visibility; there is still room to improve the visibility of the frontline safeguarding team to all stakeholders – particularly staff and students
Data and casework monitoring – half termly reports to SMT Business meetings and weekly casework 'check-in' meeting for DSL/DDSL	External support, reflective practice and supervision for frontline staff – regular meetings and support with casework from someone with clinical expertise is needed (Schools Wellbeing Team have been offering this, but take-up is patchy)
We have begun an audit of online safety at the College includes both infrastructure and education of students – new cross-college online safety group convened (with Governor representation) and half termly meetings initiated	There is ongoing discussion around the security of the College campus and how we can assure ourselves that we minimise access by non-staff or students without signing in at Reception. Review of CCTV and 'risk' hotspots is underway with Estates and DDSL.
Prevent Duty training – webinar for all staff run by DfE regional lead and regular communication and meetings with this Officer, who continues to praise our systems and heightened awareness raising for all stakeholders	NetSupport – online monitoring software is a powerful tool but needs further staff training and a review of our systems and processes for dealing with this
Continued support from local authority contacts – to offer support and guidance to frontline teams eg. Schools Wellbeing Service, Education Safeguarding Officer (Brighton & Hove)	CPOMS information transfer from feeder schools was delayed this year due to Covid-related capacity issues in CIS and our roll-out to frontline teams to check-in on vulnerable students was also delayed – lack of essential info transfer re tutor group/GM cohort, means system is not as streamlined as it should be.
Appointment of two new Welfare Assistants provided additional capacity for high risk students from February, which proved especially useful for check-ins during lockdown	Fitness to Study policy and protocols need to be reviewed and updated
Updated Covid-safeguarding policy and practice in April, and frontline safeguarding and pastoral teams were instantly responsive to changed conditions under lockdown – weekly check-ins on most vulnerable, mobile phones for emergency contacts etc.	Bereavement policy still in draft
SU trained by Welfare Officer and Director of Digital Strategy on safeguarding and student societies	SU charter on societies and protocols needs to be updated and disseminated for 2020
Improved liaison with Police community team eg. Visits to ESOL students; more regular presence onsite (to combat and raise awareness of knife crime, stop & search, county lines etc.)	Prevent risk assessment for 20-21 being refined

Safeguarding Data is redacted from this SAR (because it is publicly available). Safeguarding Data is reported annually to and scrutinised by the College's Governing Body as a confidential item. The college's Self Assessment Report and Action Plan for Safeguarding, which includes reporting under a range of duties and acts, is available internally and to external assurers, such as audit, Ofsted, Local Authorities and other regulators.

Notable Safeguarding Actions achieved in 2019-20	Date
Ru-ok? Substance Use and Young People, Recognition, Response and Referral	Sept 2019
All Staff Meeting – Safeguarding power point presentation	10 Sept 2019
Weekly Safeguarding drop in for staff	Sept onwards
Safeguarding and Prevent talk to Adult Evening Language Tutors	26 Sept
Online Safety Conference	27 Sept
Recruitment email sent to Heads of Department reminding staff of Non –BHASVIC employee Safeguarding Procedures.	7 October
Emergency Safeguarding Meeting with BHSS	17 October
Meeting with Prevention Youth Officer for Brighton and Hove – Coming in to BHASVIC in November for 2 x sessions with ESOL regarding knife crime awareness.	18 October
Beat Eating Disorders Training	7 November
Parent and Carer Toolkit link uploaded on the website in https://www.bhasvic.ac.uk/student-life/our-support-service in the Safeguarding section. A link to this has been added to the Noticeboard on the Parents/Carers website.	8 November
BHASVIC Safeguarding Meeting	11 November
Understanding and Challenging Right Wing Terrorism	27 November
Email forwarded by MDB to the Guidance and Student Services Team from Gill Hibbert with information regarding a new Prevent Referral Form – CPA saved information in the Safeguarding drive.	13 December
Catch-up meeting with Alamgir Sheriyar, Prevent Regional HE/FE Coordinator	16 Jan 2020
LSCB – Working with Young People at Risk of Exploitation (Day 1)	21 Jan 2020
County Lines Workshop – London	25 Feb 2020
LSCB – Working with Young People at Risk of Exploitation (Day 2)	6 Feb 2020
B&H Education Safeguarding Network Meeting	4 March 2020
e360 and e Safety Safeguarding Meeting	7 March
LSCB – Safeguarding Children 1: Developing a Core Understanding	10 March 2020
Safeguarding Admin Conference	10 March 2020
Working with Young People on Controversial Issues' – Organised by PREVENT Training	12 March 2020
Lynne O'Meara – Safeguarding Governor Catch-up	12 March'2020
FE Sussex Police Safeguarding Meeting	19 March 2020
Online Safety Group created on Teams – AMC/MDB/JIP/Tony	20 March 2020
BHASVIC Safeguarding Team Meeting	14 April 2020
Sheri – PREVENT Co-ordinator Catch-up meeting - Virtual	28 April
Vulnerable Learner Offer and Team Created – Remotely	May 2020
Updated Covid Safeguarding Website links updated on Parent/Carers Website	May 2020
FE/Sussex Safeguarding Professional Exchange Meeting - remote	4 June 2020
Governor Safeguarding Meeting – Lynne O'Meara	9 June 2020
PREVENT Webinar by Sheri, FE Prevent Coordinator – All Staff invited and meeting recorded attached to HR Training	June 2020
Moved and updated Safeguarding links to Safeguarding section here: https://www.bhasvic.ac.uk/student-life/our-support-service	July 2020
Review of Vulnerable Learners & Health and Safety protocols and processes for these students with Medical/Physical Disability and Allergy AI codes. – In Progress	August 2020

A level Pass rate	2016	2017	2018	2019	2020
National	98.1%	97.9%	97.6%	97.5%	99.1%
BHASVIC	99.2%	98.4%	99.6%	99.7%	99.9%
Disadvantage	99.0%	98.5%	98.4%	99.4%	100.0%
SEND	97.8%	98.0%	99.1%	99.6%	99.8%
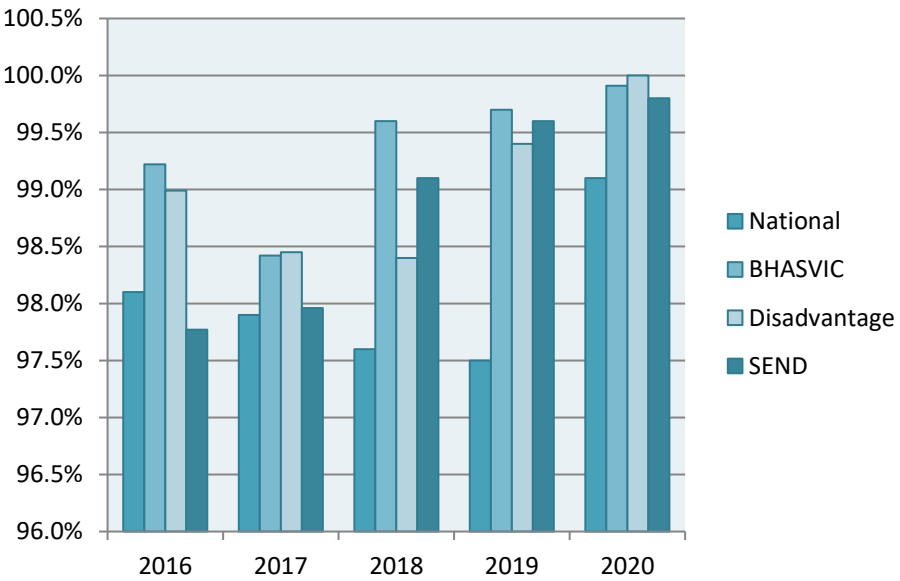
A level High Grades	2016	2017	2018	2019	2020
National	52.9%	53.1%	53.0%	51.1%	65.4%
BHASVIC	62.8%	63.8%	70.0%	71.9%	76.7%
Disadvantage	59.1%	56.0%	56.4%	59.4%	66.8%
SEND	49.7%	48.6%	70.0%	55.8%	66.4%
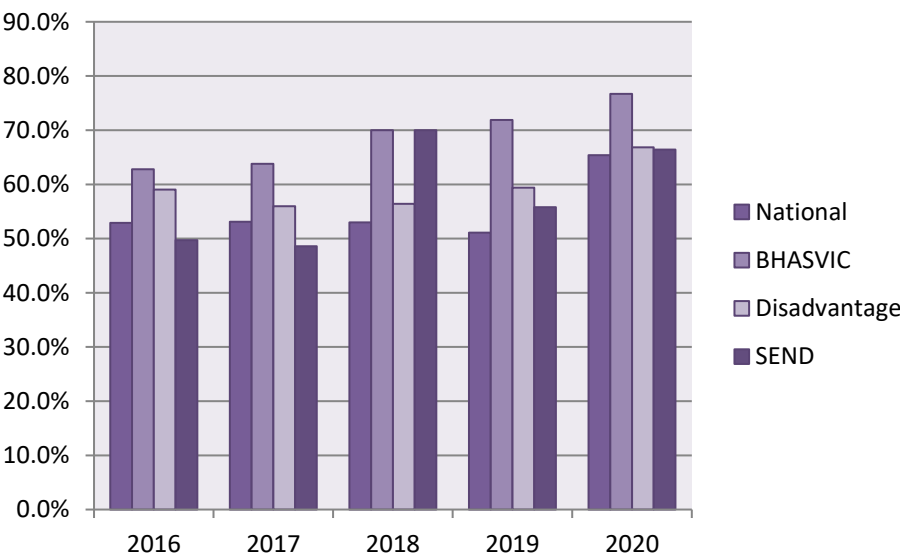
BTEC Pass rate	2016	2017	2018	2019	2020
BHASVIC	100.0%	97.5%	99.4%	99.0%	100.0%
Disadvantage	100.0%	91.7%	96.9%	100.0%	100.0%
SEND	100.0%	97.4%	100.0%	100.0%	100.0%
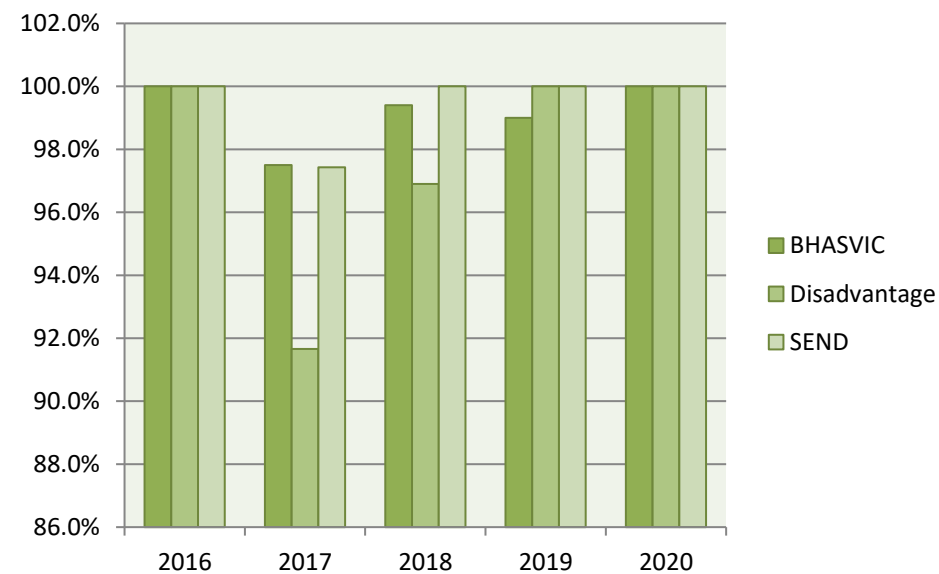
BTEC High Grades	2016	2017	2018	2019	2020
BHASVIC	88.2%	82.8%	79.5%	66.2%	63.8%
Disadvantage	92.9%	70.8%	81.5%	85.3%	50.0%
SEND	87.5%	83.3%	86.1%	81.7%	52.9%
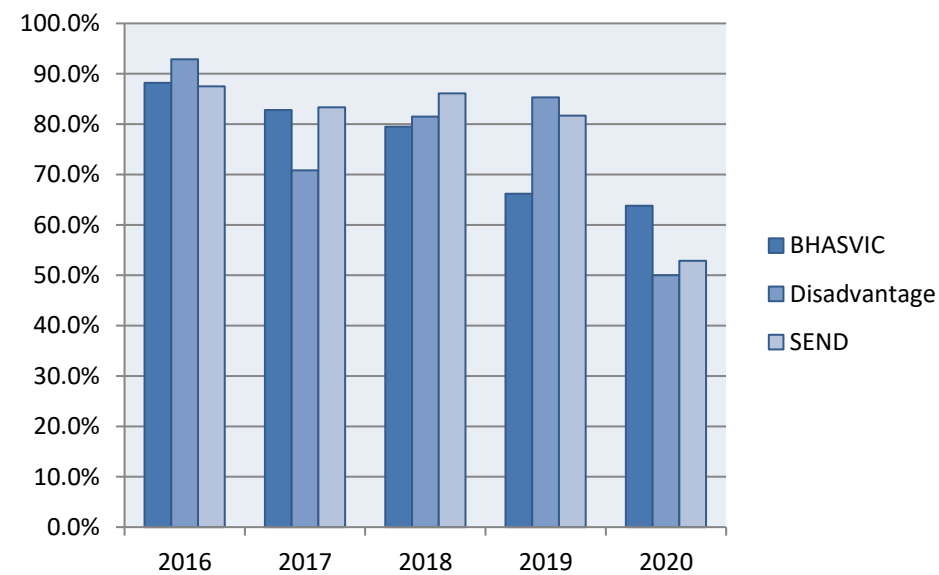
GCSE English Retake Pass Rate (Grade 4+)	2016	2017	2018	2019	2020
National Average	27%	29%	33%	32%	41%
BHASVIC	79%	67%	65%	97%	100%
Disadvantage	71%	100%	50%	100%	100%
SEND	58%	40%	67%	93%	100%
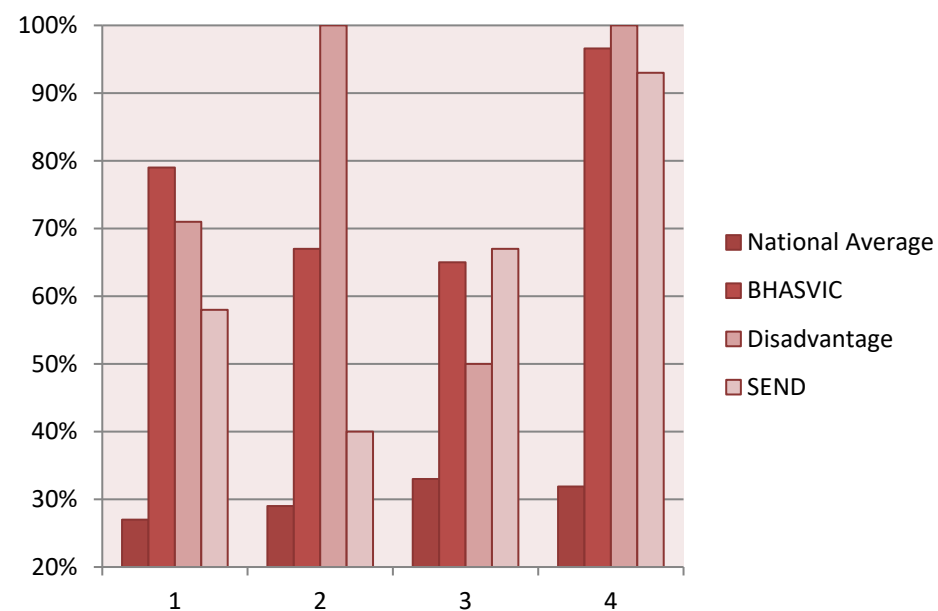
GCSE Maths Retake Pass Rate (Grade 4+)	2016	2017	2018	2019	2020
National Average	30%	25%	23%	22%	33%
BHASVIC	57%	83%	68%	65%	85%
Disadvantage	50%	25%	60%	63%	75%
SEND	50%	70%	30%	38%	88%
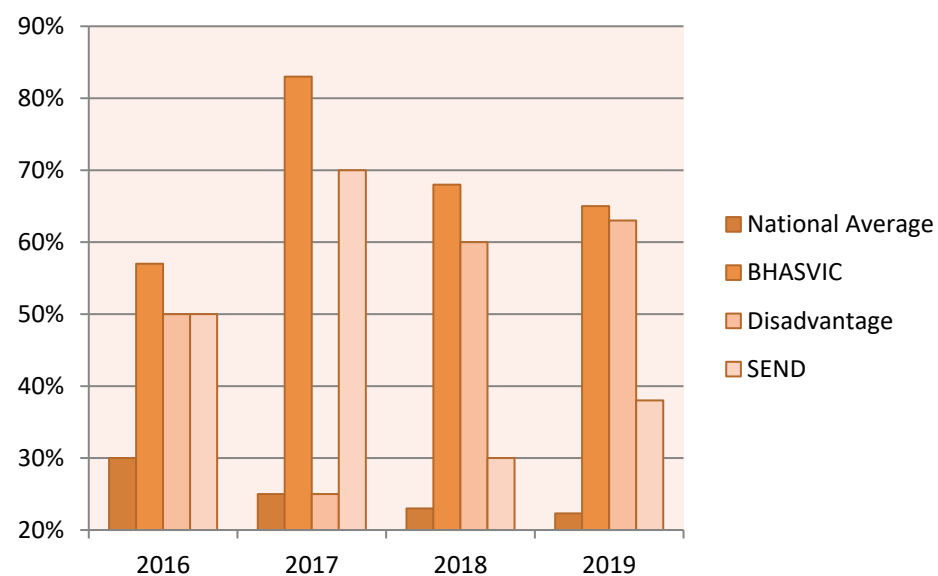
AS Levels 2018/19	Starts	Completed	Passed	Retention %	Achievement %
Graphics	20	20	19	100.0	95.0
Psychology	16	15	13	93.8	81.3
Sociology	9	6	5	66.7	55.6
Further Maths	33	33	33	100.0	100.0
Total	**78**	**74**	**70**	94.9	**89.7**

AS Levels 2019/20	Starts	Completed	Passed	Retention %	Achievement %
Graphics	20	19	19	95.0	95.0
Psychology	10	8	8	80.0	80.0
Sociology	10	9	9	90.0	90.0
Further Maths	40	37	37	92.5	92.5
Total	**80**	**73**	**73**	91.3	**91.3**

DfE Qualification Achievement Rates

DfE Statement: *"As confirmed in our guidance, we will not publish any institution-level qualification achievement rates in the national achievement rate tables for the 2019 to 2020 academic year in response to Coronavirus (COVID-19). The department will still consider publishing national data for the 2019 to 2020 academic year."*

DfE Qualification Achievement Rates (QAR) Table
BHASVIC 16-18 Leavers – 2018/19

BHASVIC Corrected Table, in light of ILR coding error (see page 3 above, Areas for Development)

Qualification Type	Provider Leavers	Provider QAR
A Level	4,167	85.9%
AS Level	242	28.9%
Award	71	97.2%
Basic Skills Maths and English	33	90.9%
Certificate	478	81.2%
Diploma	241	95.4%
ESOL	110	80.0%
GCSE Maths and English	77	87.0%
Other Regulated	205	85.9%
Total	**5,624**	**83.6%**

Corrected QAR Achievement Rate	Leavers	Passes	Achievement Rate
A Level	4167	3579	85.9
AS Level	*78*	*70*	*89.7*
Award	71	69	97.2
Basic Skills Maths and English	33	30	90.9
Certificate	478	388	81.2
Diploma	241	230	95.4
ESOL	110	88	80
GCSE Maths and English	77	67	87
Other Regulated	205	176	85.9
Total	***5460***	***4698***	***86.0***

The figures in the right hand table, italicised in red, correct the administrative coding error in the college's ILR return, giving an achievement rate of 86% for our 16-18 leavers (College QAR was 85.9% in 2017/18 and National rate was 85.2% in 2017/18 – national rate 2018/19 not yet released).

A Level	A* No.	A No.	B No.	C No.	D No.	E No.	U No.	Total	A*-B %	A*-E %
Art	15	35	43	18	6	0	0	117	79.5	100.0
Biology	41	56	58	56	14	4	0	229	67.7	100.0
Business Studies	7	27	47	37	8	1	0	127	63.8	100.0
Chemistry	38	59	70	29	6	3	0	205	81.5	100.0
Classical Civilisation	3	18	22	11	0	1	0	55	78.2	100.0
Computer Science	21	29	12	18	7	4	0	91	68.1	100.0
Dance	4	9	5	0	0	0	0	18	100.0	100.0
Drama and Theatre Studies	9	11	20	9	0	0	0	49	81.6	100.0
Economics	13	46	37	52	10	1	0	159	60.4	100.0
English Language	3	13	19	22	9	3	0	69	50.7	100.0
English Lang and Lit	11	22	39	28	2	1	0	103	69.9	100.0
English Literature	27	52	47	22	5	0	0	153	82.4	100.0
Environmental Science	2	8	10	7	8	3	0	38	52.6	100.0
Film Studies	6	10	15	7	3	0	0	41	75.6	100.0
French	8	12	15	10	0	0	0	45	77.8	100.0
Further Maths	59	28	16	7	1	0	0	111	92.8	100.0
Geography	7	29	29	35	19	4	1	124	52.4	99.2
German	1	3	2	1	1	0	0	8	75.0	100.0
Graphic Design	21	27	34	3	1	0	0	86	95.3	100.0
History	25	75	97	51	8	3	0	259	76.1	100.0
Law	13	22	27	19	7	3	0	91	68.1	100.0
Mathematics	197	111	40	44	23	3	0	418	83.3	100.0
Media Studies	6	5	13	8	1	0	0	33	72.7	100.0
Music	4	2	5	2	0	0	0	13	84.6	100.0
Philosophy	4	17	25	8	2	1	0	57	80.7	100.0
Photography	12	31	33	8	0	0	0	84	90.5	100.0
Physical Education	2	13	10	8	0	0	0	33	75.8	100.0
Physics	36	59	46	29	8	4	0	182	77.5	100.0
Politics	24	32	41	12	2	3	0	114	85.1	100.0
Psychology	36	106	114	53	29	8	0	346	74.0	100.0
Sociology	27	61	73	15	5	0	0	181	89.0	100.0
Spanish	16	12	18	0	0	1	0	47	97.9	100.0
Textiles	8	18	19	5	0	0	0	50	90.0	100.0
Totals	706	1058	1101	634	185	51	1	3736	76.7	99.97
Cumulative Totals	706	1764	2865	3499	3684	3735	3736	3736		

AS Level

AS Level	A* No.	A No.	B No.	C No.	D No.	E No.	U No.	Total	A*-B %	A*-E %
Graphic Design		7	5	4	2	1	0	19	63.2	100.0
Mathematics (Further)		37	0	0	0	0	0	37	100.0	100.0
Psychology		1	2	1	2	2	0	8	37.5	100.0
Sociology		5	3	1	0	0	0	9	88.9	100.0
Totals	0	50	10	6	4	3	0	73	82.2	100.0
Cumulative Totals	0	50	60	66	70	73		73		

GCSE

GCSE	9 No.	8 No.	7 No.	6 No.	5 No.	4 No.	3 No.	2 No.	1 No.	U No.	Total	8-4 %	8-1 %
English			2	3	4	12					21	100.0	100.0
Mathematics	1			1	9	18	4	1			34	85.3	100.0
Totals	1	0	2	4	13	30	4	1	0	0	55	90.9	100.0
Cumulative Totals	1	0	2	6	19	49	53	54	54	54	55	90.9	100.0

L3 BTEC Qualifications

L3 BTEC Qualifications	D*D*D* No.	D*D*D No.	D*DD No.	DDD No.	DDM No.	MPP No.	MPP No.	Other No.	Total	Pass Rate %	High Grades %
Sport and Exercise Sciences Level 3 BTEC Extended Diploma (TRIPLE 2 Year Course)	6	1	1	1	1				10	100.0	100.0

	D*D*D* No.	D*D*D No.	D*DD No.	DDD No.	DDM No.	MPP No.	MPP No.	Other No.	Total	Pass Rate %	High Grades %
Creative Digital Media Production - BTEC Level 3 National Diploma in Film and Television Production (DOUBLE Yr 2)	5	2	3	3	6				19	100.0	68.4
Sport and Exercise Sciences Level 3 BTEC Diploma (DOUBLE Yr 2)	11		2	2					15	100.0	100.0
Sport Level 3 BTEC Diploma (DOUBLE Yr 2)	5	2	1	3	1				12	100.0	91.7

	DS*	DS	ME	PA	Other	Total	Pass Rate	High Grades
	No.	No.	No.	No.	No.		%	%
Business Level 3 - BTEC National Certificate (SINGLE Yr 1)	45		15	12		72	100.0	62.5
Business Level 3 - BTEC National Extended Certificate (SINGLE Y2)	2	18	13	5		38	100.0	52.6
Computing Level 3 - BTEC National Certificate (SINGLE 1 YR)	6		9	1		16	100.0	37.5
Computing Level 3 - BTEC National Extended Certificate (SINGLE Y2)	1	5	6	6		18	100.0	33.3
Creative Media Production BTEC Level 3 Certificate (SINGLE)	1	3				4	100.0	100.0
Creative Media Production BTEC Level 3 Subsidiary Diploma (SINGLE 2YR)	12	5	6			23	100.0	73.9
Creative Digital Media Production - BTEC Level 3 National Extended Certificate in Digital Film and Video Production (DOUBLE Yr 1)	1	2	2			5	100.0	60.0
Health and Social Care Level 3 National Certificate (SINGLE 1 yr)	9		2	5		16	100.0	56.3
Health and Social Care Level 3 National Extended Certificate (SINGLE 2 yr)	5	11	12	1		29	100.0	55.2
IT - BTEC Level 3 National Certificate (SINGLE Yr1)	6		18	4		28	100.0	21.4
IT - BTEC Level 3 National Extended Certificate (SINGLE Yr2)	4	6	8	1		19	100.0	52.6
Law (Applied) Level 3 BTEC Certificate (SINGLE Yr 1)	6	3	1	1		11	100.0	81.8
Law (Applied) Level 3 BTEC Subsidiary Diploma (SINGLE Yr 2)	28	8	10	1		47	100.0	76.6
Music Level 3 BTEC Certificate (SINGLE 1 Yr)	1	1	1			3	100.0	66.7
Music Level 3 BTEC Subsidiary Diploma (SINGLE Yr 2)	10	3	1			14	100.0	92.9
Performing Arts - BTEC Level 3 National Extended Certificate (SINGLE 2 Yr)	2	11	4			17	100.0	76.5
Sport and Exercise Sciences - BTEC Level 3 Subsidiary Diploma (SINGLE Yr 2)	16					16	100.0	100.0
Sport Level 3 BTEC Certificate (SINGLE Yr 1)	3					3	100.0	100.0
Sport Level 3 BTEC Subsidiary Diploma (DOUBLE Yr1 or 1 Year)	1					1	100.0	100.0
Sport Level 3 BTEC Subsidiary Diploma (SINGLE Yr 2)	6	1				7	100.0	100.0

	A	B	C	D	E	U	Total	Pass Rate	High Grades
	No.	No.	No.	No.	No.	No.		%	%
Criminology Applied Level 3 Certificate	20	24	21	12	5		82	100.0	53.7

ESOL Student Results

Qualification and Level	2019				2020			
Speaking and Listening	**Pass**	**Fail**	**Total**	**Pass %**	**Pass**	**Fail**	**Total**	**Pass %**
ESOL Skills for Life - Speaking & Listening Entry Level 1	4	1	5	**80%**	4	0	4	**100%**
ESOL Skills for Life - Speaking & Listening Entry Level 2	10	0	10	**100%**	14	2	16	**88%**
ESOL Skills for Life - Speaking & Listening Entry Level 3	12	1	13	**92%**	5	1	6	**83%**
ESOL Skills for Life - Speaking & Listening Level 1	8	4	12	**67%**	9	0	9	**100%**
ESOL Skills for Life - Speaking & Listening Level 2	6	1	7	**86%**	5	0	5	**100%**
Reading								
ESOL Skills for Life- Reading Entry Level 1	2	1	3	**67%**	6	0	6	**100%**
ESOL Skills for Life- Reading Entry Level 2	4	8	12	**33%**	13	1	14	**93%**
ESOL Skills for Life- Reading Entry Level 3	10	3	13	**77%**	3	2	5	**60%**
ESOL Skills for Life- Reading Level 1	8	2	10	**80%**	8	1	9	**89%**
ESOL Skills for Life- Reading Level 2	5	2	7	**71%**	5	1	6	**83%**
Writing								
ESOL Skills for Life- Writing Entry Level 2	9	1	10	**90%**	10	2	12	**83%**
ESOL Skills for Life- Writing Entry Level 3	17	2	19	**89%**	6	5	11	**55%**
ESOL Skills for Life- Writing Level 1	2	0	2	**100%**	5	0	5	**100%**
ESOL Skills for Life- Writing Level 2	4	1	5	**80%**	7	2	9	**78%**
Total	**101**	**27**	**128**	**79%**	**100**	**17**	**117**	**85%**
IT Functional Skills								
Entry Level 1	9	2	11	**82%**	18	0	18	**100%**
Entry Level 2	7	1	8	**88%**	6	0	6	**100%**
Entry Level 3	17	1	18	**94%**	3	0	3	**100%**
Level 1	1	6	7	**14%**	13	0	13	**100%**
Level 2	0	1	1	**0%**	0	0	0	**0%**
Total	**34**	**11**	**45**	**76%**	**40**	**0**	**40**	**100%**
Maths								
Entry Level 1	6	0	6	**100%**	15	0	15	**100%**
Entry Level 2	11	0	11	**100%**	6	0	6	**100%**
Entry Level 3	12	0	12	**100%**	2	0	2	**100%**
Level 1	8	2	10	**80%**	7	0	7	**100%**
Level 2	0	0	0	**0%**	3	0	3	**100%**
Total	**37**	**2**	**39**	**95%**	**33**	**0**	**33**	**100%**
Overall Pass Rate	**172**	**40**	**212**	**81%**	**173**	**17**	**190**	**91%**

Value added (along with retention and pass rate) is one of the most important measures of student outcome and the quality of the college's performance. Of the many important measures of value added available, **Alps** provides the earliest benchmark performance measure which gives us comparison to other institutions both at whole college and individual qualification level. About 70% of educational institutions delivering A levels and BTECs nationally use Alps. It works on the following scale, called the 'thermometer':

1	As good as the top institution (at the last benchmarking point)
2	Top 10% of institutions
3	Top 25%
4	Top 40%
5	Middle 20%
6	Bottom 40%
7	Bottom 25%
8	Bottom 10%
9	As poor as the bottom institution

The top three grades are coloured red while the bottom three are blue. Curriculum departments aim to be 4 as a minimum standard. Being in the red is good. Grade 2 is outstanding. We present four years of data for each qualification measured by Alps, along with the cohort size.

Applied General Qualifications Alps outcomes by course – 2020

YEAR	2017			2018			2019			2020			Longitudinal Averages		
Subjects	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Ave 4 yr Grade	Ave 3 yr Grade	Ave 2 yr Grade
Business	25	0.88	5	38	0.87	6	41	1.09	3	38	0.92	5	4.8	4.7	4.0
Computing	-	-	-	-	-	-	14	0.97	2	18	0.68	6	-	-	4.0
Creative Media Production	-	-	-	-	-	-	18	0.97	4	38	0.85	6	-	-	5.0
Criminology	-	-	-	-	-	-	-	-	-	82	1.05	2	-	-	-
Health & Social Care	14	1.11	4	16	1.13	3	22	1.1	2	29	0.98	4	3.3	3.0	3.0
Information Technology	12	0.9	4	-	-	-	22	1.15	2	19	1	4	-	-	3.0
Law	37	1.05	5	22	1.07	4	29	1.14	3	47	0.95	6	4.5	4.3	4.5
Music	-	-	-	-	-	-	9	0.99	4	14	0.95	4	-	-	4.0
Performing Arts	-	-	-	-	-	-	6	1.21	2	17	1.04	3	-	-	2.5
Sport	18	1.04	3	24	1.11	3	36	1.15	2	24	0.94	5	3.3	3.3	3.5
Sport & Exercise Sciences Double	45	1.1	2	24	1.06	3	21	1.14	2	30	1.03	3	2.5	2.7	2.5
Sport & Exercise Sciences	34	1.07	3	44	0.98	4	38	1.1	2	30	1.01	4	3.3	3.3	3.0

A Level Alps outcomes by course – 2020

YEAR	2017			2018			2019			2020			Longitudinal Averages		
Subjects	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Ave 4 yr Grade	Ave 3 yr Grade	Ave 2 yr Grade
Art (Fine Art)	78	1.03	6	90	1.02	5	101	1.1	5	117	1.1	5	5.3	5.0	5
Art (Graphic Design)	54	1.24	2	55	1.22	3	82	1.29	2	86	1.26	2	2.3	2.3	2
Art (Photography)	54	1.19	3	71	1.22	3	88	1.25	2	84	1.22	3	2.8	2.7	2.5
Art (Textiles)	44	1.25	3	34	1.13	4	35	1.22	3	50	1.24	3	3.3	3.3	3
Biology	276	0.87	5	227	0.99	2	268	0.96	2	229	0.98	2	2.8	2.0	2
Business Studies	87	0.98	5	116	1.05	3	105	1.13	2	127	1.1	3	3.3	2.7	2.5
Chemistry	263	0.93	3	206	0.98	2	248	0.95	3	205	0.99	2	2.5	2.3	2.5
Classical Civilisation	52	1.05	3	51	0.91	7	49	1.06	3	55	1.06	3	4.0	4.3	3
Computer Science	54	0.85	5	52	0.97	3	76	1.03	2	91	1.04	2	3.0	2.3	2
Dance	8	1.27	2	14	1.16	3	18	1.15	4	18	1.21	3	3.0	3.3	3.5
Drama & Theatre Studies	41	0.91	6	48	0.89	7	33	1.12	3	49	1.11	3	4.8	4.3	3
Economics	127	0.97	5	143	1.03	3	157	1.07	2	158	1.06	3	3.3	2.7	2.5
English Lang. & Lit.	96	1.07	3	78	1.07	3	120	1.06	3	103	1.08	3	3.0	3.0	3
English Language	69	1.03	3	56	0.99	4	49	1.06	3	69	1.03	4	3.5	3.7	3.5
English Literature	161	0.96	6	160	1.09	2	142	1.06	3	153	1.08	2	3.3	2.3	2.5
Environmental Science	19	0.8	6	12	0.84	5	29	0.92	3	38	0.96	3	4.3	3.7	3
Film Studies	39	1.09	4	35	1.04	6	37	1.15	3	41	1.15	2	3.8	3.7	2.5
French	38	0.88	6	44	0.95	5	58	0.99	4	45	1	4	4.8	4.3	4
Geography	108	0.97	5	114	0.96	5	131	0.94	6	124	0.97	5	5.3	5.3	5.5
German	13	0.81	7	10	1.03	3	15	0.93	5	8	0.99	4	4.8	4.0	4.5
Government & Politics	114	1	5	106	1.01	4	144	1.14	2	114	1.08	3	3.5	3.0	2.5
History	243	1.02	3	227	1.04	3	262	1.06	2	259	1.05	3	2.8	2.7	2.5
Law	62	0.89	6	59	1.02	4	68	1.11	2	91	1.1	2	3.5	2.7	2
Mathematics	389	1.05	2	458	1.08	2	427	1.1	2	312	1.11	2	2.0	2.0	2
Maths (Further)	69	1.06	4	68	1.12	3	84	1.06	4	111	1.1	3	3.5	3.3	3.5
Media Studies	47	1.07	4	36	1.16	2	33	1.16	2	33	1.17	2	2.5	2.0	2
Music	18	0.88	5	19	0.92	5	12	1.07	2	13	1.12	2	3.5	3.0	2
Philosophy	53	0.88	5	49	0.92	4	52	1.02	3	56	1.01	3	3.8	3.3	3
Physical Education	25	1.03	3	40	1.03	3	21	1.08	2	33	1.1	2	2.5	2.3	2
Physics	144	0.88	4	183	0.96	3	161	0.96	3	182	1	2	3.0	2.7	2.5
Psychology	258	0.97	4	243	1.05	2	290	1.09	2	346	1.08	2	2.5	2.0	2
Sociology	102	1.19	2	142	1.2	2	147	1.24	2	181	1.22	2	2.0	2.0	2
Spanish	37	1.01	4	37	1.04	3	54	1.11	2	47	1.12	3	3.0	2.7	2.5

Please note – this section uses data which is lagged by one year. Due to the nature of monitoring and reporting of sustained student destinations, the college's Self-Assessment Report provides information on outcomes for students who left the college the previous academic year. Where data is available, the SAR will also report on students who left at the end of the academic year of the SAR. The college provides a very extensive Destinations Report which is taken at the Spring or Summer Term Quality and Curriculum Governor Committee and summarised at Corporation. Due to the extensive nature of the BHASVIC Student Destinations Report, this SAR provides headline summaries only.

This section provides an overview of the destination outcomes for **students who completed their studies at the college in summer 2019**, and contains the most up-to-date information we have. This has been gathered through:

- collating reports and data from the University & College Admissions Service (UCAS) and Higher Education Statistics Agency (HESA)
- contacting ex-students who did not progress into an educational institution
- reviewing our internal early leavers' information forms for key headlines

Dept for Education data (2016 & 2017)

The data for destinations is notoriously challenging to measure and compare, as it necessarily contains a time-lag. The most recent published government data nationally, relates to students who left college in summer 2017 and summer 2016; however, there are some statistical variations between our historically reported data, based on internal collection methods, and that which is published by the government*. The full DfE figures can be found HERE

*Key local/national benchmarks and destinations headlines – (from data published in January 2020, for 2017 leavers)

Total number of students: 1319

School / college	83%
Local authority average	78%
England average	81%

- 51% in education (44% Local Authority; 47% England);
- 29% in employment (29% LA; 25% England);
- 3% entered apprenticeship; (6% LA; 10% England)
- 12% NEET (14% LA; 13%; England)
- 4% unknown (8% LA; 6% England)

Disadvantaged students

Slightly fewer disadvantaged students (79%) sustained education or employment after leaving BHASVIC (compared with local authority average of 80%) but significantly more progressed to education (53%, compared with 45% locally). When looking at progression to top third HE institutions, the most recent data (2016 leavers) suggests BHASVIC disadvantaged students are more likely to attend 'top-third' HE institutions than non-disadvantaged (32% compared with 30% locally and 21% nationally). This trend correlates with the 2019 HESA and UCAS reports suggesting that cohorts of disadvantaged students perform comparatively well (see pages 12-15, 49-51, 52-53 of main report).

Progression Score

We have committed in the strategic plan to ensure the % of students who progress on to employment, education or training will be above DfE benchmarks. The most recent DfE "Progression Score" data, published in January 2020, relates to students who left in summer 2016 and went onto degrees, higher apprenticeships or other level 4 study, compared with other schools/colleges with similar ability intake.

Progression score ❓

Average	0

More score details ❓

Students progressing to higher education or training ❓

Total number of students: 1109

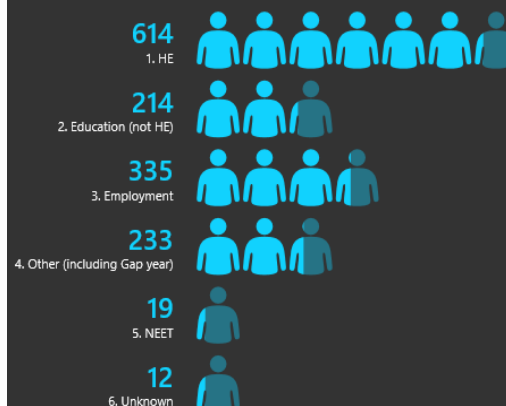|	
School / college	76%
Local authority average	61%
England average	62%

Our current Progression score is 0 (average). For more details, see the 16 to 18 accountability technical guidance.

BHASVIC Destinations June 2019 leavers

614	1. HE
214	2. Education (not HE)
335	3. Employment
233	4. Other (including Gap year)
19	5. NEET
12	6. Unknown

Gap Years

It is important to note that high numbers of BHASVIC students take a gap year and so where 3+ year trends are marked; we see an increase in the % of each year group going into HE. For example, in the Destinations graphs in Part 1 (from page 10-17 of the main report), the HE column (1) is inversely proportional to the gap year column (4) over a period of time. Nevertheless, it is important to note that we are constantly reviewing our procedures for gathering destination data to ensure our data sources are as clear and robust as we can make them.

Headline statistics

Circa 70% of our students enter Higher Education with around a quarter taking a gap year before they go.

Circa 25% of students enter into employment, including apprenticeships, upon leaving BHASVIC. A significant upward trend as a result of our Employability provision in the past three years.

We continue to be pleased that our percentage of Higher Education acceptance routes for Widening Participation (including low income, first in family to go to university, care-leavers) and BAME groups is significantly higher than the national average.

55% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 28%.

Number of Oxbridge offers continues to increase year on year with over 120 offers in the past three years – making us the highest non-selective state provider to Cambridge. Our disadvantaged students in 2019 have a higher chance of an offer compared to our wider cohort.

We have seen a sustained increase in Medics, Veterinary and Dentistry offers with an offer rate of around 1:2 compared to 1:10 nationally.
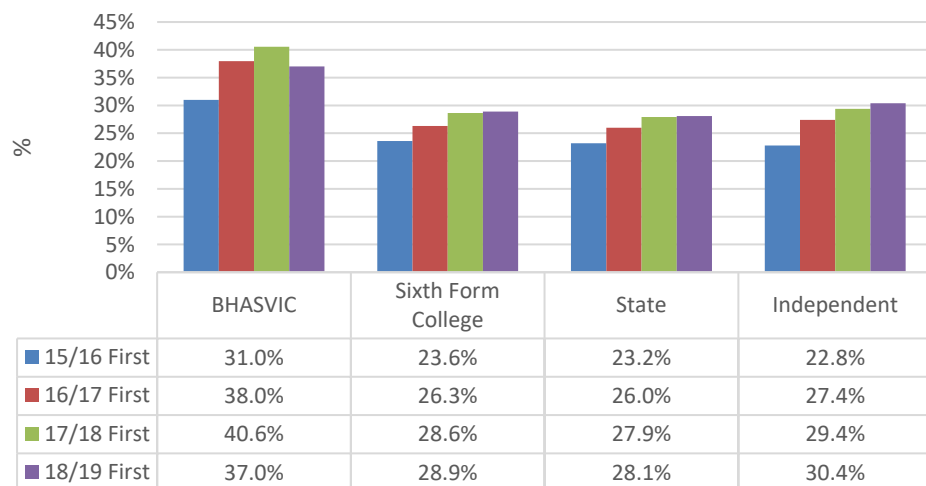
70% of our vulnerable and disadvantaged students (low income, young carers, in care, care leavers) go onto university and 60% of our students receiving learning support – figures equal to our main student cohort

9% of our students progress into specialised further education, including very successful art foundation entry.

Our Early leaver's rates remain extremely low at 2.9% with most going back to school sixth form or entering apprenticeships.

Higher Education Statistics Agency (HESA) data shows 93% of our students achieve first and 2:1 degrees, substantially higher than the independent, state and sixth form sector in general. For students from low participation wards for all UK universities the figure is 92% compared to 69% for the state sector.

All Higher Education Institutions
BHASVIC student First class degrees

	BHASVIC	Sixth Form College	State	Independent
15/16 First	31.0%	23.6%	23.2%	22.8%
16/17 First	38.0%	26.3%	26.0%	27.4%
17/18 First	40.6%	28.6%	27.9%	29.4%
18/19 First	37.0%	28.9%	28.1%	30.4%

All HEIs - Continuation rates for Completion of first year of study

	2014/15 Contin'd	2015/16 Contin'd	2016/17 Contin'd	2017/18 Contin'd
BHASVIC	96.6%	95.8%	93.0%	92.5%
Sixth Form College	89.7%	89.0%	88.8%	88.5%
State	88.1%	87.7%	88.0%	87.5%
Independent	93.6%	93.6%	93.5%	97.1%

BHASVIC ESOL Student Destinations

Destinations of ESOL students 18/19
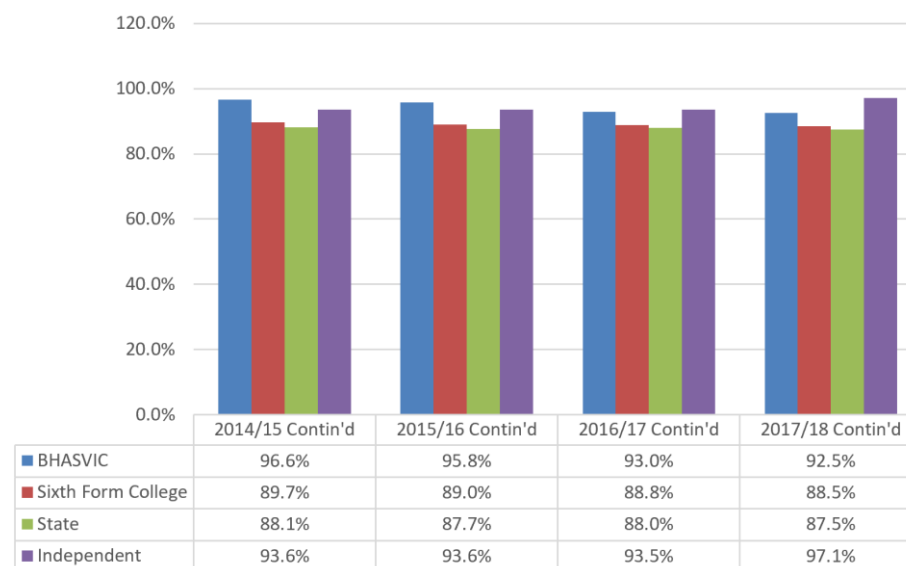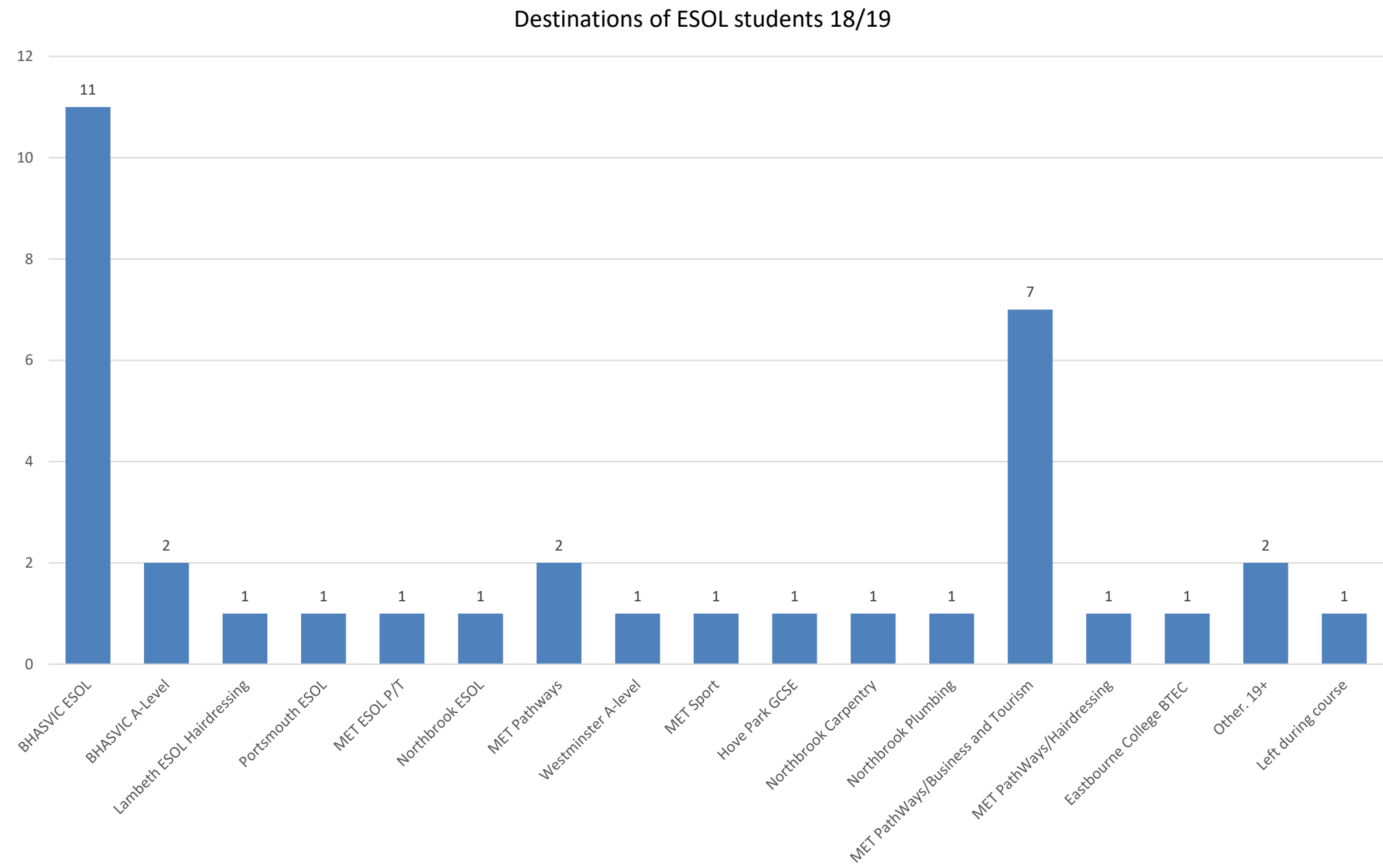
BHASVIC Students who leave before completing the year (Early Leavers)

A1 Early Leavers, as at 15 January 2020

Jan 2020	Jan 2019	Jan 2018	Jan 2017	Jan 2016	Reason
20	24	12	21	42	Change of Progression - other provider (school / VI Form)
10	4	20			Change of Progression - other provider (Vocational)
10	4	11	22	17	Change of Progression - Employment / Apprenticeships
2	3	2	14	8	Effort/Engagement/Misconduct
2	3	2	2	7	Unknown
2	3	9			Mental health (from 2018)
0			17	4	Physical Health (inc. Mental health to 2017)
0		4	13	3	Domestic Circumstances
46 (1558)	**41 (1518)**	**60 (1519)**	**89 (1376)**	**81 (1357)**	Total (no. in cohort starting)
2.9%	**2.7%**	**3.9%**	**6.5%**	**5.6%**	% of September enrolment numbers

Sept 19	Oct 19	Nov 19	Dec 19	Jan 20
16	15	3	6	7

A2 Early Leavers, as at 15 January 2020:

Jan 20	Jan 2019	Reason
4	11	Change of Progression - other provider (school / VI Form)
2	2	Change of Progression - other provider (Vocational)
11	8	Change of Progression - Employment / Apprenticeships
	1	Effort/Engagement
1	1	Unknown
1	6	Mental health (from 2018)
	0	Physical Health (inc. Mental health to 2017)
1	0	Domestic Circumstances
5		Didn't' take up Restart
25	**29**	Total

NB: All students leaving before year completion in either their A1 or A2 year are offered both welfare and careers guidance.

BHASVIC

College Development Plan 2019-20

Contents
Section 1: Quality of Education (INTENT; IMPLEMENTATION; IMPACT)
Section 2: Behaviour and Attitudes
Section 3: Personal Development
Section 4: Leadership and Management

Notes:

- Figures appearing after another figure in brackets and italics are for previous years, the first italicised figure being last year and so on.
- Wherever figures exist for BHASVIC Disadvantaged students (socio-economic disadvantage, additional learning needs, etc), these are presented in this format D=x%, highlighted in cyan. Disadvantaged students are defined as those who were registered as 'Pupil Premium' when they were in year 11 at secondary school. Please note that no benchmarks exist for Disadvantage students. The DfE position is that an institution's disadvantage students should be benchmarked against the national average of all students.
- Areas highlighted in yellow are unresolved, still awaiting data, other evidence or further analysis.
- Retention – Student Retention is the per capita percentage of funded students at the college who completed the year. One-year retention is the percentage of funded course entries that completed the course. Two-year retention is the percentage of entries onto two-year courses that completed the two-year course.

Section 1: Quality of Education - INTENT									
#	Factor	Targets/Objective *(Link to KPI/Strat Plan)*	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
1.	**Curriculum Intent and Curriculum Offer**	Our students' outcomes and wellbeing are most successful when their study programme, courses and wider college activity at BHASVIC makes sense as part of a coherent, holistic educational experience. When staff understand and are able to articulate this to students, they are even better at supporting and helping them in their studies and with their next steps. (SP: 1.1-1.4; 2.1-2.5; 3.1-3.5; 5.1;5.2;6.4)	Complete Curriculum Intent outlining aims and intentions behind the curriculum offer (in its widest forms). Communicate to all staff. Use to inform the direction of the curriculum offer and to keep it focused on our intentions. Monitor outcomes of the DfE consultation on AGQs. Investigate single BTEC or other AGQs that might plug gaps in our student demand and needs. Ensure our BTEC/AGQ course offer is the best it can be. Review our A2 Portfolio offer for its breadth, efficiency and relevance. Consider ways to quality assure and quality improve portfolio courses, including robust student voice. Review the entry requirements for all courses in relation to GCSE English Literature and English Language.	JAM	July 2020	Curriculum Intent completed and communicated\n\nProspectus for 2021 ready\n\nSARAPs articulate purpose and quality of Portfolio Offer (including Student Voice)	Curriculum Intent written – full reference and one-page summary. Take to Governor strategy day and take forward with all staff via summer INSET.\n\nNo update on AGQs from DfE.\n\nBTEC EQR conducted in Autumn, with report – which is being acted upon.\n\nA number of adjustments to curriculum offer planned and in research phase.\n\nWays to quality assurance Portfolio courses in progress.\n\nEntry requirements review completed.	Due to the COVID-19 pandemic this has not progressed.	Curriculum Intent document finalised.\n\nDfE Consultation is on hold.\n\nNew course offers in Art History and Religious Studies recruited well.\n\nReview of Portfolio courses on hold. Some courses being taught others on hold until January\n\nEntry requirements reviewed.

Section 1: Quality of Education - INTENT									
#	Factor	Targets/Objective *(Link to KPI/Strat Plan)*	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
2.	**Literacy and Numeracy Strategies**	The college needs to make sense of how our students' numeracy and literacy is developed through their BHASVIC experience and identify any areas of student experience which can be enhanced to promote even better student numeracy and literacy skills development. (SP: 2.5; 3.3)	Develop and draft a Numeracy and a Literacy Strategy. Heads of Faculty will conduct research and consult with staff. Ascertain whether a separate action plan for each strategy needs to be developed or whether the strategies form guidance for department-level actions within SARAPs. Implementation and quality reviews will take place via SARAPs and the colleges CDP and SAR next year (2020/21)	JAM	July 2020	Two strategies outlined with implementation plans ready.	Heads of faculty are at research phase with these two strategies. Excellent resource available for development of the literacy strategy, which is likely to be implemented first – 2020/21.	Due to the COVID-19 pandemic this has not progressed.	Due to the COVID-19 pandemic this has not progressed. Target rolled over to CDP 2020-21.
3.	**Assessment and Reporting Policy**	Following A level and BTEC reforms, as well as developments in our digital strategy, we need to articulate to all stakeholders how, when and why we assess students. We need to set out where consistent assessment and reporting takes place and the principles on which individual courses use it. (SP: 1.1; 1.4; 3.1; 4.3; 5.2)	Research assessment practices within departments on their courses and qualifications. Set out whole-college principles and practices, as well as guiding principles by which individual courses assess and report to students and other stakeholders on student progress. Draft an Assessment Policy. Align policy with digital strategy projects and curriculum data developments.	JAM	July 2020	Policy published	Assessment framework completed and all grade terminology updated across platforms and processes. Early draft policy written and with CQT currently.	Due to the COVID-19 pandemic, our usual assessment practices have had to change.	Due to the COVID-19 pandemic, our usual assessment practices have had to be transformed and this target has not progressed further. Target rolled over to CDP 2020-21.

Section 1: Quality of Education - INTENT									
#	Factor	Targets/Objective *(Link to KPI/Strat Plan)*	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
4.	**Social Mobility Strategy**	Our Disadvantaged students are not achieving as well in some outcomes as all other students at BHASVIC. To genuinely close the attainment gap and promote social mobility, our Disadvantage student outcomes in some KPIs (such as Retention and Destination outcomes) should be no lower than all other students and our Disadvantage student Value-Added outcomes should actually be higher than all our other students. (SP: 1.2;2.5;6.1)	Read research into effective strategies and projects to advance social mobility with FE students. Pull together all social mobility activity into an over-arching strategy, which helps all stakeholders and internal providers make sense of what we are doing and why. Provide reports and data on how well our students are doing, so that we can measure the impact of our strategies. Formulate actions to ensure there is a coherent continual improvement for our Disadvantage students. Work in close partnership with Guidance and Student Services on pastoral provision, ensuring there is close partnership work from curriculum with these areas for the benefit of our students.	JAM	July 2020	Disadvantage student outcomes report. Social Mobility Strategy and Action Plan.	Disadvantage outcomes recorded throughout SAR (outcomes are strong). Social Mobility Strategy still very much in draft form, with little progress so far this year. Still much to do in pulling all our provision together, but important to note that the individual offers and support is taking place.	Social Mobility Strategy has not been progressed as we crisis manage our operations and communication for support to vulnerable learners.	Informed strategies are in progress. Overarching strategy disrupted by COVID, rolled over to 20/21 Data systems leading to reports are in development. Vulnerability Index devised. Flourish project has extensive action plan and has gained external funding to continue this year. Role to coordinate Flourish to be created and then appointed to.

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
5.	**Student Progress Data Management**	Teachers, tutors and managers' need to be able to look at live, in-year and summative student progress data and outcomes, so as to inform student support and to inform strategic and quality developments. (SP: 1.1; 3.1; 3.2; 3.4; 4.3; 5.2)	Aligned with Digital Strategy Action Plan: Define requirements for MI information system Review current curriculum department data collection and sharing Facilitate access to existing Unit-e markbook	JAM	July 2020	Clear requirements for MI Documented description of existing departmental reporting structures Documentation and training to departments wishing to use existing markbook	Principal is taking a leading role in commissioning a data system, with key upper managers working together to devise the platform.

Recruitment of information systems developer planned. | We now have the staff in place in CIS to deliver this project.

Suspension of exams has allowed us to align our systems with L3VA.

Meetings to progress this project have occurred during shutdown but it has not progressed as far or as fast as we would have liked due to refocusing on remote learning and teacher grade awarding (CAGs and Rank Orders). | Target rolled over to CDP 2020-21 and to align with move to new MI platform for Sept '22. |

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
6.	**Progression Exam, UCAS Predicted Grades and A level results Review**	Our students need to be well-informed by BHASVIC of their progress at the end of their first year, so as to be able to make realistic and well-informed research and decisions about their next steps (including Uni applications). (SP: 1.1; 2.1; 3.2)	Ensure that within policy and practice, Progression Exam grades for students are reflective of final A level grades, and should correlate with UCAS predicted grades, giving a true reflection of their performance in their first year. Ensure that students continue to receive accurate predicted grades. Generate grade boundary guidelines for departments. CQT to work closely with departments on implementing. Recalibrate pass thresholds, ideally norm-referenced (i.e. as a percentage of cohort rather than as a grade boundary). Attention to smaller courses in particular. Use UCAS data on final accuracy of predictions against results. *(see also 25 below)*	JAM	May 2020	Data tracking report on correlation. Assessment Policy. CQT quality work with departments.	Investigation into the issues is ongoing. Consultation with HoDs has taken place and agreement gained about principles and objective here. Heads of faculty are working on the ground with departments to embed this development in practice. SAR data in September should evidence progress.	Without progression exams, students will get an additional review (report) in the summer term. Their predicted grade will be in line with the policy stated. We will use historic data to analyse our accuracy and success, but the impact of Covid-19 could mean that we will not return to normality for the foreseeable.	As May 20 Update

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
7.	**New Building**	Continuity of curriculum delivery and student outcomes needs to be maintained whilst the building is being built and departments prepare for moves to new accommodation and facilities across the college. (SP: 4.1;4.2;7.1)	Plan all curriculum department moves. Consult on any problems of difficulties. Deal with snagging. Ensure all accommodation and resources are ready and fit for purpose.	JAM	May 2020	Minimal loss of lessons for students. All plans are met for build and moves.	All locations have been planned, consulted and agreed. Logistics of moving large departments is considerable. This is being planned currently.	The New Build will not be ready for September. The delay has stabilised to 9 weeks. This may have less of an impact due to social distancing measures meaning the site is under capacity. It gives us more time to complete knock on moves. Moving departments into the new building when it is ready will be a logistical challenge.	Elms Building completed and handed over for Autumn half-term. Departments to move in straight away. Knock-on moves into College House etc to happen gradually. Final phase of works to complete car park and remove Science modulars to start.

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
8.	**Teaching and Learning Development**	We have an extensive and wide-ranging array of teacher development activity, but are less certain on how effective it is. Professional learning is only as good as the impact that it has on teachers and ultimately students in our classrooms. Does our teacher PDR process genuinely inform reflective practice, development and improvement and is impact worth the cost (in staff time) of its implementation? (SP: 1.1; 1.4; 3.1; 3.2; 3.3; 4.3; 5.2)	VESPA and Learning to Learn work should inform all departments' student induction and independent learning approaches. Pull together our teachers' continuing professional development offer into a coherent programme and monitor its successes. Review the PDR process for teachers, and identify any improvements to consult upon with unions and other stakeholders. Workload impact assessment should be made for our PDR process.	JAM	April 2020	Departmental SARAPs Student Voice "helped to study" Staff Development Report Proposal for PDR upgrade	Draft Teacher Development Strategy being written by Staff Development lead in CQT. This will also inform improvements in PDR process, further down the line.	The project has not been progressed; Teacher development has focused on online delivery and blended learning. VESPA has informed some of our Moving On activity, notably the #BeMoreBHASVIC transition webinar given by Andrew Wright. The VESPA specialists have agreed to out postponement of phase 2 until next academic year.	Teacher development strategy has been drafted. Disruption of lockdown has meant that teacher development has focused on online delivery, blended learning and teaching from behind the 2m line. VESPA will continue later this academic year. CQT priority will be T&L development when operational demands of COVID become manageable.

9.	**BHASVIC Reputation**	We know that some students and parents think that at BHASVIC students have to teach themselves (flipped learning) and that the college is unsupportive of its learners. We also know that neither of these things are the case. However, these rumours (purported actively by other sixth form competitors) can lead to students either selecting another place to study or starting at the college with worries and anxieties about the challenge ahead of them. (KPI 6; SP: 1.1;1.3; 7.1;7.4)	Review and adapt all school liaison and admissions activity, communications, support and procedures to enhance our relationships with partner schools and prospective students and their parents/carers. Ensure that Flipped Learning is resolved and clarified in our Curriculum Strategy and build these messages into school presentations, website and Open Evenings. Update our website to reflect our outcomes more clearly, combined with a narrative that students don't succeed despite low support, but that students succeed absolutely *because* of excellent support (they can have both at BHASVIC). Build 'social wellbeing' activities into Taster and Moving On Days. Nurturing further school partnership work from curriculum departments, which focus on dispelling myths and 'starting with confidence'.	JAM	July 2020	Website updates Curriculum Strategy Admissions and School Liaison communications changes Taster Day and Moving On Day timetable gaps are populated with a range of social wellbeing activities for students A report on the range of curriculum partnership work in secondary (and primary) schools provided by departments	Several improvements made to Admissions part of website, as well as formal letters and other communications from Admissions Department. New format school liaison presentation developed and trialled by Deputy Principal – feedback positive. This will be adapted via consultation with wider team for next Autumn. Extensive Taster Day and Moving On Day improvements in hand. Partnership work being tracked by CQT – Q&C will receive audit in summer. New 'Student Experience' materials planned for summer 2020.	Our transition events will predominantly be delivered remotely but have been designed with this target in mind. We also hope to host some Yr 11s on site (vulnerable, ALS, anxious students for example). Messages to parents have been designed to highlight the support available at BHASVIC.	Enrolment numbers do not suggest an issue with 'reputation'. Transition events were carefully planned to address this – albeit remotely. Wellbeing events (on site and on line) have been very well received. The next challenge is to maintain this during the restrictions – so BHASVIC is not a sterile place but one where a variety of enrichment opportunities still occur.

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
10.	**Attainment at A level**	To maintain A level pass rate at a minimum of 99% and the overall A*-B grade rate at 60% or above (KPI 1;SP: 1.1)	Sustain high quality teaching and learning; quality cycle and documents; management of departments and subject areas	JAM	Aug 2019	Achievement of targets	To follow in September update.	CAG results submitted in line with previous year's outcomes.	Above target: CAGs Awarded 99.9% Pass (99.7%,) D=100% 75.4% A*-B (72%) D=66.83%
11.	**Attainment at BTEC level 3**	To maintain BTEC pass rates at 99% and Distinction rates at a minimum of 80% (KPI 1; SP: 1.1)	Consolidate systems and culture associated with a changing BTEC assessment framework; Ensure ongoing tracking and robust role of Quality Nominee	JAM	Aug 2020	Achievement of targets	To follow in September update.	CAG results submitted in line with previous year's outcomes.	Above target: BTEC Pass rate 100% (99.2) D=100% (100%) Below target: High Grades 63.8% (66.8%) D=63% (85.3%).
12.	**Progress (Value added)**	To maintain exceptional overall value-added at 0.20 or greater with Alps at 3 or better at A level and BTEC (KPI 2; SP: 1.1)	Sustain current high levels of performance in context of successful teaching and learning, culture and systems	JAM	Sept 2020	Achievement of targets	To follow in September update.	CAG results submitted in line with previous year's outcomes.	Above target: L3VA of A level CAGs =0.46 (0.48) Disadvatage = 0.47 (0.43)

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
13.	Disadvantage Outcomes	Disadvantaged student outcomes are equal or better than the rest of the cohort (KPI 2: SP: 1.2; 1.3; 1.4)	Flourish Study Skills programme to be delivered to first cohort. Monitor and review progress and embed continual improvement process for this new provision. Use Vulnerability Index to identify disadvantaged students and target support; raise staff awareness of poverty proofing; Provide increased opportunities for social interaction for minority or marginalised students (e.g. Dials Club, Improve college support package for financially disadvantaged (e.g. food bank, sanitary products, printing credits) and raise awareness through tutorial Target careers support and IAG *(see also 4 above; 22, 25 & 27 below)*	JAM /AM C	Aug 2020	Target groups identified; KPIs and staff awareness improving. Smaller/no gap in outcomes compared to all. HESA/UCAS data.	Flourish cohort of circa 20 students engaged with programme and receiving regular mentoring. Team learning and development plan live. Substantial stationery kits provided to mentees, all sourced from external funding. Vulnerability index in place. Needs to be embedded in regular use and practice. Food bank thriving, with additional social club well-attended.	Flourish support has continued during lockdown, but engagement levels have not been measured as the project is led by the Deputy Principal who has not had capacity to monitor. Prior to lockdown, some anecdotal evidence was forming of significant academic progress in some cases and significant emotional support and wellbeing needs being met.	==Above target:== Value Added outcomes for A level are 0.01 greater for Disadvantatge students. Pass rate at A level is 0.01% higher than the rest of the cohort. ==Below target:== Retention and attendance rates remain below those of the rest of the cohort which is disappointing and will be an area for future focus.
14.	Attainment in Eng/Maths GCSE	To maintain the overall GCSE pass rates (grade 4 or above) at a minimum of 55% (KPI 3; SP: 1.1)	Departmental action plans; support plans; study support; HOD/HOF monitoring of performance	JAM	Aug 2019	Achievement of targets	To follow in September update.	CAG results submitted in line with previous year's outcomes.	==Above target:== CAG GCSEs 100% 1-9 and 85% 4+ (71.4%) D= 63% (67%)

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
15.	**Retention**	To achieve a minimum student retention rate of: **By year:** A1 course=95% A2 course=98% Two-year course=85% **By Whole Student**: Funded starters who complete the year=95% Funded starters retained to end of their core aim=90% (KPI 4; SP: 1.3; 2.4)	Monitor retention on new linear courses and compare outcomes to emerging benchmarks.	JAM	Aug 2020 Jan 2020	Achievement of targets	Overall, in-year student retention levels at this point in the year highest in 6 years at 99.3% (99.0%)	Retention is up on previous years: Funded starters still on roll as of 1st May = 97.9%	By year: A1 = 95.6% A2 = 98.5% A1 = 90% A2 = 95% Overall retention for 2019-20 = 97% (97%) (92%) 2 year retention rate (2018 starters who completed in 2020) = 93% (never previously higher than 89% D = 84%
16.	**A1 Progression Exam Outcomes**	To ensure an overall pass rate of 99% (which includes re-take passes) and a high grade rate of 60% (SP: 1.1; 1.3; 2.1)	Sustain high quality teaching and learning; quality cycle and documents; management of subject areas	JAM	Aug 2020	Achievement of targets	To follow in September update.	Due to COVID-19 pandemic these did not take place. Instead an additional student review will occur.	As May 20 Update - Additional Student Review implemented.

#	Factor	Targets/Objective (Link to KPI/Strat Plan)	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
17.	**Destinations**	Ensure all students go on to sustained education, employment, training (including after Gap Years); To maintain 40+ Oxbridge places (conversion rate of 2:3); and 20+ Medics (conversion rate of 1:2); Maintain 70+ Visual Arts applications. Improve tracking of direct employment and apprenticeship pathways (KPI 5; SP: 1.3)	Instigate a three-stage reporting protocol in-year. Record destinations accurately; effective analysis of data (including tracking intended compared to actual destination); DfE benchmark data;	AMC	Aug 2020	Achievement of targets	Part 1 of Destinations report published. 4-year average of 72% progression to HE (2015-2018); 10% continued education (including apprenticeships). 17% of 2019 leavers currently on gap year & 25% in employment. 41 accepted Oxbridge places (from 50 offers) & 19 Medics accepted places (from 20 offers). 106 Art foundation applications.	Progression week launched as a virtual set of activities tailored to individual career aims and tutorial pathways.	Targets/ objectives met – full destinations report to follow. Competitive university place entries have risen by circa 10% from last year. Placed applicants = 1083 in 2020, compared with 930 in 2019 & 902 in 2018. Fewer deferrals: 15% in 2020, compared with 16% in 2019 & 17% in 2018. Specialist pathways (Oxbridge, Medics, Visual Arts) were not negatively impacted by COVID disruption: 199 Oxbridge applications, 46 Medics. (plus 49 ex-students for both Oxbridge & Medic pathways)

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
18.	**Attendance & Punctuality**	Achieve a minimum average attendance rate of A1 92% and A2 90% across the year by qualification type. (SP: 1.1)	Maintain approach: teacher, tutor and GM follow-up, spot checks, parent texts, Advantage information; Attendance team	AMC	July 2020	Achievement of targets	A2 attendance currently = 92.82%; A1 attendance currently = 95.53% Presentation to Tutor Team meeting on Attendance Review procedures and expectations	Standard attendance registers suspended during remote working; a new system to monitor weekly student engagement launched after Easter. Current data suggests 91% across all courses, including tutorial.	<mark>Achieved</mark> Global attendance to March =92.1% *(prev year 92.3%)* <mark>Disadvantage 89%</mark> A1 = 91.8% <mark>88.6%</mark> A2 = 90.8% <mark>87.6%</mark>

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
19.	**Student Behaviour / Respect / Attitudes to Learning**	Maintain and build on staff, student and parent/carer awareness and understanding of new behaviour policy and #BeMoreBHASVIC values – Be Happy Active Successful Valued Independent members of the Community (SP: 6.1; 3.5; 3.3; 2.2; 2.5)	Maintain visibility of new College Contract through staff meetings, posters, web-presence etc. Curriculum departments to continue to review/update internal policies and procedures to align. Embed VESPA and review 6Rs and wellbeing resources in tutorial. *(see also 23 below)*	AMC	ongoing	New Student Behaviour policy; BHISS / BHCC Safe & Well in FE survey data; end of year student/staff/parent/carer surveys	Student contract signed by all students at induction. #BeMoreBHASVIC used regularly on social media. Preliminary VESPA mapping for tutorial programme completed and taken to CQT. Tutorial wellbeing resources updated.	New virtual Year 11 Moving On programme launched on 1 June – with #BeMoreBHASVIC values and student contract, VESPA, wellbeing as focus Student/Parent launch webinar had over 1500 sign-ups Some adaptations to behaviour policy (discipline) may be needed for longer term virtual context	<mark>Achieved</mark> #BeMoreBHASVIC embedded in Moving On work and newly designed A1 & A2 Welcome & Induction Days in September. Positive feedback from targeted vulnerable learner transition days (see Disadvantage SARAP). Two parent/carer webinars in June/July - revolved around wellbeing & #BeMoreBHASVIC; followed up by New Parents Info webinar run by SMT on 8 Oct - 18 questions posted in advance and over 220 logged in live.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
20.	**Employability**	Build awareness and consistency of employability skills and outcomes across curriculum departments, with students and parents/carers (SP: 1.2; 1.3; 1:4; 2.1; 2.2; 2.4; 2.5; 3.1; 3.2; 3.3; 5.1; 5.3)	Gatsby audit; share best practice amongst HoDs (e.g. Business & Economics; Computing; Chemistry & Physics); Employability subject posters; revamped website; investigate use of Skills Builder (or similar tracker-tool) for student self-awareness and activity tracking	AMC	ongoing	Audit outcomes / SARAPs; staff/student/parent/carer surveys	Presentation at HoDs meeting to share best practice from Business & Economics and maintain awareness of Futures Framework (CEIAG). Employability subject posters displayed in all departments. Employability section of website updated. Skills Builder online tracker tool being investigated; and employability skills mapped into position statement.	New virtual Progression Week (1-5 June) has provided positive opportunity to develop careers and employability work with curriculum departments. Staff Career Journeys shared with students online. Early data suggests very good student engagement with all pathways. Skills Builder project – extended for an additional year. See also 21 & 22 below.	Partially achieved Portfolio courses (a key link to our employability provision) have been suspended for Autumn 2020. However, we have maintained cross-college employability work, (see previous June update column) despite challenges experienced with increased emphasis on focused curriculum delivery. Gatsby self-assessment audit (completed in June 2020) maintained performance across each benchmark, bar one (linked to employer engagement) https://compass.careersandenterprise.co.uk/shared/SB2ex2QTSxRl3Ct3tUY1j3IkaSvN0nhn

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
21.	**Work Experience (WEX)**	Standardise and develop BHASVIC WEX offer to targeted student groups and review hospital volunteering (SP: 1.2; 1.3; 2.1; 2.2; 2.4; 2.5)	Research best practice and evaluate needs of students who are on BTEC courses and/or EE tutorial pathway: target work experience support accordingly; target hospital volunteering to enable better access for disadvantaged groups Re-design WEX coordinator role and review associated processes; work with tutors/curriculum staff to ensure opportunities occur; exploit Alumni, EAN and other employer contacts	AMC	July 2020	WEX/ hospital volunteering participation data & evaluations; re-designed co-ordinator role and streamlined processes;	WEX position statement currently in draft, including targeted groups for WEX support. WEX Co-ordinator role advertised – due to be appointed in early March. BTEC mapping exercise begun, to assist in planning support for next year. Majority of EE WEX placements completed. Systems and processes streamlined.	WEX position statement remains in draft – not progressed due to pandemic. WEX Co-ordinator, Sam Davey, appointed. Currently exploring virtual WEX offers but landscape is challenging for external placements	<mark>Partially achieved</mark> 55 students completed WEX in 19-20, before lockdown, compared with 94 in 18/19. An additional 24 completed virtual WEX (April-June). In EE pathway, 45 out of 70 (64%) completed which is a slight increase (+1%) on previous year. We continue to look at inventive alternatives eg. Revised NCS programme for Autumn Term 2020, but landscape is challenging. WEX position statement not completed.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
22.	**Careers Guidance / Preparation for next steps**	All students access a careers programme via tutorial (and additional careers events in-year) to enable informed decisions about their choice of destination Targeted Personal Guidance to prioritise vulnerable groups (SP: 1.2; 1.3; 2.1; 2.2; 2.3; 2.4; 6.3; 6.4)	Continue to refine and update tutorial resources and use of 1:1s for signposting to careers advice; Futures Fair etc. Use data to identify and target those who did not receive 1:1 guidance at school; those without an intended destination during A2 Progress Review; Young Carers; SEND groups	AMC	Ongoing July 2020	Student, staff, parent/carer survey data; Compass benchmark tool	Careers team continue to update and feed into tutorial resources, including in run-up to events such as the Futures Fair or Careers Awareness Weeks Termly Compass Gatsby audit submitted to Careers & Enterprise Company. Investigations underway to use the new Compass+ tracking tool to inform targeted interventions, based on prior school experiences. Careers team have been working proactively with ESOL and ALS to target 1:1 and group guidance. Updated Young Carers support materials and launched to Tutors.	See also 20 and 21 above. Most recent Gatsby Compass Evaluation, completed following Progression Week, is [here](#). It is pleasing to note scores have only declined in one area (external employer opportunities) which is to be expected. Compass+ tracking tool does not correlate with our MIS system, so unable to progress with this. Careers Team have continued with remote appointments and targeted support for ALS, ESOL & Young Carers. Upgraded and reviewed all online careers resources and parent/carer website.	<mark>Partially achieved</mark> See also 20 & 21 above. Careers Programme continues to be delivered via tutorial programme (re-organised for remote and then blended delivery) Tutorial attendance has remained sound and engagement in 1:1 careers appointments improved with remote delivery – with the careers team reporting fewer DNAs ("did not attend"). See Careers & Employability SARAP for full details.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
23.	**Emotional Health & Wellbeing**	Promote student wellbeing through #5,6,7 ways to #BeMoreBHASVIC - reinforced throughout learner journey. Embed wellbeing and community into our curriculum strategy; Continue to promote better awareness, build on staff training; co-ordinate student & parent/carer activities and address increasing demand (3.5; 6.1; 1.4; 2.1; 2.2; 2.3; 2.4; 2.5)	Continue to work with BHISS (schools wellbeing service) to refine EHWB action plan in line with local schools and colleges; research best practice in wellbeing & fitness to study policies, draft and consult on BHASVIC version Audit cross-college activities via SARAP process and share best practice; complete sleep research and develop further INSET / student support accordingly Pilot parent/ carer wellbeing workshops and online counselling; and investigate well-being 'drop-down' activities for students (e.g. As part of Progress Review Days; within tutorial programme) Further develop peer-mentor role & widen other 'wellbeing-focused' portfolios / enrichment / tutorial opportunities	AMC	Ongoing Feb 2020; July 2020	Student, staff, parent/carer survey data and INSET/ workshop evaluations; Counselling referral data BHISS EHWB survey data demonstrates improved wellbeing of students / staff on 19-20 figures Student Wellbeing/Fitness to Study policy draft	Ongoing work with BHISS to utilise Primary Mental Health support: new Bereavement support group planned for Spring/Summer term; Emotion-coaching INSET sessions for staff scheduled for March 'Neuro-Ninja Exam Stress Workshop' run for A2 students/ parents/carers in early February and very positively received. Sleep research and second student wellbeing survey completed in January – currently awaiting results. Fitness to Study working group have met once – this now needs to progress with a draft policy and procedures. Peer mentor group have successfully participated in #IAmWhole and other campaigns & research activities	Nature of these projects have rapidly changed over lockdown. Bereavement support group and emotion-coaching training suspended. Neuro-Ninja work re-targeted at incoming Year 11s (see 19 above) working with James Barton (lead GM on student wellbeing) and integrating student research results and peer mentors. Two new part-time Welfare Assistants appointed on temporary basis - expanded support available (contracts extended until end of summer term) - presented opportunity to progress more integrated work between counselling service, Student Services, Guidance & BHISS Primary Mental Health team. Fitness to Study work on hold due to pandemic.	<mark>Partially achieved</mark> Wellbeing has been central focus of all Moving On, Induction and on-going tutorial activities. (see , also,19 above) and utilised evidence from previous student surveys to inform advice and materials. We have continued to work with BHISS, with active support and interventions from Primary Mental Health link to offer weekly clinical advice on casework for welfare team. Fitness to Study and Suicidality Policy needs to progress (see Safeguarding & Wellbeing SARAP) BHISS wellbeing surveys planned again for 20-21, along with revival on staff INSET offers (see previous columns). New programme of 'short courses' for mindfulness and mind & movement launched.

| 24. | Guidance and Tutorial (including parent/carer communication) | Students and parents/carers are positive about the quality of guidance and tutorial support and college communication (SP: 4.1; 2.4) | Evaluate remodelled tutorial provision; monitor trends in student attendance and gather feedback regarding effectiveness of group and 1:1 sessions. Evaluate use of IT and ThinkPads in tutorial by staff and students; further standardise approaches to casework tracking. Continue to standardise and quality assure consistency of delivery – induction, observations, co-ordination of A2 pathways & materials; and GM casework through supervision meetings. GMs to feed into agendas and chair Curriculum & Guidance meetings to raise cross-college issues relating to curriculum offer seen within casework . Continue to refine parent/carer and student communication - website, online parent evening booking, investigate events module. Finalise refurbishment of Student Services building (including screens, waiting areas, toilets etc); and plan for co-location of all GMs from Sept 21. | AMC | Ongoing / July 2020 | Parent/carer, student survey data

Staff evaluations

Observation notes

G&G agendas

Online booking data | Formalised observations and evaluations of tutorial provision planned for February/March to inform feedback and action-planning for new academic year (to include attendance, IT provision, 1:1s & casework etc.) GMs continue to feed into agendas and chair ½ termly C&G meetings. Parent/carer communication continues to improve; regular updates to website noticeboard and offer of parent/carer wellbeing workshops. New schedule and format of Parents Evenings positively received: A1 (January) had bookings for 1275 parents (79% take-up); A2 (Nov/Dec) had bookings for 997 parents (70% take-up). New online events booking module also used successfully for Neuro-Ninja workshop. | Observations did not progress due to lockdown. C&G meetings have not happened during lockdown, however, integrated curriculum & guidance working parties on lots of projects. AMC has joined CQT at least twice a week; JAM has joined G&SS approx. every 2-3 weeks.

Parent/carer newsletter suspended due to pandemic; however constant updates and improvements to website, including FAQs, noticeboards and enhanced resources for Year 11 parent/carers; as well as Careers & Employability and HE resources.

Highly successful HE Info Evenings held in week before lockdown, in new format. Well received and attended by approx. 1000 parents/carers | Partially achieved

Tutorial observations did not progress as we moved to remote delivery. This will be addressed for 20-21 (see tutorial SARAP and further quality assurance work rolled over to standardise consistency of tutorial delivery.) New cohort of support tutors – redeployed from portfolio delivery for Autumn Term, to assist in pastoral work. Frequency of parent/carer communication has increased as a result of Covid, with positive anecdotal feedback. Meet the Tutor Evenings moved back to final two weeks of October (just before half term) 262 parents attended, with positive feedback to new pilot of video appointment system. SS building adapted for Covid-secure delivery from Sept 2020. |

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
25.	**HE / WP / Preparation for next steps**	Maintain excellent IAG support for applications to HE and consistently high HE progression data and degree outcomes (above national and sector benchmarks) Continue to develop and support initiatives to raise participation in level 4 learning, (SP: 1.3; 1.1; 1.2; 2.2; 2.4)	See also Social Mobility (4 above), Disadvantage (13 above) and Destinations (17 above). Review effectiveness of tutorial and apply sessions; further develop Oxbridge outreach work to local schools (including possible year 10 conference); Continue to utilise funds from NCOP project; improve identification and tracking of WP eligibility; promote WP opportunities with curriculum leads	AMC	By Sept 2020	Student, parent/carer surveys; tutor/GM evaluations; UCAS & HESA data; NCOP report; participation rates; feedback from local partner schools; curriculum SARAPs	Continued excellent feedback from majority of students on IAG and HE application process. Consider additional tutor support for targeted groups e.g. Care-Experienced, Young Carers etc. Review of Apply sessions planned for Spring Term to address pressures on staffing in Autumn Term lunchtimes and increasing numbers of late applications from students.	We continue to adapt positively to remote learning context: Progression Week (1-5 June); HE Info Evenings (March) - see also 20, 21, 22, 24 above. Targeted support remains via "Vulnerable Learner" list for care-experienced, in receipt of bursary, disadvantaged, young carers etc.	<mark>Partially achieved</mark> No specific end of year survey data, however, progress made on supporting all targeted vulnerable learner groups (see previous updates and columns) See also Social Mobility (4 above), Disadvantage (13 above) and Destinations (17 above). Apply sessions reviewed and excellent new IAG support materials provided for remote context.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
26.	**Student Union / Alumni / Enrichment / Citizenship**	Develop greater student engagement with student union activities and enrichment; Utilise alumni and other networks to support enrichment activity (SP 1.4, 2.3)	Launch and evaluate revised structure and delivery of SU activity – including new Student Forum, BHASVIC Ambassadors; Work with Citizens UK to develop student-training in effective listening and project-based action Continue to expand college-based NCS programme and support linked social action Audit and evaluate use and impact of Future First alumni networks (via SARAP and staff surveys)	AMC	July 2020	Attendance figures for SU Forum, Ambassadors programme, student societies, Freshers' & Refreshers' Fair Staff, student surveys and evaluations NCS numbers and feedback Alumni audit	New forum launched, has now been re-located back to Sports Café. Ambassadors role and programme in development, together with Citizens UK. 44 students attended the NCS college programme in Autumn term. Alumni activity audit and review planned for Spring Term.	New SU appointed (elections disrupted by lockdown, so interviews held with nominees). SU activity has been limited since April. Now launching #BlackLivesMatter campaign with EDI Officer and planning for role in Moving On week (13-15 July) A2 Alumni sign-up limited due to remote context. Will need to be factored into Leavers' Process.	<mark>Partially achieved</mark> Planned Lockdown Leavers' celebration was suspended, including alumni sign-up, for covid-related safety reasons. Audit & evaluation of Future First network still pending. SU has maintained profile and have run one 'in real life' forum in Autumn Term for Ambassadors. Citizens UK continue work with the college. Freshers' Fair moved to a virtual fortnight, promoted via VLE and tutorial (still awaiting evaluation) but a small number of SU societies have been launched.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 19 Update	May 19 Update	Sept 19 Update
27.	**Equality, Diversity & Inclusivity (EDI)** **Fundamental British Values**	Ensure that the college remains an open, democratic, respectful and tolerant community and that it meets its inclusion, equality and diversity responsibilities (SP 1.4, 6.1)	Collaborate with the Hummingbird project to improve integration and inclusion of ESOL students into wider college community and work towards becoming the first College of Sanctuary Use BHISS and SAWFE data to identify needs of under-represented groups eg.BAME, LGBTU+, young carers and further develop support; re-launch BIG cross-college group; devise EDI calendar; Pride Evaluate impact of Leaders in Diversity quality award and make recommendations on future application Revise reporting schedule to correlate with curriculum and HR EDIMS data.	AMC	July 2020	LiD / College of Sanctuary quality awards Staff / student survey data and evaluations New EDI SARAP report format, data published appropriately; EDI calendar; BIG meeting schedule; Pride	Combined ESOL/ tutorial work underway with re-location to SS building. Dials Club has been a successful forum for integration. Hummingbird project team have presented to BIG meeting and are working with some curriculum teams. BHASVIC SU Pride presence planned; Young Carers project and support materials updated. New format of EDI SARAP finalised to combine staff & student EDIMS into one report.	ESOL student support targeted as priority group for on-site access from June. Dials Club, college of sanctuary, & BIG work stalled due to lockdown; however, see 26 above re-current #BlackLivesMatter campaign	<mark>Partially achieved</mark> ESOL provision prioritised during June/July partial opening. Work to become College of Sanctuary continues and is carried over into 20-21. Positive collaboration between SU and EDI officer has continued to promote EDI agenda and calendar, cross-college. Some banner-making workshops in Oct 2020. Work has progressed on streamlining cross-college and EDIMS data reporting, but remains pending.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
28.	**Vision / Ethos**	Update Strategic Plan	Update Strategic Plan and consult with stakeholders. Receive Governor sign off.	WJB	By July 20	Approved Strategic Plan 20-23	Search and Governance to approve approach to updating Strategic Plan. Tie in with curriculum intent.	A one-year addendum to the existing strategic plan 'from crisis to control' has been drafted and will come to Governors for approval.	As May 20 update
29.	**Student numbers 16-19**	To achieve student numbers at a minimum of 3,050 funded students for 2020-21 including ESOL (KPI 6; SP: 7.1;7.4)	Effective school liaison; Marketing; Maintain quality of interviews and IAG; Review new admissions policy categories for effectiveness	JAM	By Sept 20	2,962 Enrolments with 2,922 Funded students	Priority applications oversubscribed (target was 2,384, actual is 2,544). Strategy in place to manage over and under-enrolment, including communication. Around 1/4 of category 3 applicants will not be offered a place.	We remain oversubscribed but the impact of Covid-19 on applicants' conversion to enrolment is unknown. Admissions numbers indicate circa 100 new students above target and 30 more A2 students than anticipated.	<mark>Above target</mark> As at 01/11/20 Total roll is 3,155 105 over target and a growth of 169 on 2019-21 (unfunded until 2020-21).
30.	**Financial management**	To maintain the solvency of the College in the face of rising costs and return to Good financial health by financial year 2020-21 (KPI 7; SP 7.1)	Prudent and careful budgeting; Governor and ESFA oversight; sustain student numbers at target funded 16-18 students. Uplift due Sept 2021	JHK	Ongoing	Financial solvency secured; Financial health forecasts 'Good' or better	Financial forecast projecting a return to 'Good' Financial Health from Aug 2020. Funding uplift for 2020-21 secured. Staff cost of living award yet to be agreed. Year-end break even at best.	2019-20 9-month outturn predicts a small surplus. Financial forecast continues to project a return to 'Good' financial health. Draft 20-21 budget approved at SMT.	Financial Health is 'Good' with a small operating surplus. However, variations in income (Catering, Lettings, Adult Ed) and increased costs (cleaning etc) have added up.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
31.	**Student evaluation of learning**	93% of students say they would recommend the College (Ofsted Learner View) 88% of students, averaged across all course surveys, felt they were helped to learn. (two-year, Level 3 qualifications, EPQ and GCSE Retakes only) (SP: 1.1; 1.4)	Ensure high quality student experience across all aspects of college; engage with student council; Student Union and ensure feedback is visible; departmental approaches to student voice.	JAM	Aug 2020	Achievement of targets	To follow in September update. Strategy in development to ensure higher response rate for individual courses.	Due to the Covid-19 pandemic, the standard cross-college survey was not appropriate. Instead surveys specific to these circumstances (in terms of what we need to know and what it is appropriate to ask) have been and will continue not be conducted.	Department and tutorial student voice activities occurring at grassroots level. Results to be discussed during SARAP validation. Wider cross-college engagement being discussed.
32.	**Accommodation – New Build**	Complete New Build on time by August 2020. Manage project with minimal impact on day to day business. Plan and facilitate changes of use in other areas of college subject to cost. (SP 4.2, 7.2)	Regular Design team meetings; Meetings with contractor; Premises team meetings and Governor updates. SMT and CQT to plan, communicate and implement knock-on changes to accommodation in College House, Main Building and other areas for Sept 2020.	JHK	July 2020	Building delivered on time and in budget Internal spaces re-rolled	Delay to delivery of New Build currently stands at 25 days. Risk mitigation to make up time measured against key milestones. Premises Group aware. Planning for knock-on accommodation changes well in hand. Without CIF money, we are unlikely to complete library extension for Sept 20.	The New Build is on budget but about nine weeks behind schedule. Brymor have kept operating throughout the COVID-19 pandemic although with reduced numbers onsite. This delay has stabilised having been at five weeks before the pandemic hit. Whilst we will not meet the 14th August delivery date, this is now less of a concern if social distancing needs to be observed on site in September as we will not need the additional space as urgently.	Elms building on budget, handover during Autumn half-term.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
33.	**Post-16 provision locally and nationally**	Investigate opportunities and threats associated with post 16 provision locally and nationally (SP 6.2, 6.3)	Ensure we keep abreast of local and national opportunities and threats to provision in terms of both providers and qualifications.	WJB	Ongoing	Maintain success (outcomes) and popularity (enrolments) and curriculum efficiency	Haywards Heath college to re-open in September 20. Due to MET grade 3 Ofsted, no T level delivery in Brighton and Hove. Will others occupy this gap in the market? New Principal positions at Varndean and Collyers; Cardinal Newman will also have a new Headteacher.	Chichester College Group received an 'Outstanding' Ofsted rating just before lockdown. This means both Worthing and Haywards Heath can promote this status and target those who may need to take public transport to get to BHASVIC. New Principal/Head roles filled at Collyers and CNCS.	Haywards Heath recruited 270 learners. All local colleges and S7 over target this year (due to bumper GCSE results and lack of employment?)
34.	**Marketing**	To produce a marketing strategy and further embed our rebrand to continue to promote and market the College effectively (SP 4.1)	Analyse performance of website; analysis of advertising; success of Open Evenings; feedback. Apply for Sixth Form College of the Year at the TES FE Awards.	JHK	May 20	Website metrics; student applications;	Marketing strategy to be drafted by summer. Open Evenings successful – applications oversubscribed. BHASVIC shortlisted for SFC of the year at TES Awards.	Drafted but not finalised or progressed due to other priorities during the Covid-19 pandemic.	Marketing strategy is in the process of being finalised. TES FE Awards finalists.
35.	**Partnerships**	To work constructively with local and national government and partners including the ESFA, SFCA, AoC, S7, FE Sussex; Brighton and Hove Council and local schools. (SP 6.2, 6.3)	Continued participation in Accord, S7 and FE Sussex; Brighton and Hove Education Partnership; formalise membership of Citizens UK Brighton and Hove.	WJB	Ongoing	Partnerships continue to work effectively; meeting minutes	Partnership work continues successfully. Principal re-introduced Accord and Secondary Heads meetings which have already proved fruitful.	More than ever these partnerships have come into their own during the Covid-19 pandemic.	As May 20 Update

| 36. | Digital – IT Network | Ensure fast, stable and reliable network, with robust hardware and software. Review staffing structure (SP 4.3) | Complete Network upgrades in Wi-Fi; Login profiles; Security and Cloud storage; SharePoint mapping and use of O365. Recruit additional staff member with specialism. | WJB | July 2020 | Effective, reliable systems in place; feedback and metrics to confirm | WIFI upgrade complete by March. External projects for tender being drafted. | **WIFI**: upgrade complete (March) bar final testing with all users on site, and installation to new building.

Login and group policy rewrite: tenders received from three companies. Planning to implement over the summer break.

Perimeter security review: review of firewall/webfilter underway to accommodate installation of 2nd line. Cloud filtering and security included.

Migration to Microsoft native tools: SCCM server ordered; IT Team undertaking training. Partner sought to assist with installation and use of InTune MDM.

SharePoint migration: consulted with mentors. SharePoint file migration planned for academic year 20-21. | WIFI upgrade completed – connectivity very good

Login rewrite complete – login times are exceptionally fast

Webfilter updated. 2nd line delayed into New Build due to BT Outreach issues.

Migration occurring and project proceeding.

Project underway. |

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
								Recruitment: not achieved	
37.	**Digital Strategy**	Finalise Digital Strategy through consultation with stakeholders (staff, students and governors). Implement Digital strategy Action Plan 2019-20.	Recruit Digital Strategy Steering Group to scrutinise Strategy and hold implementation to account. Launch JISC Digital Experience Survey for staff and students. Provide training relevant to rollout of O365 to meet staff needs identified in SARAPs.	WJB	July 2020	Digital Strategy AP targets achieved. baseline data established through JISC survey.	Digital Strategy Steering Group (DSSG) formed. Digital Experience Surveys now live.	**JISC Digital Insights survey:** conducted with staff and students. Benchmark data released in June; report to be finalised then. **Digital Strategy review:** Covid-19 has escalated some aspects of the strategy. Review and refinement to occur summer 2020. **DSSG**: formed and met once; activity curtailed by lockdown. Will recruit a core group to assist with strategy refinement during summer term. **O365 training**; staff skills have increased dramatically through necessity of remote teaching & learning. INSET survey conducted and self-service/group/1-2-1 training provided. Digital skills to be reviewed in PDRs.	**JISC survey** very high participation rate (1326 students; 108 teaching staff; 60 support staff). Will form a useful benchmark. Consolidation of IT infrastructure; planned progression to Cloud; Wi-fi upgrade; login re-write; Cyber essentials on track. Laptops to all teaching staff. **DSSG:** subdivided into smaller working parties. INSET, 1-2-1s, mentoring. 'Learning Technologist' post; digital skills review to be linked to PDRs.

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
38.	**Digital - CIS**	Continue to develop Advantage in house to exploit full potential and/or seek bolt on applications to meet needs. Continue to horizon scan. (SP 1.1, 3.2)	Appoint developer. Curriculum, Guidance and Management review of Advantage in order to identify key areas for development. Include Student and Parent viewpoint. Implement solutions.	WJB	April 2020	Effective Quality Information System meeting needs of all stakeholders	Web Developer appointed and project priorities established.	**Developer appointments:** two developers appointed. **Data Dashboard**: project launched **LMS strategy**: strategic review in summer 2020 in light of released Capita product development timetable.	**Staffing structure** in CIS reviewed; discussion over developer skills set (vacant post). **Capita Sale** enables us to take a fresh look at our current products and planning. **Data project** somewhat sidelined by Covid.
39.	**Staff Development and Satisfaction**	Provide relevant and effective training that allows staff to develop within our High Challenge Low Threat Culture; to sustain high levels of Staff satisfaction (SP 3.5, 5.2, 6.1)	Ensure quality development opportunities at individual level; evaluate impact of these; assess against PDR targets; use SWELL; conduct staff satisfaction survey	JHK	July 2020	High levels of satisfaction with INSET; Staff Satisfaction survey outcomes	INSET planning for summer beginning to take shape. Managers Away Day focusing on individual and team resilience.	A successful Manager Away Day was one of the last events before lockdown. INSET period this year has focused on planning and a time to catch-up and look ahead. Much upskilling of staff digitally has occurred organically around organised support.	Relevant and effective training provided to upskill in areas of need to deal with pandemic restrictions
40.	**Staff workload and Wellbeing**	Ensure we are an employer who is engaged in workload conversations and actively promoting staff wellbeing (SP 6.1, 7.3)	Complete staff wellbeing survey with BHISS, analyse data and cross-reference with other post-16 providers in B&H; devise/implement supportive intervention plan; evaluate impact of increased student anxiety & acute safeguarding cases on frontline teams	AMC /JHK	Dec 2019 / Jan 20	Staff wellbeing data; follow-up planning; evaluations.	Staff wellbeing survey results benchmark well against other BHCC providers. Stress risk assessments being used in HR along with wellbeing checklists.	Very aware of the impact the Covid-19 pandemic is having on the workload of a significant majority of staff. Delivering the day to day whilst managing so much change is becoming unsustainable from a work/wellbeing point of view.	Constant dialogue with Unions. Introduction of 5 additional 'Coming up for air' INSET days

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
41.	**Other income streams**	Maximise venue hire income in light of accommodation constraints, target break even outturn for catering; Profitable Evening Language provision (SP 7.1)	Monthly monitoring of accounts; SARAP action plans;	JHK	July 2020	Year-end outturn	Six-month outturn shows venue hire on track to meet target. Catering in deficit.	Venue hire will see a c£30k reduction in income because of pandemic. Catering outturn will be a deficit due to loss of income since March. Languages courses have moved online although future bookings down.	Venue Hire income surplus net costs £33k. Catering outturn £15k deficit after receipt of CVJRS grant of £30k. Evening languages outturn surplus £39k. Commercial activity overall surplus £57k.
42.	**Estates**	Ensure College Security remains robust (SP 7)	Continue Roll out of security training to Estates team, introduce new reporting system and maintain active log of incidents.	JHK	July 2020	Security of site maintained, minimal incidents	Site security incident report developed with central log to track. All staff meeting training and new posters rolled out.	Site has remained secure during lockdown. No incidents.	Site security measures in place. Additional 'Covid Marshalls' providing a patrolling presence.
43.	**Environment**	Continue to decrease our carbon footprint and reduce single-use plastics.	Produce yearly action plan; LED lighting installation throughout college; review of canteen and other procurement; BHASVIC Staff group.	JHK	July 2020	Carbon efficiency data; review outcomes.	Environmental strategy to be drafted by summer 2020.	Due to Covid-19 pandemic this target has not progressed. The strategy is yet to be drafted.	To align with the FE Climate Action Road Map to be 'Established' Institution by 2022.

44.	Safeguarding	To ensure safeguarding responsibilities are fully discharged (SP 6.1; 2.4; 2.5; 3.1; 3.2; 3.3; 3.5)	Training for staff and Governors (including KCSIE 2019, Prevent Duty and online safety); Maintain site security awareness for all students and staff; review critical incident planning; improve safeguarding auditing and reporting structures within frontline teams; roll-out NetSupport online monitoring and establish reporting structures; continue to quality assure CPOMS reporting; complete 360* e-safety online audit; annual Corporation approval of policy.	AMC	On-going / July 2020	INSET records and feedback; sample survey data; 360* audit results and action plan; revised safeguarding meeting structures, SMT Business agendas & minutes; NetSupport & CPOMS data	NetSupport roll out and weekly monitoring in place. Monthly safeguarding report introduced and bought to SMT Business. Student Services staff continue to deal with exponentially increasing demand. Principal met with B&HCC CEO and Exec Directors to discuss wrap-around mental health care for students.	Weekly DSL/DDSL meetings review casework and have continued through lockdown. Covid-19 safeguarding addendum drafted and uploaded to website. New Welfare team meetings and vulnerable Learner info have enhanced oversight and integrated support across G&SS provision. Prevent Duty webinar run in INSET week Online safety group convened to review 360 e-safety audit and progress online safeguarding work. Governor oversight.	All staff KCSIE training completed for Autumn 2020. New system of checking with HR, maintains better oversight of completion rates and follow-up. CPOMS continues to provide useful central tracking of safeguarding casework and data checks. Further site security meetings rolled over for Autumn 2020. Weekly safeguarding meetings between DSL/DDSL paused due to DDSL absence. NetSupport online monitoring needs to be resumed as soon as staffing capacity allows. Online 360* audit needs to be completed as soon as staffing capacity allows. Prevent Duty Action Plan for 20-

#	Factor	Targets	Action	Who	When	Performance Indicator	Jan 20 Update	May 20 Update	Sept 20 Update
									21 needs to be updated.
45.	**Governance**	Expand accountability and roles across the Board	Increase link Governor specialisms, e.g. Digital; Decision making to further reflect collective responsibility	SP	July 2020	Increase sustainability of Governing Body	Digital link Governor appointed. Chair has been appointed as National Leader in Governance.	Emergency Governor Committee established to respond to need for increased communication and decision making during the Covid-19 pandemic.	Accountability expanded across the Board - role profiles agreed for Digital and Safeguarding Link Governors; Deputy Chairs in place/being considered for Committees. Chair appointed as Reviewer in national Capability Board Review pilot programme facilitating sharing of best practice.

Guidance on Information Used in this Self-Assessment Report

SUSPENDED DUE TO COVID: **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.

SUSPENDED DUE TO COVID: **Local Comparison Group:** As a state-funded further education Sixth Form College (SFC), based in the South East and primarily delivering A levels, we believe it is helpful and important to assess the quality of outcomes for our students through use of this comparison tool. We have therefore looked at the outcomes for students in similar institutions (ie SFCs and other FE colleges based in the South East which offer A levels as a significant part of their provision). These are: Alton; Barton Peveril; Colchester; Collyer's; Esher; Farnborough; Godalming; Hills Road; Queen Mary's; Peter Symonds; Reigate; Varndean; Woking and Worthing. All except Worthing are designated Sixth Form Colleges, though some have academised. Of the 6 colleges which have higher numbers of A level students than BHASVIC, four sit within the local comparison group. The exact composition of the local comparison group is susceptible to change.

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 Exam Access Arrangements.

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 and live Action Plans 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 & Environmental Science	Adult Evening Languages Education
Business & Economics	Careers & Employability
Chemistry & Physics	Catering
Computer Science & IT	College Information Systems
English	Disadvantage & Vulnerable Learners
Extended Project Qualification	Equality, Diversity & Inclusivity
Humanities	Estates
Maths	Finance
Media & Performing Arts	General Office
Modern Foreign Languages	Guidance & Tutorial
Philosophy, Politics & Law	Higher Education, FE & Study Abroad
Psychology & Criminology	Human Resources
Sociology & Health & Social Care	IT Technical Support
Sport	Library
Visual Arts	Marketing
	Media Arts Technical Services
Governance	Reception
Governance SAR	Safeguarding
	Science Technical Services
	Staff Development
	Student Services
	Student Union
	Student Wellbeing & Experience
	Student, Parent & Alumni Engagement
	Admissions & School Liaison
	Adult Evening Languages Education
	Careers & Employability

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 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.

Glossary of Acronyms

Alps	An education sector-standard value-added measure for A Levels and BTECs at Level 3. Scores of 1-3 are great, 4-6 average, 7-9 of concern.
BHISS	Brighton & Hove Inclusion Support Service – local authority oversight of wellbeing work (providing embedded primary mental health workers)
CDP	College Development Plan (this document)
CEIAG	Careers Education Information, Advice & Guidance
CIS	College Information Systems department (often known as MIS in other colleges)
CPOMS	Safeguarding reporting software system (Child Protection Online Monitoring System)
CQT	Quality and Curriculum Team
EHCP	Education and Health Care Plan (for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs) EHWB – Emotional Health & Wellbeing (BHASVIC strategy around student wellbeing)
EIF	Ofsted Education Inspection Framework
EQR	External Quality Review (a peer review system whereby colleges inspect other college's provision – most commonly a curriculum department, but increasingly a cross-college aspect of provision, for example Safeguarding)
ESOL	English as Second or Other Language
IAG	Information, Advice and Guidance (often used in relation to careers or welfare advice)
ILP	Individual Learning Plan (student self-generated targets, based on feedback from teachers and tutors – managed through Progress Review system)
ILT	Information Learning Technology: the use of technology for pedagogical and Teaching, Learning and Assessment advancement
ITCT	Information Technology College Team, with representatives from SMT, CIS, IT, CQT and Student Services to develop IT across the college
KCSIE	Keeping Children Safe in Education – DfE statutory guidance document
L3VA	Level 3 Value Added. A DfE Value Added Measure that uses a grade fraction i.e. +0.5 and students are performing half a grade above expectation
MHFA	Mental Health First Aid
NEET	Not in Education or Employment
PDR	Professional Development Reviews (BHASVIC's staff appraisal cycle).
SAR	Self-Assessment Report – the college's quality and curriculum report which is a key part of the quality cycle and is required by Ofsted each January
SARAP	Self-Assessment Report and Action Plan – a quality review and improvement report created by the manager of each department or area of college provision (by both teaching and support departments)
SAWFE	Safe & Well in FE survey – bi-annual survey across Brighton & Hove to monitor and benchmark safeguarding and wellbeing in schools and colleges
SEND	Special Educational Need and/or Disability
SMT	Senior Management Team
TL&A	Teaching, Learning and Assessment
VESPA	a pedagogical acronym which outlines a model for students to become better learners (Vision, Effort, Systems, Practice, Attitude)
WEX	Work Experience
WP	Widening Participation (schemes run by Universities to support disadvantaged students into HE)