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## Summary Facts about BHASVIC

### KEY FACTS ABOUT THE COLLEGE 2021-22

- We remain a designated Sixth Form College.
- The number of funded 16-19 students was 3,391 – a growth of 7.8% (245 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 6<sup>th</sup> 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. £14.7m.
- 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 2011-21 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 spent c£16 million on two new buildings since 2015-16 and have plans for a third significant new build to replace our portacabins and complete our estates masterplan.

### 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 and governance 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 Leadership 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, 18 cross-college, 1 governance), including progress updates
- The College Strategic Plan 2021-25
- A number of key college strategies, with action plans
- Raw results data
- DfE national School Performance Tables
- Achievement & Value-Added data produced by DfE, ALPS and SFCA's Six Dimensions
- National Benchmark data on Goldmine and from Six Dimensions
- Progress Central (curriculum data dashboard)
- 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 2021 – 2025:

**Contemporary** – To be a modern college prioritising Sustainability and Climate Change; Digital Transformation; The Learner Journey from Applicant to Alumni; First-class Accommodation and Resources

**Creative** – To encourage creative, innovative and reflective approaches to our Curriculum Intent; Culture; Leadership & Governance; Income Generation

**Learning** – To achieve outstanding levels of performance based on Curriculum Implementation; Support and Guidance; Impact and Outcomes

**Community** – Where every individual feels part of a community and where we play an active role in our own community, focusing on Wellbeing; Equality, Diversity and Inclusion; Students as leaders and citizens; Partnerships & Stakeholder engagement

### SELF-ASSESSED GRADES

(Previous year's grades in brackets)

**Overall effectiveness:** 1 (1)

**Quality of Education:** 1 (1)

**Behaviour and Attitude:** 1 (1)

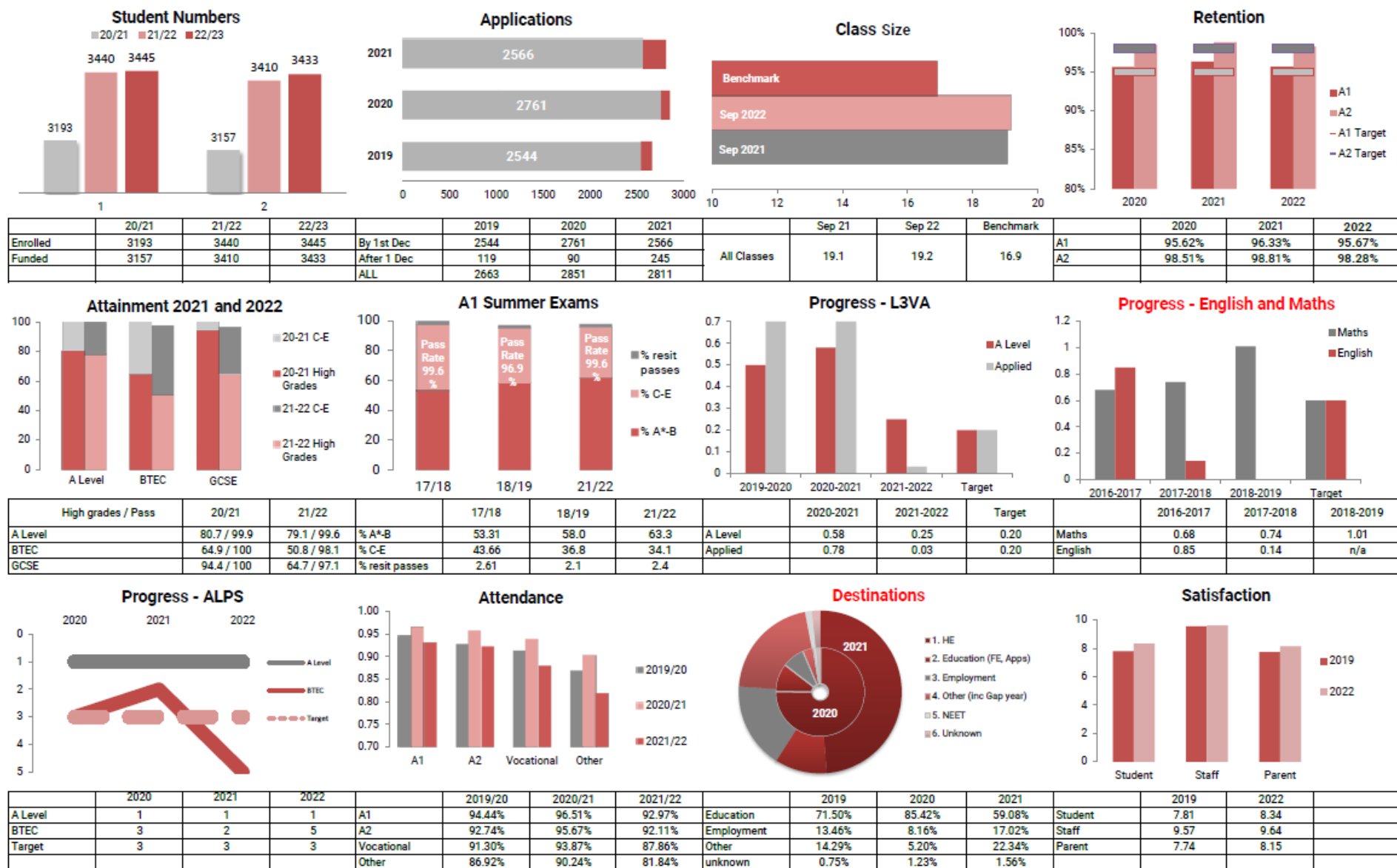
**Personal Development:** 1 (1)

**Leadership and management:** 1 (1)

**Governance:** 1 (1)

## Headline Performance Charts

### BHASVIC Performance Dashboard – October 2022



NB – Red Heading denotes sections where tables are not updated as data is not comparable due to Covid disruption/too early in the year to report.

## 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?
<ul style="list-style-type: none"> <li>• <b>Recruitment:</b> There were 3,391 funded 16-19 students – a growth of 7.8% (245 students) in part due to demographic upturn, above average GCSE outcomes (as a result of TAGs) and our continued popularity.</li> <li>• <b>Retention:</b> Two-year retention is 90% - 5% higher than 2018-19. Yr 2 BTEC retention for disadvantaged backgrounds is higher than All.</li> <li>• <b>Results:</b> Outcomes are well above the midpoint between 2019-2021 with 78.1% of A levels graded A*-B (13.2% above national average). Disadvantage Progress outcomes at A level are better than that of the main cohort. Value Added A level outcomes for ALS students are on or above that of 'All' students.</li> <li>• <b>Teaching, learning and assessment:</b> A thriving culture of engaged practitioners wanting to provide the best and most effective experiences.</li> <li>• <b>Curriculum Intent:</b> The addition of 40 hours has provided a fantastic opportunity for us to help students start with confidence, progress with essential studies and to build work-ready skills and experiences.</li> <li>• <b>Flourish - Tuition Fund:</b> The expansion of Flourish to support for students from Disadvantaged backgrounds is having an impact and was subject to an Ofsted practice research visit in March 2022.</li> <li>• <b>SEND/Additional Learning Support:</b> Continued, consistent and targeted support with robust systems and strong external links.</li> <li>• <b>Sustainability and Climate Change:</b> Delivery of the Strategic Development Plan KPIs on embedding Education for Sustainable Development, Carbon Literacy qualification completion and employer engagement within the green economy.</li> <li>• <b>Equality, Diversity and Inclusivity:</b> Embedding student learning within and throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>College Development Plan 2022-23:</b> The full array of college developments for the year ahead are outlined in detail in this document.</li> <li>• <b>Retention</b> for Disadvantaged A level students is 10% lower than 'All' and remains a crucial area of development by the college, addressed by the Flourish programme and a wider social mobility strategy.</li> <li>• <b>BTEC:</b> Value-Added outcomes are not as consistently strong as on A Level courses and this is a priority focus within the Curriculum and Quality Development Plan 2022-23.</li> <li>• <b>Community:</b> Encouraging students (especially those from disadvantaged backgrounds) to make the most of the wide range of departmental and cross-college enrichment activities and opportunities to enhance social mobility and their sense of belonging and wellbeing.</li> <li>• <b>Digital transformation:</b> We are continuing to evolve aspects of our digital provision, in infrastructure, resources, security and in pedagogy. We are in the process of moving to a 'Bring Your Own Device' strategy for student computer use on site, as well as enhancing our developments in our teachers' and students' use of MS Teams.</li> <li>• <b>Communications:</b> We need a communications strategy to help all stakeholders to navigate the platforms we use and to prioritise the messages they get.</li> <li>• <b>Skills Provision:</b> Building on strong foundations, we are embracing the opportunities from the Skills Act and new accountability arrangements to develop our provision with an action plan on new developments.</li> <li>• <b>Curriculum offer:</b> We need to continue to monitor BTEC reforms and announcements working collaboratively with the Accord on T level provision across the city.</li> </ul>

Behaviour and Attitude	
How good are we and how do we know?	What actions do we need to take?
<ul style="list-style-type: none"> <li>• <b>Behaviour:</b> Students have a fantastic attitude to learning and are encouraged to Be Happy Active Successful Valued Independent Community members #BeMoreBHASVIC</li> <li>• <b>Wellbeing:</b> Extensive support is offered at a range of differing levels for our students. Our tutorial provision provides a comprehensive curriculum of personal, social and health education; equality, diversity and inclusivity; as well as careers and progression planning.</li> <li>• <b>Safeguarding:</b> Students report feeling safe whilst at BHASVIC and know where to get (and have confidence in getting) help about a range of support needs, including safeguarding.</li> <li>• <b>Student Journey / IAG Events:</b> Students, parents and carers have consistent access to a series of well-established careers and progression events with expert information, advice and guidance from both internal and external providers (e.g. Schools Liaison, Taster, Moving On, Enrolment &amp; Welcome Days, Virtual Help Desks, Futures Fair, A1-A2 Transfer, Progression Week, Careers Enrichment Day, HE &amp; Specialist Application Evenings, Results Day etc.)</li> <li>• <b>Tutorial &amp; Guidance:</b> All tutorial sessions take place in the Student Services Centre, so that specialist teams are available to offer in-person support if needed. Personal Tutors and Guidance Managers reinforce the high expectations outlined in the College Contract and offer consistent pastoral and progression support, which is valued by students.</li> <li>• <b>Vulnerable Learner identification and support:</b> There are sound systems in place to identify the most vulnerable students during the application process, including SEND and Widening Participation cohorts; and a cross-college team, including representatives from Guidance, Additional Learning Support, Admissions and Student Support meet regularly to review and plan targeted support at key transition events.</li> <li>• <b>Citizenship &amp; Social Action:</b> The Student Union work with Citizens UK to co-ordinate local and national social action campaigns. There are targeted opportunities for volunteering and work experience, for example, as part of the Medical Careers programme, Health &amp; Social Care or Sports Science BTEC.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attendance:</b> A breakdown of data suggests the majority of cohorts have seen declines in attendance but disadvantage students, particularly in year 1 BTEC and GCSE have been most negatively impacted. In part this reflects how remote attendance was recorded but a dip in 21-22 is a national trend and a key action to address for 2022-23.</li> <li>• <b>Quality Data:</b> Further integration and development of longitudinal destinations data is needed to track progression pathways and evaluate impact for cohorts (particularly tutorial pathways and BTECs) in the context of local labour market and Local Skills Improvement Plan. Longer term evaluation data for Student Experience events and activities is also needed (e.g. SU, student forum, enrichment, careers and progression activity) as part of Progress Central phase 3 and 4 developments.</li> <li>• <b>Safeguarding and Site Security:</b> There is a need to embed the new 'report a concern' protocols and remind students and staff of collective responsibility around site security, including carrying ID cards.</li> <li>• <b>Poverty Proofing and Conscious Inclusion:</b> To supplement the statutory financial bursary and free college meal support already offered, a cross-college team has begun a poverty proofing audit linked to economic disadvantage – seeking to review all aspects of provision to evaluate and remove unseen barriers.</li> <li>• <b>Student Voice/Listening Campaigns:</b> There is a need to maintain and further develop a strong student voice in many of the initiatives linked to Behaviour, Attitudes and Personal Development – using the Citizens UK/ Leadership for Social Change model which was successfully piloted in 2021-22.</li> <li>• <b>Vulnerable Learner 'transition' support:</b> the new Student Support, Experience &amp; Guidance teams are ambitious to further hone our transition support, particularly around young carers, care experienced and previously in care students, as well as for 'harder to reach' students who have had previous or ongoing interventions from external agencies.</li> </ul>

Personal Development	
How good are we and how do we know?	What actions do we need to take?
<ul style="list-style-type: none"> <li>• <b>A new Student Support &amp; Experience Leadership Team (SSELT)</b> was launched in September 2021, offering additional capacity, strategic direction and cross-college leadership to the expanded specialist 'strands' of pastoral provision: Student Experience, Student Support, Student Guidance and Centre Operations.</li> <li>• <b>Student Journey &amp; Progression Support:</b> Staff and students share high expectations, regardless of the intended destination. There are regular opportunities to reflect and discuss career intentions in tutorial and through Progress Reviews. Students opt for a differentiated tutorial pathway in their second year, which is focused on their next steps.</li> <li>• <b>Skills and Employability:</b> There are excellent links with local and national employers who support key cross-college events and individual curriculum areas. Teaching staff are encouraged to embed student reflection on skills development within their subjects and link this to employability throughout the student journey.</li> <li>• <b>Portfolio Courses:</b> our Portfolio Courses provide important additional experiences, particularly relating to metacognition, careers and employability education providing a rich and diverse range of opportunities for our students to develop beyond the core curriculum.</li> <li>• <b>Enrichment:</b> An extensive range of enrichment and extra-curricular activity is offered, which is both staff and student-led. This is show-cased early in the academic year through the Freshers' Fair and re-visited in January at Re-Freshers' Fair. Opportunities for trips and visits within the curriculum run throughout the year, with residentials offered as part of Skills Week in July, including Duke of Edinburgh and NCS.</li> <li>• <b>Community Values:</b> Students take part in student union elections in their first year. They are encouraged to take part in hustings, nominate and vote. All students are able to attend the Student Forum, led by the SU executive, contribute to the agenda and sign-up to be Ambassadors.</li> <li>• <b>EDI – Conscious Inclusion:</b> There is a strong sense of tolerance and fairness amongst the majority of the student body. Student societies include minority groups or those with protected characteristics, including FemSoc, LGBTQ+, BAME/students of colour. Students support one another as 'allies' of protected groups and the SU lead in local and national campaigns for social justice (e.g. Rail fares, Mental Health awareness, and co-creating tutorial materials for LGBTQ month).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Union Communication:</b> We need to continue to build the wider profile and visibility of the Student Union, post-pandemic. The structures to co-ordinate and support wider SU activity and profile are being supported by additional staff capacity, which now needs embedding.</li> <li>• <b>EDI Calendar:</b> Further embed student voice in developing EDI calendar and co-ordination of events. Continue to involve students in developing an anti-racist strategy, and feed into work on relationships and sex education and harmful sexual behaviours.</li> <li>• <b>Skills and Employability:</b> Ensure cross-college preparation for Skills Week from Autumn Term and encourage a 'common language' of 8 essential employability skills from the Skills Builder framework (listening, speaking, problem-solving, creativity, aiming high, leadership and teamwork) for student reflections.</li> <li>• <b>Local Labour Market &amp; Alumni:</b> Linked to Destinations data and the Skills agenda, we need to review our alumni strategy and more consistently deploy alumni expertise in local target sectors (Engineering &amp; Manufacturing; Construction; Digital, IT &amp; Technology; Visitor and Cultural Industries – including Hospitality, Cultural &amp; Arts; Land-based, Agriculture &amp; Viticulture)</li> <li>• <b>Digital Citizenship, Professionalism and Online Safety:</b> Although students report that they know how to keep themselves safe, recent Senso monitoring of online platforms has revealed further work is needed to help some students navigate and safely manage their digital profile and communications.</li> <li>• <b>Local Threats / Prevent Duty:</b> The CTLP (counter terrorism local profile) links hate crime with Prevent referrals and identifies males under 20 as consistently vulnerable to radicalisation in our area. Continue to educate whole college community on emergent local threats and ensure staff and students remain vigilant and able to articulate this duty in the context of safeguarding and the curriculum.</li> <li>• <b>Wellbeing:</b> continue to develop broader targeted interventions in discussion with Schools Wellbeing Service and other providers (e.g. Emotion Coaching, Exam Anxiety CBT, sleep clinics)</li> <li>• <b>Student Journey (+40GLH personal development &amp; essential skills) – participation and evaluation:</b> We need to closely monitor student participation and engagement and gather timely stakeholder feedback to remain agile in planning and delivery of the new enhanced Study Programme.</li> </ul>

Leadership and Management	
How good are we and how do we know?	What actions do we need to take?
<ul style="list-style-type: none"> <li>• <b>Operations:</b> The college is very well-run, with excellent systems, financial oversight, culture of continual improvement and high staff satisfaction (96.4% would recommend BHASVIC as a place to work).</li> <li>• <b>Finances</b> for 2021-22 ended the year with forecast 'good' financial health despite a challenging funding environment and a large number of unfunded students.</li> <li>• <b>Risk:</b> We updated our risk management policy to include metrics to better differentiate risks. We continued to manage the risks from Covid and make on-going adaptations to college operations.</li> <li>• <b>Digital Transformation:</b> Stability and performance improvements of our IT infrastructure, network and storage, continue along with improvements to Cybersecurity.</li> <li>• <b>Sustainability and Climate Change:</b> BHASVIC led a collaborative Sussex-wide project on embedding ESD into the curriculum. The Carbon Trust have helped write our Action Plan to Net Zero by 2030. Presentations to AoC and SFCA conferences and winner of SFCA Sustainability Award.</li> <li>• <b>Quality Data:</b> Progress Central is an excellent addition to our quality tools and phase 1 and 2 (qualifications, additional learning support, college self-assessment) have transformed our end of year and live data reporting. Phase 3 and 4 (EDIMs, Tutorial, Personal Development, Graphical Presentation) are now underway.</li> <li>• <b>Staff Development:</b> We continue to spend a lot of time, energy and money on relevant and impactful staff development; both to whole cohorts of staff as well as individualised training.</li> <li>• <b>Communications:</b> Parent/carer feedback continued to be positive regarding regular SLT communications, as well as in response to virtual Info events and support materials posted on parent/carer web pages.</li> <li>• <b>Wellbeing:</b> 90.9% of staff surveyed said they felt leaders and managers were considerate of my wellbeing.</li> <li>• <b>Safeguarding and Pastoral Support:</b> Considerable additional staff capacity has been added to our student support, experience and guidance team. A new tutorial allowance aims to positively incentivise and value the role of a Personal Tutor in the student experience.</li> <li>• <b>Governance:</b> A strong and involved Governing body.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accommodation:</b> We are submitting a bid to the post-16 capacity fund to replace our portacabins and provide a first-class student services building which will complete our accommodation masterplan</li> <li>• <b>Admissions:</b> We need to carefully manage student admissions for the immediate and longer-term, as local demographics increase considerably to the mid-2020s then reduce significantly thereafter.</li> <li>• <b>Cybersecurity:</b> We have migrated significant parts of our storage to the Cloud/SharePoint and are in the middle of implementing two factor authentication. We need to finalise our Incident Response Plan.</li> <li>• <b>Inflation:</b> Cost pressures on staffing, energy, consumables are putting unsustainable burden on the budget and will need to be managed.</li> <li>• <b>IT infrastructure for Exams:</b> Some aspects of our resources in curriculum IT provision continue to be difficult to implement and need urgent and sustainable solutions, notably delivery of computer-based controlled assignments and exams.</li> <li>• <b>Communications:</b> Our new communications manager is tasked with writing an internal/external communications strategy to help us navigate with clarity the increasing number of platforms we are using.</li> <li>• <b>Progress Central:</b> Continue to support all stakeholders to use this tool. The next phases are more complex than the first phase and will be a critical aspect of all the other strategic and quality developments outlined here.</li> <li>• <b>Security:</b> As an open-access city-centre site we are constantly reviewing the metrics and resources needed to keep the site and our staff and students safe.</li> <li>• <b>Governance:</b> Complete an External Board Review, achieve greater diversity and inclusion in Board composition and recruit a new Chair</li> </ul>



## Headline Exam Results for 2022

Exam Results KPIs	2019				2020 (CAGs)				2021 (TAGs)				2022*			
	Retention	Pass	High	VA	Retention	Pass	High	VA	Retention	Pass	High	VA	Retention	Pass	High	VA
A Level	98.0	99.7	71.9	0.48	98.5	99.9	76.6	0.50	98.8	99.9	80.7	0.58	89.7 <sup>1</sup>	99.6	78.1	0.31
National*	n/a	97.5	51.1	-0.02	94.5	99.1	65.4	n/a	94.5	99.7	69.8	n/a	87.9 <sup>1</sup>	98.4	62.2	0
GAP	n/a	2.2	20.8	0.5	4	0.8	11.2	n/a	4.3	0.2	10.9	n/a	1.8 <sup>1</sup>	1.2	15.9	0.31
AS Level	85.1	94.5	67.5	n/a	91.3	100	78.1	1.26	91.3	100	87.5	1.31	81	100	72.3	? <sup>2</sup>
National*	n/a	86.3	37.4	n/a	94.3	96.9	49.4	n/a	94.5	95.2	49.4	n/a	? <sup>2</sup>	89.8	44	? <sup>2</sup>
GAP	n/a	8.2	30.1	n/a	-3	3.1	28.7	n/a	-3.2	4.8	38.1	n/a	n/a	10.2	28.3	n/a
VTQ	91.3	99.2	66.8	0.32	88.4	100	63.8	0.82	90.2	100	64.9	0.78	? <sup>3</sup>	99.1	52.2	? <sup>3</sup>
National*																
GCSE English and Maths	91.7	95.5	78.8	n/a	95.9	100	90.9	n/a	96.9	100	94.4	n/a	89.5	100	64.7	n/a
National*			32.0	n/a	93.7		41.0	n/a	93.1		38.5	n/a		94.8	23.7	n/a
GAP			46.8	n/a	2.2		49.9	n/a	3.8		55.9	n/a		5.2	41	n/a

**\*2022/National:** for 2022 Outcomes Data, these tables use the SFCA's Six Dimensions dataset. This benchmarking dataset was available in early September and provided quality data for the college whilst the DfE continue to suspend many accountability measures, post-Covid. At time of writing, this was also the only dataset to recalibrate baselines to the outcomes of GCSE students who received Centre-Assessed Grades (CAGs) in 2020. Although the variances in GCSE CAGs compared to exams is wider, re-basing the data means that our students are being compared to the same year group of students in other centres, instead of 2019 student. This enables a like-for-like comparator. There were 83 centres from across the country in this year's Six Dimensions dataset, representing well over 14,000 qualification entries, so a more than adequate sample size for benchmarking. Sixth Form Colleges tend to perform very well compared to national averages, so this dataset is a more ambitious set of benchmarks to use to evaluate our own performance.

**Note 1:** This year, we have used two-year retention (first year funded students who completed the second year), as opposed to in-year retention (students who started and then completed the second year). This is a better measure as most of our Level 3 courses are two-year courses.

**Note 2:** Awaiting Data.

**Note 3:** There is no overarching Value-Added measure for Vocational and Technical Qualifications (VTQs), so analysis and evaluation of performance is noted further down in this SAR.

### Analysis identifying any areas of concern: Retention

- A Level** - once you have adjusted for prior attainment, retention tends not to vary dramatically from college to college, with a retention rate within 1% of what would be expected for students with that prior attainment profile doing those subjects. It is positive to see that BHASVIC a bit above that 1% threshold.
- AS Levels** - are lower than the past trend. This significantly resides with AS Further Maths where there is a Retention Rate of 73%. We believe this has been caused by a false level of confidence with Maths GCSE grades that were CAGs and TAGs. The national rate will need to be considered to see if we are outside the norm with this drop in retention in 2022.
- GCSE Retakes** – longitudinal analysis shows higher than usual in-year dropouts, particularly in GCSE Maths. Retention for GCSE Retakes is less concerning because they must study the course as part of the funding agreement, so if we take a student off the retake in their first year (always for good educational and pastoral reason), we prepare them for re-entry onto the retake course during their second year. In addition, there has been a dip in outcomes at BHASVIC and nationally in grade 3s moving to grade 4s through retake (greater dip in Maths than English). Our student outcomes are still considerably higher than national retake rates, reflecting the generally higher prior GCSE Point Scores of our



students at GCSE than general retake students, but also demonstrating that the time and expertise we invest in our retake students is very effective (see English and Maths GCSE tables further down).

## Qualification-level Gaps by Student Groups

The quality dashboard on Page 4 highlights key outcomes. This section of the SAR we feel is most important – achievement and value-added differences between our cohorts of students. The College Development Plan 2021-22 outlines actions we intend to take to reduce or remove gaps in outcomes for our different groups of students.

Qualification-level Gaps by Student Groups	Achievement				Value-Added			2021-22 raw numbers
	2019	2020	2021	2022	2020	2021	2022	
Students of Colour Gap								
GCSE	10.93	2.63	13.09	13.2				17 of 38 (45%)
BTEC Yr 2	6.63	3.11	-8.91	-2.09	0.1	-0.18	0.04	39 of 176 (22%)
AS Level	-5.63	-0.47	10.17	-5.3	0.27	-0.49	0.75	13 of 58 (22%)
A Levels	0.43	-0.38	-4.71	-3.33	0.02	0.01	-0.08	964 of 4346 (22%)
Disadvantage Gap								
GCSE	1.59	2.27	0	15.2				5 of 38 (13%)
BTEC Yr 2		-5.8	-8.76	10.89	-0.47	-0.25	-0.19	22 of 176 (13%)
AS Level	-31.18	9.09	9.09	-6.48	1.31	0.47	0.44	4 of 58 (7%)
A Levels	-8.25	-10.35	-14.62	-10.15	0.02	0.14	0	315 of 4346 (7%)
SEND Gap								
GCSE	6.37	3.45	0	-8.13				16 of 38 (42%)
BTEC Yr 2	13.83	-6.7	7.06	2.56	-0.03	-0.03	0.03	61 of 176 (35%)
AS Level	0.65	-3.05	-7.02	-10.94	0.69	0.39	-0.55	19 of 58 (33%)
A Levels	-1.95	-1.38	-1.07	-5.64	0.03	0.10	0	1170 of 4346 (27%)
Gender (female higher than male expressed as positive - for illustrative purposes only)								
GCSE	-10	5.26	0	-3.89				18M - 20F
BTEC Yr 2	10.35	17.65	13.78	-2.72	-0.1	0.31	0.27	119 - 57
AS Level	-10.49	4.17	-3.59	13.46	0.13	0.10	-0.29	32 - 26
A Levels	0.15	-2.48	0.6	-0.89	-0.09	0.02	0.05	1702

### Notes:

- Green indicates a positive outcome for that cohort and Red indicates a Negative outcome (or gap).
- The college intends to see little difference in achievement between different groups of students. This would indicate that there is no advantage or disadvantage to being in one group of the other in terms of gaining a grade in a qualification started at BHASVIC.

### Inferences:

- The achievement for students from all minority groups is of concern. Although this is replicated at a national level, the college's social mobility objectives need to lead to a smaller gap here.
- Value-added outcomes for our differing groups of students are more positive. If we retain the student on the qualification, they generally do very well.
- Value-added outcomes for BTEC students from disadvantaged backgrounds is narrowing over time, but is still too low.
- This year's Value-added outcomes for students studying AS Levels with Additional Learning Support also requires some investigation.
- The weighting of gender remains in line with the national trend, whereby more females study A Levels and more males study Vocational and Technical Qualifications (BTECs).

## BHASVIC Students with an Education, Health and Care Plan – Outcomes and Gaps

EHCP Outcomes Qualifications A1	EHCP Students					Not EHCP Students					GAP				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
Course Enrolments	20	na	9	27	13	4376	4355	4465	4899	5245	na	na	na	na	na
Attendance	na	na	90.95	93.76	93.37	na	94.87	94.34	96.33	92.92	na	na	-3.39	-2.57	0.45
Retention	70	na	88.89	88.89	69.23	93.97	95.29	93.64	95.31	94.09	-23.97	na	-4.75	-6.42	-24.86
Achievement	55	na	88.89	74.07	61.54	88.07	91.27	92.32	92.96	91.08	-33.07	na	-3.43	-18.89	-29.54
Value-Added	na	na	0.77	-0.18	0	na	-0.13	0.34	-0.2	-0.35	na	na	0.43	0.02	0.35
Pass Rate	78.57	na	100	83.33	88.89	93.73	95.78	98.59	97.54	96.8	-15.16	na	1.41	-14.21	-7.91
EHCP Outcomes Qualifications A2	EHCP Students					All Students					GAP				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
Course Enrolments	na	14	na	10	21	2955	4063	4183	4225	4681	na	na	na	na	na
Attendance	na	90.62	na	95.96	90.55	na	92.55	92.35	95.6	91.32	na	-1.93	na	0.36	-0.77
Retention	na	85.71	na	90	100	92.96	93.75	95.15	96.02	94.36	na	-8.04	na	-6.02	5.64
Achievement	na	85.71	na	90	100	92.52	93.48	95.08	95.91	93.89	na	-7.77	na	-5.91	6.11
Value-Added	na	na	na	1.21	0.31	na	na	0.47	0.57	0.22	na	na	na	0.64	0.09
Pass Rate	na	100	na	100	100	99.53	99.71	99.92	99.88	99.5	na	0.29	na	0.12	0.5

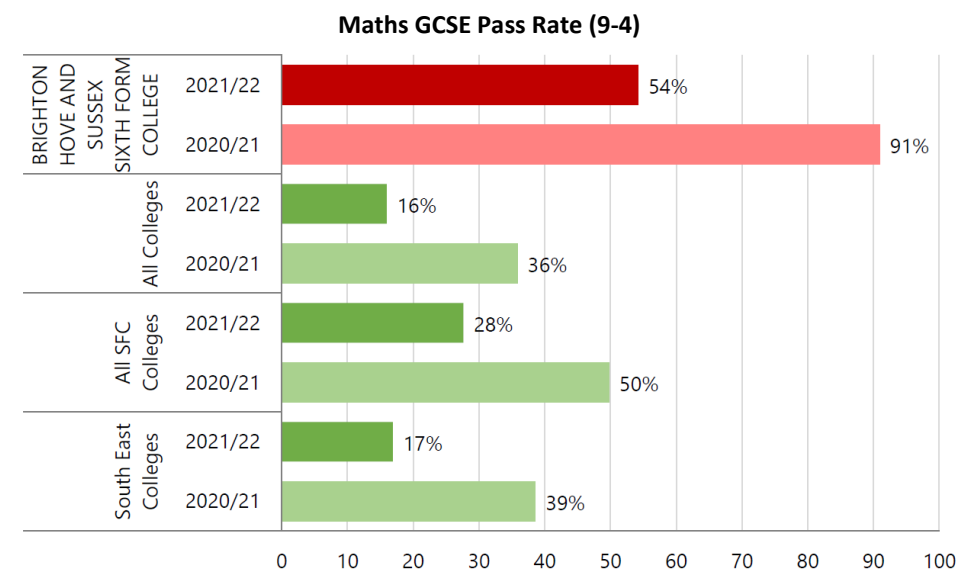
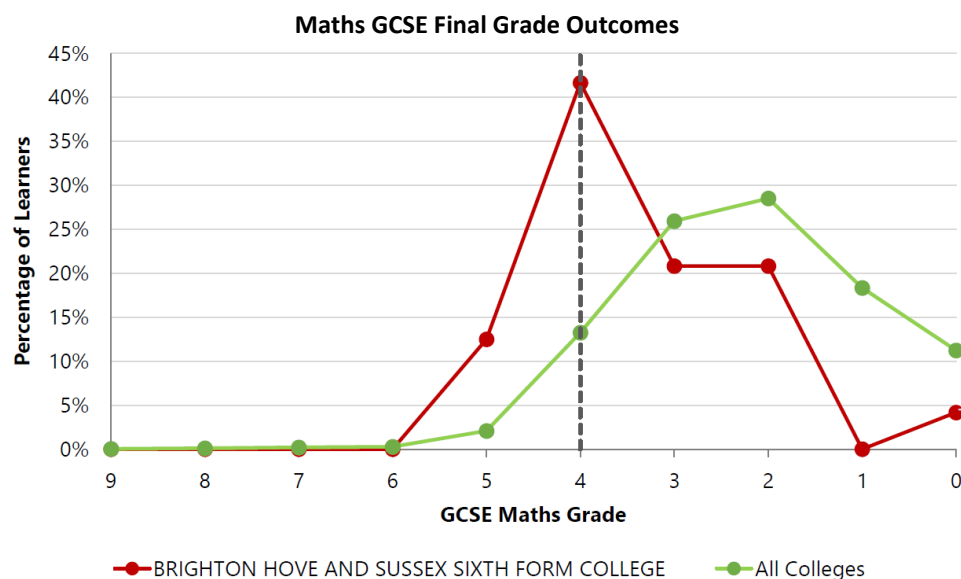
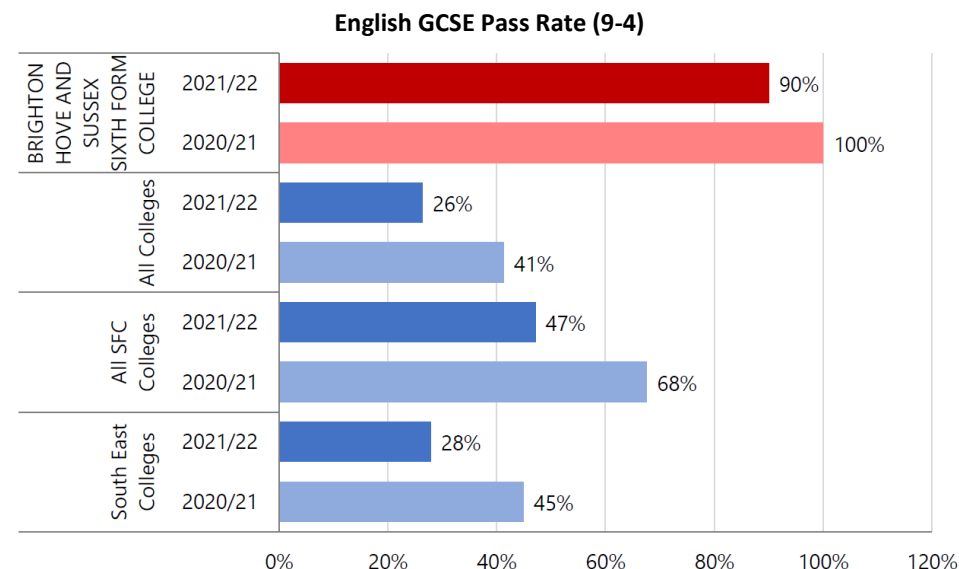
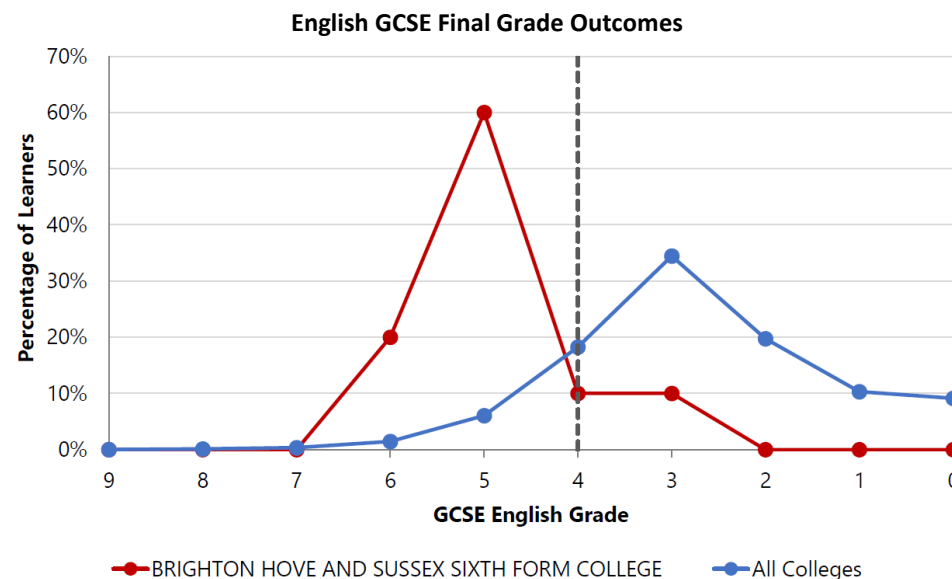
**Notes:** These data tables show **Entries** at qualification-level (rather than data at a whole student level). These are referred to as 'Course Enrolments'. On average, one student will be enrolled on three courses/qualifications. Course Enrolments in the A1 (or first) year of study will comprise a range of course types and outcomes. A Levels will refer to outcome sin the end of year A1 Summer Exams. In some cases, outcomes are actual qualifications (primarily those BTEC courses which accrue a certificate qualification at the end of the first year).

**Inferences:** The most notable conclusions to draw here are that:

1. The primary area of focus for students in their first year of study at BHASVIC who have an EHCP is retention/achievement on course.
2. In Summer 2022 results, the gap is being closed for students with an EHCP who complete a two-year qualification at BHASVIC, which is excellent news. This needs to become the norm and form a consistent trend, as it wasn't the case the last time national exams took place in 2019.

GCSE Maths and English Retake Courses

This data is provided by MiDES - the Association of Colleges national benchmarking dataset. In total, 232 colleges were used in the data sample and final analysis. All outputs are based on 16-19 funded learners aged 16 and above on study programmes, which means that GCSE outcomes are focused on post-secondary school retakes.



## Value-Added for Level 3 Courses

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. BHASVIC employs three Value-Added measures to evaluate the quality of our course and qualification provision:

1. **L3VA\*** – this is the DfE benchmark which is used on the DfE's Headlines Measures datasets and by Ofsted. We use this because we are held accountable by the funding body and by Ofsted. It is also the most comprehensive value-added dataset and includes all state-funded students taking nationally accredited qualifications (ie GCSEs, A Levels and BTECs)
2. **Six Dimensions** – this is the Sixth Form College Associations own benchmark. It is particularly useful because it enables us to benchmark our outcomes with others in our sector – similar providers. The providers included enable the benchmark to include a very large sample (for example in excess of 140,000 A Level entries).
3. **Alps\*\*** – although the two measures above are better value-added benchmarks, Alps has a very useful feature which teachers and heads of department like and deploy, whereby they can locate themselves in a rank order of performance, on a scale of 1 to 9 and colour-coded.

1	As good as the top institution
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.

**\*NB:** that all Value-Added measures, such as Alps are a less certain measure when based on non-examined assessments (such as results from 2020 to 2023), and need to be considered carefully. In addition, Alps has not yet 'rebased' calculations and uses GCSE Prior Attainment from 2019 to evaluate 2022 A Level and BTEC results. The DfE have suspended production of L3VA measures until 2024 at the earliest, due to the impact of Covid and cancellation of national examinations in 2020 and 2021.

**\*\* Alps** have not rebased their baselines, meaning that value-added measures for 2022 A Level and NTEC results are based on prior attainment (GCSEs) that were sat in 2019, not those CAGs that this cohort received in 2020. Six Dimensions have rebased their benchmarking measures so this benchmark is a closer like-for-like comparison than Alps.

## Vocational and Technical Qualifications (VTQs): Six Dimensions Value-Added measures

VTQs (A Level equiv.) Value-Added (6D) 2022	Frame	Qual	Student Entries	Value- Added
Business	RQF	Ext.Cert.	48	0.07
Computing	RQF	Ext.Cert.	24	-0.06
Creative Media Production	QCF	Sub.Dip.	40	-0.36
Criminology	WJEC	Dip.	95	-0.07
H&SC	RQF	Ext.Cert.	26	0.39
IT	RQF	Ext.Cert.	14	0.14
Law	RQF	Ext.Cert.	43	-0.51
Music	RQF	Dip	29	0.13
Performing Arts	RQF	Ext.Cert.	17	-0.73
Sport (Single)	RQF	Ext.Cert.	18	0.5
Sports & Exercise Science (Single)	RQF	Ext.Cert.	29	0.44
Sport (Double)	RQF	Dip	8	-0.98
Sport & Exercise Science (Double)	RQF	Dip	8	1.28

Value-added is uneven in our VTQ provision. In consultation with our S7 member colleges, they also have the same problem of notably lower value-added profiles for some of their courses without certainty as to why.

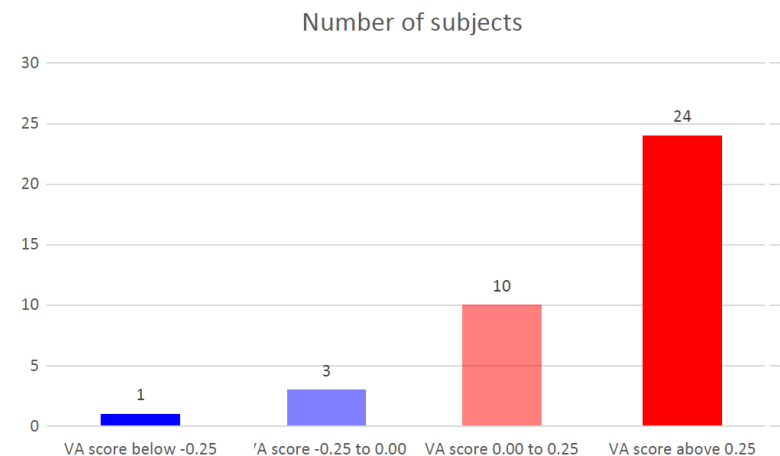
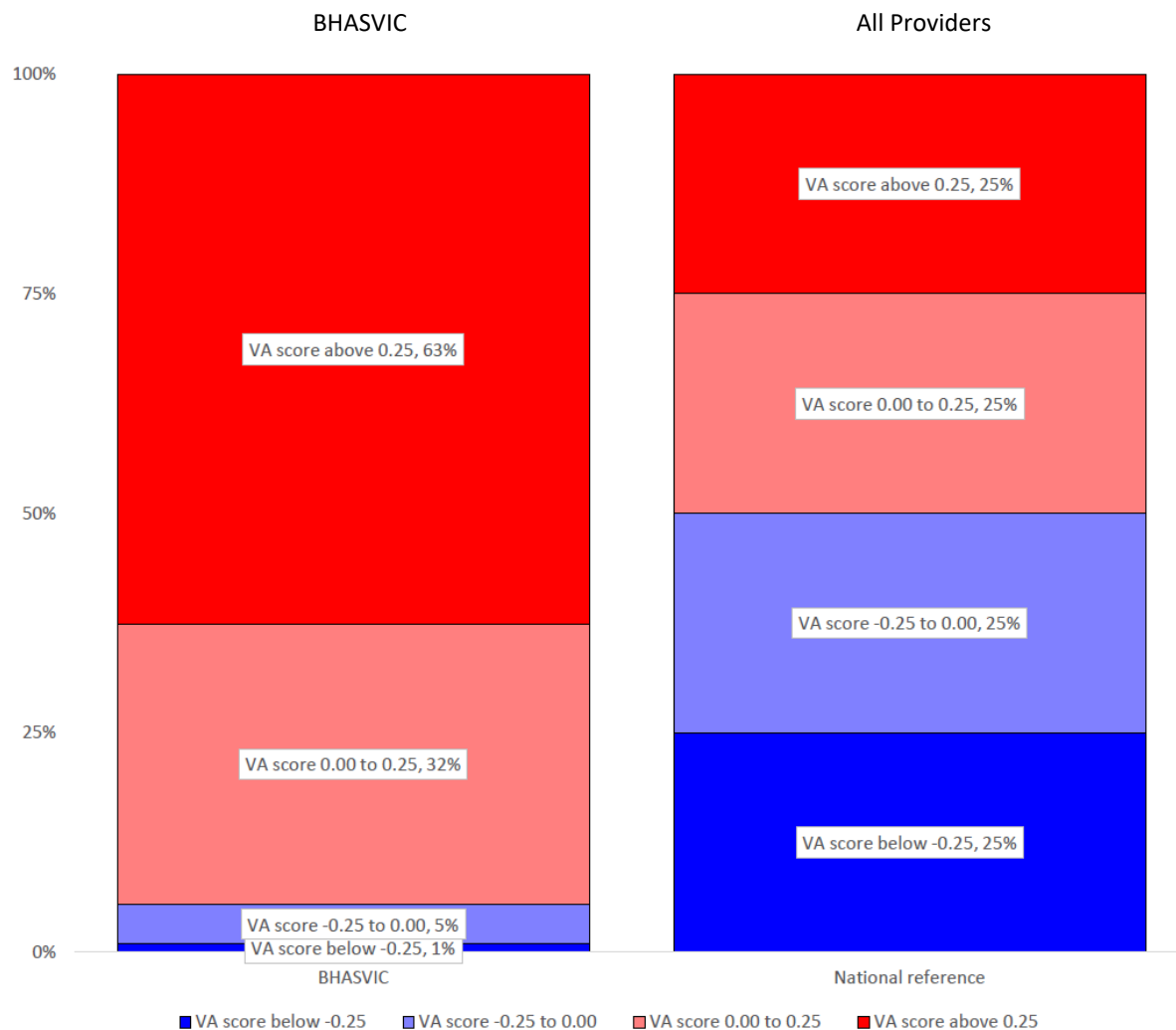
The causes behind scale of variance in value-added outcomes per course don't seem to reflect the quality of provision in those courses at BHASVIC (ie low value-added courses don't seem to be providing teaching and learning at a significantly lower level of quality to warrant the lower Value-Added scores they are getting).

This is an important project that requires investigating by the Deputy Principal and Curriculum and Quality Team and it will require research beyond BHASVIC evidence bases.

## VTQs Alps by course

YEAR	2017			2018			2019			2020 (CAGs)			2021 (TAGs)			2022			Ave Exam Yrs Grade
Subjects	Entrie	Scor	Grad	Entrie	Scor	Grad	Entrie	Scor	Grad	Entrie	Scor	Grad	Entrie	Scor	Grad	Entrie	Scor	Grad	
Business	12	1.02	5	38	0.87	6	41	1.09	3	38	0.92	5	53	1.12	2	48	1.02	3	4.3
Computing	-	-	-	-	-	-	14	0.97	2	18	0.68	6	14	1.05	2	24	0.76	5	-
Creative Media Production	8	0.75	5	14	0.87	4	18	0.97	4	38	0.85	6	31	0.81	5	40	0.74	5	4.5
Criminology	-	-	-	-	-	-	-	-	-	82	1.05	2	51	1.06	2	97	0.88	5	-
Health & Social Care	14	1.11	4	16	1.13	3	22	1.1	2	29	0.98	4	14	1.18	2	26	1.11	2	2.8
Information Technology	10	0.74	7	7	0.9	5	22	1.15	2	19	1	4	20	1.13	2	14	1.02	3	4.3
Law	37	1.05	5	22	1.07	4	29	1.14	3	47	0.95	6	50	0.89	6	43	0.9	6	4.5
Music	-	-	-	-	-	-	9	0.99	4	14	0.95	4	9	0.92	5	-	-	-	-
Performing Arts	-	-	-	-	-	-	6	1.21	2	17	1.04	3	-	-	-	17	0.64	8	-
Sport Single	32	0.96	4	24	1.11	3	36	1.15	2	24	0.94	5	9	1.02	3	18	1.12	2	2.8
Sport Double	18	1.04	3	24	1.11	3	36	1.15	2	24	0.94	5	26	1.05	3	16	0.85	5	3.3
Sport & Exercise Science Single	44	0.98	4	44	0.98	4	38	1.1	2	30	1.01	4	24	1.22	1	29	1.11	2	3.0
Sport & Exercise Science Double	45	1.1	2	24	1.06	3	21	1.14	2	30	1.03	3	17	1.02	3	16	1.01	2	2.3

## A Level Six Dimensions Headline Table



These two tables show the proportion of BHASVIC A Level Courses that are in the top 25% (red) and 50% (pink) of value-added performance in the Six Dimensions sample (82 sixth form college providers) and those in the bottom 50% (pale blue) and 25% (deep blue).

The very significant majority are positive value-added.

Three of the four courses in the negative value-added position have also been negative in previous years but the scale for two of these is virtually negligible, another is on an improving trajectory and the final one, in the bottom 25% has also been in the top 25% in a previous exam year and minor negativity before that, so is sporadic in value-added outcomes. Each of the blue courses here have evaluations and actions in the relevant departmental SARAPs to raise value-added into the positive and these plans are monitored and supported closely by the Curriculum and Quality Team.

## A Level Alps by course

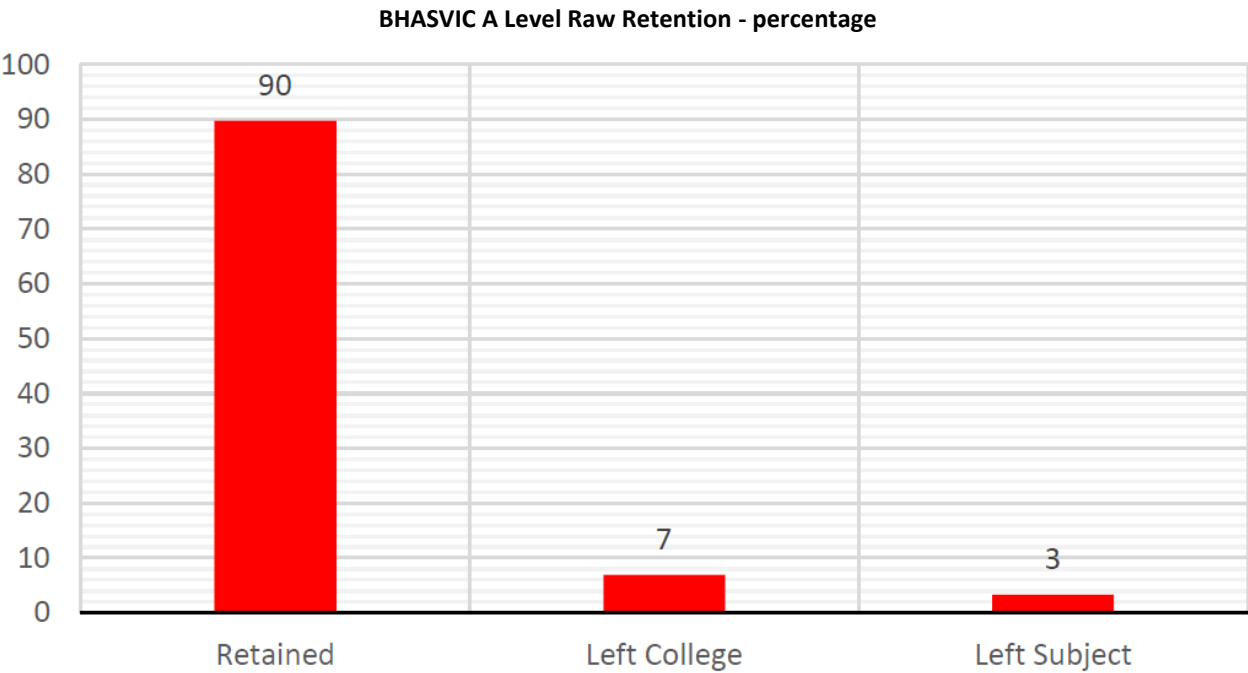
**Note:** Red is well above average and blue is well below average. White is average. 1 is strongest and 9 is weakest performance. 5 is average.

YEAR	2017			2018			2019			2020			2021			2022			Ave Exam
Subjects	Entric	Scor	Grad	Entric	Scor	Grad	Entric	Scor	Grad	Entric	Scor	Grad	Entric	Scor	Grad	Entric	Scor	Grad	Yrs Gra
Art (Fine Art)	78	1.03	6	90	1.02	5	101	1.1	5	117	1.1	5	96	1.14	4	102	1.1	5	5.3
Art (Graphic Design)	54	1.24	2	55	1.22	3	82	1.29	2	86	1.26	2	94	1.24	2	121	1.2	3	2.5
Art (Photography)	54	1.19	3	71	1.22	3	88	1.25	2	84	1.22	3	107	1.24	3	107	1.2	3	2.8
Art (Textiles)	44	1.25	3	34	1.13	4	35	1.22	3	50	1.24	3	37	1.18	4	56	1.12	5	3.8
Biology	276	0.87	5	227	0.99	2	268	0.96	2	229	0.98	2	268	1.02	2	265	0.94	3	3.0
Business Studies	87	0.98	5	116	1.05	3	105	1.13	2	127	1.1	3	137	1.12	2	148	1.08	3	3.3
Chemistry	263	0.93	3	206	0.98	2	248	0.95	3	205	0.99	2	261	0.96	3	234	0.9	4	3.0
Classical Civilisation	52	1.05	3	51	0.91	7	49	1.06	3	55	1.06	3	38	1.08	3	40	1.1	3	4.0
Computer Science	54	0.85	5	52	0.97	3	76	1.03	2	91	1.04	2	96	1.07	2	100	0.99	3	3.3
Dance	8	1.27	2	14	1.16	3	18	1.15	4	18	1.21	3	14	1.31	2	18	1.2	3	3.0
Drama & Theatre Studies	41	0.91	6	48	0.89	7	33	1.12	3	49	1.11	3	38	1.12	3	41	0.95	6	5.5
Economics	127	0.97	5	143	1.03	3	157	1.07	2	158	1.06	3	168	1.06	3	207	1	4	3.5
English Lang. & Lit.	96	1.07	3	78	1.07	3	120	1.06	3	103	1.08	3	86	1.13	2	132	1.12	2	2.8
English Language	69	1.03	3	56	0.99	4	49	1.06	3	69	1.03	4	79	1.08	3	66	1.08	3	3.3
English Literature	161	0.96	6	160	1.09	2	142	1.06	3	153	1.08	2	129	1.09	2	136	1.06	3	3.5
Environmental Science	19	0.8	6	12	0.84	5	29	0.92	3	38	0.96	3	50	1.05	2	52	0.98	3	4.3
Film Studies	39	1.09	4	35	1.04	6	37	1.15	3	41	1.15	2	33	1.18	2	39	1.15	2	3.8
French	38	0.88	6	44	0.95	5	58	0.99	4	45	1	4	50	1.05	2	41	1.01	4	4.8
Geography	108	0.97	5	114	0.96	5	131	0.94	6	124	0.97	5	139	1.03	3	146	1.02	4	5.0
German	13	0.81	7	10	1.03	3	15	0.93	5	8	0.99	4	16	1.1	2	15	1.03	3	4.5
Government & Politics	114	1	5	106	1.01	4	144	1.14	2	114	1.08	3	114	1.14	2	137	1.08	3	3.5
History	243	1.02	3	227	1.04	3	262	1.06	2	259	1.05	3	220	1.08	2	244	1.06	2	2.5
History of Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	1.17	2	-
Law	62	0.89	6	59	1.02	4	68	1.11	2	91	1.1	2	95	1.13	2	102	1.03	3	3.8
Mathematics	389	1.05	2	458	1.08	2	427	1.1	2	312	1.11	2	495	1.14	2	452	1.03	3	2.3
Maths (Further)	69	1.06	4	68	1.12	3	84	1.06	4	111	1.1	3	97	1.17	2	110	1.08	3	3.5
Media Studies	47	1.07	4	36	1.16	2	33	1.16	2	33	1.17	2	41	1.2	2	57	1.17	2	2.5
Music	18	0.88	5	19	0.92	5	12	1.07	2	13	1.12	2	27	1.02	3	25	1.13	2	3.5
Philosophy	53	0.88	5	49	0.92	4	52	1.02	3	56	1.01	3	61	1.01	3	75	1.02	2	3.5
Physical Education	25	1.03	3	40	1.03	3	21	1.08	2	33	1.1	2	31	1.1	2	22	1.06	3	2.8
Physics	144	0.88	4	183	0.96	3	161	0.96	3	182	1	2	166	0.95	3	173	0.92	4	3.5
Psychology	258	0.97	4	243	1.05	2	290	1.09	2	346	1.08	2	352	1.1	2	380	1.01	3	2.8
Religious Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	1.1	2	-
Sociology	102	1.19	2	142	1.2	2	147	1.24	2	181	1.22	2	143	1.22	2	179	1.23	2	2.0
Spanish	37	1.01	4	37	1.04	3	54	1.11	2	47	1.12	3	73	1.14	2	53	0.95	5	3.5

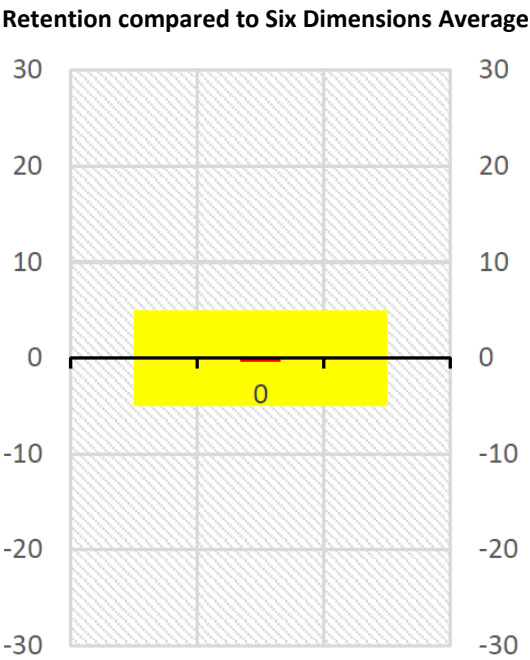


Retention

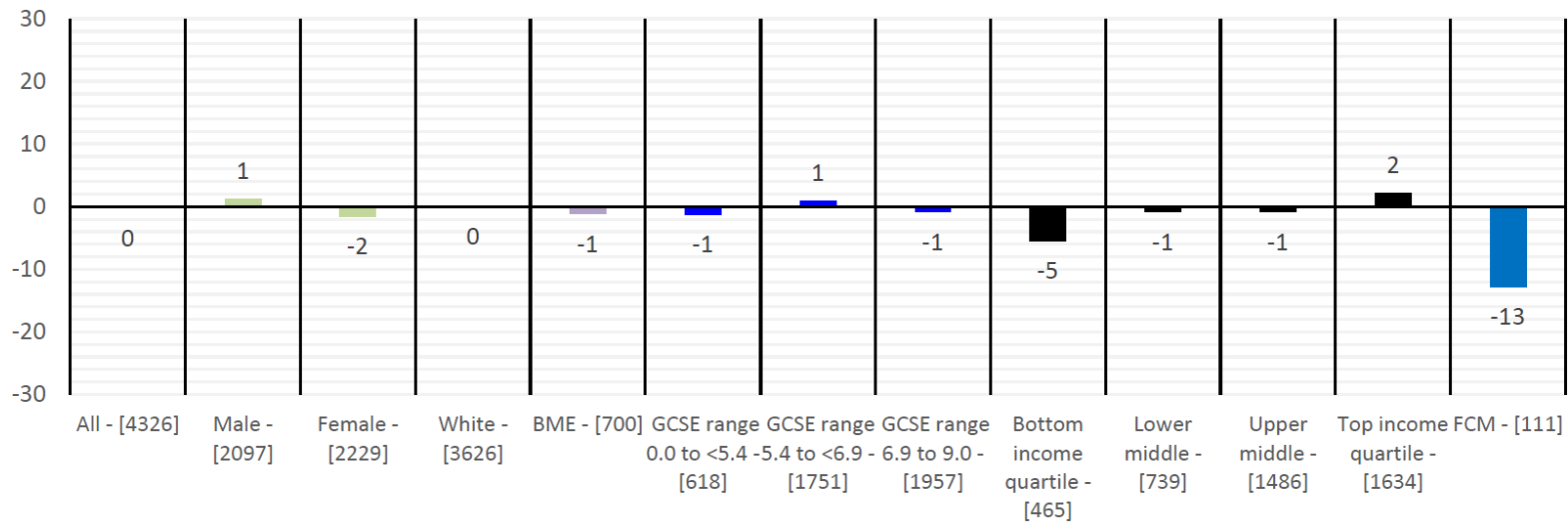
Reviewing Retention alongside Value-Added provides a useful two-part, headline set of data to understand course performance. For example, we may be concerned about the value-added outcomes for a course but when looking at retention we discover that this is significantly above benchmark.



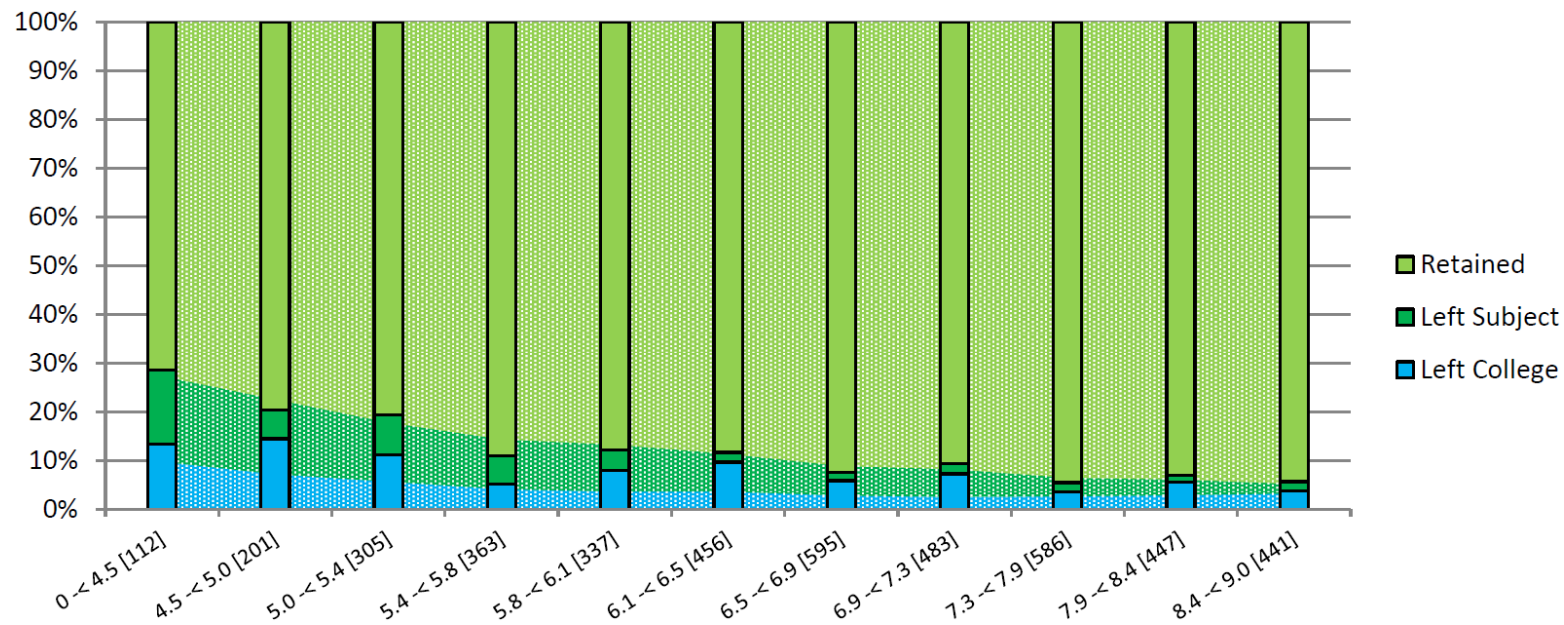
This table of BHASVIC outcomes is interesting in that the percentage is higher for students not completing a Study Programme compared with students dropping one or more courses but staying at the college.



The red bar is BHASVIC. The Yellow background is the range of retention amongst the Six Dimension providers. We can see that retention at BHASVIC is basically in line with the sector. The SFCA Data lead who produces the Six Dimensions Reports also notes that “Once you have adjusted for prior attainment, retention tends not to vary dramatically from college to college. Many colleges have a score of -1.0, 0.0 or +1.0 which suggests the retention rate is within 1% of what would be expected for students with that prior attainment profile doing those subjects.”



**Retention by student groups:** However, as noted in the College Development Plan, retention for our students from economically disadvantaged backgrounds is notably below where it should be and this continues to flag that area of strategic improvement, under our Social Mobility Strategy.



**Retention banded by Prior Attainment:**

The background colours are the averages for the Six Dimensions provider sample. The bars are BHASVIC. We are very much in line with those averages by prior attainment. We are slightly higher on 'left college' across prior attainment bands: these needs investigating and could well be linked to the concerning disadvantage retention rate.

Retention Disadvantage Gap 2021-22	All Students			Disadvantage			Not Disadvantage			BHASVIC Gap
	Funded	Retained	Retention %	Funded	Retained	Retention %	Funded	Retained	Retention %	
A1 Students	1778	1678	94.4	128	104	81.3	1650	1574	95.4	-14.1
A2 Students	1567	1535	98.0	118	113	95.8	1449	1422	98.1	-2.4
A3 Students	5	5	100.0	1	1	100.0	4	4	100.0	0.0
ESOL Students	41	38	92.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>ALL Students</b>	<b>3391</b>	<b>3256</b>	<b>96.0</b>	<b>247</b>	<b>218</b>	<b>88.3</b>	<b>3103</b>	<b>3000</b>	<b>96.7</b>	<b>-8.4</b>
1-Year Courses	990	888	89.7	109	88	80.7	881	800	90.8	-10.1
2-Year Courses (First Year)	4503	4308	95.7	334	303	90.7	4169	4005	96.1	-5.3
2-Year Courses (Second Year)	4160	4039	97.1	281	270	96.1	3879	3769	97.2	-1.1
2-Year Courses (2-Year)	4503	4039	89.7	334	270	80.8	4169	3769	90.4	-9.6

**Inferences:** Retention for students from disadvantaged backgrounds is arguably the most significant gap in outcomes that exists across any student group and any key performance indicator.

The data here shows that retention in the first year is where the problem is most acute. Once students have accessed their second year, the gap is very significantly reduced (though still there).

The dropout in the first year is also most apparent for the whole programme of study compared to individual courses – this means that students from disadvantaged backgrounds are leaving the college completely, rather than dropping one of their courses.

This issue is a national issue but we must do everything we can to address it here at BHASVIC. The Social Mobility Strategy and Action Plan are focused on reducing this gap.

## High Grades at Level 3 - comparisons between 2019 and 2022

High grades alone are of limited use – Value-Added is much more important for evaluating quality and identifying areas for development. The upheavals caused by Covid on exams, prior attainment and uneven grade inflation by course mean add to these limitations. These tables present a check on differences in outcomes in 2022 and 2021 (the last set of results where exams took place). We do not yet have national high grades rates to use for comparison – this would be the important difference, rather than our own, internal and raw results.

A Level High Grades	2019	2022	Diff
Biology	64	70	6
Business	56	70	13
Chemistry	67	69	1
Classical Civilisation	71	88	16
Computer Science	76	74	-2
Dance	83	94	11
Drama and Theatre	79	59	-20
Economics	58	70	12
English Language	57	74	17
English Lang and Lit	57	89	33
English Literature	82	86	4
Environmental Science	21	71	50
Film Studies	78	85	6
Fine Art	79	85	6
French	76	80	5
Geography	47	79	32
German	67	93	27

A Level High Grades	2019	2022	Diff
Graphic Design	94	93	-1
History (Early)	70	83	14
History (Modern)	76	84	8
Law	71	61	-10
Maths (Single)	76	73	-3
Media Studies	61	82	22
Music	67	92	25
Philosophy	67	80	13
Photography	84	87	3
Physical Education	76	86	10
Physics	65	69	4
Politics	79	83	4
Psychology	69	73	4
Sociology	85	94	9
Spanish	91	72	-19
Textile Design	91	84	-8

VTQs (A Level Equivalents)	2019	2022	Diff
Business	83	75	-8
Computing	47	42	-5
Health and Social Care	62	81	19
IT	50	86	36
Law	97	51	-45
Creative Media Production	69	60	-9
Performance (Acting)	86	16	-70
Sport Single	100	78	-22
Sport Double	100	88	-13
Sport & Exercise Single	100	93	-7
Sport & Exercise Double	95	100	5

BTEC results between 2019 and 2022 are difficult to compare. Many courses changed framework, now have an examined component and coursework components have increased in difficulty meaning grades have dropped nationally.

Many courses have a certificate at the end of the first year, where half the grade is achieved - there were upheavals with the BTEC QTAG grading processes in 2021, meaning that grade rates were already irregular for 50% of the qualification grade – this was a national and known issue which providers were unable to resolve, in most cases.

None-the-less, the two most striking differences in high grades at BHASVIC also have value-added which indicate irregularities, and this needs investigating.

As we return to normal exam over the next two years, it will be important to track the longitudinal trends in high grades for all our A Level courses. The two courses above with the greatest drop have other related key outcomes that have fallen for 2022 results. Law A Level has good value-added (meaning it has performed very well with its students compared to other providers) and is a good example of why looking at high grades alone doesn't provide a complete picture or adequate evidence base. In line with the national position of grades 2022 being a midway point between 2019 and 2022, we see most courses in the green as well as the fact that High Grades at BHASVIC in A Level are amongst the highest nationally in the sixth form colleges sector.

Course Surveys

Yr 1 Course Survey Results 2022



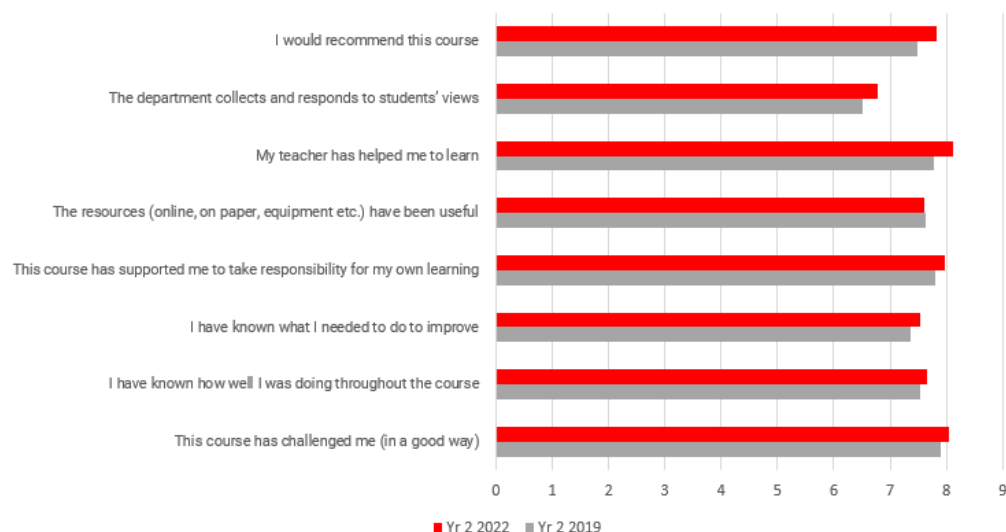
For 2022 we have reverted to our annual survey having had termly, specific surveys during the 2020-2021 Covid pandemic. The results this year are compared to 2019, the last time this survey was conducted. Students have to choose between 1 and 10 stars (with 10 being best). n=747 which is lower than we would like.

As you can see, the red bars (2022) are consistently higher than they grey 2019 responses which given the interim period involved the pandemic is very pleasing.

The questions that scored the highest were: 'My teacher has helped me to learn' (8.30) followed by 'This course has supported me to take responsibility for my own learning' (8.19) which reflects our underlying educational philosophy.

Questions receiving lowest were 'The department collects and responds to students' views' at 6.76. That student voice is happening is not the issue – we may need to review how we 'close the loop' to students. Second lowest at 7.45 is 'I have known what I needed to do to improve'. This may always be one of the lower scores in such a survey as the learning journey is often difficult and involves uncertainty. Assessment and feedback are routinely a key area of focus and development in course teams.

Yr 2 Course Survey Results 2022



The same methodology and questions are used for second year students. Their response rate at n=1,754 is far more pleasing.

As with the first-year responses, you can see the red bars (2022) are also consistently higher than they grey 2019 responses for second years.

The questions that scored the highest were: 'My teacher has helped me to learn' (8.12) followed by 'This course has challenged me (in a good way)' (8.05).

Those questions receiving the lowest scores were the same for second years as first years, further endorsing our analysis and actions to take forward.

## Yr 1 Cross-College Survey Responses 2022



See methodology explanation above for course surveys which are identical to our cross-college surveys. n=601

Our headline statistic (one that we use in marketing) is the outcome for 'I would recommend BHASVIC to others...' is actually the highest score at 8.54 and pleasingly up on 2019.

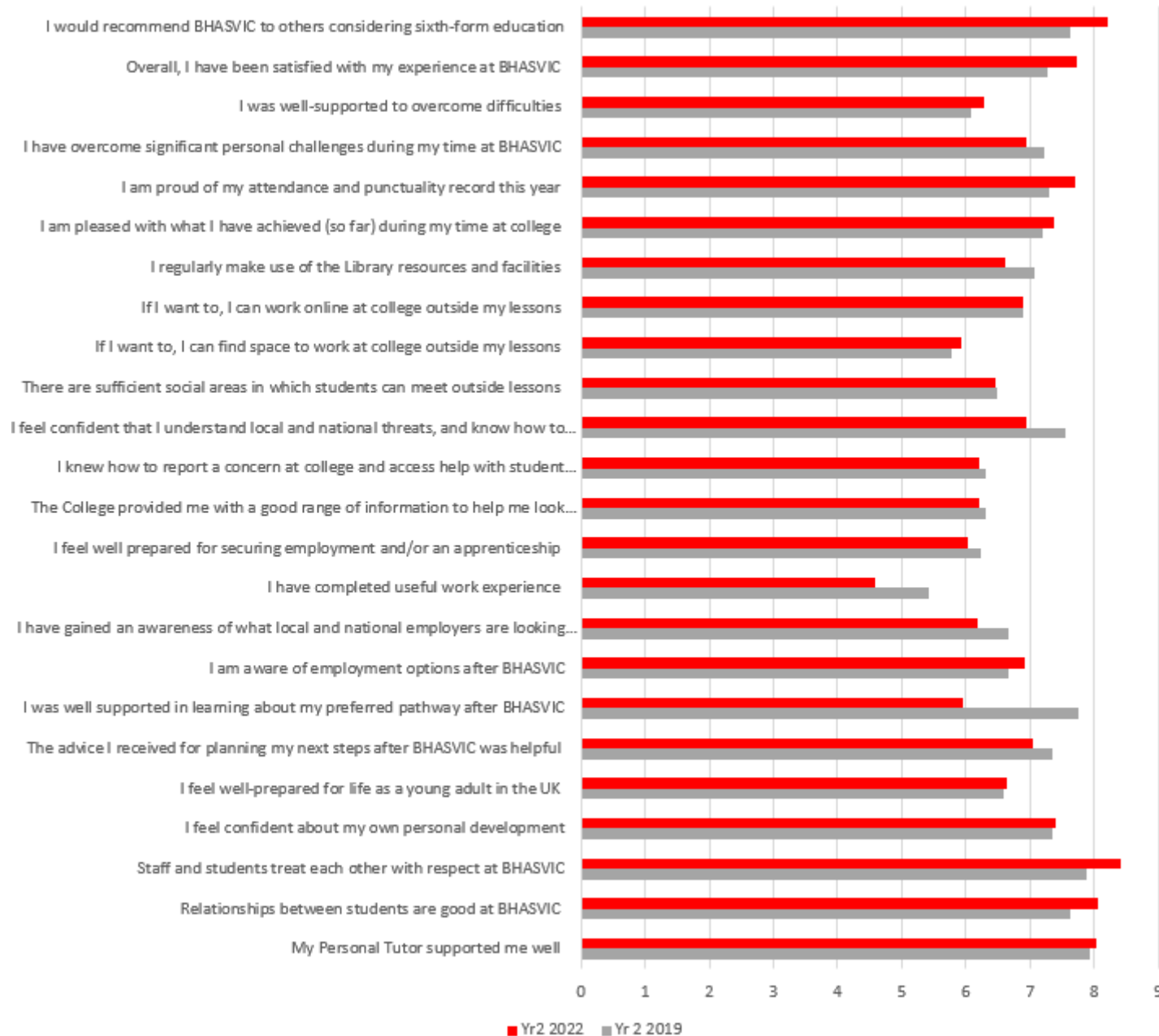
Other questions that score amongst the highest outcomes are: 'Students and staff treat each other with respect' (8.26) and 'Relationships between students are good at BHASVIC (also 8.26).

Those scoring responses at the lower end include: 'I have completed useful work experience' (4.82) something that is being addressed this year through skills week. 'I feel well-prepared for securing employment' scored 5.67 but this may reflect that as 75% of students go on to University, employment isn't on their mind, despite the preparation they have received in courses and tutorial.

Negative comments revolved around the lack of social and study space outside lessons, more opportunities to socialise and make friends and the workload in some subjects.

Positive comments included the focus on independence and development as both learners and individuals.

## Yr2 Cross-College Survey Results 2022



See methodology explanation above for course surveys which are identical to our cross-college surveys. n=465

Outcomes from the survey of second year students are similar to those of first years.

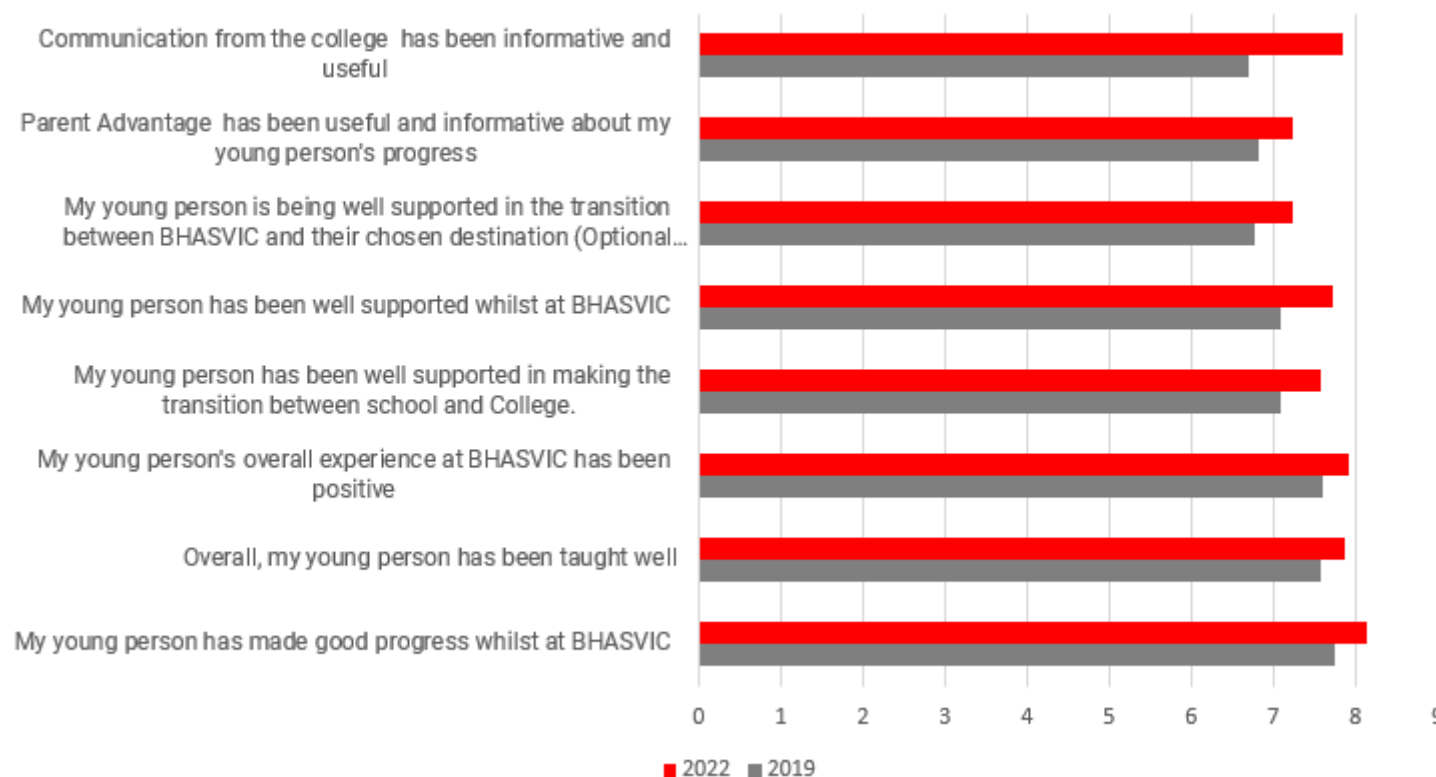
The questions with the highest rankings are 'Staff and students treat each other with respect (8.41), 'I would recommend BHASVIC to others' (8.22), and 'My Personal Tutor supported me well (8.03).

Those questions with the lowest rankings include: 'I have completed useful work experience' (4.58) and 'I was well supported in learning about my preferred pathway after BHASVIC' (5.95) which is slightly puzzling as second year tutorials are focused on tailored pathways and 'The advice I received for planning my next steps was helpful' (7.05) and as students feel well supported by their personal tutors (8.03)!

The fall in metrics around work experience are probably a pandemic effect 'I have completed useful work experience Prepared for employment metrics



## Parent & Carer Survey 2022



As per the methodology for student survey's, parents and carers have to 'score' a statement out of 10 stars, with 10 being the highest satisfaction. At n=183 there are fewer responses than preferable.

The Parent and Carer Survey reverted to the 'standard' questions used year on year having had termly and specific survey questions during the Covid pandemic.

It is pleasing to see all responses up in comparison to 2019 outcomes, particularly higher in relation to communication – something that we do feel has improved since the pandemic. The response with the highest score (8.15) is 'My young person has made good progress whilst at BHASVIC'. The lowest score (7.23) is for the usefulness of Parent Advantage which is actioned in the Development Plan for an overhaul.

Comments focused on areas for improvement revolved around disruption to learning during the pandemic and the specific quality of individual teachers and departments.

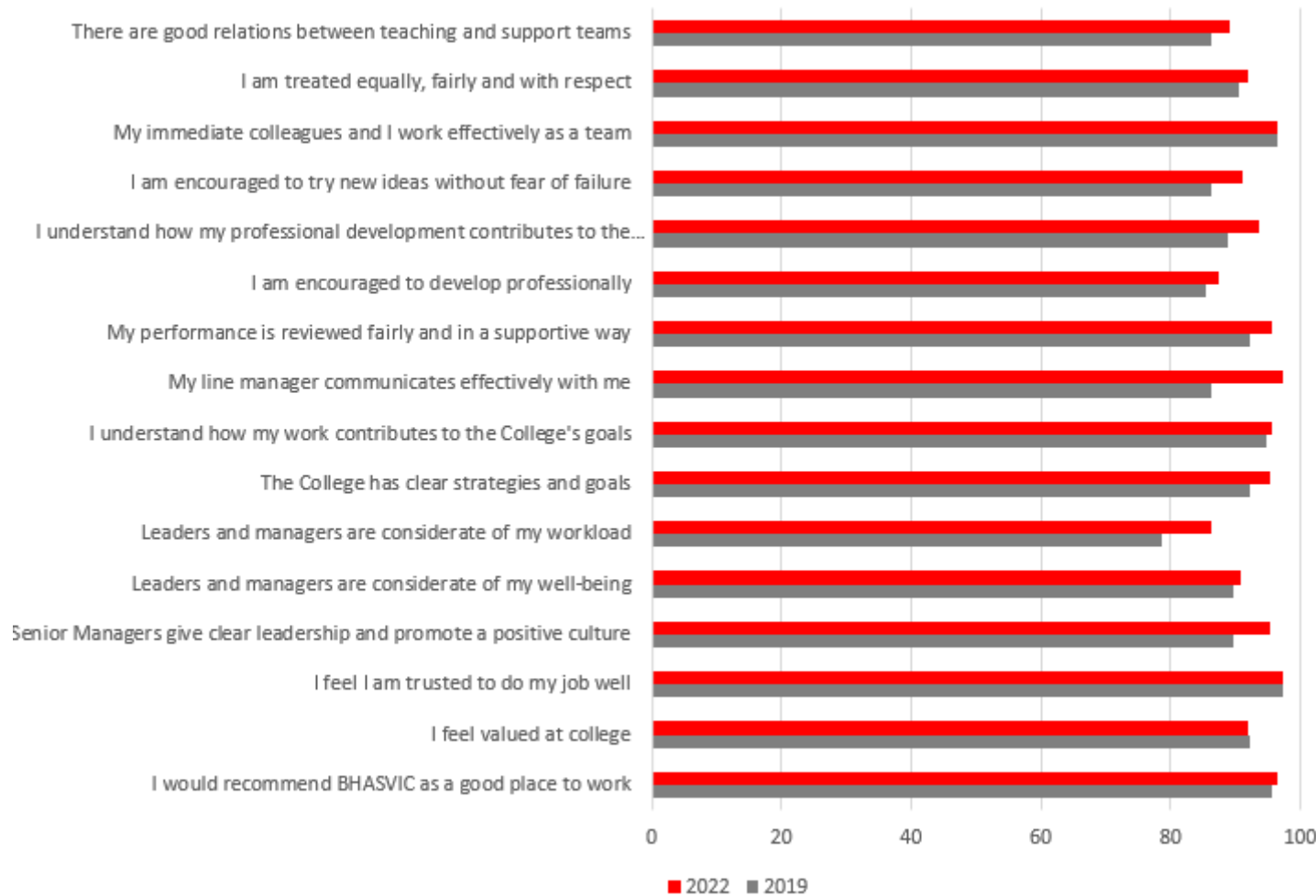
Positive comments included these:

*To say I am 100% impressed with your college and staff is putting it mildly. And I do not offer praise like this lightly.*

*I have been immensely impressed with the quality of teaching at BHASVIC.*

*So pleased they chose a sixth form college over secondary school sixth form. It has been far more beneficial in many, many ways.*

## Staff Satisfaction Survey 2022



For staff, we also returned to our annual survey questions having had termly Covid-related surveys for 2020-2021.

Unlike our student and parent surveys, staff chose either 'strongly agree, agree, not sure/no view, disagree, strongly disagree' for each statement, with the % strongly agree/agree determining the overall satisfaction. At n=111, the response rate is good, but lower than previous years.

Overall the results are very positive, which considering the period since the last survey included the pandemic, is pleasing. 96.40% of respondents strongly agreed or agreed that they would recommend BHASVIC as a good place to work. There have also been increases of more than 5% with:

- That Senior Managers give clear leadership and promote a positive culture – 95.45% compared to 89.75% last time.
- That leaders and managers are considerate of my workload – 86.36% compared to 78.36% last time
- That my line manager communicates effectively with me – 97.29% compared with 86.33% last time

These results would appear to indicate that there is effective leadership and communication at the college. Although it is unlikely communications will ever be perfect, and workload issues will never be fully resolved, this would suggest that previously expressed concerns have at least been positively addressed in part.

Negative comments revolved around pay and lack of progression opportunities. While pay is nationally negotiated, we hope to introduce more shadowing opportunities to improve progression experiences.

Positive comments included: 'Excellent culture, very good management', 'Best place I've ever worked - never been so happy in my job'. 'I love working at BHASVIC, a place of humanity and kindness.'

**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. 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.

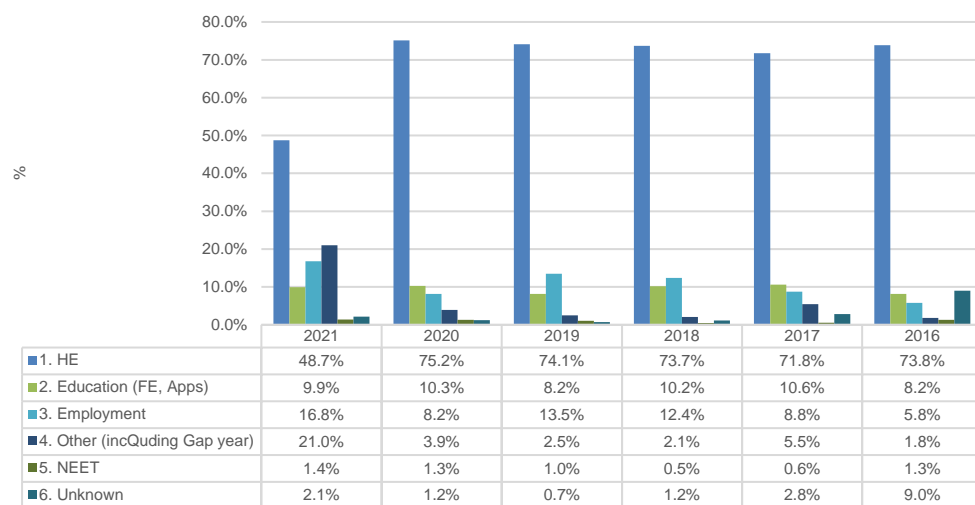
This section provides an overview of the destination outcomes for **students who completed their studies at the college in summer 2021**, and contains the most up-to-date information we have. This has been gathered through:

- 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

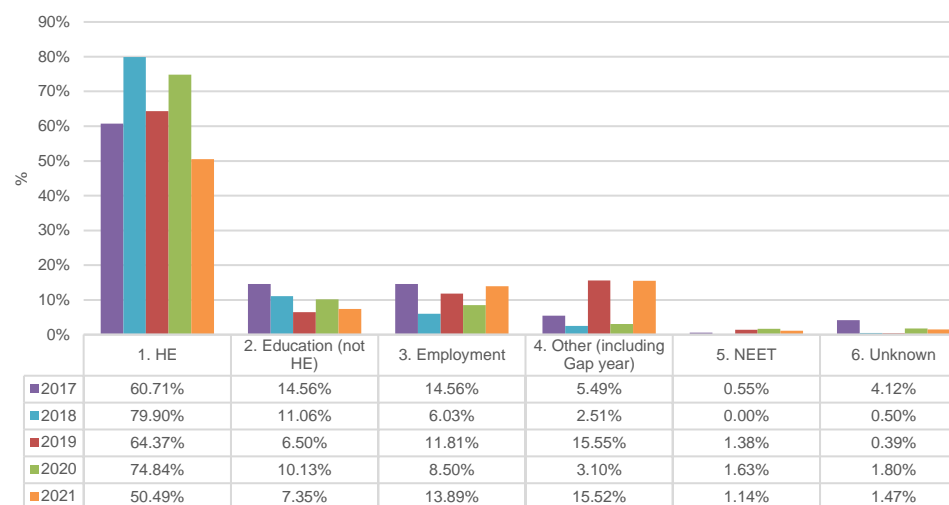
### Headline Figures for Leavers up to September 2020:

1. Around 75% of our students enter Higher Education with around a quarter taking a gap year before they go.
2. Around 18% of students enter into employment, including apprenticeships, upon leaving BHASVIC. The total numbers of the cohort entering apprenticeships remain very small and have declined slightly from 20 (2019) to 16 (2021).
3. 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.
4. 60% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 35%.
5. The number of Oxbridge offers continues to increase year on year with over 200 offers in the past four years. Our disadvantaged students in 2020 have a higher chance of an offer compared to our wider cohort.
6. 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.
7. HESA data shows 92.0% of our students achieve first or 2:1 degrees, substantially higher than the general sixth form sector. Excellent success rates at university study are replicated amongst low participation wards and first-generation scholars (87.4%) compared to sector average (81.2%).
8. 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. 9% of our students progress into specialised further education, including very successful art foundation entry.
10. Our second-year tutorial pathway options provide students with bespoke preparation for their chosen destination.

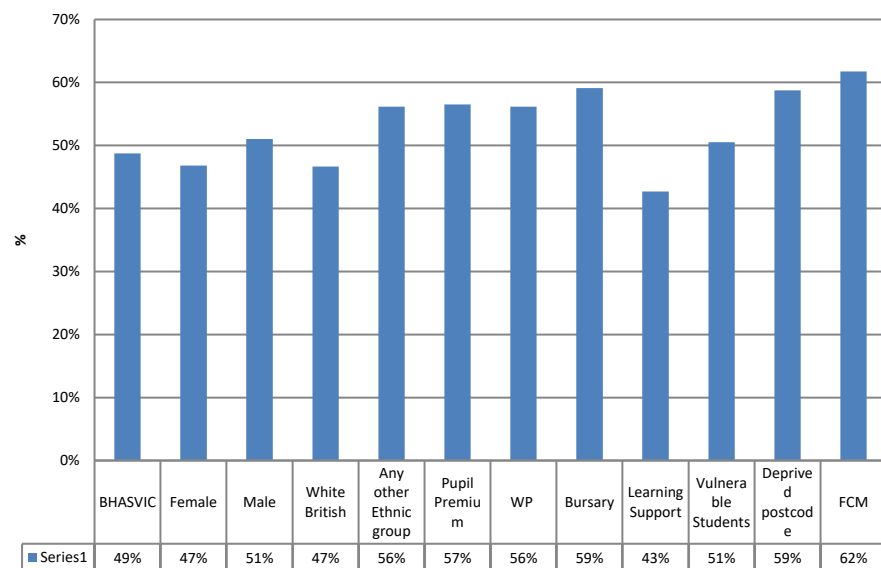
**BHASVIC Student Destinations 2016-21**



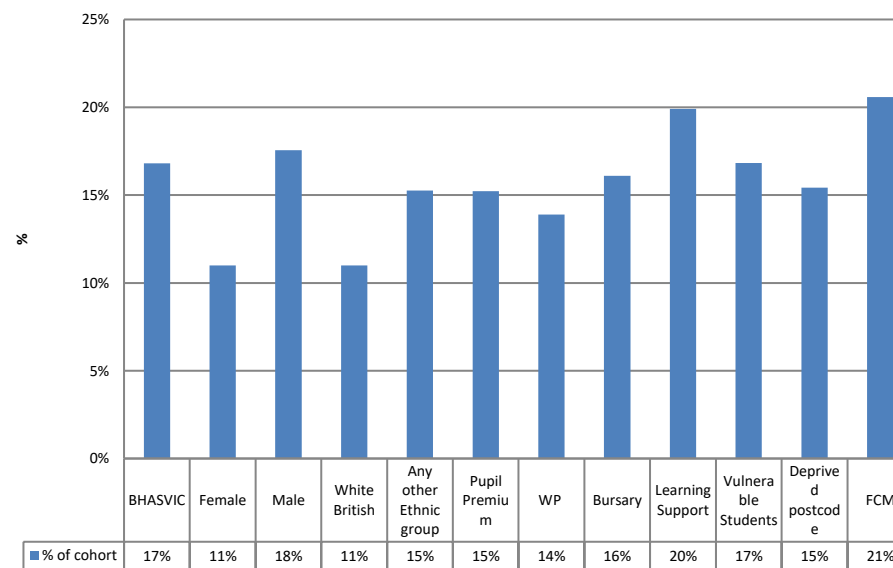
**Destinations of WP students 2021**



**% of A2 students completing in 2021 going onto HE**



**% of A2 students completing in 2021 entering employment**

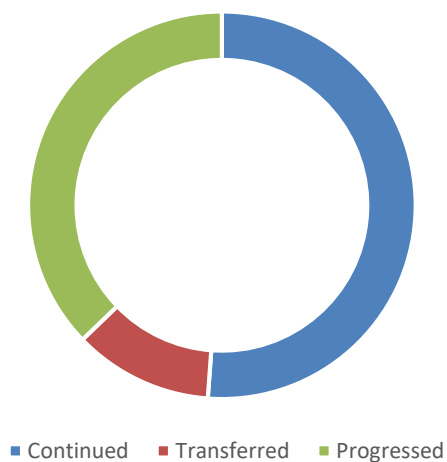




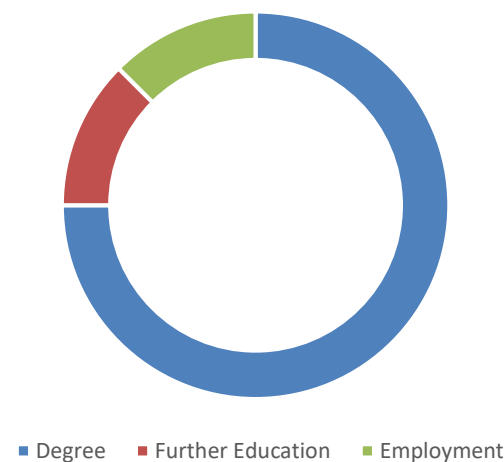
## Destinations for students with Education, Health and Care Plans

- Over the past four academic years (2018/19 to 2021/22) we have had 43 enrolments. 41 of these enrolments completed the year and gained qualifications (21) or continued into the next year of study at the college (22) – three of these enrolments include completing qualifications *and* continuing to the next level of study at the college (from Level 1 ESOL to GCSE to A Level).
- 2 left at the end of their first year of a two-year Level 3 Study Programme, but continued their education at another local provider on a more specialised and suitable course.
- No student with an EHCP has been an 'Early Leaver' in their first year of study. The 20 First-Year enrolments all completed the first year, with three moving on to another provider (including moving out of area and transferring to specialist courses).
- The destinations of students completing their full qualifications with us and moving on from BHASVIC have been:
  - 2 going to employment
  - 2 going to Further Education at Level 4
  - 12 going to university to study a degree
- No student at BHASVIC with an EHCP has become NEET or Economically Inactive since data collection began in 2018.

EHCP Destinations 2018-2022

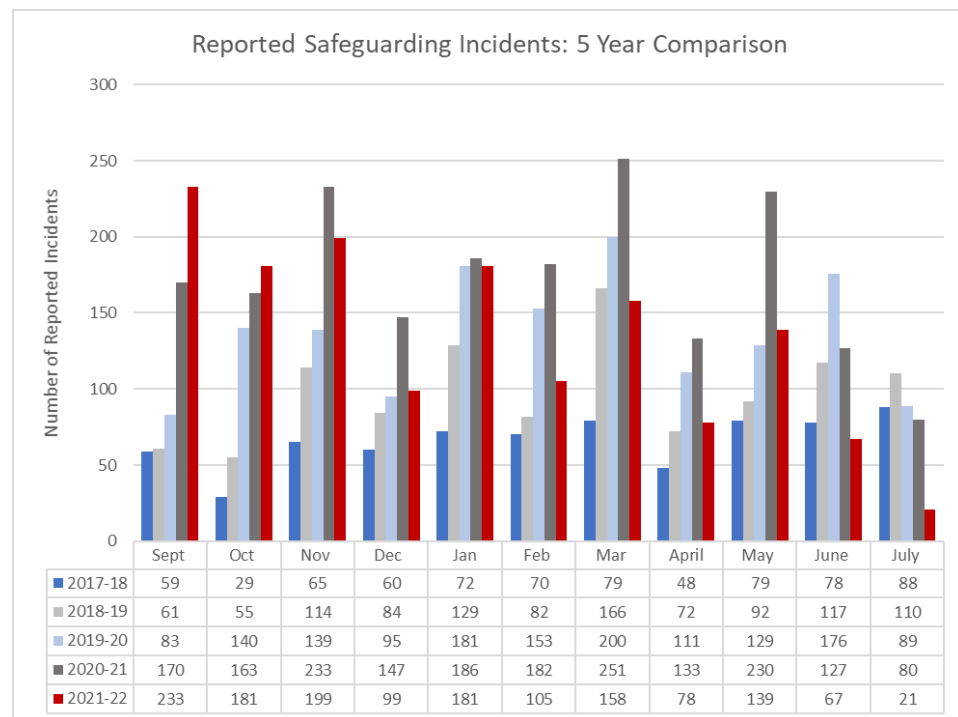


EHCP Completer Destinations 2018-2022



## Safeguarding and Student Wellbeing Headline Data Trends

An overall total of 894 students had a CPOMS entry in 2021-22, approximately one quarter of the total student population. A breakdown of the incidents and number of students per category recorded can be found on the left. It is important to note that a single student could appear across multiple categories, as well as having multiple incidents.



Category	Number of Students
Students with external agency involvement	117
Students with statutory agency involvement (Social Services, Police)	31
Referrals made to Children's Social Services	19
Incoming Welfare Check Requests	24
Urgent referrals made to Child & Adolescent Mental Health Services	21
Operation Encompass Referrals Received	12

## Suicidal Students

114 students received support (from Student Support and/or Guidance) in 2021-22. Of these 114, 23 students made attempts on their own life, across 31 separate incidents.

Incident Type	Number of Reported Incidents	Relating to Number of Students
Behaviour	99	73
Bereavement	37	33
Bullying	18	14
Criminal Activity	20	15
Harmful Sexual Behaviour	11	10
Home Environment	140	109
Human Trafficking / Modern Slavery	0	0
Mental Health	479	300
Prevent	6	5
Substance Use	31	19
Victim of Domestic Abuse	22	20
Victim of Familial/Carer Abuse	18	14
Victim of Other Crime	26	19
Victim of Sexual Abuse / Violence	60	41
Victim of So-Called Honour Based Abuse/Violence	0	0

## The Single Central Record (SCR)

In line with statutory duties and best practice, the SCR at BHASVIC:

- Includes all current governors, staff, volunteers and other adults who work in regulated activity
- Includes a record of checks made by a third party, along with confirmation correspondence
- Is stored securely
- Is regularly reviewed

The SCR was subject to an internal audit by the college's auditors, MHA MacIntyre Hudson, in October 2021. The audit concluded with an overall rating of 'substantial assurance', with no high priority actions. A single medium priority action was recommended and has been implemented. One further single advisory action is underway.



### **Data Collection, Casework Oversight & Quality Assurance**

Work continues on improvements to data collection and processing to support the early identification of students with safeguarding, mental health and other support needs. CPOMS (our safeguarding software solution) was already an embedded feature of safeguarding practice at BHASVIC, however significant changes were implemented at the start of 2021-22 to ensure complete DDSL oversight of all reported safeguarding concerns, and to ensure we were better recording the full range of safeguarding issues facing young people today. The Student Support team received, read and had oversight of 2155 CPOMS alerts during the course of the 2021-22 academic year, ranging from low level mental health concerns, through to disclosures of sexual violence, domestic abuse, and severe mental health difficulties including suicidal thoughts/intent/action, psychosis and sectioning. To support staff understanding of reporting options, the [‘escalation protocols’](#) were developed during last year, then launched in September 2022.

The implementation of the Senso product has greatly enhanced our online filtering and monitoring capabilities. Over 8500 alerts were received in 2021-22, with the vast majority being ‘false positives’; only 45 resulted in direct contact with students. Online safety is a specific responsibility point in the Safeguarding Manager job description, with policy development included in PDR targets for 2022-23

Safeguarding casework is further quality assured via daily Student Support ‘briefings’, where decision-making is shared and actions agreed. This also provides a platform for inter-team professional challenge, support and reflective practice. This has proved extremely valuable in supporting staff wellbeing, as space is provided for sharing of personal emotional load, in recognition that our capacity to deal with challenging situations can change, and that on any given day a member of staff may need additional line management/colleague guidance and support.

In May 2022, a staff safeguarding survey was undertaken to assess staff understanding of the requirements in KCSiE. 142 responses were received from across the range of levels and roles within the organisation, including teaching staff, support staff, managers, governors, SLT and contracted service providers. Key headlines are below:

- 142 staff completed the survey, with all confirming that they had read Part One of KCSiE. This is also recorded via the HR system.
- 100% of staff surveyed were able to correctly identify one or more of the key points within the definition of safeguarding found in ‘Working Together to Safeguarding Children’, with 67% successfully identifying all of them.
- 93% of staff surveyed knew the difference between ‘safeguarding’ and ‘child protection’ and 79% correctly identified the definition of ‘contextual safeguarding’.
- 99% knew that safeguarding was the responsibility of all staff
- 96% correctly named at least one DSL/DDSL
- 90% knew about the Prevent duty and were able to select the correct definition of ‘radicalisation’
- 99% of staff correctly named CPOMS as the internal system for recording safeguarding concerns
- 94% reported being ‘very confident’ or ‘somewhat confident’ in reporting a concern.

### **Prevent Duty**

Specific action was taken in relation to five students during 2021-22, with one external referral being made (in July 2021). In this case, there was reason to believe that there were ideological concerns, capability or intent to act, and the student was put forward to the Channel Panel. Channel meetings took place over the duration of the 2021-22 academic year, with the student being closed in July 2022. The other four students were supported internally, with no grounds for external referral. Advice was also sought from our regional FE and HE Prevent Coordinator in relation to one student society. All student members have now either completed or left BHASVIC.

### **Child on Child Sexual Harassment & Sexual Violence**

41 students disclosed sexual harassment and/or sexual violence in 2021-22. One of these students was also named as the perpetrator of non-consensual sexual contact. In 24 cases, the alleged perpetrator was a peer (not necessarily also a student at BHASVIC), 8 cases would not be categorised as ‘peer-on-peer’, and in the remaining 9 cases the age and/or identity of the alleged perpetrator was not disclosed/known. 16 survivors were in their A1 year at the time of disclosing, and the other 25 in their A2 year. 10 of the cases were known to have an online element (for example, threats or intimidation after the event).

## Appendix 1: BHASVIC Departmental Self-Assessment Reports and Action Plans (SARAPs)

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
BTEC & VTQs Qualifications	Catering
Business & Economics	Centre Ops
Chemistry & Physics	College Information Systems
Computer Science & IT	Equality, Diversity & Inclusivity
English	Estates
Extended Project Qualification	Finance
Humanities	General Office
Maths	Human Resources (inc. Staff Development)
Media & Performing Arts	IT Technical Support
Modern Foreign Languages	Library
Philosophy, Politics & Law	Marketing
Psychology & Criminology	Media & Arts Technical Services
Sociology & Health & Social Care	Reception
Sport	Science Technical Services
Visual Arts	Student Support (inc. Safeguarding)
	Student Experience (inc. Careers Education)
	Student Guidance & Academic Progress
	Sustainability
Governance	
Governance SAR	

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, L3VA (the DfE Value Added measures) and Achievement 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, and QARs above national benchmarks. All curriculum departments have clear diagnosis and actions to address those qualifications below benchmark 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.

**Cross College Departments:** by their nature, these departments differ widely in objectives and relevant evidence to use for evaluation. As with curriculum departments, each cross-college area is asked to employ 'user voice' to provide an evidence base for evaluation, along with trends and longitudinal data, where relevant. A diagnostic approach to the quality of services and provision and a focus on the experience and impact for students is sought.

**SARAPs and PDRs:** All SARAPs should be devised by the team and the quality cycle as BHASVIC is designed for individual team member's Professional Development Reviews (PDRs) and their targets to link with the whole department's Self-Assessments and Action Plans.

Appendix 2: Glossary of Acronyms	
<b>Alps</b>	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.
<b>BHISS</b>	Brighton & Hove Inclusion Support Service – local authority oversight of wellbeing work (providing embedded primary mental health workers)
<b>CDP</b>	College Development Plan (this document)
<b>CEIAG</b>	Careers Education Information, Advice & Guidance
<b>CIS</b>	College Information Systems department (often known as MIS in other colleges)
<b>CPOMS</b>	Safeguarding reporting software system (Child Protection Online Monitoring System)
<b>CQT</b>	Curriculum & Quality Team
<b>EHCP</b>	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) EHWP – Emotional Health & Wellbeing (BHASVIC strategy around student wellbeing)
<b>EIF</b>	Ofsted Education Inspection Framework -the new framework came out in September 2019
<b>EQR</b>	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)
<b>ESOL</b>	English as Second or Other Language – referring to the course, Study Programme or student cohort
<b>IAG</b>	Information, Advice and Guidance (often used in relation to careers or welfare advice)
<b>ILP</b>	Individual Learning Plan (student self-generated targets, based on feedback from teachers and tutors – managed through Progress Review system)
<b>ILT</b>	Information Learning Technology: the use of technology for pedagogical and Teaching, Learning and Assessment advancement
<b>ITCT</b>	Information Technology College Team, with representatives from SLT, CIS, IT, CQT and Student Services to develop IT across the college
<b>KCSIE</b>	Keeping Children Safe in Education – DfE statutory guidance document
<b>L3VA</b>	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
<b>MHFA</b>	Mental Health First Aid
<b>NEET</b>	Not in Education, Employment or Training
<b>PDR</b>	Professional Development Reviews (BHASVIC's staff appraisal cycle).
<b>SAR</b>	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
<b>SARAP</b>	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)
<b>SAWFE</b>	Safe & Well in FE survey – bi-annual survey across Brighton & Hove to monitor and benchmark safeguarding and wellbeing in schools and colleges
<b>SEND</b>	Special Educational Need and/or Disability
<b>Six Dimensions</b>	The Sixth Form College Associations Benchmarking dataset, consisting of data from members of the association
<b>SLT</b>	Senior Leadership Team
<b>SSEG</b>	Student Support, Experience and Guidance Team
<b>SSELT</b>	Student Support and Experience Leadership Team
<b>TL&amp;A</b>	Teaching, Learning and Assessment
<b>VESPA</b>	a pedagogical acronym which outlines a model for students to become better learners (Vision, Effort, Systems, Practice, Attitude)
<b>VTQs</b>	Vocational and Technical Qualifications (at BHASVIC our BTECs and Criminology Diploma)
<b>WEX</b>	Work Experience
<b>WP</b>	Widening Participation (schemes run by Universities to support disadvantaged students into HE)

#### Notes:

1. **Benchmarks and missing data** – many benchmarks do not become available until the January after that August set of results. In addition, national benchmarks are not available from the DfE whilst they continue to limit these due to the uneven impact of the pandemic (See Page 9 of [16 to 18 accountability measures: technical guidance - October 2022](#)). BTEC benchmarks are very difficult to acquire and this continues to be a work in progress. Despite these issues, where there are gaps in these tables' data, we will continue to attempt to acquire that data whilst also factoring in the limitations of such data due to the pandemic, CAGs and TAGs at both GCSE and Advanced Level.
2. **Final Results for 2022** - results may continue to change due to course-level and individual appeals and errors in exam board marking. At time of writing, most appeals will have been resolved.
3. **AS Levels in Sociology and Graphic Design** are courses run for students who did not transfer into the second year of one of their two-year (A Level or equivalent) courses – we call these 'Recovery Courses'. AS Further Maths is generally a fourth course taken by students in their second year of study.
4. **GCSE Maths and English** are retake courses designed to enable students holding a grade 3 or below to gain a 'standard pass' grade of 4.
5. **Colour Coding** – in these tables, green means above benchmark, red means below and white means neutral. Generally, the darker the green or red, the higher or lower the value is above or below benchmark.
6. **A Level Linearity** – yellow cells with data missing in 2018 indicate legacy A Level courses, which were modular, not yet linear. As prior specifications, they are not like-for-like qualifications with A Levels as they now are.
7. **2016-17 results** - see the [Exams page](#) on our website for previous year's BHASVIC exam results, going back to 2016.
8. **BTECs** – as Applied General Qualifications, these can be particularly challenging with regard to benchmarking. Some of our qualifications have none at all, and require us to use 'proxies' and others have very small cohorts, or the benchmark applies to very different endorsements or unit compositions. Benchmarking these is a work in progress, therefore.

A Level Student Starts	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Spark
Biology	295	333	256	286	303	368	
Business	132	125	131	152	165	189	
Chemistry	254	292	241	280	268	269	
Classical Civilisation		61	63	45	43	64	
Computer Science	59	93	101	105	123	122	
Dance	17	21	22	16	22	22	
Drama and Theatre	58	38	50	42	48	61	
Economics	173	187	174	181	205	216	
English Language	68	62	82	93	76	66	
English Lang. & Lit.	82	129	109	99	143	126	
English Literature	178	157	173	141	149	149	
Environmental Science		34	43	64	55	64	
Film Studies		43	45	39	45	88	
Fine Art	100	117	127	105	109	114	
French	48	66	49	53	46	57	
Geography	137	146	130	152	153	173	
German	12	19	8	17	16	13	
Graphic Design	59	93	94	100	136	110	
History (Early)	59	56	44	43	63	62	
History (Modern)	194	248	238	207	194	216	
History of Art	-	-	-	-	14	26	
Law		86	106	110	116	131	
Maths		346	347	407	389	411	
Maths (Further)		88	115	105	117	113	
Media Studies		42	37	50	61	63	
Music	24	14	13	30	25	23	
Philosophy		65	66	72	87	89	
Photography	79	98	94	116	117	95	
Physical Education	47	23	33	33	24	46	
Physics	223	193	195	182	192	216	
Politics		164	131	128	151	167	
Psychology	301	350	403	394	433	461	
Religious Studies	-	-	-	-	18	20	
Sociology	174	181	215	172	207	240	
Spanish	47	60	53	79	61	53	
Textiles	35	40	55	41	59	61	

A Level High Grades	2018			2019			2020 (CAGs)			2021 (TAGs)			2022			BHAS/Nat 2022 +/-	BHAS 2019-2022 +/-
	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS		
Biology			68.86			63.81	62.6	-	67.69	69	-	79.1	56.5	-	69.92	13.4	6.1
Business			58.97			56.19	57.7	-	63.78	62.9	-	67.88	59.8	-	69.59	9.8	13.4
Chemistry			66.83			67.34	67.7	-	81.07	70.7	-	72.8	59.5	-	68.8	9.3	1.5
Classical Civilisation						71.43	79.3	-	78.18	82.7	-	84.21	76.9	-	87.5	10.6	16.1
Computer Science			71.15			76.32	62.1	-	68.13	68.6	-	80.21	57.9	-	74.26	16.4	-2.1
Dance			85.71			83.33	74	-	100	78.4	-	100	71.9	-	94.44	22.5	11.1
Drama and Theatre			29.17			78.79	74	-	81.63	78.4	-	86.84	71.9	-	58.54	-13.4	-20.3
Economics			57.53			57.96	70.2	-	60.38	73.2	-	67.26	66.8	-	70.05	3.3	12.1
English Language			39.29			57.14	54.7	-	50.72	60.3	-	69.62	57.6	-	74.24	16.6	17.1
English Lang. & Lit.			71.79			56.67	56.9	-	69.9	62.8	-	84.88	59.3	-	89.39	30.1	32.7
English Literature			79.38			81.69	68.1	-	82.35	72.1	-	83.72	67.2	-	86.13	18.9	4.4
Environmental Science						20.69	62.6	-	52.63	69	-	62	56.5	-	71.15	14.7	50.5
Film Studies						78.38	59	-	75.61	62.9	-	84.85	61.5	-	84.62	23.1	6.2
Fine Art			63.33			79.21	73.8	-	79.49	65.3	-	83.33	70.3	-	85.29	15.0	6.1
French			75			75.86	79.4	-	77.78	83.2	-	82	74.5	-	80.49	6.0	4.6
Geography			58.12			46.56	66.1	-	52.42	69.6	-	64.29	64.5	-	78.77	14.2	32.2
German			100			66.67	82.4	-	75	87.2	-	75	78.5	-	93.33	14.8	26.7
Graphic Design			85.45			93.9	73.8	-	95.35	65.3	-	90.43	61.5	-	92.56	31.1	-1.3
History (Early)			69.81			69.57	67.9	-	73.17	72.1	-	82.86	66.8	-	83.33	16.5	13.8
History (Modern)			74.43			76.39	67.9	-	76.61	72.1	-	82.7	66.8	-	84.32	17.5	7.9
History of Art	-	-		-	-		-	-		-	-		66.8	-	88.89	22.1	-
Law						70.59	55.8	-	68.13	59.8	-	81.25	49.9	-	60.78	10.9	-9.8
Maths						75.64	70.7	-	78.78	73.3	-	86.4	64.3	-	73.2	8.9	-2.4
Maths (Further)						90.59	88.1	-	90.99	88.5	-	98.97	83	-	90.09	7.1	-0.5
Media Studies						60.61	59	-	72.73	62.9	-	82.93	61.5	-	82.46	21.0	21.9
Music			57.89			66.67	71.3	-	84.62	79.4	-	88.89	66.9	-	92	25.1	25.3
Philosophy						67.31	79.3	-	80.7	82.7	-	79.03	76.9	-	80	3.1	12.7
Photography			80.28			84.09	73.8	-	90.48	65.3	-	85.05	70.3	-	86.92	16.6	2.8
Physical Education			60			76.19	60.6	-	75.76	70.2	-	77.42	58.6	-	86.36	27.8	10.2
Physics			65.76			65.22	65.6	-	77.47	68.8	-	70.48	60	-	69.36	9.4	4.1
Politics						79.17	68.5	-	75.44	73	-	87.72	68.7	-	83.21	14.5	4.0
Psychology			66.26			68.97	57.6	-	73.99	64.4	-	76.99	56.9	-	72.63	15.7	3.7
Religious Studies	-	-	-	-	-		-	-	-	-	-	-	67.8	-	85.71	17.9	-
Sociology			81.69			85.03	59.2	-	88.95	62.8	-	93.01	57.5	-	93.85	36.4	8.8
Spanish			81.08			90.74	80.9	-	97.87	85.1	-	91.78	74.9	-	75.93	1.0	-14.8
Textiles			76.47			91.43	73.8	-	90	65.3	-	81.08	70.3	-	83.93	13.6	-7.5



A Level Pass Rate	2018			2019			2020 (CAGs)			2021 (TAGs)			2022			BHAS/Nat 2022 +/-	BHAS 2019-2022 +/-
	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS		
Biology	97.3	97.9	99.56	96.7	97.7	99.25	99.7	-	100	99.5	-	100	97.8	-	99.62	1.8	0.4
Business	97.8	98.3	100	97.7	97.8	100	99.7	-	100	99.5	-	100	98.7	-	99.32	0.6	-0.7
Chemistry	97.1	97.9	100	96.5	97.6	100	99.7	-	99.51	99.3	-	99.23	97.5	-	99.15	1.7	-0.8
Classical Civilisation				98.6	98.6	100	100	-	100	99.7	-	100	99.5	-	100	0.5	0.0
Computer Science	95.5	95.9	98.08	94.8	95.7	100	99.6	-	100	99.5	-	100	97.5	-	100	2.5	0.0
Dance	98.9	99.6	100	99.8	100	100	99.9	-	100	99.9	-	100	99.5	-	100	0.5	0.0
Drama and Theatre	99.4	99.4	100	99	99.3	100	99.9	-	100	99.9	-	100	99.5	-	100	0.5	0.0
Economics	97.9	98.4	100	97.8	98.1	100	99.8	-	100	99.6	-	100	98.8	-	99.03	0.2	-1.0
English Language	98.8	98.4	100	99.3	99.2	100	99.9	-	100	99.7	-	100	99.4	-	100	0.6	0.0
English Lang. & Lit.	99	99.1	100	99.1	99.4	100	99.8	-	100	99.6	-	100	99.1	-	100	0.9	0.0
English Literature	98.8	98.9	99.38	99.1	99.4	100	99.9	-	100	99.8	-	100	99.3	-	100	0.7	0.0
Environmental Science				95.5	94.4	93.1	99.7	-	100	99.5	-	100	97.8	-	100	2.2	6.9
Film Studies				98.9	99	100	99.9	-	100	99.5	-	100	99.1	-	100	0.9	0.0
Fine Art	98.8	98.9	100	99.1	99.3	100	99.9	-	100	99.7	-	100	99.5	-	100	0.5	0.0
French	98.2	98.3	100	98.8	98.8	100	99.9	-	100	99.8	-	100	99.3	-	100	0.7	0.0
Geography	98.1	98.4	100	98.6	98.4	96.18	99.9	-	99.19	99.7	-	100	99.0	-	99.32	0.3	3.1
German	98.7	98.2	100	99.3	100	100	100	-	100	100	-	100	99.6	-	100	0.4	0.0
Graphic Design	98.8	98.9	100	99.1	99.3	100	99.9	-	100	99.7	-	100	99.1	-	100	0.9	0.0
History (Early)	98.5	98.6	100	98.3	98.6	100	99.9	-	100	99.7	-	100	99.2	-	100	0.8	0.0
History (Modern)	98.5	98.6	100	98.3	98.6	100	99.9	-	100	99.7	-	100	99.2	-	100	0.8	0.0
History of Art	-	-		-	-		-	-		-	-		99.2	-	100	0.8	-
Law				95.7	96	100	99.4	-	100	99.2	-	100	97.4	-	99.02	1.6	-1.0
Maths	96.8	97.5		96.5	97.6	100	99.6	-	100	98.9	-	99.47	97.8	-	100	2.2	0.0
Maths (Further)	97.9	98.3		97.8	98.8	100	99.8	-	100	99.6	-	100	99	-	100	1.0	0.0
Media Studies				98.8	98.9	100	99.9	-	100	99.5	-	100	99.1	-	100	0.9	0.0
Music	98	98	100	98.6	98.8	100	99.9	-	100	99.8	-	100	98.8	-	100	1.2	0.0
Philosophy				96.6	97.7	98.08	100	-	100	99.7	-	100	99.5	-	100	0.5	1.9
Photography	98.8	98.9	100	99.1	99.3	100	99.9	-	100	99.7	-	100	99.5	-	100	0.5	0.0
Physical Education	96.5	96.4	100	97.4	97.1	100	99.9	-	100	99.8	-	100	98.4	-	100	1.6	0.0
Physics	96.3	96.5	97.83	96.3	97.2	100	99.6	-	100	99.3	-	100	97.5	-	99.42	1.9	-0.6
Politics				96.7	97.4	100	99.7	-	99.12	99.5	-	99.12	98.8	-	100	1.2	0.0
Psychology	97	97.1	99.18	97.1	97.7	99.66	99.7	-	100	99.4	-	100	98.2	-	98.42	0.2	-1.2
Religious Studies	-	-		-	-		-	-		-	-		99	-	100	1.0	-
Sociology	97.6	97.8	99.3	97.7	97.6	100	99.7	-	100	99.4	-	100	98.5	-	99.44	0.9	-0.6
Spanish	98.8	99	100	99.1	99	100	100	-	100	99.9	-	100	99.5	-	100	0.5	0.0
Textiles	98.8	98.9	100	99.1	99.3	100	99.9	-	100	99.7	-	100	99.5	-	100	0.5	0.0



A Level Retention	2018			2019			2020 (CAGs)			2021 (TAGs)			2022			BHAS/Nat 2022 +/-	BHAS 2019-2022 +/-
	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS		
Biology	86.2	85.7	77.29	87.6	88.3	80.48		-	89.45		-	93.71			87.79		7.3
Business	81.9	79.8	88.64	84.5	87	84		-	96.95		-	90.13			89.7		5.7
Chemistry	85.9	85.8	81.89	87.7	88.4	84.93		-	85.48		-	93.21			87.31		2.4
Classical Civilisation				86.3	84.5	80.33		-	87.3		-	84.44			93.02		12.7
Computer Science	83.6	80.4	88.14	85.6	85.3	81.72		-	90.1		-	91.43			82.11		0.4
Dance	83.4	82.4	82.35	84.5	83.2	85.71		-	81.82		-	87.5			81.82		-3.9
Drama and Theatre	80.7	77.6	82.76	85.3	86.7	86.84		-	98		-	90.48			85.42		-1.4
Economics	86	85.8	84.39	86.9	87.3	83.96		-	91.38		-	92.82			88.09		4.1
English Language	84.7	81.8	82.35	85.5	85.7	79.03		-	84.15		-	84.95			86.84		7.8
English Lang. & Lit.	88.9	87.8	95.12	87.7	87.8	93.02		-	94.5		-	86.87			92.31		-0.7
English Literature	86.9	86.6	89.89	87.8	88.8	90.45		-	88.44		-	91.49			91.95		1.5
Environmental Science				86.5	86.3	85.29		-	88.37		-	78.13			94.55		9.3
Film Studies				81.7	81.2	86.05		-	91.11		-	84.62			86.67		0.6
Fine Art	81.9	79	90	83.9	84.4	86.32		-	92.13		-	91.43			93.58		7.3
French	81.9	79.1	91.67	86.1	85.4	87.88		-	91.84		-	94.34			89.13		1.3
Geography	84.4	81.3	85.4	86.3	86.1	89.73		-	95.38		-	92.11			95.42		5.7
German	84.1	79.7	83.33	84.4	81.4	78.95		-	100		-	94.12			93.75		14.8
Graphic Design	81.9	79	93.22	83.9	84.4	88.17		-	91.49		-	94			88.97		0.8
History (Early)	87.2	86.5	89.83	88	88.8	82.14		-	93.18		-	81.4			95.24		13.1
History (Modern)	87.2	86.5	90.72	88	88.8	87.1		-	91.6		-	89.37			95.36		8.3
History of Art	-	-		-	-		-	-		-	-				64.29		-
Law				79.9	80.5	79.07		-	85.85		-	87.27			87.93		8.9
Maths	96.9	97.5		87.8	87.8	90.17		-	89.63		-	92.14			89.2		-1.0
Maths (Further)	94.4	94		84.5	81.3	96.59		-	96.52		-	92.38			94.87		-1.7
Media Studies				80.1	80.7	78.57		-	89.19		-	82			93.44		14.9
Music	82.5	78.9	79.17	87.1	84.7	85.71		-	100		-	90			100		14.3
Philosophy				74.5	75.9	80		-	86.36		-	86.11			86.21		6.2
Photography	81.9	79	89.87	83.9	84.4	89.8		-	89.36		-	92.24			91.45		1.7
Physical Education	84.7	83.9	85.11	82	80.9	91.3		-	100		-	93.94			91.67		0.4
Physics	85.3	84.3	82.51	87.4	87.4	83.42		-	93.33		-	91.21			90.1		6.7
Politics				83.5	87	87.8		-	87.02		-	89.06			90.73		2.9
Psychology	84.2	83.1	80.73	84.4	84.1	82.86		-	85.86		-	89.34			87.76		4.9
Religious Studies	-	-		-	-		-	-		-	-				77.78		-
Sociology	83.4	82.1	81.61	82.7	82.9	81.22		-	84.19		-	83.14			86.47		5.3
Spanish	82	80.2	78.72	83.5	81.3	90		-	88.68		-	92.41			88.52		-1.5
Textiles	81.9	79	97.14	83.9	84.4	87.5		-	90.91		-	90.24			94.92		7.4

A Level Achievement	2018			2019			2020 (CAGs)			2021 (TAGs)			2022			BHAS/Nat 2022 +/-	BHAS 2019-2022 +/-
	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS	National	SFC	BHAS		
Biology	83.9	83.9	76.95	84.7	86.3	79.88		-	89.45		-	93.71			87.46		7.6
Business	80.1	78.5	88.64	82.5	85.1	84		-	96.95		-	90.13			89.09		5.1
Chemistry	83.4	84	81.89	84.6	86.3	84.93		-	85.06		-	92.5			86.57		1.6
Classical Civilisation				85.1	83.2	80.33		-	87.3		-	84.44			93.02		12.7
Computer Science	79.9	77.1	86.44	81.1	81.7	81.72		-	90.1		-	91.43			82.11		0.4
Dance	82.5	82.1	82.35	84.3	83.2	85.71		-	81.82		-	87.5			81.82		-3.9
Drama and Theatre	80.2	77.1	82.76	84.4	86.1	86.84		-	98		-	90.48			85.42		-1.4
Economics	84.2	84.4	84.39	85	85.6	83.96		-	91.38		-	92.82			87.23		3.3
English Language	83.7	80.5	82.35	84.9	85	79.03		-	84.15		-	84.95			86.84		7.8
English Lang. & Lit.	88	87	95.12	86.9	87.3	93.02		-	94.5		-	86.87			92.31		-0.7
English Literature	85.9	85.6	89.33	87	88.3	90.45		-	88.44		-	91.49			91.95		1.5
Environmental Science				82.6	81.5	79.41		-	88.37		-	78.13			94.55		15.1
Film Studies				80.8	80.4	86.05		-	91.11		-	84.62			86.67		0.6
Fine Art	80.9	78.1	90	83.2	83.8	86.32		-	92.13		-	91.43			93.58		7.3
French	80.4	77.7	91.67	85.1	84.3	87.88		-	91.84		-	94.34			89.13		1.3
Geography	82.8	80	85.4	85.1	84.7	86.3		-	94.62		-	92.11			94.77		8.5
German	83	78.3	83.33	83.8	81.4	78.95		-	100		-	94.12			93.75		14.8
Graphic Design	80.9	78.1	93.22	83.2	83.8	88.17		-	91.49		-	94			88.97		0.8
History (Early)	85.9	85.4	89.83	86.5	87.6	82.14		-	93.18		-	81.4			95.24		13.1
History (Modern)	85.9	85.4	90.72	86.5	87.6	87.1		-	91.6		-	89.37			95.36		8.3
History of Art	-	-		-	-		-	-		-	-				64.29		-
Law				76.5	77.3	79.07		-	85.85		-	87.27			87.07		8.0
Maths	93.9	95.1		84.7	85.7	90.17		-	89.63		-	91.65			89.2		-1.0
Maths (Further)	92.4	92.4		82.7	80.3	96.59		-	96.52		-	92.38			94.87		-1.7
Media Studies				79.1	79.8	78.57		-	89.19		-	82			93.44		14.9
Music	80.9	77.3	79.17	85.9	83.8	85.71		-	100		-	90			100		14.3
Philosophy				71.9	74.2	78.46		-	86.36		-	86.11			86.21		7.8
Photography	80.9	78.1	89.87	83.2	83.8	89.8		-	89.36		-	92.24			91.45		1.7
Physical Education	81.7	80.8	85.11	79.8	78.5	91.3		-	100		-	93.94			91.67		0.4
Physics	82.2	81.4	80.72	84.2	84.9	83.42		-	93.33		-	91.21			89.58		6.2
Politics				80.8	84.7	87.8		-	86.26		-	88.28			90.73		2.9
Psychology	81.6	80.7	80.07	82	82.2	82.57		-	85.86		-	89.34			86.37		3.8
Religious Studies	-	-		-	-		-	-		-	-				77.78		-
Sociology	81.4	80.2	81.03	80.8	80.9	81.22		-	84.19		-	83.14			85.99		4.8
Spanish	81	79.4	78.72	82.7	80.5	90		-	88.68		-	92.41			88.52		-1.5
Textiles	80.9	78.1	97.14	83.2	83.8	87.5		-	90.91		-	90.24			94.92		7.4

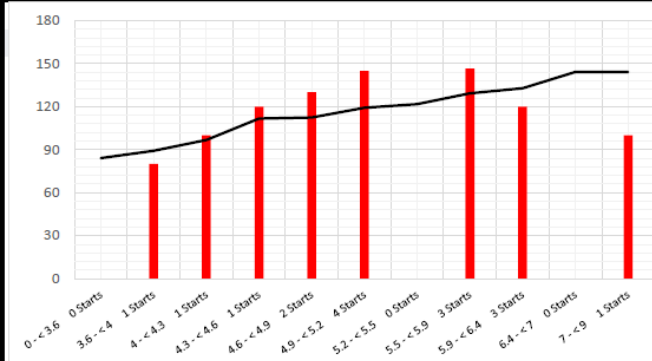
English for Speakers of Other Languages (ESOL)	2019				2020 (CAGs)				2021 (TAGs)				2022			
Skills For Life																
Speaking and Listening	Pass	Fail	Total	Pass %	Pass	Fail	Total	Pass %	Pass	Fail	Total	Pass %	Pass	Fail	Total	Pass %
Entry Level 1	4	1	5	80%	4	0	4	100%	4	0	4	100%	2	0	2	100%
Entry Level 2	10	0	10	100%	14	2	16	88%	9	0	9	100%	16	2	18	89%
Entry Level 3	12	1	13	92%	5	1	6	83%	12	0	12	100%	6	0	6	100%
Level 1	8	4	12	67%	9	0	9	100%	4	0	4	100%	7	2	9	78%
Level 2	6	1	7	86%	5	0	5	100%	2	0	2	100%	2	0	2	100%
Reading																
Entry Level 1	2	1	3	67%	6	0	6	100%	5	0	5	100%	3	3	6	50%
Entry Level 2	4	8	12	33%	13	1	14	93%	7	1	8	88%	8	6	14	57%
Entry Level 3	10	3	13	77%	3	2	5	60%	10	1	11	91%	7	3	10	70%
Level 1	8	2	10	80%	8	1	9	89%	2	1	3	67%	4	2	6	67%
Level 2	5	2	7	71%	5	1	6	83%	2	0	2	100%	1	0	1	100%
Writing																
Entry Level 1	-	-	-	-	-	-	-	-	3	4	7	43%	9	1	10	90%
Entry Level 2	9	1	10	90%	10	2	12	83%	9	2	11	82%	11	0	11	100%
Entry Level 3	17	2	19	89%	6	5	11	55%	4	3	7	57%	11	2	13	85%
Level 1	2	0	2	100%	5	0	5	100%	2	0	2	100%	3	0	3	100%
Level 2	4	1	5	80%	7	2	9	78%	1	0	1	100%	-	-	-	-
Total	101	27	128	79%	100	17	117	85%	76	12	88	86%	90	21	111	81%
Functional Skills																
Information Technology																
Entry Level 1	9	2	11	82%	18	0	18	100%	10	0	10	100%	14	0	14	100%
Entry Level 2	7	1	8	88%	6	0	6	100%	11	0	11	100%	12	0	12	100%
Entry Level 3	17	1	18	94%	3	0	3	100%	7	0	7	100%	6	1	7	86%
Level 1	1	6	7	14%	13	0	13	100%	2	0	2	100%	5	0	5	100%
Level 2	0	1	1	0%	-	-	-	-	-	-	-	-	-	-	-	-
Total	34	11	45	76%	40	0	40	100%	30	0	30	100%	37	0	38	97%
Maths																
Entry Level 1	6	0	6	100%	15	0	15	100%	5	0	5	100%	9	0	9	100%
Entry Level 2	11	0	11	100%	6	0	6	100%	10	0	10	100%	9	0	9	100%
Entry Level 3	12	0	12	100%	2	0	2	100%	8	0	8	100%	6	0	6	100%
Level 1	8	2	10	80%	7	0	7	100%	3	0	3	100%	4	2	6	67%
Level 2	0	0	0	0%	3	0	3	100%	1	0	1	100%	0	1	1	0%
Award for Proficiency in Number and Measure																
Level 1	8	2	10	80%	-	-	-	-	3	0	3	100%	2	0	2	100%
Level 2	-	-	-	-	-	-	-	-	3	0	3	100%	0	1	1	0%
Total	37	2	39	95%	33	0	33	100%	27	0	27	100%	28	0	31	90%
Overall Pass Rate	172	40	212	81%	173	17	190	91%	133	12	145	92%	155	21	180	86%

## BHASVIC: BTEC Diploma (RQF): 2021-22

### (1) Student Profile

		Gender			Ethnicity			Prior attainment				National Reference Data			
	All	Male	Female		White	Non-white		Below 5.2	5.2 - 6.0	6.0+		Ave GCSE	Number of Centres	Average cohort size	Average GCSE Score
Entries	16	69	31		94	6		13	44	44		5.3			4.6

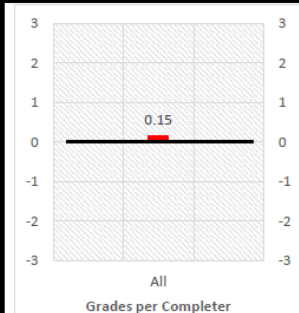
### (2) Points Per Entry



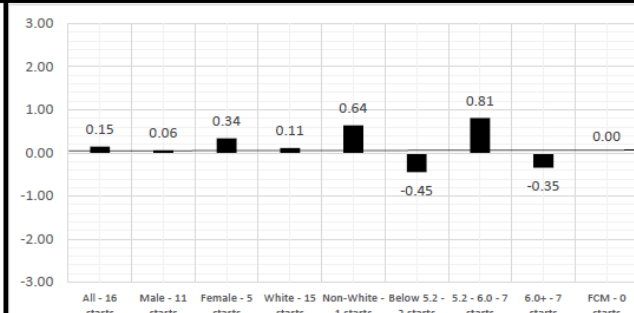
GCSE Band	% D +	Ave Grade
7 - < 9	97.4	D*D
6.4 - < 7	97.4	D*D
5.9 - < 6.4	92.0	D*D
5.5 - < 5.9	87.8	DD
5.2 - < 5.5	85.3	DD
4.9 - < 5.2	81.9	DD
4.6 - < 4.9	78.3	DD
4.3 - < 4.6	77.6	DD
4 - < 4.3	63.4	DM
3.6 - < 4	56.3	MM
0 - < 3.6	51.8	MM

Benchmarks used: BTEC Diploma (RQF)

### (3) Value Added Score



### (4) Performance by E&D Category

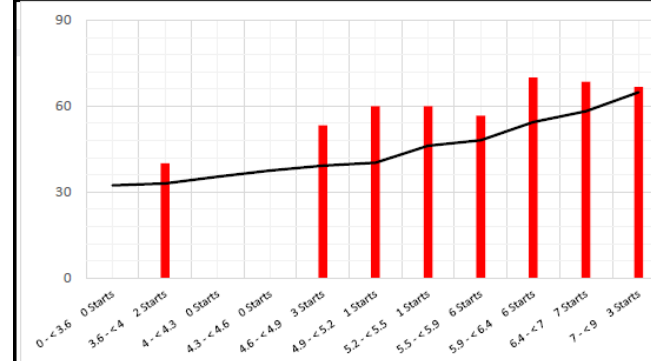


## BHASVIC: BTEC Foundation Diploma (RQF): 2021-22

### (1) Student Profile

	Gender			Ethnicity			Prior attainment				National Reference Data				
	All	Male	Female		White	Non-white		Below 5.2	5.2 - 6.0	6.0+		Ave GCSE	Number of Centres	Average cohort size	Average GCSE Score
Entries	29	69	31		76	24		7	17	76		5.9			4.7

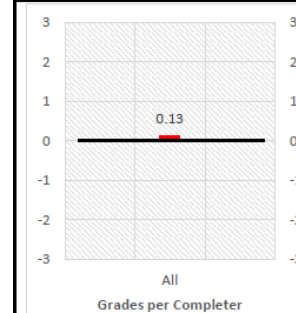
### (2) Points Per Entry



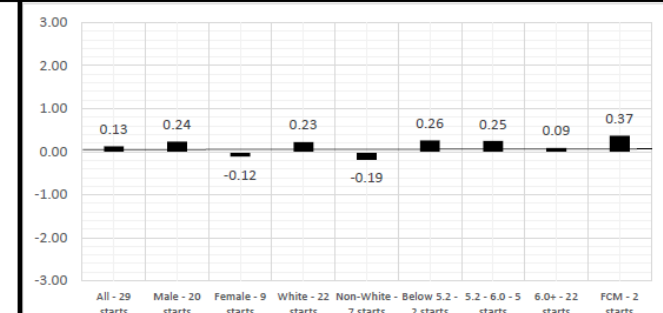
GCSE Band	% D +	Ave Grade
7 - < 9	81.1	D
6.4 - < 7	71.1	D
5.9 - < 6.4	62.5	D/M
5.5 - < 5.9	51.7	D/M
5.2 - < 5.5	46.0	D/M
4.9 - < 5.2	34.3	M
4.6 - < 4.9	29.6	M
4.3 - < 4.6	30.5	M
4 - < 4.3	23.6	M
3.6 - < 4	18.5	M/P
0 - < 3.6	19.4	M/P

Benchmarks used: BTEC Foundation Diploma (RQF)

### (3) Value Added Score



### (4) Performance by E&D Category

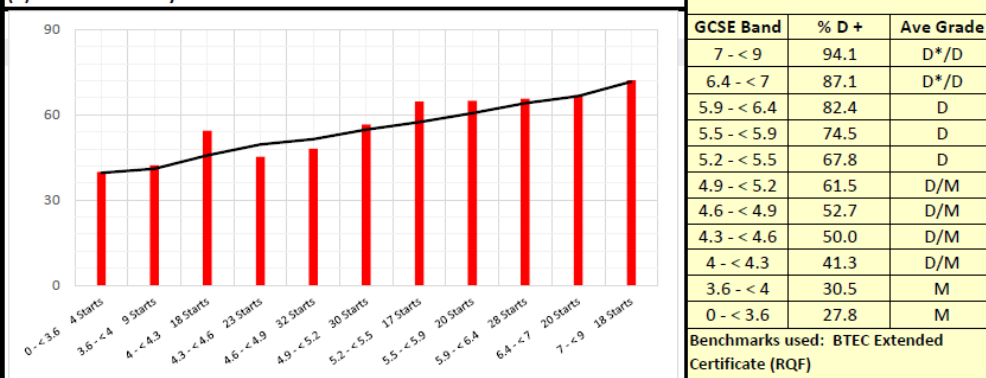


# BHASVIC: BTEC Extended Certificate (RQF): 2021-22

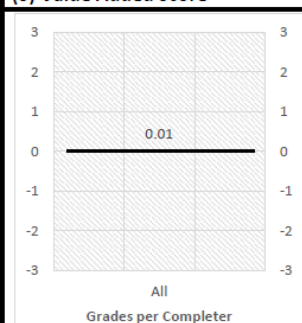
## (1) Student Profile

	Gender			Ethnicity			Prior attainment				National Reference Data		
	All	Male	Female	White	Non-white		Below 5.2	5.2 - 6.0	6.0+	Ave GCSE	Number of Centres	Average cohort size	Average GCSE Score
Entries	219	56	44	82	18		14	47	39	5.3			5.0

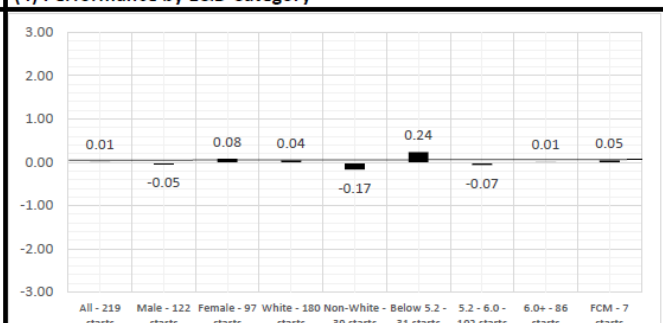
## (2) Points Per Entry



## (3) Value Added Score



## (4) Performance by E&D Category

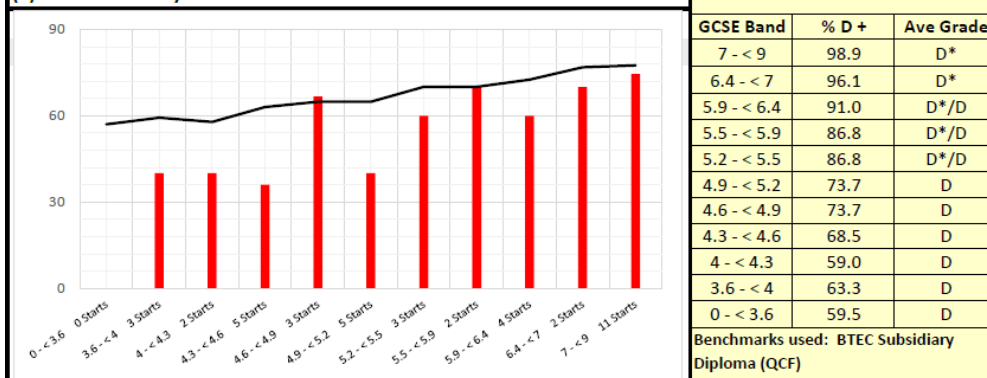


# BHASVIC: BTEC Subsidiary Diploma (QCF): 2021-22

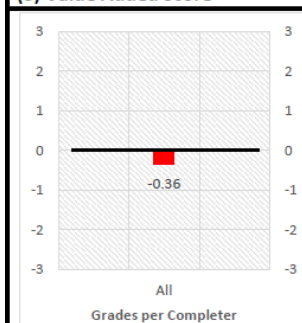
## (1) Student Profile

	Gender			Ethnicity			Prior attainment				National Reference Data		
	All	Male	Female	White	Non-white		Below 5.2	5.2 - 6.0	6.0+	Ave GCSE	Number of Centres	Average cohort size	Average GCSE Score
Entries	40	68	33	85	15		13	40	48	5.7			5.1

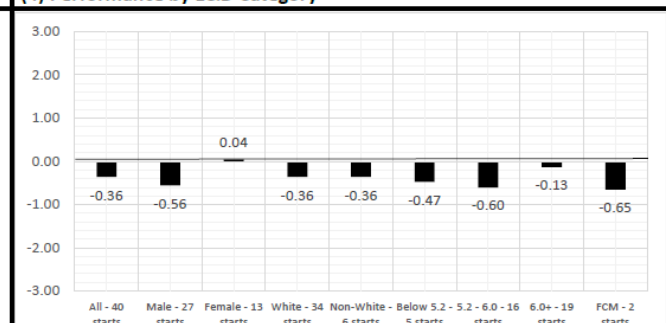
## (2) Points Per Entry



## (3) Value Added Score



## (4) Performance by E&D Category



<b>VTQ Exam Results KPIs</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021 (QTAGs)</b>	<b>2022 (QTAGs)</b>
<b>High Grades</b>	88.2%	82.8%	79.5%	66.2%	63.8%	64.9%	51.3%
<b>Pass rate</b>	100.0%	97.5%	99.4%	99.0%	100.0%	100.0%	98.8%
<b>Retention</b>	90.9%	90.4%	91.3%	89.1%	88.4%	89.9%	87.0%
<b>Achievement</b>	90.9%	88.1%	90.8%	88.3%	88.4%	89.9%	85.8%

<b>GCSE Retake Pass Rate (Grade 4+)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 (CAGs)</b>	<b>2021 (TAGs)</b>	<b>2022</b>
English BHASVIC	79%	67%	65%	97%	100%	100%	90%
English National	27%	29%	33%	32%	41%	42%	28%
Maths BHASVIC	57%	83%	68%	65%	85%	93%	54%
Maths National	30%	25%	23%	22%	33%	39%	20%

AS Levels 2019	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
<b>Total</b>	<b>78</b>	<b>74</b>	<b>70</b>	<b>94.9</b>	<b>89.7</b>

AS Levels 2020	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
<b>Total</b>	<b>80</b>	<b>73</b>	<b>73</b>	<b>91.3</b>	<b>91.3</b>

AS Levels 2021	Starts	Completed	Passed	Retention %	Achievement %
Graphics	9	8	8	88.9	88.9
Sociology	11	9	9	81.8	77.8
Further Maths	45	42	42	93.3	93.3
<b>Total</b>	<b>65</b>	<b>59</b>	<b>59</b>	<b>90.8</b>	<b>90.8</b>

AS Levels 2022	Starts	Completed	Passed	Retention %	Achievement %
Graphics	19	18	18	89.5	89.5
Sociology	9	8	8	88.9	88.9
Further Maths	30	22	22	73.3	73.3
<b>Total</b>	<b>58</b>	<b>48</b>	<b>48</b>	<b>82.8</b>	<b>82.8</b>