BHASVIC

The College Self-Assessment Report

Last Updated: NOVEMBER 2016

Review Date: NOVEMBER 2017

BHASVIC

Self-Assessment Report 2015-16

Self Assessment of performance 2015/16

Overall Effectiveness	Outstanding **1**
Outcomes for Learners	Outstanding **1**
Quality of Teaching Learning & Assessment	Outstanding **1**
Personal development, behaviour and welfare	Outstanding **1**
Effectiveness of Leadership and Management	Outstanding **1**
Grade for Governance	Outstanding **1**

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PLEASE NOTE: The overall structure and content of this year's Self Assessment report follows a temporary, one-year format. In 2016/17 the College is conducting a comprehensive review of data sources, monitoring and reporting methods with the intention of creating a data book and dashboard of key

performance indicators. The data book will ensure that the College is using the most useful and sufficiently detailed data sets to inform its continual quality improvement cycle.

Section 1: Introduction to the College

Brighton, Hove & Sussex Sixth Form College (BHASVIC) was established in 1975, having formerly been a boys' grammar school. The College occupies a single campus in Hove, approximately one kilometre from Brighton city centre where it has been an educational establishment for over one hundred years. The college is one of two sixth form colleges in Brighton & Hove.

The College is a member of a local Learning Partnership whose work to ensure that provision meets the progression needs of local young people has become less effective with the growth of academies and expanding sixth form provision within the area.

This document is produced following rigorous self-assessment and strategic planning processes which analyse all aspects of College provision and the student experience. Self-assessment is conducted with an ethos of high challenge and openness in seeking continual improvement of outcomes for students.

Mission: To transform lives through learning.

Vision: To continue to be the first-choice college for students seeking the highest quality sixth form education in Sussex.

Values

- Learning, founded on our belief that this is always possible

- Respect and Inclusivity, founded on listening to and seeking to understand others

- Collaboration, founded on our determination to work for BHASVIC's common good

Our Focus is to:

- strive for the highest possible quality in all aspects of provision for students;

- be guided by our belief in students' capacity to achieve above and beyond what they think possible;

- expect high professional standards of our staff and support their development and well-being;

- keep pace with the advance of technology;

- maintain our financial health;

- care for our environment.

Section 2: Executive Summary of 2015-16

KEY FACTS ABOUT THE COLLEGE 2015-16

- Number of 16-19 students was 2573
- These come from over 60 different schools with 50% of students coming from Brighton and Hove
- 9th largest A level cohort nationally
- There are 15 subject departments for 16-19 education organised into four faculties
- Overall College income from all sources excluding capital grant was c. £11 million
- In November 2012 the College was inspected by Ofsted and was judged 'Outstanding' in all graded areas and judged as 'Outstanding' overall
- It is a member of the Brighton and Hove Secondary Partnership Group and Accord Group
- It is a member of the S7 sixth form college consortium and FE Sussex
- Since April 2010 we have been part of an independent sixth form college sector
- Real terms cuts in funding 2011-17 will be in the order of 30% (YPLA enrichment cash cut plus a funding methodology cut, plus the end of Formula Protection Funding, plus inflation and rises in national insurance and pensions payments)

SUMMARY OF SELF-ASSESSMENT

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

EVIDENCE BASE

- College SARAPs including progress updates
- The College Strategic Plan 2015-18
- 15 curriculum department SARs
- 17 cross-college SARs including 4 Faculty SARs and the Governance SAR
- Raw results data
- Value added data produced by DfE, ALPS & ALIS
- National Benchmark data on Goldmine and from Six Dimensions
- CIS data in general
- Internal and External audit reports and External Verification reports
- Previous years' Risk Registers
- Overall College Student Satisfaction Survey
- Subject satisfaction surveys
- Staff satisfaction surveys
- Parent satisfaction survey
- Subject IQR and EQR reports
- Staff Development records
- Staff Professional Development and Review records
- General College minuted meetings

OVER-ARCHING STRATEGIC AIMS 2015 – 2018

Theme 1: Strive for the highest possible quality in all aspects of provision for students

Theme 2: Be guided by our belief in students' capacity to achieve above and beyond what they think possible

Theme 3: Expect high professional standards of our staff and support their development and well-being

Theme 4: Keep pace with the advance of technology

Theme 5: Maintain our financial health

Theme 6: Care for our environment

PROPOSED GRADES FOR COLLEGE IN FIVE OFSTED AREAS

Overall effectiveness: **1**

Outcomes for learners: **1**

Quality of teaching, learning and assessment: **1**

Personal Development, Behaviour, Welfare: **1**

Leadership and management: **1**

Key Strengths and Areas for Development from 2015-16

STRENGTHS

1. College numbers grew for the 18th year in a row increasing from 2418 students in 2014-15 to 2573 in 2015-16.
2. Improvements in pass rate at A level from 98.1% in 2014-15 to 99.1% in 2015-16 and A*-B grade rate, at 63%, maintained as over 60%.
3. Despite changes in assessment requirements the BTEC Level 3 achieved 100% pass rate with the Distinction rate at an exceptional 88%.
4. An average A level points score of 35.72 per student which places BHASVIC fifth out of all SFCs nationally in the DFEs national performance tables .
5. ALPS value-added improved at full A level from grade 3 to 2 which is 'outstanding' .
6. The positive value-added L3VA score for A level Progress for 2015 at 0.25 as calculated by the DfE places BHASVIC in second place nationally for all sixth-form colleges and in the top 5% of non-selective sixth form providers in the country for value-added.
7. Evening languages courses continue to increase in popularity
8. Retention and achievement rates are better than sixth form college benchmarks.
9. Transition towards full linearity with the first year of progression exams.
10. Destination data – in 2015-16 BHASVIC was the 4th largest provider to Cambridge University behind Eton, Winchester and Westminster. 35 students were placed at Oxbridge and 17 into Medicine courses.
11. Continuing high levels of student satisfaction at 95.4% with high levels of parent and carer satisfaction at 89.1%
12. Staff satisfaction at 92.1%.
13. Non-funding sources of income continue to increase.
14. College finances continue to be graded 'outstanding' on the basis of the final accounts for 2015-16.

AREAS FOR DEVELOPMENT

1. A2 high grade A*-B reduction of ~2% on previous year, although maintaining this above 60% is exceptional.
2. Re-taken Maths and English GCSE results were significantly down ~10-15% although this was a national picture and the BHASVIC pass rate is ~30% above national average for 17+ GCSE results.
3. Planning permission to increase our modular Science labs was denied.
4. Accommodation in certain areas is not fit for purpose – although a master plan and space utilisation exercise is helping us to explore how to address this.
5. Our catering provision failed to break even but faced a number of significant changes in 2015-16.
6. Concern over our capacity meant that for the first time we could not guarantee all applicants a place at BHASVIC with 'Category 7' students affected.
7. Cuts in funding continue to place pressure on the college's ability to deliver high quality teaching and learning with increasing workloads for staff and rising costs of living.
8. Following national changes to teaching staff pay scales, the college implemented a new PDR process which will need to be reviewed for its fitness for purpose in 2016/17.
9. Through continued national reform of A levels, some subjects are being discontinued, leading to the need for a comprehensive review of the College's curriculum offer.
10. Evidence and reporting systems require updating to ensure effective oversight and continual improvement of outcomes for particular groups of students, such as SEND, economically disadvantaged and ESOL cohorts.

Curriculum Offer

The College delivers qualifications from Level 1 to Level 3 but primarily offers Level 3 qualifications to full time 16 – 19 year olds. 96% of qualification taken were at Level 3, mostly AS and A level. The provision includes:

- 43 A level courses (19 of which were new, linear A levels).

- 18 Applied General courses (BTECs, etc) in 7 subject areas.

- GCSE Maths and English Language re-sit opportunities for learners without GCSE English and Maths at C or above, as well as options for students to improve their C grade to a B grade for university admissions.

- English for Speaker of Other Languages (ESOL) provision for 58 students, which includes qualifications in International English Language Testing System (IELTS - the global standard English language proficiency test), Numeracy and Information Technology.

- A wide range of additional qualifications and courses for students studying in their second year, including short courses and over 30 'portfolio' courses such as nutrition, coaching, journalism and life drawing which provide deeper experience within subjects to support students with their career aspirations.

- Work experience placements of 25 hours for students in their second year of study who wish to progress to employment or an apprenticeship.

- Higher Education entrance tests, including STEP, BMAT, HAT, etc.

The College also runs a self-funding, adult Evening Modern Foreign Languages offer of courses from Level 1 to Level 3 in 6 languages.

Entry Requirements

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

Student Numbers

On 1st November 2015 the College had 2527 16-19 students, having grown from 1883 in 2011. Recruitment is healthy and attributable to the excellent reputation for quality BHASVIC has across Brighton and Hove and Sussex.

	2012-13	2013-14	2014-2015	2015-2016
Level 3	2026	2264	2364	2520
ESOL	55	61	54	53
Total	**2108**	**2341**	**2418**	**2573**

Section 3: Outcomes of the Annual Priorities for 2015-16

No.	Action	Success Criterion	Risk Register	Status
1	Ensure all teachers' PDRs have a SMART target derived from the Action Plan Tracker.	All teacher PDRs comply.	10, 23	Achieved
2	Develop the quality planning cycle and department tracker to embed a system of sharing good curriculum practice.	The Action plan Tracker feeds PDR targets and Action learning sets, the outcomes from which culminate in Bitesize Training so that all best practice is cascaded.	10, 23, 26	Achieved
3	Embed a consistent approach to the recording of in-year data.	All teachers use the Advantage markbook and Student Survey indicates successful implementation.	9, 22	Achieved
4	Implement the plan agreed by CMT for promoting Equality and Diversity (E&D) in the curriculum and all other departments.	Every curriculum department has a written protocol for the promotion of E&D. A review of E&D within all other department SARAPs is conducted.	23, 45	Not achieved
5	Improve the manageability of safeguarding casework.	New responsibilities and procedures are assigned to the team and communicated to all staff.	7, 11, 14, 17, 25	Achieved
6	Embed the use of the 6Rs and Growth mindset to build students' resilience and success.	Every curriculum department has a written plan in the Action Plan Tracker setting out how it will use the 6Rs to improve outcomes for students.	22, 23	Achieved
7	Review the admissions policy to ensure that its principles are still optimal.	Report to governors on the outcomes.	8, 21, 27	Achieved
8	Clarify how destinations and value added outcomes relate to students receiving financial and learning support.	Methodology established for the capture, analysis and presentation of the relevant data.	11, 20, 24, 25, 45	Achieved
9	Induct the new Guidance Team.	Annual student and parent surveys show improved contentment with access to the Guidance Management Team. Staff survey shows a +85% positive contentment with the service.	11, 14, 17, 24, 25, 43, 45	Achieved
10	Prepare for the adoption of the new national pay and performance arrangements.	An implementation plan is agreed and adhered to.	23, 38, 41	Achieved
11	Conduct a Staff Satisfaction Survey.	The Survey is conducted and conclusions + action plan published to all staff.	39	Achieved

No.	Action	Success Criterion	Risk Register	Status
12	Appoint an International Students Manager in June 2016 if the business case holds.	'Yes/No' decision taken.	11, 13, 25, 30, 31	Achieved

The Department for Education has been developing a set of performance measures which seek to present key data about student outcomes within educational institutions in a way which can be understood by a range of stakeholders. The information is available on a DfE website which allows members of the public to compare institutions. Once the 2016 figures have been finalised (February 2017), we will be required to present the information about our own performance on our website in a format that is accessible and understandable by the general public.

The data set also forms forms an essential part of the College's own self-assessment process and is a key point of reference for Ofsted as it is available in exactly the same configuration for every institution in the country.

Measure	A level cohort and results	2015	2016
1	Number of students entered for A level qualifications	1034	1178
2	Average point score per A level entry expressed as a grade*	B–	B–
3	Average point score per A level entry	36.10	35.72
4	BHASVIC position amongst colleges nationally	4th of 368	5th of 363
5	BHASVIC position amongst local comparison group	1st of 18	1st of 18
6	A level progress (Value added)	0.32	0.25
7	BHASVIC position amongst colleges nationally	2nd of 368	7th of 363
8	BHASVIC position amongst local comparison group	1st of 18	2nd of 18

Measure Explanations:

2: Scale: A*=55+ ; A=45 to 54.99 ; B=35 to 44.99 ; C=25-34.99 ; D=15 to 24.99 ; E=5 to 14.99 *(we think!)*

3: A level Point Scores are designed for use as a means of measuring institutional performance. The average point score per examination entry is calculated by dividing the sum of all entries with the number of entries, rounded to one decimal place using normal rounding conventions.

Scale: A*=60 ; A=50 ; B=40 ; C=30 ; D=20 ; E=10 ; U=0

5: Local comparison group = the 18 state colleges in the S7 group &/or Sussex:

- Sussex & S7: Bexhill, BHASVIC, Collyer's
- S7: Coulsdon, Esher, Godalming, Reigate, Strode's, Varndean, Woking
- Sussex: Central Sussex, Chichester, City College, Northbrook, Plumpton, Sussex Coast, Sussex Downs, Worthing

6: Value Added = a positive score means that on average results are higher than expected based on previous performance (ie GCSE results at school). A score of 1.0 would mean that, on average, results are one whole grade higher than expected. A positive score of one quarter of a grade (ie 0.25) would be exceptional.

A/AS level results
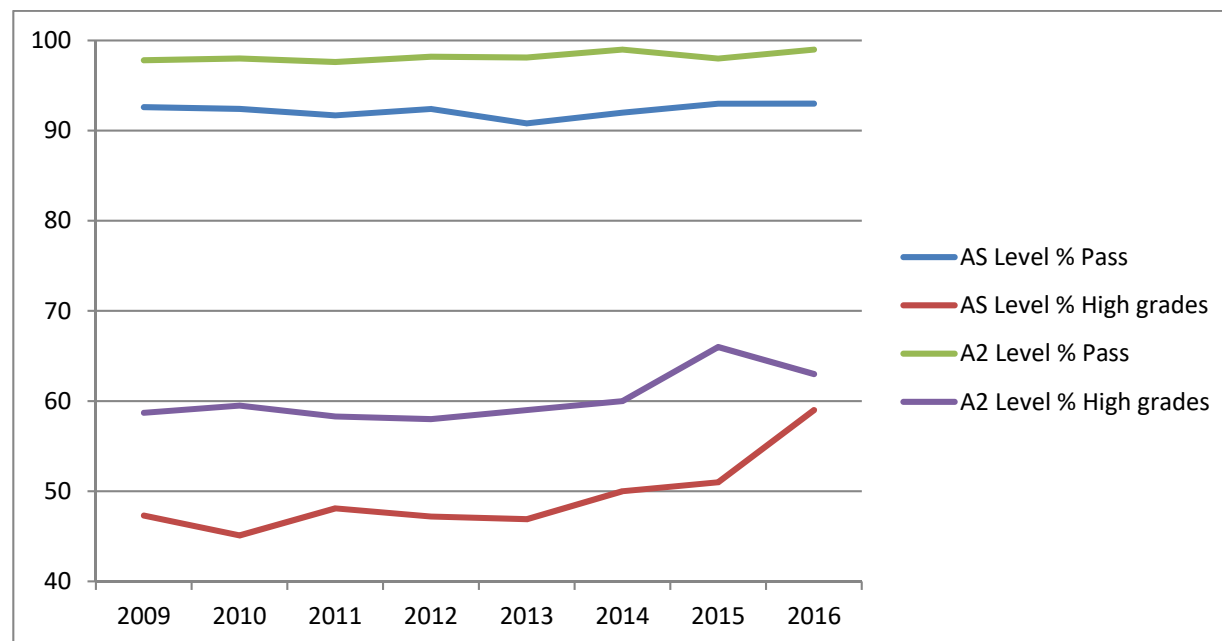
Measure	Applied general (ie BTECs) cohort and results	2015	2016
1	Number of students entered for A level qualifications	172	121
2	Average point score per applied general entry expressed as a vocational grade	Dist+	Dist+
3	Average point score per applied general entry	42.39	41.40
4	BHASVIC position amongst colleges nationally	22nd of 368	26th of 363
5	BHASVIC position amongst local comparison group	3rd of 18	2nd of 18
6	Applied General progress (Value added)	0.29	0.31
7	BHASVIC position amongst colleges nationally	43rd of 368	43rd of 363
8	BHASVIC position amongst local comparison group	3rd of 18	4th of 18

2: Scale: D*=40+ *(we think!)*

3: Scale: D*=50 ; D=35 ; M=25 ; P=15 ; Fail=0

Applied General Results
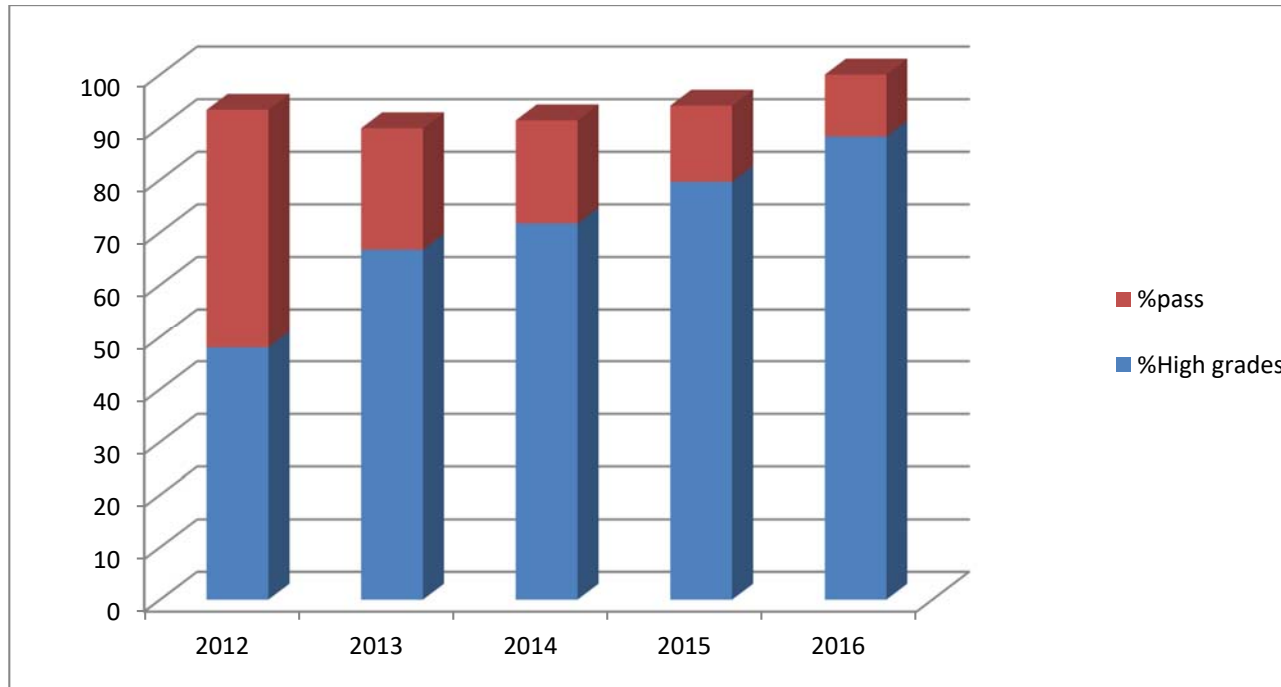
Measure	English and maths progress measure	2015	2016
1	Average progress made in English	0.64	0.60
2	Number of students included without grade C by end of key stage 4	24	20
3	Average progress made in maths	0.67	0.68
4	Number of students included without grade C by end of key stage 4	52	53

1 & 3: an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE. A score of 1.0 would mean that, on average, results are one whole grade higher than they were by end of Key Stage 4 (ie school).

Measure	Additional measures: A level Attainment	2015	2016
1	Number of students included in AAB measure	907	949
2	% of students who achieve three A levels at grades AAB or higher, with two in facilitating subjects	20%	20%
3	BHASVIC position amongst colleges nationally	9th of 368	6th of 363
4	BHASVIC position amongst local comparison group	1st of 18	1st of 18
5	Number of students included in best three A levels measure	908	949
6	Average points per entry in best three A levels expressed as a grade	B	B-
7	Average point score per entry in best three A levels	38.98	37.94

2: Facilitating subjects are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages

5-7: This measure is yet to be properly defined in DfE documentation.

Key areas of strength:

1. The overall outcomes for students in terms of average point score and, crucially, Value Added place the college amongst the top 5% of providers nationally.
2. BHASVIC is in the unique position of being the only college to feature in the top 5 Sixth Form Colleges nationally for both raw results and value added.
3. Outcomes for students attending the College are, on average, better than any other state sector provider in Sussex.

Key areas for development:

- Develop a databook, which employs the most useful data available, to provide a detailed and deeper evidence base for quality improvement purposes. In particular, explore MIDES and Six Dimensions as data sources for the analysis of outcomes for different groups of students.

Destinations Headline Measures

Destinations measure – 2014 destinations	BHASVIC	SFC*1	SFC2	SFC3	SFC4	All college
Number of students	860	540	720	740	780	186330
Sustained destination	69%	73%	73%	55%	67%	68%
Sustained education	55%	58%	62%	55%	65%	60%
Further education	14%	16%	8%	7%	9%	18%
Sixth form college	3%	15%	10%	3%	0%	2%
Apprenticeships	4%	4%	4%	2%	2%	6%
UK higher education institution	38%	28%	45%	44%	54%	39%
Top third of HEIs	24%	14%	23%	24%	31%	10%
Oxford or Cambridge (**NB**: this data is certainly incorrect)	1%	-	1%	1%	2%	-
Russell group (incl. Ox. and Cam.)	14%	7%	15%	15%	20%	6%
All other higher education institutions	13%	13%	22%	19%	23%	26%
Recorded as UCAS acceptance for deferred entry	10%	5%	3%	9%	7%	2%
Employment with training	3%	6%	4%	0%	1%	4%
Other employment	9%	7%	6%	-	1%	4%
Destination not sustained or recorded NEET	8%	8%	8%	13%	12%	17%
Activity not captured in data	23%	20%	20%	31%	22%	18%

This data is noted as 'experimental' by Gov.uk and was first published in January 2016 by the DfE, for students who left our Colleges in 2012/13 mapping their destinations in 2013/14. My view is that this data is fairly inaccurate and something is getting lost in translation between the Local Authoirty and the DfE, or is being overwritten by schools or HMRC data. We know, for example, that more than 8 students went to Oxbridge from BHASVIC in 2013. Robust sustained destination data is still a little way off, as reported by the DfE at the AoC Accountability Measures conference this autumn. The College produces its own destinations report, which provides more reliable trends in student outcomes, and also takes account of a high tendency amongst sixth form leavers to take 'gap years' spent traveling and working part time.

* The four Sixth Form College's data presented here are for comparison – the aim of the DfE is to enable the user to compare providers, a la 'Go Comparte' or 'moneysupermarket.com'. I have taken the names out, but the four I have selected are high performing sixth form colleges in Sussex and Surrey with similar settings and intakes to our own.

	% Students			
UCAS September Entry	2013	2014	2015	2016
A	Applied*	63	70	81	tbc
B	Placed**	51	58	72	tbc
C	Applicants placed	81	82	87	tbc
D	**National** Applicants placed***	73	73	74	tbc
E	Applied Russell	40	47	47	tbc
F	Placed Russell	29	23	38	tbc
G	Russell applicants placed***	46	49	78	tbc
H	**National** Russell applicants placed	36	35	20	tbc

*The percentage of second year students on roll who applied to university
**The percentage of second year students on roll who gained a place at university
***The percentage of second year students applying to university who gained a place

Key strengths:

- Total BHASVIC university applicant figures for 2015 have increased substantially from 647 in 2014, to 934 in 2015, of which 170 are ex-students.
- BHASVIC students applying to HE were significantly more successful (87.1%) in being placed on a university course, compared with a national figure of 74.1% for post-16 education. Applicants who receive offers is nearly 10% higher (96.4%) than national averages (87%), showing the College is successful in guiding students to make appropriate course choices.
- Acceptance routes for all ethnic groups are significantly higher than national averages; for example, acceptances for mixed ethnic groups are at 92.9% compared to 79.8% nationally.
- The academic success of students, as well as the dedicated year 2 tutorial programmes, including Oxbridge and Medical Careers coaching, means that 45.1% of BHASVIC students accepted a place at a higher tariff university (to include Oxbridge and Russell Group universities) which is substantially higher than the national average of 20.2%. This is a positive upward trend and an increase on last year's figure of 38.3%. Of additional note is a substantial increase in acceptances into medicine: Pre-clinical medicine (17) and Anatomy, Physiology and Pathology (12) which is linked to the success of our Medical Careers programme.
- Destination data by feeder school shows that students from local state schools match those from the Independent sector in progressing to HE destinations of their choice. Oxbridge/Medics progression is nearly entirely achieved by students who attended a state secondary school.
- The majority of students progress to Higher Education after their time at the College, and of particular note is the fact that acceptance to HE for vulnerable learners matches the whole cohort, suggesting support strategies, including tutorial provision and promotion of widening participation schemes, are effective.

- The college produces an extensive destinations report to corporation in the spring, providing detailed analysis of destinations outcomes for all students leaving the College the previous academic year. The report includes outcomes for groups of students, including disadvantaged groups and widening participation cohort.
- Taking into account gap year options, the College estimates there has been an increase of approximately 20% of the A2 cohort applying to HE.
- Outcomes for students are very strong in each destinations pathway and students who become NEET or unknown are below 2%.
- Success at highly competitive university entry is exceptional and the College is

Areas for development:

- Many sixth form students take a gap year. At BHASVIC this noticeably occurs from the largest two feeder schools, where one third of the students attending the college from these schools tend to take a gap year. A gap year is not acknowledged as a sustained destination, so some methodology for reporting on successful destination mneeds to be devised for our internal quality assurance processes, despite methodology used by the DfE for headline measures.

Section 5: Effectiveness of teaching, learning and assessment

Curriculum Departments 2015-16	Teaching & Learning	
	Self Assessed	Moderated
Business & Economics	2/3	2
Biology	2	2
Chemistry & Physics	2	2
Computing / ITC	3	3
English	2	2
EPQ	2	2
Health & Social Care	2	2
Humanities	2	2
Maths	1	1
Media & Performing Arts	2	2
Modern Languages	2	2
Philosophy, Politics & Law	3	2
Psychology	2	2
Sport	-	2
Study Support	2	2
Visual Arts	-	1

Inferences: Departments have consistently self-assessed as 'good' for 2015/16. Whilst we believe many of our outcomes to be outstanding, the delivery of new specifications is yet to reach this grade. Although departments are confident about their provision, we have ascertained the following:

1. New specifications meant a focus on teaching rather than learning (What do I need to teach? Am I getting through it? Have I got the resource I need?)
2. Students are more familiar, at GCSE, on modular approaches to learning and revision. Departments are working on developments in a range of key areas which are not yet perfected. These are:
   a. Spiralling of the syllabus
   b. Synoptic formative and summative assessment

c. Critical thinking, analytical and evaluative skills, problem solving and the application of learning in novel contexts, sustained lines of reasoning, etc.

d. Learning about learning, dedicated improvement and reflection time (DIRT)

3. The College has introduced internal exams at the end of the first year and mock exams in the second year. With new specifications, departments have invested Setting of exams, grade boundaries and standardisation was a very new experience for most departments and needs to be refined.

These form key areas for development at department and whole-college level.

Value added remains the principal way that the College measures its performance. Of the many measures of value added available, **Alps** is the only one which lets us see how well we are doing in comparison to other institutions both at whole-College and individual qualification level. About 70% of educational institutions delivering A levels and BTECs use Alps. It works on the following scale:

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

The top three grades are coloured red while the bottom three are blue.

Curriculum departments aim to be 4 as a minimum standard. Being in the red is good. Grade 2 is outstanding. Grade 1 isn't realy possible for large sixth form centres.

We present four years of data for each qualification measured by Alps, along with the cohort size.

ALPS Three Year T scores at BHASVIC

A Level	2
BTEC	5
AS Level	3

Alps Tables: Subject	Qual Type	2013 Entries	2013 Grade	2014 Entries	2014 Grade	2015 Entries	2015 Grade	2016 Entries	2016 Grade	Grade Average
Dance	A level	16	2	14	2	15	3	11	3	3
Art (Photography)	A level	99	2	98	3	94	2	87	3	3
Mathematics	A level	224	3	276	3	293	2	359	2	3
Maths (Further)	A level	40	3	42	3	52	2	72	2	3
Art (Graphic Design)	A level	-	-	-	-	46	3	59	2	3
History	A level	142	3	175	3	216	3	213	3	3
Film Studies	A level	23	3	29	4	28	2	33	3	3
Business	BTEC	34	4	22	3	25	2	60	3	3
Extended Project	AS level	-	-	-	-	-	-	168	3	3
Sport Sciences	BTEC	36	3	20	2	48	4	55	4	3
Art (Textiles)	A level	33	3	34	3	55	4	32	3	3
Media Studies	A level	41	3	48	5	41	2	37	3	3
Comms & Culture	A level	28	4	27	3	33	2	29	4	3
Sport	BTEC	27	4	18	3	12	3	39	3	3
Law	BTEC	-	-	13	3	36	4	24	3	3
Health & Social Care	BTEC	11	3	11	4	12	3	40	5	4
Art (Fine Art)	A level	67	4	53	4	77	3	74	4	4
Philosophy	A level	48	5	39	3	37	3	34	4	4
Psychology	A level	210	5	193	3	236	4	257	3	4
Health & Social Care	A level	21	5	24	3	28	3	21	5	4
English Literature	A level	97	6	105	5	160	2	173	3	4
Physics	A level	84	4	98	5	107	3	130	5	4
Sociology	A level	81	5	87	4	105	4	109	4	4
Physical Education	A level	36	6	24	4	15	4	27	3	4
English Language	A level	76	4	71	5	75	5	70	4	5
Chemistry	A level	143	5	175	5	211	4	168	4	5
Biology	A level	176	6	172	6	243	3	222	3	5
German	A level	13	6	8	4	9	5	7	4	5
Performance Studies	A level	8	6	9	6	11	5	8	2	5
Geography	A level	61	5	79	4	91	4	96	7	5
Computing	A level	20	6	23	5	25	4	46	5	5
Archaeology	A level	14	6	14	6	19	6	7	2	5

Alps Tables: Subject	Qual Type	2013 Entries	2013 Grade	2014 Entries	2014 Grade	2015 Entries	2015 Grade	2016 Entries	2016 Grade	Grade Average
Creative Media	BTEC	-	-	-	-	-	-	10	5	5
Drama & Theatre Studies	A level	31	4	26	6	29	5	45	6	5
Business Studies	A level	59	5	70	5	54	6	69	5	5
Spanish	A level	20	6	27	4	28	6	38	5	5
French	A level	50	7	42	5	46	5	25	4	5
Economics	A level	90	6	90	5	97	6	102	5	6
English Lang. & Lit.	A level	104	7	73	5	91	5	66	5	6
Environmental Studies	A level	20	7	19	5	28	7	15	3	6
ICT	A level	19	7	24	6	21	4	21	5	6
Government & Politics	A level	93	5	92	6	84	7	100	5	6
Classical Civilisation	A level	43	6	33	8	39	2	60	7	6
Law	A level	55	7	59	6	52	7	75	3	6
Music	A level	19	6	19	6	18	6	21	6	6
IT	BTEC	15	6	24	8	21	4	18	8	7
Accounting	A level	20	7	16	6	16	7	19	7	7

Key areas of strength:

- The majority of departments are consistently in the Alps red and there are few departments which consistently remain Alps blue.
- Each department is developing synoptic assessment methods to improve learning under linear courses. Spiralling techniques are augmenting flipped learning strategies, which are commonplace in the classroom for each subject.
- Student voice has been used highly effectively by departments to improve teaching and learning, with a focus on growth mindset and support to students.
- Study Support has been extensively developed to provide additional learning and skills development for a wider range of students than those with specified additional learning needs.

Key areas for development:

- Accounting as a qualification offer to be reviewed.
- Review Drama exam board to explore a way to avoid annual yo-yoing of results due to variable external examiners.
- BTECs to be developed as alternatives to Music, ICT (course with computer games development as key component).

Section 5: Personal development, behaviour and welfare of students

The College has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across all Study Programmes, and in evidence in main curriculum subjects, tutorial and guidance provision and Student Services support.

Attendance:

Programme area	Present	Authorised Absence	Unauthorised Absence
A2 Level	92	3	4
AS Level	95	2	3
BTEC Level 3 Certificate	92	3	5
BTEC Level 3 Diploma	93	3	4
BTEC Level 3 Extended Diploma	94	3	4
BTEC Level 3 Subsidiary Diploma	91	4	5
ESOL	84	2	14
Extended Project	91	4	5
GCSE	88	2	10
OCR L3 Cambridge Technical Diploma	81	5	14
OCR L3 Cambridge Technical Introductory Diploma	89	4	7
Other	89	4	7
Tutorial	90	3	7

Attendance rates are excellent. Attendance reviews are conducted with all students on a half termly basis within the tutorial programme; leading to Support Planning with learners, and contact home, if attendance rates are falling below College averages. This has a positive impact on maintaining a high overall College average and reinforcing a culture of high expectations relating both to attendance and punctuality, where a 'minutes matter' poster scheme has continued to raise standards. Further improvement work on developing student and parent understanding of how to access and use 'live' attendance and subject learning review data, through their online Advantage accounts, is planned for 16-17. Standards of behaviour are also excellent, and a thorough review of the student discipline procedures was undertaken in 15-16, with full staff training on effective Support Planning and target-setting, led by the Guidance Management team in November 2015. Further work on transferring the Support Plan process to a 'live' system, available online, is being undertaken in 16-17, ready for launch in September 2017.

Learner Voice:

Feedback and development is strong across the College, with well-established expectations within all curriculum and support areas to conduct regular Learner Voice activities and publish results and associated actions. For example, feedback for Student Services demonstrates the positive impact in targeting particular groups of learners with more relevant follow-up activities. In September 2015, the Student Services Welcome Day survey gathered feedback from all new students on their first experiences of College, and, then, used information to target particular cohorts with specific information, for example, widening participation schemes to Higher Education. This led to a significant increase in eligible students registering for one or more of the schemes; a conversion rate of 60.41% and a growth in registered WP cohort of 285.71% since 2012/13.

The tutorial programme:

This is a central vehicle through which personal, social, employability and study skills are developed. All students are allocated a Personal Tutor and follow a tutorial programme which has been adapted to meet the needs of Year 1 and Year 2 students. In Year 1, students follow a common programme, inducting them into the 6Rs 'core' study skills, with a focus on resilience, responsibility, respect, risk-taking, resourcefulness and reflectiveness. These form the basis of the College's 'growth mindset' philosophy to learning, which is mirrored and reinforced within mainstream curriculum subjects. There is strong consistency in staff and student understanding of this philosophy and the benefits of the approach, which has also informed the development of 'flipped learning' across curriculum subjects. Within tutorial provision, year 2 students are offered the opportunity to transfer into specialist tutor groups depending on their chosen pathway after BHASVIC. These groups are divided into five cohorts: UCAS (HE/FE pathways), Progression Options (Employment & Apprenticeships pathways), Visual Arts, Medical Careers and Oxbridge. Despite these different pathways, there is nevertheless a common focus in the year 2 programme on independent living, including financial planning, accommodation and healthy eating; as well as professionalism and employability.

In end of year surveys, 93% (1st years) and 94% (2nd years) students said they valued the support they received from their tutor.

Safe and well and safeguarding:

Students report that they feel safe at the College, as evidenced in an extensive Local Authority 'Safe abd Well' survey of BHASVIC students (consistently high 90s percentage over previous three years), and that they value the support given within Guidance and Student Service provision. All students experience weekly tutorial sessions within the Student Services building, which also hosts dedicated specialists offering information, advice and guidance on Welfare, Counselling, Careers, Work Experience, Bursaries and Financial Support, Higher Education and Widening Participation. This specialist provision is well used; for example, over 500 one-to-one careers guidance interactions took place in 2015-16, and 127 students were assessed for one-to-one counselling, with 407 sessions taking place in total (the average number of sessions per student remained at 4). Student feedback on the impact of this welfare support on educational attainment is strong: 89% of students supported by the counselling team reported that they felt their College work had improved or stabilised during counselling, including improvement in concentration levels, their ability to apply

themselves, completion of homework, academic attainment and the feeling of achievement and pride in themselves. 59% reported significant improvement.

The Student Services building also houses key members of the safeguarding team, following re-organisation of the Guidance management structure in 14-15, which, according to feedback from curriculum Heads of Department in July 2016, has led to an improvement in availability and swiftness of response, and better clarity amongst staff and students on referral procedures for students in crisis. Safeguarding incidents have, in recent years, increased as a percentage of the student population, although the rise appeared to level out in 15-16 (in fact declining very slightly from 3.8% to 3.01 %). A significant proportion (38%) of serious safeguarding incidents relate to student mental health, including self-harm, suicidal ideation and associated depression. Study Support, Examinations Officers, Guidance and Student Services staff have all also reported increases in learners presenting with anxiety-related concerns, reflecting a national increase. As a result, the College established a working party for 16-17, to devise and implement a cross-College strategy on Emotional Health and Wellbeing in order to identify and support students before they present more acutely as safeguarding cases. Tutors and Guidance Managers work proactively on a one-to-one basis with students who present with a range of personal issues, to provide a stable learning environment and adults to whom they can speak in confidence. Additional strategies deployed in 15-16 to promote better emotional health and wellbeing included placing emphasis on stress reduction in advance of the examination period in the tutorial programme; providing extracurricular opportunities to learn Mindfulness and other techniques; and increasing the capacity of the College's counselling provision.

Reports of bullying or harassment have traditionally made up a small percentage of overall incidents at BHASVIC, however there was a notable increase in 15-16 due, at least in part, to incidents involving online abuse. This has led to a review of advice and guidance on digital citizenship within the tutorial provision and within the Student Contract; and further development work is planned on this as part of the on-going IT strategy for 16-17. The College has also taken steps, in line with the Prevent Duty, to make sure facilities are in place, if needed, to check the internet history of students whilst in College. The tutorial programme was re-drafted in 15-16 to incorporate sessions on community values, linking with tolerance, diversity, democracy, rule of law and discussions around violent extremism. This was further supported by cross-College events like Democracy Week and student-led societies (for example the Feminist Society and Debating Society) organising debates and speakers to raise awareness of contemporary issues. A comprehensive programme of visiting speakers, including politicians and those who are prominent in public life, was also organised by Politics, Philosophy and Law, as well as the Humanities departments, and student attendance at these events was excellent.

The Student Union:

This remains a strong introduction to all learners on the workings of representative democracy, with annual elections held in March and an executive committee leading on student social events. In 15-16 there was an increase in turnout with candidates operating 'stalls' to promote their policies; 1100 votes were cast by 600 students. Representation of a cross-section of students, including minority groups, was monitored this year for the first time, and the make-up of the new SU committee reflects excellent representation of gender, ethnicity, disability, learning support & LGBTU students, when compared to the student cohort as a whole. As well as sitting on cross-College committees, for example Safeguarding and Equality & Diversity, the SU executive committee led on Welcome Day events, promoting induction and inclusion activities for new students in September, and participation in enrichment through student-led societies, ranging from PotterSoc to Vegan Society, LGBTU+ to American Football Society, BHASVIC Zine to Step & Stretch Maths Society. In 15-16, the SU took more of a lead in coordinating enrichment provision, actively promoting the opportunity to start clubs and

societies, funding their activities and formalising their terms of reference, including risk assessment. They collated a list of enrichment activities and made it available to students via the SU noticeboard. Interesting additions this year have included the Feminist Society, which proved so popular that it had to move to a bigger room, and the Socialist Society, which suggests an increasing political engagement amongst the student body.

Employability and careers education:

Activities are promoted across Guidance, Student Services and mainstream curriculum subjects. A careers enrichment day in the summer term promotes links between particular subjects and associated careers. For example, in summer 2015 the English department led activities relating to journalism, the Biology and Law department led activities relating to forensic science. Two dedicated Careers Advisers offer one-to-one appointments in Student Services and this provision is highly valued by students. In 2015-16 a new work experience co-ordinator began establishing links with particular departments, for example Health & Social Care and Sport, to develop consistency in the work experience processes.

Students who do not wish to progress to university take, as part of their programme of study, a 25 hour work placement in their second year.

The Colleges is developing a Careers Education strategy looking at three key strands:

1. Student understanding of employability skills and how they are developing these through their studies, wider educational experience and personal activities. Teacher understanding to support students' understanding.
2. Teacher understanding of up-to-date career pathwasys information and online tools, to enable effective careers education to take place within curriculum delivery and through personalised learning opportunities between teachers and their students.
3. Increased work experience and employer engagement via universal student events, opportunities and activities; via curriculum syllabi; via alumni and parent networking.

Section 7: Effectiveness of leadership and management

Ofsted common Inspection Framework Judgement

Date of last Inspection: October 2012   **Judgement:** Outstanding Grade 1

Overall Effectiveness	Outstanding **1**
Outcomes for Learners	Outstanding **1**
Quality of Teaching Learning & Assessment	Outstanding **1**
Personal development, behaviour and welfare of learners	Outstanding **1**
Effectiveness of Leadership and Management	Outstanding **1**

Governance – excerpts from the Governance SAR:

Self-assessment grade for Governance 2015/16 – Outstanding 1

Key Strengths	Key Areas for Improvement
• Corporation provides a clear strategic direction for the College with regular Strategic Updates given via a standing termly Corporation meeting agenda item. The Strategic Plan is reviewed and revised every three years follow a Governors' Strategic Planning Day (last held Spring Term 2015). • The Governing Body is committed to all aspects of quality assurance and the raising of standards and Governors are able to challenge the SMT through the Corporation's Committee system regarding all aspects of the curriculum and other areas. In this regard, timely and detailed analysis is provided to Governors to enable regular and effective review of performance against targets and national benchmarks where available. A rigorous whole College self-assessment process is also completed annually and presented to Corporation via the Q & C Committee in the Autumn Term. • A number of very experienced Governors including the Chair of Corporation, together with a professionally qualified and experienced Clerk. • The current Corporation Members have broad range of complementary skills and experience and whilst there are vacancies for external Governors at the moment, the Search Committee has actively pursued the targeted range of skills, experience and other key characteristics required in order to strengthen the Governing Body further and ensure that a good balance of expertise and other key characteristics, is achieved. Outcomes from this include clear strategic direction and monitoring by Corporation, Principal recruitment process utilising HR skills of some Governors, close financial monitoring and controls via experienced members of Audit and F & GP Committees and broad spectrum of skills and experience on Q & C Committee providing essential critical support in respect of all aspects of quality and curriculum monitoring, progress and developments. • Strong Audit Committee with good composition of skills and experience which has guided the Corporation skilfully through the new risk assurance process. • Very experienced Finance & General Purposes Committee with a good balance of skills. Premises Group deals with Capital Projects and comprises members of the F & GP Committee. • HR Committee benefits from external Governors and co-opted Committee members having considerable HR expertise. • Although the largest Corporation Committee, the Q & C Committee has a well-balanced composition representing multiple stakeholders, including external Governors, Staff, Student and Parent Members. It is enhanced further by the inclusion of a co-opted Teaching Staff Member. • Pro-active and timely recruitment of new Principal with extensive Governor involvement • Clear and detailed governance self-assessment process with culture of self-criticism and the identification of on-going development.	• Continuing process of ensuring adequacy of Governor oversight for teaching and learning quality improvement and requirements to monitor Key Performance Indicators. • Chair Performance Review. • On-going process of Risk Assurance – during 2015/2016 the Corporation's Risk Assurance Map has been finalised and each Committee has been involved in providing assurance to Corporation, via Audit Committee in respect of risks assigned to respective Committees. • Governor Recruitment and Succession Planning • Governors' information on the website and Governance section of the College's website – ensure kept up to date and consider further developments. • Improve Governors' understanding of the College and knowledge of wider aspects through enhancements to the current Governor Link programme to better inform Governors of student and staff experience • Sustain strong governance with commitment to ensure succession planning process achieves optimum outcomes • Governing Body commitment to strong leadership and management and following the appointment of a new Principal, to continue to offer appropriate levels of support to the Principal and other members of SMT. • Strategic Planning and monitoring – to ensure optimum student outcomes and staff satisfaction.

Moderated self-assessment and student outcomes grades by curriculum departments:

SARAP Grades by Curriculum Department	2012/3		2013/4		2014/5		2015/6		Average
	Overall	Student outcomes	Overall	Student outcomes	Overall	Student outcomes	Overall	Student outcomes	
Extended Projects	1	1	1	1	1	1	1	1	1
Visual Arts	1	1	1	1	1	1	1	1	1
Maths	1	1	1	1	1	1	1	1	1
Sport	2	2	1	1	1	1	1	1	1
Psychology	2	2	1	1	1	1	1	1	1
Media & Performing Arts	1	1	2	2	2	2	2	2	2
Modern Foreign Languages	2	2	2	2	2	2	2	2	2
Sociology and H&SC	2	3	2	2	2	2	2	2	2
English	2	3	2	2	2	2	2	2	2
Biology	4	3	2	2	2	2	1	1	2
Chemistry & Physics	2	2	2	3	2	2	2	2	2
Humanities	2	2	3	3	2	2	2	2	2
Philosophy, Politics & Law	2	2	2	2	3	3	3	2	2
Business & Economics	3	3	3	3	3	3	3	3	3
Computing & ICT	4	4	4	4	3	3	3	3	4

Support Departments and Services	2012/13		2013/14		2014/15		2015/16	
	Self Assessed	Final	Self Assessed	Final	Self Assessed	Final	Self Assessed	Final
Admissions & Schools Liaison	1	1	1	1	1	1	tbc	tbc
Adult Education	1	1	1	1	1	1	1	1
Catering	2	2	2	2	2	2	2/3	2/3
College Information Systems	2	2	2	2	1	1	1	1
Equality and Diversity	2	2	3	3	3	3	3/4	3/4
Estates	2	2	2	2	1	1	2	2
Finance	1	1	1	1	1	1	1	1
General Office	1	1	1	1	1	1	1	1
Guidance, Safeguarding & Tutorial	2	2	1	1	1	1	2	2
Human Resources	1	1	1	1	1	1	1	1
IT Support	2	2	2	2	2	2	2	2
Library	2	2	2	2	1	1	tbc	tbc
Marketing	2	2	3	3	2	2	2	2
Reception	1	1	1	1	1	1	1	1
Staff Development	1	1	1	1	1	1	1	1
Student Services	2	2	1	1	1	1	1	1
Student Union	1	1	1	1	1	1	1	1
Media & Arts Technicians	1	1	1	1	1	1	1	1
Science Technicians	1	1	1	1	1	1	1	1

Key areas of strength:

- There are more curriculum departments graded 'outstanding' than 'requires improvement'. No departments are unsatisfactory. Several 'good' departments have a mixture of 'good' and 'outstanding' provision within them and are close to the boundary for 'outstanding'.
- Sharing of best practice with other providers is a frequent approach to ongoing quality improvement, professional development and sharing of best practice, both in curricular and support departments.
- The majority of support departments are consistently outstanding.

- All departments have demonstrated highly analytical and evidence-based evaluations in the self-assessment reports. Appropriate actions have been set to share best practice within departments. Both curriculum and support departments remain highly focused on student outcomes, using student voice and user feedback to inform development.

BHASVIC — College Development Plan 2016-17

Contents

Section 1: Outcomes for Learners

#	Factor	Targets	Action	Who	When	Performance Indicator
1.	**Student numbers 16-19**	To achieve student numbers at a minimum of 2,735 enrolments for 2017-18	Effective schools liaison; Marketing; Maintain quality of interviews and IAG; Review admissions policy for treatment of Cat 7 students	SMT, DBM	By Sept 17	Numbers on census date at 1950+
2.	**Achievement at full A level**	To maintain A level pass rate at a minimum of 99% and the overall A*-B grade rate at 60%	Sustain high quality teaching and learning; assessment policy; performance management of grade 3 departments and subject areas with below floor target A*-B grade rate of 50%	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets
3.	**Achievement at AS level**	To ensure the final entry of AS level subjects sustain a similar pass rate and high grade rate (+90%/+55%) as previous years. To ensure outcomes in new AS level recovery courses remain above benchmark.	As above – but recognising that as only a third of modular A levels remain, headline outcomes against previous years are likely to change with a different base level of subjects for comparisons to be drawn	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets
4.	**Achievement at BTEC level 3**	To maintain BTEC pass rates at 100% and Distinction rates at a minimum of 80%	Consolidate systems and culture associated with a changing BTEC assessment framework which produced an 88% Distinction/* or better rate in 2016; Ensure ongoing tracking and robust role of Quality Nominee	SMT, HOFs, HODs, BTEC staff	Aug 2017	Achievement of targets
5.	**Level 2 achievement GCSE retakes**	To maintain the overall GCSE pass rates (A*-C grade or equivalent) at a minimum of 55%	Departmental action plans to underpin improvements in retakes; Lesson time within departments plus study support; HOD/HOF monitoring of performance	SMT, HOFs, HODs, Maths and Eng staff	Jan 2016/ Aug 2017	Achievement of targets

#	Factor	Targets	Action	Who	When	Performance Indicator
6.	**Value added**	To maintain exceptional overall value-added as measured by the DfE value-added (L3VA) at 0.20 or greater with ALPS at 3 or better	Sustain current high levels of performance in context of successful teaching and learning, culture and systems	SMT, HOFs, HODs, all staff	By Jan 2018	Achievement of targets
7.	**16-18 achievement rates (was success rates)**	To achieve an overall progress rate for all long courses at a minimum of 90% and a high grade achievement rate for long courses at 45%?	Enrol students on right courses and continue to offer a high quality of student experience; teaching and learning culture; assessment policy	SMT, HOFs, HODs, all staff	Aug 2017	Achievement of targets
8.	**Retention**	To achieve a minimum A1 student retention rate of 95% and an A2 student retention rate of 98%	Review curriculum offer for the A2 year, including alternative qualifications for students who do not pass a subject in their first year	SMT, CQT	Aug 2017	Achievement of targets
9.	**Destinations**	To achieve a percentage above the new national DfE Destinations Accountability Headline Measure	Recording destinations accurately; analysis of data; comparison to other SFCs	SMT, Student Services	Jan 2017	Achievement of targets
10.		Ensure all students go on to sustained education, employment, or training at the end of their course (including Gap Years) with NEET maintained at below 2%	Tutor pathways; UCAS advice; promote apprenticeships; recording destinations accurately; analysis of data; working with those who have no plans	SMT, Student Services	Sept 2017	Destinations data
11.		To maintain progression to competitive university places at +40%; with 30+ Oxbridge places and 15+ Medics	Students selecting most appropriate pathway; Oxbridge advice and guidance; past students; MMIs; practice online tests; interview practice; visiting speakers	SMT, CQT, Student Services	Sept 2017	Achievement of targets - UCAS data

#	Factor	Targets	Action	Who	When	Performance Indicator
12.	**Careers Education**	Students make informed decisions about their next steps and the aims of their education	Develop work experience and employability opportunities and awareness amongst curriculum staff and students; utilise the Education Advisor Pilot scheme; embed work experience within portfolio course schemes of work; explore a Careers Education and Employability EQR; develop data tracking systems for student and staff outcomes	AMC, JAM, CQT	June 2017	Careers Education Strategy and Action Plan targets are met
13.	**Attendance**	To achieve a minimum average attendance rate of 90% across the year	Maintain approach: teacher, tutor and GM follow-up, spot checks, parent texts, Advantage information	All staff	July 2017	Achievement of targets
14.	**Departmental performance**	Tackle any subject areas graded as Require Improvement (3) or where outcome data is below benchmark in the SARAP process	Ensure SARAPs are reflective and accurate with action plans for addressing under performance in any subject department areas	SMT, CQT, HODs	Dec 2016	Areas identified; KPIs improving
15.	**Enjoyment of learning**	To ensure student satisfaction rates remain at a minimum of 93% for the College and at 88% for individual subjects	Ensure high quality student experience across all aspects of college; engage with student council; Student Union and ensure feedback is visible	All staff	Aug 2016	Achievement of targets
16.	**Understanding and reporting of New Performance Measures**	Ensure BHASVIC approaches the reporting of new performance measures so that all stakeholders can access and understand them	Ensure that measures of student progress, attainment, English and Maths, retention and destinations are properly gathered and reported and understood by all stakeholders	SMT, CQT, TJD	Sept 2017	Publication of performance measures;

Section 2: Quality of Teaching, Learning and Assessment (including the information on programmes and courses and how well the programmes and courses meet the needs and interests of learners)

#	Factor	Targets	Action	Who	When	Performance Indicator
17.	**Developing the organisation and delivery of teaching, learning and assessment**	To ensure continued quality of delivery and outcomes under reformed A level specifications in another year of transition	Staff to attend relevant CPD and updates; Internal INSET time devoted to planning and preparing resources; curriculum delivery decisions to maximise quality outcomes	All staff	On-going	High level of performance as evidenced by results
18.		Review the progression exams and discuss our approach to delivering A2 mock exams	CQT to discuss the resourcing, delivery and success of progression exams and refine approach next year where needed. Discuss approach to A2 mocks and communicate.	CQT	By Jan 2017	Decisions made, documented and communicated effectively
19.		Ensure departments are ready to deliver BTEC via the New Quality Framework (NQF) in Sept 2017	To establish BTEC subjects and qualification sizes under Tech level and Applied General courses; Ensure new Quality Nominee oversees a consistent approach	CQT; BTEC staff, DTA	Sept 2017	Departments ready to deliver new specifications
20.		Preparation for teaching new GCSEs as re-takes in Sept 2017	As above; links with secondary schools; English/Maths teams to have full understanding of reformed GCSEs and assessment	JAM, CQT, Eng and Maths depts	Sept 2017	Departments ready to deliver new specifications
21.		A2 mock exams procedures	To generate a method which enables departments to be able to run mock exams for A2 students whilst not impacting on the continuation of lessons for A1 students	JAM, CQT	Jan 2017	Decisions made, documented and communicated effectively
22.		Ensure appropriate guidance for students on PDBW	Review tutorial programme, embedding key educational outcomes on PDBW	AMC, GMs, Tutorial Coordinator	June 2017	New tutorial programme schemes of work ready to deliver from Sept 2017

#	Factor	Targets	Action	Who	When	Performance Indicator
23.		Assessment policy meets needs of students, following implementation of new linear A levels and new BTECs	Devise an assessment policy which outlines expectations, best practice and a common experience for all students on all courses; review Subject Reviews and how they fit into linear study programmes; workload impact assessment; consultation at JUMCoG, HoDs and all staff	JAM; AMC	July 2017	Agreed assessment policy in place
24.	**Quality Assurance**	To ensure College compliance with 2015 OFSTED Common Inspection Framework	Review documentation of all systems and brief staff appropriately to ensure we are fully compliant and prepared for an inspection under the 2015 CIF.	SMT; JAM	Sept 2016	Updated paperwork and systems
25.		To ensure that the new Professional Development and Review System is reviewed and successfully supports practice and incorporates SFCA performance and pay structure	Completion of on-line recording and reporting features; appropriate briefing and training of staff; Managers to take full responsibility for coordinating professional reviews on the basis of new system; successful action research projects	All staff	June 2017	System operating successfully as planned
26.		Robust evidence base for PDBW outcomes	Devise new and refine existing data gathering systems and qualitative evidence; build alumni network opportunities into leaving processes and encourage tracking and reporting as part of quality cycle	AMC	June 2017	Quality Cycle for Guidance and Student Services areas have clear data sets to use for reviews
27.	**Quality Improvement**	To develop a 'High Challenge Low Threat' maturing approach to quality that focuses on development and improvement	Write a 'Quality Manual'; Remove Lesson Observation grading; principal's presentation, managers away day, SARAPs	SMT; JAM; CQT	July 2017	'High Challenge, Low Threat' culture developed

#	Factor	Targets	Action	Who	When	Performance Indicator
28.	**EQR**	To receive a cross-college External Quality Review (EQR) on assessment and to analyse and implement relevant recommendations	Preparations for EQR; EQR timetable to ensure good cross-college access to assessment regimes; recommendations adopted	EQR; CQT	Nov 2016	EQR Report with recommendations
29.	**Student Voice**	Student Voice informs all curriculum department improvement and students feel consulted	Review current practice, update methods and guidelines allowing for flexibility, link individual student voice processes to evidence and targets in SAR, provide parameters and guidelines to departments, promote sharing of best practice between departments	JAM, CQT	June 20167	Student survey response to consultation rises by 10% in 2018
30.	**Sharing good practice and innovation in teaching and learning**	To provide a positive and innovative approach to pedagogy	Introduction of T&L Twitter feed; Principal's presentation on 'deliberate difficulties'; Other INSET with engaging topics and a variety of presenters; ensure resources available to all; S7 groups to continue to support T&L developments for teachers at different stages in career; introduce IRIS connect lesson observation hardware/software	All staff	On-going	Training taking place as planned, continuation of S7 events; IRIS adopted
31.	**ILT as a tool for learning**	To develop Advantage as a centralised assessment tracking system, serving the needs of all stakeholders	Develop a centralised set of expectations surrounding the use of Advantage gradebook; expectations of use outlined in assessment policy; rationalisation of existing systems	CQT; All staff	July 2017	Advantage system up and running and operating successfully
32.		Refocus teacher interventions into support planning	Revise our action planning procedures and rebrand as Support Planning; migrate the new system to Advantage and embed into student profiles and user interface	AMC, JIP, TJD	July 2017	Support Plan dashboard integrated into Advantage and piloted

#	Factor	Targets	Action	Who	When	Performance Indicator
33.	**Personalised and independent learning**	To continue to promote student ownership of learning – 'think for yourself'; 'knowing what to do when you don't know what to do'	Ensure students receive ongoing and accessible advice on how to improve; principal and SMT talks to students	SMT; All staff	July 2017	Subject depts and students fully on-board
34.	**Predicted Grades**	Ensure that students receive accurate predicted grades as outcomes for first wave of linear subjects	Develop tracking system for auditing of predicted grades. Use GCSE and progression exam data along with ongoing performance; staff development; work with universities	JAM; All staff	Aug 2017	Accurate predicted grades
35.	**ESOL**	Increase recruitment of 16-19 ESOL students	ESOL department; marketing; ensure student services have capacity to deal with students	JAM, CMM	Aug 2017	Recruitment of ESOL students
36.	**Evening Language courses**	Ensure Evening Language courses remain popular with a 90% student satisfaction rate and make a minimum profit of £5k	Review course offer; ensure demand is met	AGS	Ongoing	Courses remain popular and make a profit
37.	**Curriculum Review**	To complete a 'curriculum review' which will allow us to stay competitive and attractive to students to develop the curriculum model at level 3 to reflect philosophy of breadth and choice	Investigate possible new subjects: discussion with relevant staff; produce 'Course Proposal' forms Explore what being a BHASVIC student looks like in the future, our expectations of what students study in and out of the curriculum and how the whole package builds leaders of the future; how we market this	SMT	March 2017	Course proposals developed and approved

#	Factor	Targets	Action	Who	When	Performance Indicator
38.		Refine and develop the use of recovery AS levels	Support departments in the delivery of AS qualifications; develop one year level 3 subject offer; develop College documentation and publicity	SMT; CQT	Sept 2017	Successful enrolment and outcomes; student satisfaction
39.		To enhance the profile of selected subject areas amongst prospective students	CQT to investigate dwindling subject areas and analyse impact to other departments, capacity of rooms and staffing of increased promotion	CQT	By June 2017	Agreed plans in place with relevant changes to documentation
40.		To ensure that entry recommendations to programmes and courses reflect new 'number' grades at GCSE	As number grade outcomes move beyond English and Maths, ensure the prospectus and website reflect new entry requirements; ensure staff and parents/students understand this	JAM; CQT	By March 2017	Published prospectus with clear entry recommendations
41.		To review Portfolio options to try and ensure opportunities for breadth	Consider implications of loss of some qualifications from main studies (Archaeology, Classics) as portfolio courses	JAM CQT	March 2016	Decisions taken on portfolio studies offer

Section 3: Personal Development, Behaviour and Welfare (including how well students are guided and supported)

#	Factor	Targets	Action	Who	When	Performance Indicator
42.	**Student Guidance and Support**	To ensure safeguarding responsibilities are fully discharged	Training for staff; mini-workshops; safeguarding log; Prevent training and awareness; annual Corporation approval of policy; work with other bodies	AMC; GMs; All staff	On-going	Activities successfully completed; processes operating effectively
43.		To work towards establishing a more sustainable model for the counselling service	Investigating ways of delivering a fully responsive service without additional funding including continuing use of trainees; developing capability of staff as appropriate	AMC; JLU	July 2017	Service meeting needs;
44.		See a reduction in students presenting with acute problems relating to stress and anxiety (counselling, safeguarding, guidance casework)	Develop a cross-college emotional health and wellbeing strategy and implement key targets within this; staff training; parent information, advice and guidance; student learning opportunities; scope quiet space and setup and promote for September 2017	AMC	July 2017	Student Survey, Safeguarding Data, SAWSFE survey, Parent survey
45.		Safeguarding duties governance assurance	Devise a new safeguarding reporting methodology to governors	AMC	July 2017	Reporting methodology approved at Corporation
46.	**BHASVIC Calendar**	To review annual term dates, enabling an earlier start to first teaching each September	Resolve a way to start enrolment earlier, investigate impact on staff over five years, consult with JUMCoG and all staff	JAM	Jan 2017	Agreed term dates for 2017/18 and agreed approach top start of year going forward from there

#	Factor	Targets	Action	Who	When	Performance Indicator
47.		Improved calendar of business, from Results Day to admissions and marketing events in the summer term	Review all key events and structures, such as Results Day, Enrolment, Reading Week and Open Evenings, Enrichment Days, Study Leave and Exams Timetables to improve the structure of the BHASVIC Calendar; consult with all stakeholders on changes	JAM, AMC	June 2017	A new calendar of business for 2017/18 which beter meets the student, staff and wider College needs
48.	**Admissions**	To continue to modify CIS and enrolment to take into account linear framework	New paperwork and PowerPoints / Prezis; training for interviewers and enrolment; modified IT systems	JAM; TJD; CQT	Sept 2017	Changes in systems, paperwork, approach; students successfully placed on courses
49.		To adopt an online application process – be it UCAS Progress or another system	Investigate options; ensure interests of BHASVIC are met; work with Accord group; ensure compatibility with systems; communication and training as appropriate	SMT; JAM; DBM	Sept 2017?	Online application system adopted
50.		To review the Admissions Policy, in light of lottery system deterring students from enrolling, leading to undersubscription	Investigate alternatives to a lottery system. Reconsider admissions for 2018 and beyond with local demographics in mind	SMT; JAM; CQT	March 2017	Updated Admissions Policy

#	Factor	Targets	Action	Who	When	Performance Indicator
51.	**Study Support**	To ensure the quality of support for students	Refining identification and induction processes for students with Education/Health and Care Plans (EHCPs); Identifying students with exam concessions; ensuring we are meeting the needs of ESOL students; supporting teaching staff re. new SEN legislation; improving and extending data management	AMC; CMM; Student Services	Sept 2017	Completion of actions as listed with clear improvements in service and data
52.		To manage bursary / FSM funds effectively	Management of funds on a break-even basis with continuous monitoring and liaison with Finance	SMT	June 2017	Fund breaks even
53.	**IAG**	To sustain the high quality of provision using all aspects of Student Services	Build and extend provision; exploit employer contacts; utilise expertise of GMs and other staff	AMC; GMs; SS	By Sept 2017	Guidance SARAP
54.	**Widening Participation**	Raise participation in level 4 learning from certain wards working with FE Sussex and NCOP	Identify students with no plans to study at degree level; ensure they are aware of all options including financial support	AMC; FE Sussex	Sept 2017	NCOP report; participation rate increased
55.	**Work Experience**	Ensure that all students who are on BTEC double and employment pathway have meaningful work experience	WEX coordinator to work with tutors to ensure opportunities occur.	JVS, AMC	July 2017	WEX participation rate

#	Factor	Targets	Action	Who	When	Performance Indicator
56.	**General performance**	To continue to meet the large majority of targets in this 2016-17 development plan and the College three year strategic plan for 2015-18	Continue effective and purposeful management on a collective basis whilst seeking improvement in systems and processes where appropriate; promote a culture of trust and professionalism	SMT; All staff	On-going	Successful completion of majority of targets
57.		To consider new strategic plan 2017-20 to reflect new SMT and evolving College culture and operations	Publication and integration of document in relevant College information sources and processes	Govs; SMT	On-going	Updated documentation; minutes etc
58.	**College as a legal entity**	Explore options surrounding Academisation	Appoint legal firm; apply for transition grant; work with EFA; understand restructuring fund; work with Lloyds; ensure stakeholders understand arguments; consult stakeholders; make a decision; submit forms if appropriate	Governors SMT; All staff; Stakeholders	By Easter 2017	Decision made either way
59.	**Financial management**	To maintain the solvency of the College in the face of continuing cuts in the unit of resources and rises in costs	Modelling of implications of funding cuts and student recruitment 2016-2020; prudent and careful budgeting; trying to sustain student numbers at 2,735 enrolments over the next three years	SMT; JHK	On-going	Financial solvency secured and budgeted for 2015-17; graded at least as 'Good' on Financial Health
60.		To continue to be efficient and effective in the administration of our financial systems	Efficient management on a systematic basis minimising risk	JHK; SMT	On-going	Successful External Audit;

#	Factor	Targets	Action	Who	When	Performance Indicator
61.		Introduce Finance and Numbers monthly meeting	Monthly monitoring meeting for SMT, Finance and CIS looking at management accounts, cash flow, student numbers, retention and other performance.	WJB; JHK	Sept 2016	Meeting established; Minutes of meetings
62.	**Accommod-ation and facilities**	Complete Masterplan for accommodation and space utilisation exercise	Masterplan document produced; space utilisation exercise conducted; rationale for expansion of accommodation is established; optimum number of metres squared per students agreed; discussion with bank and local planning department; CIF bid	JHK; SMT; Governors	Aug 2017	Masterplan document written; next steps agreed
63.		Take delivery of two new modular science labs	Planning approved; delivery and installation occur; fit for teaching and timetabled	JHK; JAM; CQT; HODs	Sept 2017	Modular Science labs up and running
64.		Redevelop reception, stairs and corridors	Instruct architects, establish budget, agree parameters; focus on contemporary spaces with space, light, glass and carpet	WJB; JHK; NAB	Sept 2017	Refurbishment completed
65.		Refurbish Staff Room	Update staffroom; full makeover with new furnishings; create a space where staff want to gather and that allows comfort and relaxation	WJB; JHK	Sept 2017	Refurbishment completed

#	Factor	Targets	Action	Who	When	Performance Indicator
66.		Consider updating lighting in main hall	Look at improving lighting in main hall to ensure space functions at a premium in all contexts; appoint architects, fully cost and consider value for money	JHK; Estates	Sept 2017	Refurbishment completed
67.		Install contemporary information boards and signage with new maps	As with branding exercise, ensure information boards are linked to our visual identity, placed strategically and promote the college as a contemporary institution	WJB; JHK	Sept 2017	Information boards in place with new signage and maps
68.	**Administration and services**	To conduct consultation with Varndean on the viability of shared services	Scoping document produced and agreed; Meeting of Principals and chairs; consultation with staff; consultant appointed; outcomes accepted	WJB/PH; Govs; All staff	March 2017	Consultation completed, outcomes accepted
69.	**Staffing**	To introduce new SFCA pay structure on affordable basis	Agreement of new Staffing and Remuneration Policy and Assimilation Plan; implementation according to schedules; costings produced; integration of standards into professional review and quality processes	WJB; SMT; HR	Sept 2016	Policies and plans agreed; individual staff consulted; professional review updated; transition to new structure successful
70.		To continue to seek ways to make savings in staff costs for 2016-17 with minimal impact on delivery and morale	Joint consultation exercise with Varndean; achieve savings on a non-disruptive basis. Devise monitoring system for teaching staff efficiency, investigating any increases in cost or inefficiency	SMT; JAM; CQT	July 2017	Savings identified and implemented
71.		Investigate employing apprentices as a way of offsetting Apprenticeship Levy	Understanding of Apprenticeship Levy; Decision on whether to employ apprentices; Decision on whether to become a provider too	SMT	May 2016	Decision on apprenticeships made

#	Factor	Targets	Action	Who	When	Performance Indicator
72.	**Management structures and systems**	To ensure the successful transition to leadership under a new principal	Planning for transition; changes to College documentation; WJB to establish himself with all stakeholders	WJB; Governors	Jan 2017	successful transition effected
73.		Make permanent appointments to the SMT/SPH team with a Deputy Principal and Assistant Principal, Director of Student Services (if necessary)	Advertise posts; make appointments; induct and discharge role effectively	WJB; Governors	April 2017	Appointments made successfully
74.		Review and develop the SARAP process	Refine self-assessment process including the introduction of a College Development Plan; Quality Away Day; streamline paperwork; hold consecutive validation meetings; include Governors on validation panels	SMT; All staff	Jan 2017	New SARAP processes and paperwork
75.		Introduce Staff Briefing as a means of face to face leadership and communication	Weekly Staff Briefing to be introduced; minutes circulated as part of Staff News	WJB; SMT	Sept 2016	Staff Briefing established
76.		Raise profile of Student Services and Guidance within Curriculum and other College teams	Provide structured INSET sessions across the year on key services and best practice in pastoral work across the College; support networking and partnerships through meetings structures; embed practice and quality reviewing processes within curriculum for PDBW	AMC; SMT	July 2017	Staff survey

#	Factor	Targets	Action	Who	When	Performance Indicator
77.		Develop Leadership and Management profile of Guidance Management Team	Re-write the tutorial Observation process and consult with JUMCoG and wider College staff on roles and responsibilities; train GM staff in observation and feedback processes; leadership and management training for the GM team; review and outline SARAP cycle within Guidance management areas of responsibility	AMC	Dec 2016	GMs observing tutorial provision and leading on quality improvement in their areas
78.	**Equality and diversity**	To ensure that the College remains an open, democratic and accepting community and that it meets its equality and diversity responsibilities (including in the collecting and reporting of data). That BHASVIC celebrates Community Values	Handover of management to AZT; ensure compliance with public sector duty; embedding of E&D on an appropriate basis including lessons, schemes of work etc; Close achievement gaps using EDIMS data; Tutorial Programme to extend awareness; ensure full student involvement in E&D including LGBT+; Refine our involvement with Leaders in Diversity.	AMC; AZT; All staff	On-going	Aoife in post; E&D SAR 2016 with clear action plan
79.	**Marketing**	To refine and develop our marketing strategy to continue to promote and market the College effectively	Update marketing strategy; refresh branding; consider a new website using external provider; update publications and design; increase social media activities and presence	SMT; ND	On-going	Establish a contemporary feel to Marketing
80.		Ensure college and department use of Social Media meets marketing and safeguarding requirements	Write policy; agree at SMT; communicate to stakeholders; implement policy requirements	AMC	Feb 2017	New Social Media Policy in place
81.	**Partnerships in the community**	To work constructively with local and national government and NGO agencies and partnerships including the SFCA, S7, FE Sussex and Brighton and Hove Council.	In the context of area-based reviews, ensure that the interests of BHASVIC and sixth form colleges in general in Sussex are secured; investigate opportunities for development in the area in response to ABRs; continued participation in S7 and FE Sussex	WJB; SMT; CQT	On-going	S7 continues to operate successfully; College interests secured in ABRs

#	Factor	Targets	Action	Who	When	Performance Indicator
82.		To work effectively with local schools to build a closer partnership	Develop working practices where possible including:- quality sharing ideas, use of students as peer mentors	WJB; SMT; CQT	By July 2017	Effective partnerships begin to emerge
83.	**Competition**	Ensure we keep abreast of the position of other post-16 providers including the use of Haywards Heath site	Remain confident in our own provision but ensure we are up to date with local trends and market provision; discuss pros and cons of any involvement in the Haywards Heath site	SMT; Governors	July 2017	Health recruitment of our own; Decision with regard to HH site
84.	**CIS and ILT**	Update IT strategy	IT summit; look at where we are, where we want to be and how to get there; include all areas – CIS, network, OS, VLE; Actions developed and implemented	JHK; SMT; JIP; ACA; TJD	Sept 2017	Joined up approach to ILT provision
85.		Publish 2017 examination results online to students	Capacity already in place; ensure testing and back-up systems where appropriate; communication; re-define results day service at college	SMT; AMC; TJD	Aug 2017	Successful accessing of results online
86.		Move to Windows 10 and Microsoft Office 2016	Properly test; ensure smooth transition with proper communication; all college systems working effectively	ACA	Aug 2017	IT systems working well with new software

#	Factor	Targets	Action	Who	When	Performance Indicator
87.		Ensure that the College continues to provide a robust and efficient IT infrastructure	Ensure provision retains capacity and speed; appropriate hardware and software; review provision and back-up systems; ensure Disaster Recovery Plan is robust	ACA	Sept 2017	IT systems remain robust
88.	**Catering**	Ensure that catering provision achieves at least a break-even year end	Monthly monitoring of accounts; SARAP; Consider appointing a chef; experiment with ways of bringing in new revenue – update vending machines and consider a trolley service in the hall	JHK; DHT	Sept 2017	Catering provision in profit
89.	**Estates and Lettings**	Continue to exploit different revenue streams from lettings	Market accommodation available for rent; increase staffing to facilitate; ensure good service; target £130k; ensure VAT rules	JHK; CZO; LG	Sept 2017	Increase in lettings, Financial targets achieved
90.	**Governance**	Role clarity and widening Governor participation	Induction of new Governors follows thorough procedures; training for staff Governors and Ctte chairs; involvement in SARAP process; Governor pen portraits.	LP; PF; SMT	Sept 2017	New Governors confident in role; improved clarity for staff Govs; maximising effectiveness
91.		Learning from elsewhere	PF to explore with S7 Governors opportunities for buddying and exchange of practice between College governors on agreed topics.

LP to work with small group of Governors to appraise alternative governance models. | LP; PF; SP et al | Ongoing | Awareness and implementation of best practice. |

#	Factor	Targets	Action	Who	When	Performance Indicator
92.		Strategic Planning and direction.	To focus upon Strategy more closely in light of the changes arising from the Area Reviews and developments within the sector, including the option to academise and the take decisions which will be in the best interests of the College; Use February strategy day to discuss including options to change ways of working.	All Governors	Ongoing	New strategic plan 2017-20; Decision on Academisation; Focused agenda for away day.