

Whole College

Self-Assessment Report (SAR) 2009/10

This document was validated by

Governors

This document was validated on

23rd November 2010

Grade Awarded

Grade 1 - Outstanding

Grade 2 - Good

Grade 3 - Satisfactory

Grade 4 - Inadequate

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PART 1

PART 1

Summary of Grades Awarded

Judgements		Grade or Description 2007/08	Grade or Description 2008/09	Grade or Description 2009/10
<ul style="list-style-type: none"> Overall Effectiveness Capacity to improve 		2 2	2 2	2 2
Outcomes Learners			2	2
A1	How well do learners achieve ,enjoy and progress	2	Good	Good
A2	Economic and Social Wellbeing	2	Good	Good
A3	How safe do learners feel	2	Good	Outstanding
A4	Informed Choices	2	Satisfactory	Good
A5	Positive contribution to the community	2	Good	Outstanding
Quality of Provision			2	2
B1	Teaching and Learning and Assessment	2	Good	Good
B2	Needs and interests of learners	2	Good	Good
B3	Partnerships	New	Outstanding	Outstanding
B4	Care guidance and support	2	Good	Outstanding
Leadership and Management			2	1
C1	Raise expectations and ambitions	New	Good	Outstanding
C2	Governors provide direction and challenge	New	Outstanding	Outstanding
C3	Safeguarding	New	3	1
C4	Equality and Diversity	2	2	2
C5	User engagement	New	Good	Good
C6	Self Assessment	New	Good	Good
C7	Value for Money	Outstanding	Outstanding	Good
Subject Sector Area		FTE		
1. Health Public Services and Care		730	1	1
2. Science and Maths		173	3	3
3. Agriculture and Horticulture		11	NA	1
4. Engineering and Manufacturing Technologies		398	2	2
5. Construction, Planning and Built Environment		475	3	1
6. ICT		283	2	2
7. Retail and Commercial Enterprise		417	1	1
8. Leisure, Travel and Tourism		286	3	2
9. Arts, Media and Publishing		643	2	2
10. History, Philosophy and Theology		0	2	N/A
11. Social Sciences		21	2	N/A
12. Languages, Literature and Culture		38	3	2
13. Education and Training		72	1	1
14. Preparation for Life and Work		139	3	2
15. Business Administration and Law		137	3	3
Additional SARs				
<ul style="list-style-type: none"> Key Skills WBL 		2	2 New	1 3

Framework for Excellence 2009/10

Summary

Provider Name: Southport College

UK PRN: 10006038

UPIN: 106934

	PM Score 2008/09	PI Grade	Pm Score 2009/10	PI Grade
Learner Views	80.44	Good	8.3	
Learner Destinations	83.81	Good	84.0	
Employer Views		No grade calculated	Part A Exemption	
Training Quality Standard				Certified
Success Rates	62.2	Satisfactory		
FE Long (excl A, AS, A2)	51.78		78%	
FE Short (5-24 weeks)	10.14		74.1%	
FE Very Short (<5weeks)			93.6%	
A, AS, A2	0.16		64.6%	
Train 2 Gain (FL2 & FL3)	0.13		58.8%	
Inspection Grade		Good		Good
Financial Health	400.00	Outstanding	400.00	Outstanding
Financial Management and Control		Outstanding		Outstanding
Delivery as a percentage of funding allocation or contract value		Good		
UoR2	64.00			
Resource Efficiency		Outstanding		
UoR3	80.00			
UoR4	95.00			
Employment Rate			46%	
Learning Rate			59%	

E - Exemption
M - Moderation
X - Missing Data

Department for Education Performance Tables 2009/10

Summary

Provider Name: Southport College

GCE and Equivalent results

Number of learners aged 16-18 1841

General and Applied A/AS or Equivalent Achievement

Number at end of A/AS or equivalent study 373
Average point score per student - 2009 560.1
Average point score per examination entry - 2009 209.3

Key Stage 4 to Key Stage 5 Value Added

KS4 to KS5 Value Added measure 993.7
Upper limit of VA 95% confidence limit 1001.7
Lower limit of VA 95% confidence limit 985.7
Coverage indicator - % of learners included in VA 98%

Year on Year Comparison

Average point score per student - 2007 593.5
Average point score per student - 2008 667.3
Average point score per student - 2009 560.1

Average point score per examination entry - 2007 199.3
Average point score per examination entry - 2008 207.9
Average point score per examination entry - 2009 209.3

PART 2

College Context

2. College Context

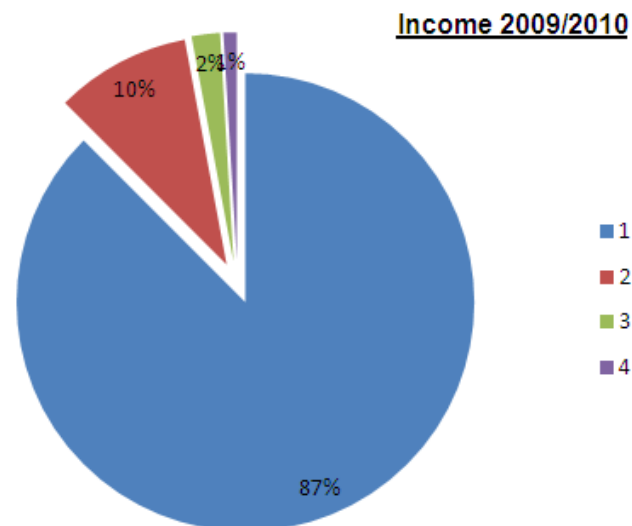
- The College was formed in 1983 as a result of the merger of the School of Arts and Southport Technical College. The College operates from its main site near Southport town centre and a site in Formby (Formby College) In 2009/2010 approximately 4% of the College's activity was delivered in the community with a further 4% with partners as a franchise. In 2010/2011 1.8% will be delivered with partners as a franchise and 3.8% delivered in the community.
- Southport is a seaside town with a population of 100,000. It lies within the metropolitan borough of Sefton, which had a population of 273,000 in 2009. The local catchment area for the College, which includes part of West Lancashire, has an overall population of 387,000.
- There is a Sixth Form College about 2 miles from Southport College and four other further education Colleges in the surrounding towns of Bootle, Skelmersdale, Leyland and Preston. A new Local Authority, Sixth Form Centre has been opened in Litherland. A 50-place residential College nearby caters for learners with severe or complex learning difficulties and/or disabilities. There are twelve 11 to 18 schools in Southport, Ormskirk, Formby, Maghull and Bootle. Sefton Local Authority maintains two special schools, which have learners over 16 years old.
- The College is within Sefton, one of five metropolitan districts within Greater Merseyside. The unemployment rate in Sefton is 7.1% compared to 8.1% in the North West and 7.7% in England, whilst the unemployment claimant rate is 5.3% in Sefton compared to 5.0% in the North West and 4.5% in England (National Statistics First Release: Labour Market Statistics: October 2010). The indices of multiple deprivation, produced in 2004 as a means of comparing measures of deprivation in different areas, rank Sefton as the 87th most deprived district out of 354 in England (Office of National Statistics, 2007). In Sefton 3.4% of 16-64 year olds are learners compared to 2.9% in England. Latest figures from Connexions suggest 93% of 16-18 year olds are continuing in full-time education, work-based learning or employer funded training with 6.5% falling in the NEET cohort (October 2010) and are not engaged in any education, employment or training.
- The College offers courses in all subject sector areas and is focused on offering vocational qualifications with courses across a broad range of provision offered from entry level through to level 4. Higher Education provision is franchised through local universities. For adults, the College has increased its portfolio of skills based provision and offers Access courses, which provide progression to Higher Education. The College has strong collaborative work with local schools which now embraces several 14-19 initiatives including leading developments in 14-19 Diplomas in North Sefton – 4 Diplomas are now provided, the development of foundation learning and initiatives to reduce the NEET population. There is a preponderance of service industries in the area, including leisure, tourism, and caring occupations and small to medium-sized businesses. The largest employment sectors are retail, hotels and restaurants, public administration and health and social care. The College is one of the largest employers in the area, employing approximately 325 full-time equivalent staff. The College is working on a range of initiatives to develop employer engagement.
- The College has a dedicated Work-Based Learning Department that provides a single point of contact for all employer activity, including work placements, short courses, Train to Gain, commercial training and initiatives to support employers in the economic downturn. The College has just retained accreditation for Part A TQS, and was also successful in obtaining matrix accreditation in 2009.
- The College has established partnerships with a range of business support organisations and networks in the locality e.g. Southport Employment Partnership, Job Centre Plus, the Restaurateurs Association, Sefton Chamber of Commerce, Greater Merseyside Learning Providers Federation and the Sefton Provider Network.

The College works in partnership with large employers such as the NHS and the Southport Visitor newspaper group. During 2009/10, 753 work placements were sourced.

- There are 6677 employers in Sefton (7549 March 2009), 69% (March 2009) of which are businesses with less than 10 employees. The key employment sectors are hospitality and care, and the College has developed a strong employer offer in these areas. Other key sectors are retail and construction, both of which have been adversely affected by the recession. The College is an established provider of gas training and is developing its electrical and environmental technologies provision for business. Southport's vision is to become known as the "Classic Resort" and this is driving regeneration in the town, with new quality hotels and tourism related businesses complementing the significant investment in the town's infrastructure. The College conducts extensive market research to ensure that provision reflects the needs of business.
- Future priorities are to further raise the profile of the College as a provider of business training solutions, increase commercial income generation and introduce Apprenticeship provision.

The College's Income 2009/10 (subject to completion of audit)

	£000
Funding Council grants	12,735
Tuition fees and educational contracts	1,390
Other operating income	291
Investment income	137
	<u>14,553</u>



College Staff Profile 2009/2010

	<u>Permanent</u>		<u>Fixed Term</u>		<u>Total</u>	
	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>	<u>Head Count</u>	<u>FTE</u>
Direct Learning Contact	171.00	130.43	167.50	43.67	338.50	174.10
Supporting Direct Learning Contact	101.50	60.04	29.00	3.21	130.50	63.25
Other Support	123.50	94.79	18.50	10.75	142.00	105.54
Total	396.00	285.26	215.00	57.63	611.00	342.89

Southport College Self Assessment Report

SSA	Description	FTSLN	PTSLN	Total SLN	FT	PTFTE	PTStudents	Total FTE	Total Students
01	Health, Public Services and Care	681.60	48.30	729.89	475	38.50	183	513.94	658
02	Science and Mathematics	169.17	4.00	173.17	116	4.16	29	120.16	145
03	Agriculture, Horticulture and Animal Care	11.14	0.00	11.14	10	0.00	0	10.00	10
04	Engineering and Manufacturing Technologies	366.10	32.24	398.34	272	35.96	133	307.96	405
05	Construction, Planning and the Built Environment	444.48	30.81	475.29	325	33.49	53	358.49	378
06	Information and Communication Technology	186.81	96.06	282.87	131	68.48	404	198.98	535
07	Retail and Commercial Enterprise	388.36	28.87	417.23	280	26.75	70	306.75	350
08	Leisure, Travel and Tourism	282.53	3.26	285.79	183	3.56	25	186.56	208
09	Arts, Media and Publishing	575.41	67.87	643.27	362	74.74	406	436.74	768
10	History, Philosophy and Theology	0.00	0.00	0.00	0	0.00	0	0.00	0
11	Social Sciences	20.96	0.00	20.96	17	0.00	0	17.00	17
12	Languages, Literature and Culture	0.00	38.06	38.06	0	35.45	239	35.45	239
13	Education and Training	22.35	49.43	71.78	20	29.32	118	49.07	138
14	Preparation for Life and Work	81.68	57.27	138.95	72	90.82	493	163.13	565
15	Business, Administration and Law	53.21	83.70	136.91	35	74.47	244	109.47	279
U	Unknown	0.00	0.00	0.00	0	0.00	0	0.00	0
X	Not Applicable	0.00	0.00	0.00	0	0.00	0	0.00	0
		3283.82	539.86	3823.67	2298	515.70	2397	2813.7	4695

Non LSC Funded	Students
Leisure	493
Non Leisure Non Funded	1058
School Links	239
HE	137
	1927

School Links			
SSA	<16	>=16	Total
Health, Public Services and Care	32	1	33
Agriculture, Horticulture and Animal Care	4	1	5
Engineering and Manufacturing Technologies	63	2	65
Construction, Planning and the Built Environment	23		23
Retail and Commercial Enterprise	74	2	76
Arts, Media and Publishing	2	5	7
Preparation for Life and Work	24	8	32
	221	18	239

Age Group	Students
16 - 18	1849
19 - 24	725
25+	2121
	4695

Level	Description	FTStudents	PTStudents	Total
1	Foundation	253	692	944
2	Intermediate	717	709	1425
3	Advanced	1274	501	1775
4	Level 4	1	117	117
E	Entry	52	313	365
H	HE Level 4	2	0	2
U	Unknown as specified by LSC	0	0	0
X	No area assigned by LSC	0	67	67
		2298	2397	4695

PART 3

Overall Effectiveness

2

Capacity to Improve

2

Overall Effectiveness

Overall effectiveness is good and the College has demonstrated good capacity to improve. Progress has been made in all areas identified for improvement in the 2008/09 SAR and Quality Improvement Plan. There is a good indication that strategies to improve retention and achievement are effective, examples include improvements in short course success rates (adults) and 16-18 Level 3 retention.

Outcomes for learners are good the headline long SR for 19+ is 77 which is 2 above National Rates. The headline long SR for under 19 is 82 which is 5 above National Rates. The 16 – 18 Key/Functional Skills SR is 74% which is 13% above National rates. The headline long success rates levels 1 to 3 for 16-19 and 19+ (long) are all above national rates.

Learners make good progress to employment and/or further learning including HE.

Strong senior leadership and outstanding governance provide clear strategic direction which drives continuous quality improvement. Outstanding financial management continues to support strategic priorities and improvements in learning and social facilities.

Teaching and Learning is good and is externally validated by peer review and linked to a comprehensive Staff Development programme. Resources to support learning are good with much of it being outstanding.

The Value Added scores at the highest level are below national rate which remains an area for improvement.

Learners benefit from comprehensive planning of their learning programmes and from an inclusive curriculum which values and supports disadvantaged groups. There is a full range of 14-19 vocational provision which is very responsive to national priorities and benefits from outstanding partnership arrangements. The work-based learning programme continues to expand with a range of Apprenticeships now offered in response to national initiatives.

Outstanding partnerships with schools, employers and the community provide learners with a wealth of opportunities for applied learning and enhancement for employability. Learners benefit from a range of additional qualifications and work-placements to improve employability skills. Learners actively participate in a wide range of community initiatives

Care and guidance for learners is excellent. Tutorial support is excellent. There is comprehensive reviewing of attendance, progress and achievement. There are highly effective partnership arrangements to support 'at risk' learners.

There are well managed structures in place to monitor E and D and identify and take action in relation to achievement gaps. Promotion of E and D is excellent and there is a good understanding and commitment to E and D from both staff and learners.

Safeguarding is outstanding. There are rigorous systems, processes and excellent promotion of the College's commitment to safeguarding.

There are comprehensive systems in place to gain and respond to student feedback. Further development in gaining employer feedback in relation to curriculum developments is planned.

Capacity to Improve

The College continues to demonstrate good capacity to improve. Strong leadership from governors, the principal and senior managers has successfully established a culture of continuous improvement and aspirations for excellence. The College has sustained continuous improvements in its success rates for under 19. For 19 + the overall long success rates have dipped slightly but remain over national rates at each level. Short and very short success rates for 16-18 and 19+ show continuous improvement. The Train to Gain success rates have improved from 63% to 68%. Key and Functional skills success rates are excellent.

The quality improvement strategies for raising standards, including the setting of clear and challenging targets continue to be applied rigorously and are well understood by staff. The performance review process is effective in monitoring the targets set and the introduction of a performance management group in 2010/11 is expected to further improve the monitoring of a range of performance indicators.

The Quality Improvement Plan (QIP) provides a framework for continuous improvement with all areas identified in the December 2009 QIP, showing improvement, notably the retention of level 3 16-19, short course success rates 19+ and the re-accreditation of TQS.

Strong strategic planning and extensive partnership working at all levels have ensured that the college is able to respond to rapidly changing priorities. Curriculum planning processes are well organised and effective in meeting local and national needs. Financial management is outstanding.

There have been significant improvements in employer contribution to the delivery of the curriculum, however, the use of employer views to inform the curriculum are underdeveloped in some areas. There are very effective mechanisms for gathering and responding to learner views.

Whole College Key Strengths and Areas for Improvement

Strengths	Areas for Improvement
<ul style="list-style-type: none"> • Headline Long SR, Levels 1-3, all above NR with some significantly so. • Key/ Functional Skills SR significantly above NR. • Good teaching and learning. • Good progression rates to employment or further learning. • Outstanding leadership and governance provides a clear strategic direction. • Well informed curriculum planning process • Rigorous systems, processes and excellent promotion of the College's commitment to safeguarding • Highly effective promotion of Equality and Diversity • Effective partnership working with schools, employers and the community. • Highly effective guidance and tutorial support • Outstanding financial management and health. • Learners are actively involved in decision making • Effective Quality Assurance systems 	<ul style="list-style-type: none"> • Short Course success rates • Range and volume of Employer provision • Effectiveness of allocation of Additional Support • Reviewing and monitoring Minimum Target Grades to maximise Value-added

PART 4

Outcomes for Learners

2

A1 How well do learners achieve and enjoy their Learning - Descriptor

Good

Success rates on 16 – 18 and 19+ long courses at levels 1 to 3 are above National Rates, with Level 2 16 – 18 and Level 1, 2 and 3 19+ being significantly above National Rates.

Headline long success rates are good and are above benchmark, with 16-18 success rates showing continued improvement year on year and 19+ success rates remaining static but high. The slight dip in 19+ success rates is due to some Level 2 provision in Art and Design and IT, actions for which have been identified elsewhere in the SAR.

Under 19 Outcomes

Long Level 1 - SR is 79% which is 1% above NR but has dipped slightly by 1% compared to 2008/09.

Long Level 2 SR is 85% and is 9% above NR and shows a 7% improvement compared to 2008/09.

Long Level 3 SR is 78% and is 1% above NR and shows a 4% improvement compared to 2008/09.

Short SR is 69% which is 11% below NR but shows good improvement of 10% above the 2008/09 outturn.

Very Short SR is 90% which is 1% below NR and 3% below 2008/09 outturn.

19+ Outcomes

Long Level 1 SR is 78% which is 4% above NR and 1% above the 2008/09 outturn.

Long Level 2 SR 77% which is 3% above the NR but has dipped by 2% compared to 2008/09 outturn

Long Level 3 SR 80% which is 7% above NR and 1% above the 2008/09 outturn.

Long Level H SR 52% which is significantly below NR and 9% below 2008/2009 outturn .This is an area for improvement.

Short SR is 80% which is 2% below NR but has shown a 5% on the 2008/09 outturn. Despite the excellent improvement in SR it remains an area for improvement

Very Short SR is 100%.

Overall Train to Gain timely success rate is 68% against a target of 65%. (MLP).

Key and functional skills SR is 73% from 3007 starts, which is 12% above the NR and shows a 7% improvement on the 2008/09 outturn.

The E&D data has been analysed showing comparative success rates for disability, ethnicity, gender and age using the high level data.

The success rate for learners receiving Additional Learning support was 80% compared with the overall College success rate of 79%. Learners who declared a disability had a success rate of 79%.

The success rate for non white British was 80% compared with the College's 79% overall.

Compared to the College overall success rate of 79%, male learners achieved 78% compared to female learners 81%.

Under 19 male success rate was 80% compared to female 85%.

Over 19 male success rate was 76% compared to female 78%.

There will be an overall College EDIM to reduce the imbalance in success rates between male and female learners in all age groups and targets will be set at Sector Subject Area levels where applicable.

The Index of Multiple Deprivation indicates that for under 19 learners, the College's SR is directly equal to the NR and exactly the same as providers with similar IMD SRs. The 19+ student SR indicate that the college is 3 points above the NR, and 2 points above providers with similar IMD SR.

External Verifiers' reports indicate that there is a good range of teaching methods, assessments and feedback used for learners leading to the sampled work being of a good standard (e.g. SSA1, SSA4, SSA8, SSA13, SSA14).

Attendance improved to 84.7% in 2009/10 which is still below the College's 88% target but represents a 0.3% increase on 2008/09.

Minimum Target Grades (MTGs) are set on entry using Qualification Curriculum Authority (QCA) scores based on pre-entry qualifications. MTGs are reviewed throughout the year at four one-to-one reviews with the Pastoral tutor. MTGs are recorded on assignment front sheets and assessment feedback is given against the targets set. Short term SMART targets are set periodically by both subject and pastoral tutors with learners to assist in their optimal achievement on the course. Course leaders monitor the value added using QCA scores and achievement of MTGs. End of year data is analysed using the Learner Achievement Tracker (LAT) and areas for improvement identified in course reviews. However value added scores are below NR reflecting issues with the reviewing and monitoring of MTGs to maximise value added.

There are good clear progression routes from Entry Level to Level 4. Progress into work, Further or Higher Education is good with the overall positive destination at 87%. This includes Higher Education, Employment with and without training and learners continuing with the College.

The College has had a phased introduction of Foundation Learning (FL). Phase 1 in 2009/10 included Horticulture, Cookery, Construction and IT. All learners had an individualised programme including Functional Skills (FS), Personal & Social Development (PSD), Information Advice and Guidance (IAG) and the vocational offering. Phase 2 in 2010/11 has extended the offering to all learners on Entry 3 and Level 1 programmes.

There is an improved and developing enrichment programme supported by the Enrichment Co-ordinator linked to the Further Education Sport Coordinator (FESCO) initiative. Learners are involved with the design of the enrichment programme and the development and shape of the facilities, and can comment on the student experience through a variety of mediums, including Student Advisory Group, Focus Groups, Student Surveys, Governor representatives and the pastoral tutor system. The FESCO Coordinator seeks student views informally in the refectory and also visits learners in classes; for instance, the Essential Skills learners requested additional sports resulting in Skeets and Boccia being introduced with high satisfaction and participation rates.

Learners successfully participate in national and international competitions for example, photography, sport, beauty, hairdressing and public services. The hospitality learners enter regional and national competitions e.g. Rotary Young Chef of the Year and Southport Ambassador Awards. The College has well established art shows of a very high standard where both full time and part time learners' work is displayed and available for purchase. The College Performing Arts learners take tours to local schools and have performances at community venues. There are live projects, charity sales and outreach community work.

There is a wide range of enrichment activities that provide a wealth of experience on courses including dedicated art and design provision and cross curricula provision that enables learners to experience a broad range of enrichment activities including; Go Ape (outward bound activity centre), Jaguar and The Magistrates Courts further supporting cultural and personal development. There is an effective work placement unit that facilitates 753 work placements supporting dynamic vocational experiences across 11 of the sector subject areas. Spiritual, social and moral development is supported through the pastoral and vocational programmes, through community and voluntary schemes, health and wellbeing days, equality and diversity week and a programme of PSD.

There are clear well established Maintaining Student Responsibility (MSR) procedures for identifying issues around academic progress and behaviour that allow for early intervention and a supportive approach to working with learners. This is highlighted through an embedded pastoral system, induction, College diary etc.

Pastoral tutors cover a range of issues around PSD including citizenship. The curriculum areas also cover many of these aspects for example, money management and work skills. The Student Advisory Group and the enrichment programme provide opportunities to develop PSD and community working. Foundation Learning learners have personalised PSD programmes using a range of Open College units including developing skills for healthy lifestyles, developing personal confidence, self awareness and drug awareness. The College has a faith room and a chaplaincy that supports the spiritual development of learners. The College has an annual E&D and health and wellbeing week. Learners are encouraged to take responsibility for their own learning through the Maintaining Student Responsibility (MSR) system.

In the exit survey in 2009/10 learners indicated a mean score of 3.35 out of 4 when asked if they enjoyed being at College. This represents an increase of 0.24 points compared to 2008/09. For the induction survey in 2010/11 84% of learners indicated a positive response.

Train to Gain learners' prior experience is taken into account in the development of ILPs and progress is reviewed at least 12 weekly in conjunction with the employer.

Foundation Learning (FL) and adults on discrete skills for life programmes complete an initial assessment at interview prior to enrolment which ensures learners are enrolled onto the appropriate level course. All full time learners undertake a diagnostic assessment which identifies any additional learning support needs and is used to produce an individual learning plan. In 2009/10, FL and level 3 National Diploma year 1 learners undertook Functional Skills. All remaining learners studied Key Skills (AON, Communications and IT) at an appropriate level as part of the College's phased approach to deliver Functional Skills. Train to Gain learners and those on employability programmes undertake Skills for Life initial assessments and are offered Skills for Life support as appropriate. Overall SR for key skills in 2009/10 was 75% and Functional Skills overall success rate was 69%.

Key Skills	Number of starts	Success Rates
16-18	1741	76%
19+	55	55%
Functional Skills	Number of starts	Success Rates
16-18	1082	70%
19+	129	61%

Strengths

- Year on year improvement in Headline Long SR for under 19 above NR
- Under 19 Long Level 2 SR performing at 9% above NR and improving year on year.
- 19+ Level 1 SR performing at 5% above NR and improving year on year.
- 19+ Level 3 SR performing at 7% above NR and improving year on year.
- 19+ Very Short 100% success rate
- Key/ Functional Skills (19+ and Under 19) performing at 13% above NR and improving year on year

Areas for Improvement/Development

- Short Courses

A2 Economic and Social Wellbeing - Descriptor

Outstanding

Learners develop relevant knowledge, understanding and skills from their main programme of study and additional qualifications. Curriculum units are selected to enhance employability skills e.g. Essential Skills. There are also additional qualifications in Employability Skills including managing money, CV writing, interview techniques, employment rights & responsibilities and Health & Safety which are undertaken by learners in all curriculum areas of the College.

Learners receive underpinning knowledge and practical experience for a variety of work roles e.g. Childcare, Health and Social Care, Public Services. Practical areas work towards professional industry recognised standards e.g. Hairdressing, Beauty Therapy, Hospitality, Motor Vehicle and Engineering.

Extensive work placement opportunities have continued in Child Care Learning and Development, Travel and Tourism and Essential Skills. New areas introduced in 2009/10 included Photography, Engineering, Business Management and Graphics. The total number of placements sourced in 2009/10 was 753. Learners are briefed prior to going on placements and are given a work placement handbook to help them prepare. Health and Safety appraisals are undertaken of employer premises, with risk assessments being undertaken as appropriate.

Employer links have increased across all curriculum areas. In Motor Vehicle and Engineering the introduction of the 14-19 Diploma has improved employer involvement with successful Employer Forums occurring termly. Applied learning activities within the other 14-19 Diplomas ensure that the extensive employer links are maintained. Employers assist with planning the curriculum and enhancing the employability skills and progression opportunities of Diploma learners (Creative and Media, Society Health and Development, Hair and Beauty studies). Learners also receive relevant career guidance to assist with their university course selection.

Employers contribute to the delivery of courses across all curriculum areas. There are master classes, live projects, guest speakers, demonstrations, trips, visits. Employers include Dune FM, Experian Security, CISCO in the Real World, Manchester Airport, VFF Vital Sounds Portfolio, NHS Primary Care Trust, Police, Royal Navy, Royal Airforce, Magistrates, Probation Service and Social Services. Learners also have the opportunity to participate in events such as the Food and Drink Festival, Southport Ambassador Awards, Rotary Cookery competitions, Jedi Music Festival, Performing Arts School Tours and the Gadget Show.

Additional qualifications enhance the learner's portfolio. In Art and Design there is a range of NCFE Creative craft qualifications, learners studying Travel qualifications follow Cabin Crew and Resort Representative qualifications and Childcare, Health and Social Care learners achieve industry standard qualifications in First Aid.

All learners on Foundation Learning programmes study Personal and Social Development units which include drug awareness, health and wellbeing and enterprise options. Enterprise education is embedded in many Curriculum areas e.g. Hair and Beauty, Essential Skills, Hospitality and Motor Vehicle.

Careers education and guidance is included in the pastoral programme. Extensive support is

offered for the preparation of university applications, CV writing and job search skills. The College has an Aimhigher Coordinator who leads on a number of innovative activities to encourage learners to progress to Higher Education; for example, the Progression Convention (a joint employer/HE event), the Get Set event and the Aimhigher road show. The Higher Education fair provides learners with the opportunity to learn about budgeting, student loan information and other financial support available.

All College learners are issued with a College Diary during induction which informs them of their rights and responsibilities as a student of the College. This is further supported and reinforced through the Pastoral system where broader skills such as communication and team work are developed. An understanding of citizenship is nurtured as the College develops and supports a variety of initiatives such as E&D week, World Aids Day, Zero Tolerance to Alcohol, Drugs and Weapons, the MSR system and a Property Marking initiative with the local Police.

The Train to Gain programme is developed to meet the needs of both the student and the employer and is delivered in the workplace. There is a portfolio of short courses to enhance employability such as First Aid, Food Hygiene, Health and Safety and legislative care updates. IAG is offered at key points throughout the Train to Gain programme by sector specialists and learners are encouraged to consider progression opportunities. Learners receive comprehensive IAG at the outset with sector specific lead assessors advising and signing up learners.

There are good clear progression route from Entry Level to Level 4 with the overall positive destination at 87%. This includes Higher Education, Employment with and without training and learners continuing with the College.

Strengths

- Extensive employer links creating applied learning opportunities enhancing the curriculum.
- Excellent range of additional qualifications linked to employability skills and enterprise.
- Good progression rates to employment or further learning.

A3 How Safe do Learners Feel – Limiting Grade

1

Student health and safety is actively managed and monitored. Learners are supervised appropriately and are required to follow safe working practices that are devised from the risk assessment process. All learners undergo a health and safety induction that is either course specific or cross College generic. Many areas have separate inductions for workshops / kitchens / laboratories and specialist equipment which are fully documented. Learners are inducted in safe working practices before attending work placements. Risk assessments take place for all new placement providers before the student is placed and reviewed annually on a rolling programme by the work placement team (to ensure relevant updating has taken place).

Effective systems are in place to identify individual learning and/or behavioural support needs of learners. Assessment of support needs includes completion of Learner Support Summary prepared in negotiation with the student and parent/carer, which advises tutors and support staff of strategies to adopt which will enable the learners to participate fully.

At the induction welcome week learners participated in a quiz to raise awareness of the college's health and safety and security processes. All learners are given health and safety awareness training during induction week both for the course and the College environment. The College surveys, student focus groups and team meetings are forums for learners' views and concerns and are acted on swiftly. (Response to 'I feel safe in College' – exit survey 95.38% 2009/10 (95.18% in 2008/09). At course review and SSA level learners who did not answer positively were identified to ensure issues or trends were followed up

Health and safety is embedded in Train to Gain; it is a key component of induction and is reinforced throughout delivery of the NVQ programme and student reviews. Employer health and safety risk assessments are conducted at the outset for work based programmes and work placements. Learners are fully prepared for any hazards or risks through training in safe working practices. Relevant work based learning staff have been trained to the Certificate in Environmental Health (CIEH) standard.

Learners on work placement are supervised at all times and where appropriate have an appointed 'mentor' in the work place. This ensures so far as reasonably practicable, that learners follow safe working practices.

All learners complete the Study Bytes 'Feel Safe' module which covers e-safety, cyberbullying and bullying. A CEOP (Child exploitation online protection) icon is available on all PC desktops which allows staff and learners to report instances of abuse and/or bullying directly. All learners have to wear ID badges, at all times, to identify their student status and department. Security systems are in place with guards patrolling at all times. There are approximately 100 CCTV cameras monitoring and recording the College environment. Learners are able to access support from the well qualified Safeguarding Team through Student Services. The Safeguarding Team is promoted throughout the College via digital signage, posters and with staff via business card contact details.

There are clear and embedded MSR procedures providing a safe environment with clear boundaries. The Learner Voice has been developed through the Student Advisory Group. The College also has a student representative system and a number of student ambassadors. The centralised induction handbook and checklist explains the processes linked to MSR procedures.

Tutorial sessions review and discuss safeguarding issues, including bullying and harassment and pastoral tutors ensure the effective use of the Maintaining Student Responsibility (conduct) and safeguarding procedures.

The College has a zero tolerance policy to alcohol, drugs and weapons and works in partnership

with the local community Police to implement preventative measures.

Strengths

- Learners respond positively when questioned about feeling safe.
- Learners demonstrate a sensible approach to Health and Safety.

A4 Informed Choices –Descriptor

Outstanding

Health and wellbeing choices are discussed in pastoral sessions e.g. smoking cessation, sexual health, alcohol and drug awareness. The Health and Wellbeing day provides further opportunity to explore health and wellbeing issues which includes advice from a range of external agencies in the fields of complementary therapies, holistic remedies and healthy eating. There is a number of information points (including digital display screens) throughout the College delivering health and wellbeing messages e.g. healthy bites, Equality and Diversity, and a range of support is available including counselling, links to mental health services, drugs projects etc. The College also has a Medical Needs Co-ordinator who delivers a rolling programme of events to raise awareness of health related issues.

There is a wide range of support available, including support for learners with learning difficulties/disabilities (additional support), extensive links with external specialist agencies and a counselling service. All of these can be provided in a confidential manner although mindful of safeguarding/legal duties. The Student Services team participates in the Common Assessment Framework (CAF) working with local agencies.

The College collects information from learners about their health needs via the CWHY (Can We Help You forms).

Where health needs are complex, referrals are made to the Medical Needs Co-ordinator in order to develop a care plan in consultation with the learner.

All full time learners have a pastoral tutor assigned to them. The pastoral programme is standardised across college with all tutors following a curriculum in which health education is embedded with external agencies involved in its delivery.

The excellent links with external agencies, both formal and informal, provide easy referral in a supportive environment. Agencies include Connexions, Youth Offending teams, leaving care team, SMASH (substance misuse service for young people in Sefton), Merseyside Accommodation Project (MAP), Sefton Women’s and Children’s Aid (SWACA), RASA (Rape and Sexual Abuse Centre), ICIS (confidential sexual health service), the local safeguarding children board and local Police service.

The Enrichment Coordinator provides access to a whole range of sporting activities including team sports in football, netball, volleyball and basketball. At ‘Welcome Week’ all learners received information on enrichment opportunities available both cross College and within their course. Several groups of learners have undertaken the advanced cycling proficiency qualifications, related to the local initiative aimed at promoting a healthier lifestyle through cycling. Learners from the subcontracted provision also have access to the enrichment programme with sporting activities arranged within the department. In response to learners, The Oasis (the restaurant) has altered its menus to include healthier choices. An additional restaurant The Bistro is also run by learners offering alternative healthy options.

Train to Gain learners have a nominated Trainer/Assessor who can offer advice and support in the workplace. The College also has access to other agencies e.g. Job Centre Plus and Sefton

at Work who can offer help and support to those who may face unemployment.

Strengths

- External Partnerships to support health and wellbeing
- Well planned tutorial programme which includes a comprehensive range of health and wellbeing activities

A5 Positive Contribution to the Community - Descriptor

Outstanding

Learners are involved in an extensive range of community based projects, which enables them to develop relevant personal skills and knowledge. School links engineering learners were involved in designing and making a platform for a local fishing club whilst Art & Design learners completed a live project for the NSPCC. A partnership with Oxfam enables Essential Skills learners to sell fair trade products. On the Healthcare Cadets' programme, learners become community volunteers working with British Heart Foundation, Sefton Carers and Autism Initiatives.

Learners engage in fund raising and community projects to benefit local, national and international communities. In 2009/10 Art and Design learners conducted art workshops in Calcutta and enlisted local firms to donate art supplies and camera equipment to the Calcutta Art School. Performing Art learners performed a topical drama production to local primary schools. Creative and Media learners undertook a project with the local church and developed a DVD for the community. Graphic Design undertook a bowel cancer project in the Isle of Man.

College Learners work closely with local schools to encourage confidence and wellbeing in the community by running interactive media projects (Creative and Media), fitness testing (Sport), talent competitions (Performing Arts) and hair and beauty enterprise activities. The sports groups link with local primary schools and engage the youngsters in activities promoting life long activity for health.

Learners are involved in a wide range of fund-raising activities, including World Aids Day, Children in Need and Red Nose Day. Further charitable fundraising activities across the college include football matches, hairdressing enterprise days and car valeting.

The College has an Equality and Diversity calendar with a wide variety of E&D activities throughout the year. The calendar includes an Equality and Diversity week, supported by a multitude of external agencies. In 2009/10 Learners from Hospitality, Business and Leisure led a number of stands, providing expert advice on skin products; Health, Care and Education learners adopted the Autism Awareness theme and ran a number of activities to develop understanding; Construction Science and Technology Learners worked at team building and had a five aside football match.

Learners are actively involved in the decision making of the College. There are two student Governors elected by the student body that contribute to the governance of the College. There are student representatives from every course group who attend student focus groups. There are eight elected members on the student advisory group with specific responsibilities in equality and diversity, presidency, finance, environment, health and welfare, events and communications.

The environmental officer works closely with the Estates team to further develop awareness relating to sustainable development.

Sustainability is a focus across subject sector areas. Science learners use their knowledge of material properties and the effect on the environment both long and short term. Engineering learners consider the local environment and use their knowledge to contribute to sustainability. Business and travel learners conduct a study of the local Eco-Centre to gain an understanding

of sustainable development. Learners on placement in schools become aware of how sustainability and green issues shape the curriculum (Teaching Assistants and Childcare) and Essential Skills learners actively participate in a recycling activity. The Art and Design learners stage a fashion show using recycled textiles. Learners in IT use paperless e-learning assessment methods and learn about the safe disposal of IT hardware.

Strengths

- Learners actively participate in a wide range of community initiatives

PART 5

Quality of Provision

2

B1 Teaching and Learning - Descriptor

Good

Teaching and Learning is good overall and outstanding in some areas.

Entry Criteria and Pre Entry Criteria are clear and transparent; they ensure learners are recruited to the right course and level. Comprehensive admissions policy includes interview and assessment of support needs. Learners access the College taster programme which is extensive for learners with learning difficulties and disabilities and enables the learners' learning programme to be developed and personalised to meet their needs.

Schemes of Work and Session Plans inform well planned and effective lessons. Assessment practices are regular, fair and reliable meeting the learner's needs. There are high levels of learner satisfaction (2009/10 Start of year and end of year surveys) about teaching and learning. Learners state they are making good progress.

Teaching and Learning is good. Lessons are planned effectively combining a good mix of practical and theoretical activities that motivate and challenge learners. Teachers employ a wide variety of teaching methods including group work, one to one, case study, role play, guest speakers, RWEs, work placements, peer to peer learning, coaching, buddying, teamwork, demonstration and hands on practical activities which are used effectively and inspire learners to achieve. 97% of learners agree that teaching is good (2010/11 Start of year survey).

Summary of the College's Observation of Teaching and Learning grades 2008/09 and 2009/10

Grade	Grade1	Grade 2	Grades 1&2	Grade 3	Grade 4	Supportive Obs	Total
Number	57	130	187	52	3	73	315
Percentage of graded observations	24%	54%	77%	21%	1%		

The College adopts a risk based process to observations. Prior to 2010/11 the expectation was that all staff were observed over a two year period with those posing greater risk observed earlier in the academic year. Observation grades of 3 and 4 have targeted support and development. In 2010 the observation process has changed, all staff are now observed annually. Observations remain unannounced, unless they are supportive.

An effective, unannounced, lesson observation system is underpinned by rigorous internal and external quality assurance processes.

The observation team is made up of a combination of College Managers, Lecturers (part of the Professional Development Team (PDT) specialising in observations (PDOs) and the Teacher Education Team. All observers have been trained in conducting observations, have observed alongside OFSTED inspectors and have their observation reports moderated.

In 2009/10 the moderation team agreed with 86% of the observation grades awarded. Training was conducted where there were discrepancies. In 2009/10 the Professional Development Team worked with 97 staff that had support needs identified through observation of teaching and learning. The College is supporting the development of teaching squares to increase participation and raise the opportunities for professional discussion.

Observation grades in the sector subject areas and WBL where grades have been good or better are detailed in the chart below. There is clear evidence of the need to improve the grades in SSA 4, 14 & 15. Many of the areas are providing inspirational teaching that promotes and

enhances learning for example SSA 1, 7 and 13

Sector Subject Area												
1	2	4	5	6	7	8	9	12	13	14	15	WBL
82%	71%	60%	70%	80%	85%	82%	81%	83%	100%	69%	56%	100%

Technology is effectively used and promoted in lesson delivery. All classrooms have white boards and 80% have smart boards. Adapted resources are available and used by learners with specific needs, e.g. specialist software. There is good use of the Virtual Learning Environment (VLE), with good practice being identified in Science, Skills for Life, Health and Care, Teacher Education, Sport, Hairdressing and Business Management. Library Services have been enhanced by the introduction of biometric access, the heritage system and JISC e-learning journals. Many curriculum areas make use of 'Smart screen' technology to reinforce learning (noted by the awarding organisations). Interactive screens and digital display screens provide current course and College information.

Staff expertise, skills and support is excellent. Staff are well qualified with a wide range of industrial, vocational and commercial expertise and skill. Excellent links and practice with industry facilitate good quality learning experiences that enhance curriculum delivery. Staff are supported by a comprehensive staff development programme including Industrial and Commercial Updating which is informed by the appraisal and observation systems. Currently 32 staff are participating in Post Graduate Teacher Training with seven undertaking a Masters in Education degree.

An assessment schedule is issued at induction to ensure an even work load and progress is timely, fair and consistent. All assignments are internally verified and submitted work is standardised, with a percentage cross marked. External verifiers (EV) and external examiners verify the standard of the internal verification system. EV reports identify good practice which is shared across the curriculum staff. Internal monitoring of EV reports is overseen by the Principal who rewards good practice and celebrates success. The Assessment policy reinforces good and timely feedback, cross marking and robust Internal Verification. Staff are supported to complete Assessor and Verifier Awards.

There is constructive and supportive feedback given to learners for practical and written work through one to one sessions and through written feedback, enabling learners to improve their practice. Feedback is linked to criteria and to the learners minimum target grades and shows learners how to improve and aim higher. Progress is discussed on a one to one basis at their ILP review 4 times per year. In addition to the curriculum targets, personal targets are set to motivate, develop and enhance the learning experience. There are some inconsistencies in quality of targets set. Individual reports are issued bi-annually to parents of learners 18 years and under and to all full time learners. Parents/Guardians and/or Carers evenings, twice a year, also provide progress reviews.

Excellent variety of methods to identify support needs prior to starting the courses, including 'Can We Help You' forms, application forms and information from schools. Learners who have individual support needs identified have a comprehensive range of academic support including Educational Support Workers, Dyslexia support and resource needs (Busby, hearing loops). Learners overwhelmingly reported the College is positive and proactive, that teaching is challenging and support is great.

All full time learners 16-18 and 19+, part time adults on discrete literacy and numeracy programmes and adults on substantial part time programmes, complete a diagnostic assessment which identifies support needs in literacy and numeracy. Identified needs are met in a variety of ways including additional support in-class, assignment hours, small group support and use of e-learning zones. Adults on part time courses complete a skills check and if a

support need is identified they are offered a range of options, including support workshop or a literacy or numeracy Move on or Move up class. Support needs of all learners are reviewed and changed as appropriate. Key skills/Functional Skills sessions are contextualised and embedded in vocational sessions where appropriate.

Foundation learning has been embraced by the College with all vocational areas delivering. All learners on Foundation Learning complete an initial assessment of Maths, English and IT prior to the start of the course. This is followed by a comprehensive 2 week induction programme which includes assessment of personal and social development needs, further diagnostic assessment of Maths, English and Information Technology and production of a computerised Individual Learning Plan (ILP) and personalised time-table. Subject specialists across all programmes set individual targets however, the quality of targets set varies.

Equality and Diversity (E&D) is embedded across all curriculum areas with good examples of staff taking opportunities to promote E&D as they naturally occur. There is a comprehensive E&D training pack and support pack for pastoral use and staff development. All pastoral tutors have undertaken training in order to use the resources. There is an E&D resource pack for staff to build E&D into teaching sessions; this incorporates activities for entry level learners through to Level 4 learners. The embedding of E&D is promoted in many ways and through observation; good practice is identified and shared. There is a range of flexible and adaptable learning resources which include innovative activities to support applied learning e.g. simulated crime scenes. E&D is actively promoted through extensive enrichment activities such as dragon boat racing and other outdoor activities.

Strengths

- Comprehensive planning of individual learning programmes
- Excellent work related learning environment
- Rigorous assessment planning and review of progress and achievement
- Many opportunities for involvement by parents/guardian and carers
- Excellent initial assessment and guidance practices

Areas for improvement

- Some inconsistencies in the setting of SMART targets for learners
- Increase the range of observations in WBL, and improve the observation grades in SSA 4, 14 & 15

B2 Needs and Interests - Descriptor

Good

The Colleges response to meeting the needs and interests of learners is good.

The college provides an extensive range of vocational provision with progression routes from entry level through to level 3 and level 4 in some areas. There has been a successful phasing in of the New Diplomas in collaboration with the North Sefton Consortia e.g. Society, Health and Development, Hair and Beauty Studies, Engineering and Creative and Media and an increasing portfolio of apprenticeships e.g. Electrical Installation, Motor Vehicle, Hairdressing and Hospitality. The 14 – 16 School links programme continues to be developed and includes a range of vocational options, three 14-19 Diplomas and popular Young Apprenticeships in Hairdressing and Hospitality.

Provision is planned to meet the needs and interests of learners with good progression routes. There are good clear progression routes from Entry Level to Level 4 with the overall positive destination at 87%. This includes Higher Education, Employment with and without training and learners continuing with the College.

The range of provision for adults is focussed on providing work-place skills in specialist areas e.g. Teaching assistants and Accounting. In addition, there is a range of Access to HE provision e.g. Teaching, Social Work, Science. Skills for Life continue to be a priority area with an increasing take-up of courses leading to a recognised SFL qualification. Personal and Community Development learning is well planned to meet the needs of learners in the community focussing on first steps provision. Adult provision is designed to be accessible to learners. Consideration is given to family friendly time-tabling, the range of venues eg libraries, community centres and a range of day-time and evening courses.

Curriculum planning is thorough and extensive research takes into account the local, regional and national priorities. Recent developments have included the approved NAPIT centre which provides professional qualifications for Electrical Installation. Current developments include the planning and implementation of courses in Low Carbon Technology.

The College achieved the TQS standard in 2009/10 and that has been retained in 2010 demonstrating a high level of commitment to providing provision to meet the needs of employers. An employer training needs analysis is used to provide targeted training to meet needs through the Work Lased Learning provision. (86% of employers surveyed indicated they were satisfied with the College Provision).Provision is flexible to meet the needs of employers and learners, with assessors working to assist employers during the evenings, early mornings and at weekends. Courses have been timetabled following feedback from learners who wish to work part time to support their study with work experience.

There is a wide range of enrichment activities that provide a wealth of experience on courses including curriculum based activities and cross college provision e.g. Sports teams that enables learners to experience a broad range of enrichment activities. There is excellent support for improving employability skills, many students completing additional qualifications.

There is a effective work placement unit that facilitates 753 work placements supporting dynamic vocational experiences across 11 of the sector subject areas. Spiritual, social and moral development is supported through the pastoral and vocational programmes, through community and voluntary schemes, health and wellbeing days, equality and diversity week and a programme of PSD

Strengths

- Broad range of curriculum provision including work based learning, catering for all ages, abilities from Entry Level to Foundation Degree
- Highly responsive to the implementation of 14-19 Diplomas

- Range of vocational provision 14-19
- Well informed curriculum planning process
- Development of employability skills
- Progression rates

Areas for Improvement

- Range of Apprenticeship provision

B3 Partnerships - Descriptor

Outstanding

Managers and staff have developed outstanding and lasting partnerships that directly benefit learners. Examples include excellent collaboration with schools (16), lead role in the development of 14-16 link programmes and smooth transition to College. For each diploma line there is extensive partnership working with employers, schools and work- based learning providers. An extensive and popular schools' liaison provision includes tasters and sampling. The College has become an Enterprise Hub, funded through the North West Regional Development Agency, enabling further partnership working with both primary and secondary schools to develop an integrated and seamless approach to entrepreneurial skills for young people.

There are innovative Employer activities, for example speed meeting, that foster rewarding partnerships contributing to curriculum design, careers evening and employment. Young Apprenticeships have been designed with employers to meet their needs. There is an extensive programme of visits to employer premises that brings learning to life. There are successful productive arrangements for bespoke delivery, master classes and sponsorship of awards throughout the College. Employer forums across a range of curriculum areas enable delegates to contribute to planning and influence course design and content.

The College is developing further its relationships with business and business support groups including Southport Employment Partnership, Southport Tourism Business Network, Restaurateurs Group, Sefton at Work, Sefton Chamber (an extensive range of partnership activities including joint development of a retail offer 'I love Southport...' in response to the economic downturn), Invest Sefton, Job Centre Plus, Business Link and other local providers. For instance, a partnership with Blue Orchid enabled the College to access Skillworks funding for employers, LD Training was a Train to Gain subcontractor, Carillion is a franchise partner for construction and a partnership with Hugh Baird College provided funding for individuals under threat of redundancy.

There are excellent links with HEIs, benefitting all Level 3 learners. The College is a member of the Life Long Learning Network (LLN) which in addition to supporting the development of Foundation Degrees, enables curriculum areas to further develop partnerships to facilitate progression routes for learners. Aimhigher and sector subject areas have held progression events that strengthen relationships further.

There is an extensive Personal and Community Development Learning (PCDL) programme. The College is a member of the Sefton PCDL partnership which considers and plans provision to avoid duplication and to ensure appropriateness of locations. There are strong links with the voluntary sector through the Brighter Living Partnership and Sefton Council for Voluntary Services (SCVS). Courses are delivered in a range of venues, including libraries, primary schools, community centres and children's centres. There is good use of end of course learner evaluations to inform future planning.

All sector subject areas participate in fundraising activities and/or live projects delivering community cohesion and raising awareness of the third sector.

The College is an active member of the NEET Consortia chaired by the Local Authority (LA), and has developed innovative programmes in response to need. Foundation learning has been developed to enable flexible start dates. Partnership links with Connexions enable delivery of a roll on roll off programme in literacy and/or numeracy to be delivered for young, unemployed, and the hard to reach learners. Further promotion of community learning is maintained through initiatives such as the Southport Food and Drink Festival and the Sefton Carers Group, whose main aim is to support young and adult carers.

The strong relationships that the essential skills programme has fostered with a range of partners including Connexions, Working Links, Sure Trust, Job Centre Plus and Sefton Volunteers assists in providing employment opportunities, placement opportunities and general advice for the College LD/D learners.

The College holds membership of professional bodies which provides learners with the benefits of industry recognised qualifications and is part of the Merseyside Colleges Association (MCA) sharing good practice and innovation with other local colleges. This includes involvement in a peer review and development initiative

Relationships with parents is strong with the Sector Areas holding parents evenings, open evening, and individual reports issued twice yearly to parents of 18 years and under and to all full time learners, including learners on the 14-16 school links programme. There is a comprehensive parents' handbook and recent development of the parents' portal facilitates reporting on progression and attendance.

Strengths

- Effective partnership working with schools and employers.
- Inclusive curriculum which values and supports disadvantaged groups.
- Extensive and innovative employer contribution to the design and delivery of programmes.
- Excellent community links.

B4 Care Guidance and Support - Descriptor

Outstanding

Excellent Information Advice and Guidance is provided for all learners prior to starting their course, on course and at exit. The College achieved re-accreditation of the Matrix Excellence Standard in 2009 for Student Services and Work Based Learning.

There are well attended information events throughout the year. Subject specialists are able to provide more details on subject specific information. Course literature is comprehensive, with an award winning prospectus (Fusion) designed for school leavers and specialist publications for Adult, Higher Education, Personal and Community Development Learning and Employer Provision, including Apprenticeships. All information is available on the College website.

The College works with the Local Authority to implement the Common Application Process (CAP) and school leaver provision promoted through the '*i-choose-sefton*' portal.

There is a range of opportunities for prospective learners to access taster programmes including short tasters at open day/evening events, half or full day tasters organised through arrangements with schools and for learners with learning difficulties and disabilities. A well planned taster programme over a number of weeks enables the learners to be given detailed

advice on the right course for them.

Excellent relationships with the Connexions service and with advisors working on-site facilitate further impartial advice and guidance opportunities. There are dedicated guidance officers for higher education, adult learners and learners with learning difficulties.

Work-based learners have access to information, advice and guidance from a subject specialist prior to starting their programme and have 6 weekly reviews which assist in monitoring progress, setting targets and also in promoting an understanding of safe working practices and Equality and Diversity.

The on course support services are comprehensive and include personal, financial, welfare counselling and learning support. The College has developed effective links with a range of agencies, including Connexions, Next Step and Job Centre Plus to provide pre-course information, advice and guidance. Excellent links with The Youth Offending Team, Primary Care Trust, Leaving Care Team and Impact (offering alternative curriculum for young people) enables the College to identify at risk learners before they enrol on a College course to ensure early intervention and maximum / additional support to be put in place.

There is well established common induction framework for both full and part-time learners which ensure all relevant aspects are included in the programme of activities. Welcome Week was introduced in 2010/11 and has embedded key aspects of the induction programme further, including the learner voice ethos and the commitment to safeguarding and to Equality and Diversity. The 4U2 facility which provides information for learners regarding all aspects of the Every Child Matters themes via the VLE is introduced to learners at Induction. Curriculum areas organise and deliver exciting and innovative induction programmes which include activities to help learners settle into the course and College.

There is a wide range of support mechanisms available to provide early assessment and support of individual needs via the Additional Support Team. Learners are encouraged to access support services in many ways. Additional support needs are identified on the enrolment form, on the application form, at interview and/or reference by completion of a 'Can We Help You' (CWHY) form or by self-referral or tutor referral. The well established and strong Additional Support system enables the identification of the majority of learner needs prior to enrolment to enable effective and appropriate support to be put in place. A range of assessment techniques, including digital, is available to meet the needs of individual learners.

There is a large team of staff, including Educational Support Workers, Communicators, Care Workers, Pastoral Tutors, Specialist Tutors (e.g. Dyslexia), Learner Services' staff (including dedicated Support and Conduct Officers) and a Medical Needs Coordinator who work together to ensure that the care and support needs of learners are met.

All learners on Foundation Learning have a comprehensive 2 week induction programme which includes assessment of Personal and Social Development needs, further diagnostic assessment of production of a computerised Individual Learning Plan (ILP) and personalised timetable. The learners' planned progression route is also taken into account in the pre-course guidance and induction activities and included in the ILP.

There are excellent links with local mental health services to review and support individual learners; where appropriate, learners' therapy sessions can be offered on College premises with trained counsellors. There are well developed links with external agencies to support learners and provide relevant guidance including links with SMASH (drug and alcohol support) and SWACA (for victims of domestic violence) etc.

There is a faith room for learner use. The different religious festivals are reflected in the E&D calendar of events. There is a strong focus on supporting learners and enabling them to achieve

their goals. Learners who receive support achieve better success rates on their course than those who do not (whole college overall SR 79%, learners who receive support overall SR 80%). The College launched its first E&D week in March 2009. Learners fully participated in the event using the 'tree of knowledge' to express their understanding of diversity and cultural background.

Further support is provided through the supportive pastoral tutorial system. Pastoral tutors work closely with the Student Services Team and refer learners for impartial IAG and support as appropriate. Pastoral Tutors conduct one to one interviews early in the course to ensure all full time learners are on the right course. Pastoral tutors have a weekly group tutorial which includes a range of topics designed to support Learners and develop their Personal and Social skills. Careers Education and Guidance (CEG) is embedded within the tutorial system and learners take part in a range of activities to support their progression, including job search skills, completion of application forms, interview techniques. There are some inconsistencies in student satisfaction relating to help with the completion of CVs.

There is excellent support for learners progressing to HE. The College holds a Progression Fair and there is a wealth of activities through Aimhigher, including HEI visits, guest speakers on Finance, UCAS writing and general HE advice.

The College uses pro-monitor which facilitates electronic registration and timely attendance and punctuality reports. Pastoral tutors monitor attendance on a weekly basis. In addition, the integrated pro-monitor system is used to record and track achievement. The system includes an electronic mark book which enables tutors to track progress effectively. Individual reports are issued twice yearly to Parents/ Guardians and/or Carers and there are twice yearly information evenings to discuss progress.

Learners are involved at every stage in the provision of their support. Reviews of support offer the opportunity to monitor the success of the support available and to take further action if appropriate. Where there have been delays in providing additional support for some learners appropriate action has now been taken. The regularity of reviews is inconsistent and under review. There is also a specialist focus group that considers the specific needs and general support of Learners in receipt of Additional Learning Support.

Learners are highly satisfied with the support they receive, the student survey results show a year on year improvement; 'My Tutorials are useful' mean 3.22 (2008/09 3.02 mean), 'Staff in Student Services are friendly welcoming and helpful' mean 3.37 (2008/09 3.20 mean), and 'I know where I can get support' mean 3.36 (2008/09 3.07 mean).

Strengths

- Highly effective partnerships with external services to provide pre-course and on course support, information, advice and guidance
- Effective processes in place to involve parents and carers
- Matrix standard for Learner Services and Work Based Learning
- Excellent Tutorial support

PART 6

Leadership and Management

2

C1 How do leaders raise expectations and promote ambition

Outstanding

Strong governance and senior leadership provide a clear strategic direction for the College. The strategic plan is built upon the mission and vision of the College and is supported by a framework of underlying strategies and processes. This allows the overarching strategic objectives to be aspirational and focused on giving a clearer direction for the College with key goals being for instance continuous improvements in success rates so that they are significantly above benchmark and moving subject sector areas towards outstanding.

The strategic plan is well publicised and understood by staff. The strategic plan is reviewed regularly through a consultative process and focuses on meeting national and regional priorities and delivery of the College mission. Governors are involved in the setting and monitoring of the strategic plan and conduct termly reviews of progress. In addition the supporting framework of underlying strategic processes is clearly documented with action plans with many of them being subject to formal monitoring and review through College Executive Team (CET), Corporation and Corporation committees – for example the Quality Improvement Plan, the Employer Engagement Strategy, the Human Resource strategy, Accommodation Strategy etc. Further improvements in strengthening the consultation process with staff are planned.

There are effective quality processes in place for improving provision. The self assessment is robust and the supporting quality processes such as Red Flag, the Performance Enhancement Team (PET) audits and performance reviews have been successful in driving up success rates. The Performance Management Group has been established to further improve the ability to manage performance. There is a good indication that strategies to improve are effective e.g. improvements in Short course success rates (adults) and 16-18 level 3 retention.

The College sets targets to improve and benchmarks itself against national and regional data. Traditionally, the College has used CPR plus 4% as a target for improving high level success rates.

The College sets demanding targets to raise achievement and retention; support Equality and Diversity and drive the College towards excellence. Targets are reviewed at all stages; course, curriculum, management and governance. Action plans are used to maintain and improve strengths and are put in place when targets are not met or courses are seen to be coasting.

The Curriculum Planning Group (CPG) drives curriculum development activities. The College is a pro-active member of the North Sefton Consortia and, working with School partners, has successfully introduced 14-19 Diplomas in Society, Health and Development, Hair and Beauty Studies, Creative and Media and Engineering. Apprenticeship provision introduced in 2009/10 now covers a range of subject areas including Motor Vehicle, Electrical, Hairdressing and Hospitality. In 2010/11 Phase 2 of a two year plan for the introduction of Foundation Learning (16-19), which re-focuses all full time provision at Level 1 and below to ensure “individualised learning” has been implemented. The College is a key partner with the local authority and schools for the implementation of FL for the 14-16 age group.

As a result of funding pressures and the introduction of the Qualification Credit Framework (QCF) adult full and part-time provision was thoroughly reviewed during 2009/10. The changes that were made reflect a continued shift to priority areas, as directed by the Skills Funding Agency. Changes included replacing existing provision with QCF approved qualifications in many areas such as Information Technology, Creative Crafts, Teaching Assistants, and Accounting Technicians. In addition, some areas of provision were removed from the funded programmes and re-introduced as leisure courses such as Languages or full-cost courses such as Counselling. The CPG uses local market research intelligence (LMI) produced by the College marketing unit, information from sector skills council (SSC) plans and priorities and data from national and local sources (e.g. Local Authority, SFA, NWRDA, Liverpool City Region

plans and Sefton Chamber of Commerce to review current provision and identify potential areas for development. An additional area, arising from local needs, has been to become NAPIT accredited, providing occupational competencies in Domestic Electrical Installation. The North West Regional Strategy & Liverpool City Region priorities focus on opportunities to develop sustainable growth under four strands including Culture and Visitor Economy and Low Carbon Economy, these aspects being key drivers for curriculum priorities and the College has responded by working in partnership to support an application for National Skills Academy status in Environmental Technologies.

There are excellent links with a wide range of external organisations including employers, voluntary community groups, higher education institutions and the links with schools are exceptionally strong. These partnerships ensure that the College's provision is responsive to a diverse range of learners' needs. Progression for the College's under 19 age group is good. The College is trusted by its partners and effectively contributes to local and regional strategies including Aimhigher, Lifelong Learning Networks, Education Business Partnerships, Local Strategic Partnerships, North West Regional Development Agency and the Sefton Children's Trust.

The Financial Management and Control Evaluation (FMCE) self assessment grades the College as outstanding which was confirmed by the SFA for the 2009/10 outturn and 2010/11 budget. This strong financial planning, management and control has enabled over £10m to be invested in learning facilities over the past 5 years providing a secure, safe and well maintained learning environment. Throughout the College, there is very good up to date and well maintained ICT equipment. The College reallocated resources to accelerate its response to the Employer Engagement agenda and achievement of the Training Quality Standard which was achieved in November 2009 and successfully re-accredited in November 2010. Management of resources is effective and ensures good value for money which supports effective learning as demonstrated by 16 – 18 and 19+ long course success rates being above national rates at all levels.

Partnership provision is well managed as set out in the FMCE not only in terms of contractual compliance but also in terms of quality of provision which is robustly monitored and has resulted in success rates of 88%.

Systems to monitor the quality of subcontracted provision have been reviewed and improvements made, progress against targets is monitored through the Performance Management Group.

Strengths

- Senior managers provide strong, informed leadership with clearly defined strategic direction, targets and values that are understood and shared by staff
- Governors have a thorough understanding of the educational character of the College and provide a clear sense of direction, monitoring their own and the College's performance closely
- The College Management Team is actively involved in promoting continuous quality improvements for all learners
- Outstanding financial management and health has enabled the College to deliver its strategic and development plans and address curriculum priorities effectively
- Excellent and trusted partnership arrangements ensuring responsive provision to meet the needs of diverse communities
- 16 – 18 and 19+ long course success rates being above national rates at all levels

Areas for Improvement

- Effectiveness of allocation of Additional Support

C2 Governors provide direction and challenge - descriptor

Outstanding

The Governors play a central role in determining the strategic direction of the College and do this taking into account the mission and vision of the College which are reviewed annually. A 'Strategic Away Day' is now a regular annual event which allows the Governors to concentrate on matters of strategy, mission and vision and gives them the opportunity to fully assess stakeholder priorities and ensure the strategic focus of the College addresses those needs. The Governors review the Strategic Objectives of the College termly which are designed to ensure not only compliance with specific targets but also to move the College forward from being Good to Outstanding.

Committees have been established to conduct the business of the Corporation. Committee structures are reviewed regularly and for 2009/10, a new Standards Committee was established to monitor the College's performance and set targets and monitor progress. This has enhanced the governance oversight of the effectiveness of the College's Quality standards and systems.

There is a strong board of Governors with a good cross section of business and other skills and a high level of attendance. The last skills audit for the Corporation in June 2010 confirmed that all of the necessary areas of expertise including financial management and audit were covered. The composition of the board is monitored closely by the Search Committee which considers skills needs and succession planning for example, a member with audit experience was co-opted onto the Audit Committee in 2008 when the previous skills audit identified these skills as being absent on the committee.

All committees have relevant and appropriate terms of reference which ensure that all statutory duties are fulfilled. The terms of reference are reviewed annually and an agreed calendar of reports ensures all terms are covered. The information provided to the committees is sufficiently detailed to enable them to consider issues before deciding upon an agreed course of action. There is effective communication and reporting of all matters raised at committees to the corporation. All committees carry out an annual review of their performance against their terms of reference.

Governors play an active role in monitoring quality and outcomes for learners. The establishment of the Standards Committee in September 2009 reinforced that commitment. Governors regularly review Stakeholder Feedback, minutes of student focus group meetings, departmental performance reviews and the College performance report etc. In addition the Governor Link system enables Governors to attend student focus groups in order to report back informally on matters arising.

The Governors have ensured the College is financially successful and Grade A / Outstanding financial health has been maintained since incorporation. There is a sound system of internal control backed up by internal audit reports. There is an annual assessment of financial management, via the Financial Management Control Evaluation; it is robust and confirms the overall, self-assessed grading for financial management and control as Outstanding which was confirmed at the last Ofsted inspection.

The College's financial regulations and financial procedures set out the responsibilities of all staff in relation to financial management and effective internal control. It is clearly stated in the job descriptions of the principal and other senior managers what their responsibilities are. A scheme of financial delegation is in place and this is set out in detail in the financial regulations. The Chair and Vice Chair of the Corporation carry out the Principal's Annual Professional Development Review using the College's standard professional review process; the Principal will carry out the reviews of the senior management team. There is a strong awareness of accountability throughout the College which is believed to have contributed to the continuing success of the College. The College's strategic objectives are translated to operational priorities

'owned' at each level of the business. These are the basis for the annual professional development reviews/appraisals and improvement planning, including training and development. Outcomes of the professional development reviews/appraisals of the Principal and senior post holders are reported to the Remuneration Committee and the Board with monitored outcomes.

The College has a comprehensive Risk Management policy. The policy sets out the responsibilities of the Governors, the College Executive Team (CET) and the Audit Committee together with the roles of internal and external audit in management of risk. This is reviewed and updated each year. It was last reviewed in July 2010 and it includes a statement on the College's appetite for risk. The Vice Principal Services has overall responsibility for risk management processes and co-ordination in the College. There is an annual review of the risk management arrangements by the Audit Committee to ensure that systems of control for risk management are robust and operating effectively. The report is then considered separately by the Corporation. A risk management plan including the full risk register and more detailed high risks is produced annually and approved by the Corporation. The risk register is reviewed termly by the Corporation. During that review the Corporation also consider how the risks are mapped to each of the College's Strategic Objectives in order to monitor how they may affect the achievement of the Strategic Plan. Each summary to papers provided to Governors includes a risk management section which highlights risk issues to be considered and proposals for mitigation ensuring that an assessment of risk is integral to all decisions. The College has been compliant with the Turnbull recommendations.

Governors maintain oversight over key legislative requirements through the structures set up to monitor them. There is an Equality and Diversity (E&D) Committee, a Health and Safety Committee and a Safeguarding Committee all of which are sub-groups of CET. All groups have terms of reference which cover policy development, training, communications, monitoring of policy compliance and implementation etc. Through the College's Governor Link system these groups have Governor representation which enables them to report back to the Governing Body on matters of importance. In addition minutes of the Committees are reviewed formally by CET and then by Governors to monitor activity and ensure any necessary actions are being addressed. Also there is a number of formal reports which are considered by Governors annually which maintain legislative oversight e.g. Disability Statement Review, report on Safeguarding, Equality and Diversity and Annual Health and Safety Review.

Strengths

- Clarity of vision and direction in the educational character of the College, focused on raising learners' skills and achievement and promoting equality and diversity and leading to continuous improvements in success rates
- Highly effective financial oversight of the College leading to effective and efficient use of resources, safeguarding of College assets and outstanding financial health and value for money
- Highly skilled Governors covering requisite areas of expertise who challenge managers vigorously on the College's performance
- High level of understanding and effectiveness in fulfilling legislative duties e.g. Safeguarding Health & Safety and E&D

C3 Promotion of Safeguarding – Limiting Grade

1

There is a comprehensive safeguarding policy and procedures which are reviewed annually by the Safeguarding Committee and subsequently approved by the Corporation. An annual report is provided to Governors which confirms that the College is complying with its statutory duties with regard to child protection issues and that procedures are in place to deal with any suspicions or allegations of abuse which arise.

The College has a designated Safeguarding Children and Vulnerable Adults Officer (Head of Student Services) and a designated Senior Manager responsible for Safeguarding (The Principal). These roles are supported by the safeguarding team.

The Safeguarding Committee attended by a designated Governor meets termly to monitor implementation of the safeguarding action plan and to oversee the implementation of the policy and procedures.

The Safeguarding Committee is formed from a cross section of College areas. Members include the Work-Placement Co-ordinator ensuring that work placement activities are considered. The Schools Links Co-ordinator represents the 14-16 cohort and works with the committee, schools and the local authority to ensure that the College is meeting its legal and statutory responsibilities in this area and providing specific guidance and support for College staff and employers who have contact with 14-16 year old learners.

Each year the safeguarding action plan focuses on key policy updates in addition to staff training and promotion of safeguarding. The most recent updates included:

The Duty Principal procedure up-dated to include guidance and procedures on how to respond to a Safeguarding disclosure when key trained safeguarding staff are not in College e.g. in the evenings. The code of conduct revised for 2010/11 which clearly sets out what learners can expect from staff and staff can expect from learners. The introduction of a procedure for disclosure of a Relevant Criminal Conviction prior to enrolment. The procedure and process for learner care plans necessary when learners are going out on trips and visits. The Trips and Visits policy was up-dated to reflect the changes to the trips and visits care plan procedure.

In relation to provision taking place off-site, the College policy is that all work placements are risk assessed prior to learners commencing the placement and appropriateness of the placement ascertained for each individual learner. Individual learner requirements are discussed with employers where appropriate. Improvements made to the procedures adopted by the work-placement team have ensured that the policy is adhered to fully.

The College has seen a year on year increase of 64% in the number and type of safeguarding referrals made. These referrals are reviewed by the Safeguarding Committee to establish trends, patterns or issues requiring wider consideration of College processes or procedures.

The College is highly pro-active in its partnership working to ensure compliance with statutory duties, being active members of the Local FE Colleges' Safeguarding Committee. Sharing of local information, benchmarking and training opportunities are some of the benefits of being a part of this group.

The College fully supports the Local Children's Safeguarding Board (LCSB) and has links with the bordering counties safeguarding boards. The Safeguarding Officers have developed links with the Local Areas Designated Officer (LADO) since his appointment in February 2010 and have worked with him on a number of specific Safeguarding issues that have arisen during academic year 2009/10.

The College has approached the LCSB with a view to becoming a partner during 2010/11. The Head of ICT has been nominated to contribute to the LCSB sub committee with responsibility for developing advice and guidance for employers on E-safety (including e-bullying and harassment).

The College holds a well-maintained single record of all checks on staff. Arrangements for CRB checks are sound. For partnership provision, the contracts require all staff to be checked by the Criminal Records Bureau (CRB). These checks are reviewed at partnership visits, and are recorded on the central record. A disclosure from the CRB is obtained for all staff, Governors and volunteers at the College who have regular, unsupervised access to children up to age 18 and/or vulnerable adults. All staff who work on 14-16 year programmes at the College are required to renew their CRB Disclosure applications every 3 years. All applications for CRB Disclosures are dealt with in accordance with the CRB's Code of Practice and the College's Policies on The Recruitment of Ex-Offenders and on The Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information. Copies of the Code of Practice are available from the Personnel Department. Copies of the policies are available on the College intranet. All CRB information is held centrally by Personnel. The College management information systems record personal and emergency contact details for learners and staff, checked periodically to ensure accuracy of the information.

The College is highly pro-active in the promotion of all aspects of safeguarding to staff learners and other stakeholders.

The Safeguarding policy is available on the College's internet and website and staff are reminded of the policy and its contents through safeguarding business cards which also detail who the Safeguarding Officers are and how they can be contacted. In addition, posters outlining the Safeguarding procedure are displayed throughout College.

The College has a Harassment and Bullying policy for staff and the Maintaining Student Responsibility (MSR) procedures for learners. The College effectively promotes its zero tolerance in relation to bullying and discrimination through the learner diaries, induction, digital signage, pastoral sessions, posters and notice boards. The MSR procedures are used to address non-compliance with the policy. There is a College anti-bullying event planned for November 2010.

In order to draw together all the College's safeguarding good practice and information to one central resource, 4U2, an area on the VLE has been created. This area is accessible to learners and staff and it is intended that it will be rolled out to make the area accessible to other stakeholders including parents, carers, schools, employers and contractors during the Spring 2011.

4U2 consists of five core sections, using the Every Child Matters themes – Stay Safe, Be Healthy, Enjoy and Achieve, Economic Well being, Positive Contribution. The branding and design concept has been developed to be instantly recognisable. 4U2 is signposted to all new learners via the Learner Diary, and at the Welcome Week Induction Fair, where learners have a checklist of questions based around the 4U2 themes for which they are able to find answers by visiting the exhibitors at the welcome week fair. In addition, the area is promoted through the learners course and pastoral induction. Similarly the content and use of the site is included in staff induction.

Other promotional resources directing learners to 4U2 include the safeguarding study bytes delivered in the E-learning zones, pop ups on the College website and posters and interactive touch screens.

The design of the Learner Diary carries through this theme in addition to including other key information such as the Learner Charter, Code of Conduct, Equality and Diversity, a summary and flow chart of the Safeguarding Procedure and 4U2's core areas reinforcing how the College

will fulfil its commitment to safeguard them.

The College e-safety policy includes guidance and comment on the use of social networking sites, e-bullying and harassment and recognises that e-safety extends not only to computers but also, to mobile telephones and any technology that allows internet access. Also, a CEOP (Child Exploitation On-line Protection) icon has been installed on the College desktop which allows staff and learners to report instances of abuse and/or bullying directly.

A booklet brings together key College policies, procedures and information to assist staff and learners. Quick reference 'reporting abuse' cards are disseminated to staff explaining what to do in the event that staff experience an abusive telephone call or face to face meeting.

All staff, learners and visitors are expected to wear and display their ID badges in College. Learners, staff and visitors are clearly identifiable and distinguishable by the badges and lanyards they wear.

Corps Security provide a uniformed presence in College to reassure learners and staff and to discourage unacceptable behaviour and unwelcome visitors. In order to continue to promote a positive and safe environment knife arches are operated on site, once a term, by the local Police.

First Aid Alert Cards are given to learners who have an individual care plan. The cards have reference to the care plan and are held by the learners behind their ID badge. This provides easy accessibility for first aiders when necessary.

There is a comprehensive safeguarding training programme for all staff tailored to meet their needs. All staff have received the appropriate level of Safeguarding training. The training is provided in a variety of formats including on-line level 1 and level 2 training as appropriate to staffs job roles and this has been reinforced with College safeguarding training delivered by two of the College's experienced teaching staff who have attended safeguarding train the trainer courses. Key staff, including the designated College Governor, has attended level 3 training provided by the LCSB. In addition, the Governing body and college senior managers have received bespoke training delivered by the Independent Chair of Sefton's LCSB.

There is an effective system of recording accidents. The Health and Safety Committee analyses accident statistics termly. Records lead to effective action for improvement.

Learner Views in relation to safeguarding are gathered in various ways including at Focus Groups and through Induction and Exit Surveys. The exit survey for 2009/10 indicated that 95.38 % of learners answered positively to the 'Do you feel safe' question, compared to 95.19% in 2008/09.

All learners on work-based learning programmes receive an induction into their learning programme, which includes raising awareness of the College's commitment towards safeguarding, details of the support services offered and contact details of the safeguarding officers. Learners are given information sheets detailing 'How to keep safe when attending interview'. The understanding of all aspects of safeguarding and safe working practices is checked at each review and the opportunity to discuss any issues is given. Apprentices have access to the 4u2 and the study-bytes e-learning modules.

Strengths

- A wide range of initiatives to raise awareness in relation to the college's commitment to safeguarding.
- Excellent partnership working to support safeguarding
- Sound systems and processes around the central register
- Clear strategy for safeguarding vulnerable learners supported by Senior Managers and

Governors

- Effective and well received staff training programme

C4 Equality and Diversity - Limiting Grade

2

The College has developed a Single Equality Scheme which was approved by the Corporation. The scheme reflects the new Equality Act which came into effect in October 2010. The scheme and an action plan have been developed to incorporate the current legislative requirements of Disability, Race and Gender and also to address the new strands Sexuality, Age and Religious belief. The scheme was developed in consultation with staff, learners, the community, Governors and other interested parties.

Equality and Diversity is built into the strategic plan, a key objective being to implement the single equality scheme action plan. The Equality and Diversity (E & D) Committee oversees all aspects of this including the promotion of E & D, identifying and tackling discrimination, ensuring any achievement gaps are identified and monitoring the Single Equality Scheme Action Plan. The College responds to the E&D legislation and meets its legal requirements. The Membership of the E & D group, chaired by the Head of Quality includes a College Governor, The Principal, Vice Principal-Programmes and a range of staff across both Curriculum and Business support functions. There are four sub groups reporting to the E & D group; each group has a remit focusing on an aspect of E and D. The sub groups are: Promotion, Impact assessment, Data Action and the Single Equality Scheme. The committee structure is well organised and managed.

The College actively promotes Equality and Diversity. The Promotions Group meet on a termly basis. There is a special edition of 'Inside Story' giving feedback and information to staff in relation to E&D developments. The promotions group ensures that all marketing materials represent the full student cohort and show positive images of learners. In addition college wide notice boards now have a dedicated section for E & D.

There is excellent promotion of E and D within the curriculum and pastoral sessions. The Induction programme & Welcome Week include a range of activities to ensure learners understand the college ethos on E and D. Learners, including Student Advisory Group take an active role in welcome week, demonstrating the 4U2 area on the VLE to new learners. Study bytes, an on-line facility for learners have a module on E and D, and include bullying and e-safety. All full time learners do this in term one.

Further embedding of E&D in the curriculum has been established through a cross College calendar of events. The College celebrates different religions and festivals through its diversity calendar with groups of learners participating in events throughout the year, for example the Divali festival of light. A lead pastoral tutor has the role of co-ordinating the promotion of E & D within pastoral sessions, working closely with the Deputy Head of Quality. Pastoral schemes of work have been updated to ensure standardisation across the college. Pastoral tutors plan and promote forthcoming events with learners throughout tutorial. New resources are continually identified, including sector subject specific on-line resources. Feedback from learners on new resources is elicited e.g. trans-gender resources.

The promotion of Equality and Diversity is enhanced further by the introduction of an Equality and Diversity Week consisting of information stands, workshops, seminars and guest speakers who deliver targeted training to individual courses. The impact of these events was undertaken using an interactive Big Brother Diary room (MI POD), enabling the College to gauge the impact of the events on learners' understanding of Equality and Diversity. A DVD has been produced, showing student experiences. In addition to this a voting system gave learners the opportunity to

comment on how they receive equality and diversity information. Learners surveyed said they get the majority of information from pastoral tutor sessions and notice boards. As a result of this feedback, an equality and diversity training booklet and resources for pastoral tutors to use in sessions have been produced.

There is a systematic review of college policies and procedures supported by an annual schedule. The resulting action plans are monitored by the E and D Committee. Actions resulting from impact assessments undertaken include the amendment to the e-Learning/Library centre Loans policy allowing learners with specific support needs to have extended time for book loans, the placing of a hearing loop at the Finance department cash desk and an amendment to the College Photograph Permissions procedure. The curriculum portfolio is impact assessed to ensure equality of opportunity.

The Data Action Group, in conjunction with senior managers and Heads of Department, analyse retention, achievement and success rate data related to age, ethnicity, gender, disability and learning difficulty; this analysis identifies any achievement gaps at both whole college level and sector subject area level. In addition, by analysing data over 3 years, any trends are identified and actions set where necessary. Data monitoring informs the self assessment and action plans of the Sector Subject Areas. Sector Subject Area Equality and Diversity Impact Measures (EDIMs) are set and monitored at termly performance review. An area for development is the monitoring of attendance and post course destinations by ethnicity, gender and disability.

Good physical resources ensure access for all. All areas of the College are accessible by all learners, including all external venues. The College is a member of Disabled Go Network providing detailed access guides to learners, staff and visitors to the college. The network is also used by the Personnel department for recruitment to target underrepresented members of the local community to the college. The College has a multi-faith room that is used by individuals and groups. There is also a Chaplain who provides spiritual support. Prior to any new builds, the College ensures that it is fully accessible for all learners and also sets up learner panels to consult with learners before development.

The College has reinforced its long-standing commitment to the promotion of equality and diversity with a rolling programme of training, delivered by external and internal trainers. All Equality and Diversity training is customised to the College's requirements, ensuring delivery of the six strands of the new Equality Act. The effectiveness of training is evaluated by staff. In the Staff Development Week of June 2010, out of the 75 staff attending the Equality and Diversity Transgender training, 95% described it as excellent or good and 5% describing it as fair. The observation team identify good practice and areas for improvement when conducting observations of teaching and learning, which informs the staff development programme. The current training status of all staff is monitored by the Quality Department.

In order to focus the Equality and Diversity Staff development offered, an Equality and Diversity staff training needs analysis was undertaken in May 2010 and this has provided a focused approach to designing the Equality and Diversity staff development plan. The Professional Development Team shares and disseminates information and good practice amongst staff. Staff are encouraged to participate in industrial commercial updating which enables staff to bring back to the College the diversity of the workforce experience.

All learners undertake a diagnostic assessment and learning styles assessment that enables teaching staff to continually adapt their teaching methods to meet the diverse needs presented in the classroom. The College captures information from staff and learners in a variety of methods, through application forms, 'Can We Help You' (CWHY) forms, and enrolment forms. Disclosure of information is paramount to enabling equality of opportunity.

The College works in partnership to ensure smooth transition from specialist learning environments to the general College environment. There is a team of specialists that enable this transition including a Medical Needs co-ordinator and Additional Support Officers.

The student services section provides a wide selection of assisted adaptive technology for student use, whereby a student can have access to screen-readers, an adapted keyboard, a mouse and a dictation machine to help with note taking. The success rates of learners who need and accept support is 79.45%. The overall College Success rate is 80%. The retention of those with a support need is slightly above the whole college retention rate of 86%. The achievement rate of learners receiving support is 91% whole college is 92%

The College is working in partnership with Connexions, Local Authority and other providers in supporting young people who fall into the category of Not in Education Employment or Training (NEET). A literacy and numeracy programme is delivered on the Connexions premises aimed at young people in the NEET group.

The College works with school-aged young people, those leaving care, youth offenders and the long term unemployed. The College has a successful skills for life programme that is delivered in the work place, the community and at College venues. The College provides support for those learners whose first language is not English.

For work-based learners, E & D is covered at Induction, in a handbook and promoted via trainer assessors at every review, although this is currently inconsistent and an area for development. Feedback is sought from learners about their experiences via focus groups, surveys, the Student Advisory Group, course team meetings and end of unit reviews.

In the 2009/10 student induction survey when questioned about being treated with respect, the mean score was 3.32 representing 95.23% positive responses (2008/09 3.54). When asked about being treated fairly, the mean score was 3.27 representing 95.92% positive responses (2008/09 3.52).

In the Exit survey 2009/10 the mean score for the question about being treated fairly was 3.38 representing 94.60% positive responses (3.15 2008/09).

In the most recent survey learners have responded to the question about feeling treated with respect with a mean score of 3.48 representing 95.82% positive responses (2009/10 3.32). Further analysis of the survey is taking place to identify areas of concern and to instigate improvement.

All incidents and issues are monitored to check for reportable incident and demographic information. This is reported and monitored via the E&D Committee.

The College has a range of policies and practice that embraces staff diversity including for example work life balance schemes and exceptional and compassionate leave. College staff Governors sit on the majority of formal committees, including Corporation and committees. Staff disclosure and requests for support are increasing indicating staff feel more confident in the support they will receive. Staff are consulted on the policies and procedures, for example the Harassment and Bullying policy, was developed with Student Services, E&D Committee and the Union Management Forum (UMF).

There is a number of staff employed in non traditional gender roles promoting positive role models for learners.

The Personnel team work closely with 'Access to Work', to support staff who develop a disability or are employed with a disability, assisting staff to remain in the workplace and be actively employed. Personnel meet with staff prior to the start of employment to ensure any reasonable adjustments can be made. The College has achieved the two tick positive about disabled people kite mark. In the staff survey 2009/10 94% of respondents strongly agreed/agreed to the statement 'Equality and Diversity is embedded into the culture of the College'.

Strengths

- Highly effective promotion of Equality and Diversity
- Effective Partnership Working
- Well organised and managed E and D

Areas for improvement

- Promotion of targets from the Single Equality Scheme

C5 Engage with Users to support and promote improvements – descriptor

Good

There is a clear and focused learner involvement strategy which is monitored through the Quality Improvement Group and through the Standards Committee. The action plan, updated annually, is focused on innovative ways of involving learners in the decision making of the College. Promotion of the strategy to both staff and learners during 2009 included staff briefings and full student briefings during induction.

Learners are actively involved in the decision making of the College. There are two student Governors elected by the student body that contribute to the governance of the College. Each course group has two nominated student representatives who attend focus groups contributing to wider College issues. The impact of this is evidenced through 'We've Listened Posters', and examples such as amendments to timetables, purchasing of additional furniture in Art and Design and clearer pricing lists and signage in the student restaurant, the Oasis. The College provides minutes of the meetings with action points and how they have been addressed and provides posters and digital signage on how the learners' comments have informed the changes. All action points from student focus group meetings are reviewed by CET and Governors. A termly report is produced for the Standards Committee on Stakeholder Feedback including Learner Voice strategy. The marketing department is involved in conducting Focus Groups with young people to help shape our promotional activities.

During 2008/09 learners were involved in the tendering process for the student restaurant catering contract.

Student representatives also attend course team meetings at curriculum level, this allows learners to relate course issues to their teaching staff. Student representatives receive comprehensive training in their role and support is available through pastoral and course tutors throughout the year. Student representatives are introduced to their department manager at the beginning of the year to form an open door policy when having concerns or issues. Additional mechanisms for eliciting student views include the Compliment, Complaints and Comments Procedures, Student Satisfaction Surveys, Employer Forums, Employer Networking Groups and involvement with Employers in the development of the Employer Engagement Plan and portfolio of courses.

Further development of mechanisms to elicit feedback from work based learners is planned.

Eight elected members from across the College form the Student Advisory Group Officers. Each role has specific responsibilities, such as equality and diversity, presidency, finance, environment, events, health and welfare and communications. As a collective they represent the student body. The impact of this has been increased involvement of learners in cross college initiatives such as Health and Well-being Day, Equality and Diversity Week and the Enrichment Fair. In addition they have given the student viewpoint on the E-Learning policy and the Single Equality Scheme.

The demographics of the Student Advisory Group are monitored to ensure that the make up of the group is reflective of the student body.

Partnership working is outstanding.

Learners have the opportunity to engage with many outside agencies and community groups during Equality and Diversity Week such as Practice makes Perfect, Homestart and The Samaritans to encourage involvement in community projects and volunteering.

The self-assessment process indicates that student views are given a high level of consideration.

Feedback data from the surveys indicates that the College responds to feedback from learners and this is an improving area with a mean score in 2008/09 of 2.83 to a mean score of 3.01 in 2009/10. The end of year survey in 2009/10 indicated a mean score of 3.09. The FfE Learner Views survey conducted in 2009/10 resulted in a score of 8.3 which is 'Good'. The college has recently been re-validated for TQS.

The Parents Survey gives voice to the parents/guardians of full-time learners under the age of 18 years. The College has had an overall satisfaction score, from parents/guardians above 80% for the last two years.

The College conducts extensive research which provides market intelligence to assist with Curriculum Development and Planning, Marketing Plan Development, Employer Provision Development, Competitive Analysis and Strategic Planning.

Employer satisfaction surveys are conducted to track the satisfaction levels amongst employers, whose staff have completed training with Southport College, and to investigate the impact that this training has had on their employees and the business as a whole. All employers who purchase training are asked to complete a survey where they are invited to assess their contact with the College and grade the impact of the training. Respondents are asked how likely they are to recommend the College to other employers and this figure is consistently over 90%. In March 2010 this figure was 96%.

Strengths

- A variety of mechanisms for engaging student feedback to inform improvement
- High levels of support for learners to be actively involved in decision making

Area for Improvement

- Use of employer views by subject sector areas

C6 Self Assessment is to improve the Quality of Provision - descriptor

Good

Targets are set annually for retention, achievement success rates and equality and diversity impact measures (EDIMS) for all courses. A formula is used which is designed to maintain very high levels of performance and to improve the performance of all other courses. The targets are approved and monitored by the College Executive Team (CET) at the Heads of Departments' termly performance review.

Progress towards targets is monitored at Board of Studies with Heads of Department (HODs) and Curriculum Leaders (CLs). The CLs monitor progress towards targets in the course team meetings.

Targets are set for enrolment, which are reviewed at performance review meetings. However, enrolment targets, alongside other performance indicators are now monitored through a newly formed Performance Management Group (PMG). The PMG is chaired by the VP Programmes and meets fortnightly. In addition to monitoring enrolment targets, the group closely monitors attendance and retention and receives retention 'at risk' reports. Underperforming courses in relation to both success rates and value-added are reviewed regularly by the PMG and summary reports are presented to CET termly at the performance review meetings.

Targets in relation to priority areas e.g. full level 2 and 3 and SFL are also monitored by the PMG and curriculum plans are developed in order to facilitate meeting those targets. For Skills for Life 'whole college approach' there is an on-going college action plan with clear targets which facilitates continuous improvement. For new curriculum initiatives e.g. Foundation Learning (FL) and Apprenticeships a comprehensive action plan is monitored at the Curriculum Planning Group meetings.

The self assessment process begins at course level. The course teams review their courses on six occasions per year. The final review in June, is a course review self assessment report which informs the self assessment report for the sector subject area. The self assessment report at course, sector subject area and College level has clear, smart targets for continuous improvement. Sub-contracted provision is self-assessed by the franchise partners and also integrated into the relevant Sector Subject Area e.g. Carillion performance is included within SSA 5.

The College SAR is validated by the CET and College Managers and then presented to Governors at the Standards Committee for further validation.

The Heads of Department present Sector Subject Area SARs and action plans to the Standards Committee which reviews and challenges the actions arising from the plan.

In addition, in 2008/09 the self assessment report was reviewed by the colleagues from the Peer review and development group, who gave an independent view on its presentation, content and grading. As a result of the review by the peer review and development group, the College upgraded Equality and Diversity to a grade 2 from a grade 3 in December 2009.

The Quality Improvement Plan is derived from the self assessment process and is approved by CET and Governors and then reviewed on a termly basis to ensure that improvements identified are being addressed

The College conducts surveys with key stakeholders including parents, students, employers, open evening attendees, former applicants and website visitors. The College also has a

student advisory group that meets to provide an opportunity for students to give feedback regarding cross-College issues. This research and feedback is collated and disseminated to the appropriate Head of Department for action. Learner feedback is thoroughly embedded into the SAR process.

Strengths

- Rigorous target setting, monitoring and review processes leading to continuous quality improvement in Retention and Achievement
- Continuous improvement in success rates in Key/Functional Skills
- Arrangements for Quality Assurance and self-assessment are implemented rigorously and are effective in improving the quality of provision

Areas for Improvement

- Reviewing and monitoring Minimum Target Grades to maximise Value-added

C7 Resources to secure value for money - descriptor

Good

The College demonstrates good value for money.

Headline long success rates are good and are above benchmark, with 16-18 success rates showing continued improvement year on year and 19+ success rates remaining static but high. The slight dip in 19+ success rates is due to some Level 2 provision in Art and Design and IT, actions for which have been identified elsewhere in the SAR.

	2007/08	2008/09	2009/10	2008/09 NR
16-18 Long	75	77	82	77
19+ Long	78	78	77	75
Total Long	77	78	79	76

Short course success rates have improved from 75% in 2008/09 to 80% in 2009/10, though they still remain below the national rate of 83%.

There are procedures in place to monitor the progression of learners both those remaining and those leaving the College.

In 2009/10 of all known leavers 26% went on to Higher Education, 42% went into further learning and 21% went in to employment. The Framework for Excellence (FfE) score for Learner Destinations for 2007/08 was 83.81 which was good, the score for 2008/09 was 84.0.

The value added charts from the Learner Tracker (2009/10 unamended) shows that the College's value added scores at the highest level are below national rate. This remains an area for improvement.

There is an extensive range of curriculum enrichment activities across all sector subject areas and a wide range of sporting activities including football, snooker, salsa dancing, netball, volleyball and basketball.

Excellent range of additional qualification to enhance employability skills.

Accommodation resources are good with 91% of College space graded in Functional Suitability categories I and II which is in the upper quartile (above 81%) of all GFE Colleges (eMandate data 2007/08). There is an Accommodation Strategy which is regularly reviewed and updated and the overarching aim is to ensure all accommodation is fit for purpose and meets curriculum needs. The accommodation not in functional suitability categories I and II is planned to be addressed by September 2011.

Space utilisation is above the LSC guidelines at 17.96m² per MNW (minimum number, of workplaces) compared to the guidelines of 11.5m² to 14.5m² per MNW. The premises size per FTE is 6m² compared to a sector average of 5m². This is attributed to the vocational nature of the College and the large number of workshops / realistic working environments that are used. Despite the theoretical excess space property costs are well managed and have historically been below sector averages (e-mandate data 2007/08). College financial benchmarking shows lower costs than the sector averages when estate development costs are taken into account. In the 2010/11 start year student survey 95% agreed that the College feels welcoming and that the buildings are clean.

Sustainable development is a key consideration for all major new capital projects and also operational development. An annual report on environmental issues is presented to the Health and Safety Committee which includes any sustainability initiatives which have been or are scheduled to be undertaken. Targets are set for improving energy efficiency e.g. improving the DEC rating of College buildings which is already good and reducing the Carbon footprint of the College through installation of Photovoltaic arrays.

The College invests appropriately in teaching resources. Capital equipment is reviewed annually and departments are able to bid for funding for new or replacement resources through the annual budgeting rounds. Priority is given to curriculum delivery bids and if the budget is insufficient, or if a requirement is identified outside the bidding rounds, extra resources are allocated by CET. The workshops and realistic working environments are well equipped and reflect industry standards. Departments have devolved consumable and small equipment budgets in order to manage the allocation of resources to the areas of most need. Views of learners are considered and there is an agenda item on student focus group meetings to obtain feedback on resources. The 2010/11 start year student survey showed 97% agreement to the statement that learning resources are good.

ICT resources in teaching rooms are excellent with 100% of classrooms having on-line register systems, 100% of suitable classrooms (including some workshops and salons) having installed projectors and 80% of suitable classrooms having interactive whiteboards. 36% of classrooms are fully equipped with PCs for learners and for rooms without such resources there are 6 lapsafe trolleys with 15-20 laptops each which can be used to provide them. There is a well resourced library learning centre, which uses biometric technology for loans, with a well stocked inventory of books and open access pc facilities including a laptop loan facility. As well as the open access PCs there is an e-learning zone for each faculty which provides timetabled access as well as open access to PCs and other resources. The 2010/11 start year student survey showed 92% agreement that learners use e-learning zones and 96% agreement that teachers use technology in lessons. The ratio of FTE learners to computers is 3:1.14 (GFEC benchmark

2008/09 4:1.6) and of FTE staff to computers is 0.72:1 (GFEC benchmark 2008/09 0.91:1). The rolling programme of IT investment is reviewed annually with a view to replacing computers on a 4/5 year basis; the latter is dependent on functionality.

The College has a wealth of resources that enables learners to feel fully able to participate in sessions. The student support team reviews all student needs and establishes individual learning programmes. The College has positive full-time specialist dyslexia tutors and over 50 Educational Support Workers (ESWs). There is specialist language support, dyslexia support, ESWs, specialist electronic/software and seating. The additional support spend for the College for 2009/10 was £742,000 compared to an allocation of £744,000. Additional support needs in 2010/11 have increased still further and there is now a need to carry out a review of how best the resources available can be matched to the needs of learners. The success rate for those who receive additional support was 81% compared to the College overall success rate of 79%. In the 2010/11 student survey 93% of respondents agreed that they get all the support they need.

In respect of work based learning, trainer / assessors are equipped with digital assessment tools for effective and efficient assessments in the workplace. Training and assessment takes place in the workplace using up to date equipment and materials that are sector specific and workplace facilities are appraised before the commencement of a learning programme.

Learners and External Verifiers have all commented positively on the resources available to learners through EV Reports, Student Focus Groups and Student Surveys.

Student Health and Safety is actively managed. Learners are supervised and are required to follow safe working practices that are devised from the risk assessment process. All learners undergo a health and safety induction that is either course specific or cross College generic. Many areas have separate inductions for workshops / specialist equipment which are fully documented. Learners are inducted and use the LSC 'Be Safe' booklet prior to work placements. At the most recent LSC 'seeking assurance visit' it was recommended that the College health and safety performance be upgraded from 'acceptable' to 'good'. In the 2010/11 start year student survey 97% of respondents agreed that they feel safe in College.

In 2009/10 the College achieved 100% of its 16-18 Learner Responsive funding target, 116% of its adult learner responsive target and 66% of its employer responsive target. The engagement of employers and achievement of employer responsive targets have been identified as area 3 for improvement.

The financial regulations and procedures ensure that processes and systems exist e.g. tendering and obtaining quotations to ensure that goods and services are purchased on the most advantageous terms and conditions having regard to value for money and embracing quality, quantity, reliability, delivery and total cost to the College. An annual review of procurement is carried out and an action plan is put in place to address specific procurement initiatives. The College reports procurement efficiency savings to the LSC/SFA and for 2008/09 the total of such savings was £209,000 and for 2009/10 the total of such savings was £130,000 compared to a sector average of £81,000.

Courses with low numbers are kept to a minimum by applying a class closure policy for small groups and then carrying out a review of small classes in the Autumn term to identify whether further efficiencies can be achieved (e.g. through amalgamating small classes). The average starting class size is 14. The College also has an effective retention policy and regularly monitors attendance to ensure learners have the best opportunity to complete their courses and to succeed. Systems exist to monitor individual learners' attendance via the pastoral tutor system and faculty attendance is monitored monthly via reports produced by the MIS department. In the 2010/11 student survey 96% of respondents agreed that teaching was good. Actions to address attendance are set at the Quality Improvement Group and then closely

monitored by CET. A league table of attendance by course is produced and published monthly to the whole College. In addition learners who do not attend 3 or more sessions are reported upon and actions are taken to address issues. Overall attendance in 2009/10 was 84.7% (84.4% in 2008/09).

Staff utilisation is effectively controlled and monitored and is reviewed regularly by senior management. All teaching staff have formal scheduled teaching hours (FSTs) and staff are timetabled using the computerised timetabling system with a view to ensuring FSTs are maximised with a target of 100% utilisation. Good Practice and Management Guidelines exist to ensure that staff are not over utilised nor timetabled inappropriately eg no more than 4 consecutive hours without a break. FSTs and the application of Good Practice guidelines are reviewed termly.

Financial planning, controls and mechanisms to ensure accountability and financial stability are strong which is confirmed by the Financial Management and Control Evaluation self assessment which is graded as outstanding. This self assessment confirms the outstanding Strategic and Operational Oversight, Long and Short Term planning arrangements, Risk Management and Internal Control Systems and Financial Monitoring which enable the College to effectively manage its resources to deliver provision in a cost effective manner. This is borne out by the FfE financial health score which for 2008/09 is 400 which is the maximum score that can be achieved and classed as outstanding. The financial health score for 2009/10 and the budget for 2010/11 has been calculated as outstanding also and this has been confirmed by the Skills Funding Agency.

Strengths

- Good success rates, which are above benchmark and good positive destinations
- Outstanding financial health and financial management and control has enabled the College to deliver its strategic plans and address curriculum priorities effectively
- Excellent investment in teaching resources facilitates the delivery of excellent teaching and learning

Areas for Improvement

- Achievement of employer responsive targets

PART 7

Subject Sector Area SAR summary and Key Strengths and Areas for Improvement

SUMMARY

Curriculum Area	SAR Grade 2007/08	SAR Grade 2008/09	SAR Grade 2009/10	Key Strengths	Key Areas for Improvement
1. Health Public Services and Care	1	1	1	<p>Excellent success rates on all 16-18 courses</p> <p>Excellent employer engagement</p> <p>Outstanding progression to HE on 19+ Access and some to under 19 provision</p> <p>Excellent teaching and learning</p> <p>Excellent key/functional skills</p> <p>Excellent utilisation and management of resources</p>	Poor success rates on Level H counselling
2. Science and Maths	3	3	3	<p>Good value Added</p> <p>Sound Health and Safety Practices</p> <p>Excellent resource management</p>	<p>Retention on L3 long 19+</p> <p>SR on AS Human Biology</p>
3. Horticulture	N/A	1	1	<p>Excellent success rates</p> <p>Good progression rates into further learning</p> <p>Excellent ALS support</p> <p>Excellent and fully accessible RWE</p> <p>Excellent external work placements and</p>	

				<p>partnerships</p> <p>Successful taster programme to enable learners to make informed decisions.</p>	
4. Engineering and Manufacturing Technologies	2	2	2	<p>Success rates for 16-18 year olds on Level 2 and Level 3 long courses are significantly above national rates</p> <p>Success rates for 19+ learners on Level 2 and Level 3 long courses are significantly above national rates</p> <p>Excellent development of literacy, numeracy, language and key skills.</p>	<p>Success rates for 16-18 year olds at Level 1 are 3% below national rates and success rates for 19+ learners at Level 1 are significantly below national rates</p> <p>Further development to take place within SSA4 to offer new apprenticeship qualifications at levels 2 and 3.</p>
5. Construction, Planning and Built Environment	3	2	1	<p>Success rates for 16-18 learners at all levels are significantly above national rate.</p> <p>Success rates for 19+ learners at levels 2 and 3 are significantly above national rate.</p> <p>Value added on National Diploma Construction</p>	Retention on Foundation Learning
6. ICT	2	2	2	<p>Excellent SR L1 Long courses in 16-19 & 19+</p> <p>Excellent SR L2 Long courses in 16-18 & 19+ with sustained improvement. On average 8% above benchmark.</p>	<p>Retention 16-18 L3 Long courses - 5% below benchmark.</p> <p>Significant weakness in Success rates of Key/Functional Skills</p> <p>Take up of cross-college enrichment</p>

				<p>Outstanding SR 19+ L3 long courses 15% above benchmark.</p> <p>Excellent SR short courses 19+</p> <p>80% lesson observations graded 1-2, above college average.</p>	
7. Retail and Commercial Enterprise	1	1	1	<p>Key Skills SR</p> <p>SR at L1 & L3 16 – 19 and 19+</p> <p>Teaching and Learning</p>	SR in Hospitality
8. Leisure, Travel and Tourism	3	3	2	<p>Outstanding capacity to improve</p> <p>Excellent resources e.g. online booking system</p> <p>Outstanding key skills results</p> <p>Comprehensive range of enrichment activities</p>	Student satisfaction rates
9. Arts, Media and Publishing	2	1	2	<p>Success rates of L3 Long 16-19 and 19+ courses are consistently above national rates.</p> <p>Outstanding opportunities for curriculum enrichment activities.</p> <p>Learners make outstanding contributions to the local, national and overseas community.</p>	<p>Success rates of L1& L2 NCFE additionality and adult provision below national rates</p> <p>Success rates for 19+ learners in receipt of ALS is 60% against an overall success rate of 74%</p> <p>Success rates on Level 2 full time courses 16-19</p>

				<p>Excellent pastoral support in all aspects of curriculum assisting learners in progression and employment.</p> <p>L1 Long 16-19 provision achieved 100% success & retention. All learners progressed onto L2 programmes (7)</p> <p>Excellent progression rates to HE</p> <p>Excellent and Robust assessment and IV practices.</p> <p>Outstanding teaching & learning across sector 9.</p>	
10. History, Philosophy and Theology	2	N/A	N/A	N/A	N/A
11. Social Sciences	2	N/A	1	<p>Excellent Success rates</p> <p>Outstanding literacy and numeracy success rates</p> <p>Excellent progression rates to university</p> <p>Consistent student survey results above College average in all areas</p> <p>Comprehensive pastoral support</p> <p>Strong involvement of learners in College/Faculty life</p>	N/A
12. Languages, Literature and Culture	3	3	2	Success rates at all levels of 19+ learners are substantially above benchmark	

				Extensive provision of modern languages across all the College sites and also community venues	
13. Education and Training	1	1	1	<p>Success rates consistently above benchmark</p> <p>Excellent progression rates</p> <p>Outstanding teaching and learning</p> <p>Very high commitment to staff development</p>	Close monitoring of student progress on Assessor and Verifier programmes
14. Preparation for Life and Work	3	2	2	<p>Excellent success, retention and achievement rates and above benchmarks at Level 2 16-18</p> <p>Excellent success rate for learners who have declared LD & D</p> <p>Well developed tutorial programme including social skills development</p> <p>Excellent progression rates onto next level of course or into vocational pathways</p> <p>Successful Work Skills level 2 programme delivered across several SSA's enhances employability skills</p>	<p>Teaching and Learning observation grades</p> <p>Success rates for Numeracy L1</p>

				Introduction and integration of Foundation Learning across College	
15. Business Administration and Law	3	3	3	<p>L3 Long all ages 76% SR (BM 67%)</p> <p>L4 72% SR (BM 50%)</p> <p>100% progression to positive outcomes on full time provision</p> <p>Excellent Key Skills results overall 82% significantly above benchmark.</p> <p>Excellent pastoral support in all aspects of curriculum assisting learners in progression and employment.</p>	<p>Poor success rates in Book Keeping</p> <p>IAG for part time learners</p> <p>Teaching and learning</p> <p>External partner views are under-developed in this SSA.</p>

PART 8

Appendices

- a) College Management Structure
- b) College retention, Achievement and Success Rates by level and age group including National Benchmark and College Targets
- c) College wide data on Lesson Observations
- d) Statement of Activity
- e) Functional Skill/Key Skills Self Assessment
- f) Work Based Learning SAR
- g) Quality Improvement Plan and Post Inspection Action Plan
- h) Sector Subject Area SARs