

Honiton Community College Self-evaluation Form Updated: February 2017

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School Context	Revision date: 01.02.17	Author: GSM
<p>Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<p>There are 737 students on roll. Prior attainment is broadly in-line with national averages; there are only slight differences between year groups. The gender balance is 53.5% in favour of males. In 2013, Year 11 prior attainment was significantly below the national figure and this impacted on our results. There are very few KS2 L5A students due to the local grammar school. The ethnic makeup of the College is 96.5% of white background, significantly higher than the national average of 72.7%. Reading ages, below chronological, is an on-going challenge (approximately 40% of each cohort).</p> <p>Disabilities In the school we have 10 students identified as having physical disabilities (PD). These range from high and complex multi physical need to ongoing physiotherapy programs. The number of PD students that attend the College has been slowly increasing year on year. Discussions with both parents, a highly accessible site, a specialist health care team along with our inclusive ethos we feel is contributing to this rise.</p> <p>SEN The school currently has <u>3.6%</u> of students who are recorded as statement or EHCP, this is an increase of 57% on the previous year. Feedback from Year 6 parents' tours indicate that our positive inclusive ethos is one of the main driving forces for this. In addition, we have reassessed all our action / action plus students and re designated those that meet the new COP criteria to the SEN support (K code). Currently we have 3.68% receiving additional support through this process.</p> <p>The school currently has <u>20.2%</u> of students meeting the pupil premium criteria; though this hides significant rural poverty as there is a reluctance to claim entitled benefits in the agricultural community.</p>	
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>The significant turnover of staff, in recent years, has expedited the improvements in teaching standards. Absence figures are normal, but have been impacted by a few long-term absences in recent years. Recruitment has become increasingly difficult in East Devon schools but the College has maintained a good balance of experienced and specialist teachers.</p>	

<p>Curriculum and Timetable <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.</i></p>	<p>Key Stage 3 is only Years 7 and 8. The current Year 11 are the first cohort to have benefitted from a three year KS4. Setting occurs in English, Mathematics, Humanities and Science. The College day consists of five one hour lessons, the fifth after lunch. There is a period 6 to provide greater flexibility and choice for KS4 and 5 subject choice. The curriculum is broad and balanced through its three pathways. The post-16 curriculum has focussed, historically, on L3 courses. This year we are launching a Level 2 course due to student demand. Our extra-curricular offer continues to expand though it is extensive in comparison to other schools.</p>
<p>Other features <i>Any other features which affect your school but which are largely outside your control.</i></p>	<p>Managed a downward demographic trend since 2009. Data shows NoR will stabilise in 2015 and tend to rise from 2020 onwards. Catchment area is large and rural with 40% of students bussed into College. Our intake has extremely low numbers of L5a (successful Grammar School as neighbour). The College deprivation indicator is 0.12, below the national average. 50% of our College buildings have been declared substandard and in need of improvement (structural surveys and ACMF advisor visit); their poor condition is a major drain on finances. In Spring 2015 we took possession of a new, £1.6M, Technology and MFL building,. This is the first of a 4-phase project that, with EFA backing, will see the old 1930s school block rebuilt to provide modern fit for purpose buildings. Funding for Phase two was secured on appeal in October 2016. The College is proactively seeking fairer funding for all Devon schools.</p>

1 Overall Effectiveness	D. Overall: 2	F. Last revision date: 01.02.17	G. Author: GSM
E. Summary			
The main reasons for choosing this 1234 are..... (if + or -, explain why)	<p>In May 2016 Ofsted stated: <i>“The principal and his senior leadership team are determinedly improving the quality of education. As a consequence, current pupils make good progress in their knowledge, skills and understanding.”</i></p> <p><i>“Outcomes for key groups of pupils, including disadvantaged pupils and the most able, are improving...Pupils with special educational needs are well supported and they make good progress from their individual starting points.”</i></p> <p><i>“Teaching is good overall and is well planned to ensure that pupils make good progress from their different starting points.”</i></p>		
Sub-criterion	1234	B. Brief summary of main strengths and areas for development	
Leadership and management	2	<p>Strengths:</p> <p>“The principal leads the school with integrity and determination to improve the life chances of pupils. He pursues improvement for all pupils with tenacity and resilience. The impact of the school’s vision for self-respect, respect for others and respect for the environment is conspicuous in pupils’ positive attitudes and behaviour.” (Ofsted 2016)</p> <p>Senior leaders and governors have a clear vision and high expectations of all students and staff.</p> <p>Self-evaluation is accurate and development plans are effectively tackling areas that require improvement.</p> <p>For current students standards of progress and attainment for all core indicators are improving.</p> <p>Subject leaders take more direct responsibility for their departments, particularly for improving the quality of teaching and in holding teams to account for the progress of the students in their subjects.</p> <p>Department development plans identify which aspects of teaching they aim to improve and as a result there is greater consistency in the quality of teaching.</p> <p>Forensic use of performance and tracking data and interventions.</p> <p>The culture and ethos within the College promotes respect and understanding. Students are extremely tolerant of others.</p> <p>The College takes its safeguarding responsibilities very seriously and as a result students feel safe and enjoy College life.</p> <p>Developments:</p> <p>Secure good outcomes for most students in future examinations.</p> <p>Embed the climate and culture that empowers teachers to take risks and explore innovative practice.</p> <p>Raise student aspiration by instilling a culture of high expectations in our community.</p> <p>Place further positive emphasis on appraisal as the primary vehicle for our professional development</p> <p>Wholly engage with appropriate aspects of CPD programme to maximize our professional development.</p>	
Quality of teaching, learning and assessment	2-	<p>Strengths:</p> <p>We have improving results over time due to the increase in reflective/supportive practice increasing teachers’ expectations and challenge for the students.</p> <p>Results have been improved in Science and Geography.</p> <p>Staff and/or curriculum changes will support necessary improvements in Eng, Maths, Create, MFL and History.</p>	

		<p>Working with Jurassic Coast Teaching School Alliance (JCTSA) to support Leadership of T&L, Maths, English, French, PD and B&V (see School to School Support Plan).</p> <p>Refined focus on Teaching and Learning in College Plan has been cascaded through to Department Plans (and teacher's' objectives) and thread throughout INSET days.</p> <p>CPD programme ensures that staff are supported with time and expertise to reflect on best practice (previously identified as a weakness).</p> <p>Developments:</p> <p>Improve results in English, Maths, MFL, Create, History and increase in 4 levels of progress across the College:</p> <p>Develop aspiration (lessons and home learning) for all students (LPA, MPA, SEND).</p> <p>Continue to focus on consistent use of quality feedback that all students act on.</p> <p>Focus on support students to articulate their learning and develop their reasoning skills to support academic progress.</p> <p>Develop students' aspiration - increase in student engagement, ambition and responsibility for learning.</p>
Personal development, behaviour and welfare	2+	<p>Strengths:</p> <p>Overall behaviour is excellent and students' attitude to learning is good. Low levels of bullying, exclusion and disruption to lessons. Very good attendance. Effective systems for tackling bullying and prejudice.</p> <p>Developments:</p> <p>To be outstanding we need to develop students who have an exemplary attitude to learning which has a strong, positive impact on their progress, and who are "impeccably" behaved learners, empowered to develop their own solutions, learn more independently and have high aspirations.</p>
Outcomes for pupils	2-	<p>Strengths:</p> <p>There is an improving trend across both English and Mathematics as evidenced in the past three years' examination results and the 'in-year' data; it also shows that the progress across subjects outside of the core is improving (Geography and Science) and meets the Good criteria. The gap between disadvantaged and non-disadvantaged students is closing where it has not already been closed - according to in College data.</p> <p>Developments:</p> <p>Improve the proportion of students that are making better than expected progress.</p> <p>Improve the proportion of level 5 students making 4+ levels or more of progress.</p> <p>Improve attainment in English, Maths, MFL, History, Art and Graphics.</p>
16-19	3+	<p>Strengths:</p> <p>Leadership in the Sixth form is good and will facilitate necessary improvements to student outcomes. Guidance and student attitudes to learning are good with safeguarding being rated as outstanding. Significantly improved ALPS score for AS level exams.</p> <p>Developments:</p> <p>Overall students' outcomes need to improve. Ho6th to liaise closely with HoDs to ensure students' preparation for National exams is thorough.</p>
SMSC and Physical Wellbeing	2+	<p>Strengths:</p> <p>Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development and their physical well-being.</p> <p>The College's partnership work to develop Character Education and promote emotional health and well-being is gaining national recognition.</p> <p>Staff have created a culture of tolerance and respect for others and as a result behaviour is excellent.</p>

		Developments: To be outstanding we need to embed the new Life Skills Curriculum.
Safeguarding	1	Strengths: Safeguarding is effective. There's a culture of vigilance where students' welfare is actively promoted. Pupils are listened to and feel safe.

2 Leadership & Management	D Overall: 2	F. Last revision date: 01.02.17	G. Author:GSM
E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	<p>“The principal and his senior leadership team are determinedly improving the quality of education. As a consequence, current pupils make good progress in their knowledge, skills and understanding.” (Ofsted 2016). Improving the consistency of the quality of teaching continues to be the College's main priority and is at the heart of our development plan. The quality of learning from reviews, appraisal observations and LW indicates standards are Good. Subject leadership is strong across the college because of the quality of CPD and the sharing culture. Middle leaders are held to account for their performance and that of their students. They make effective use of performance and tracking data and interventions are now targeted much more to individual needs. The curriculum caters well for the needs of all students. Self-evaluation is accurate and development plans are effectively tackling areas that require improvement. Expectations and culture are improving and impacting positively on progress and outcomes. The progress and outcomes for current cohorts is in-line or above expectations. Experienced and highly motivated governors work effectively with leaders, understand the strengths and areas needing improvement and provide a balance of challenge and support. The culture and ethos within the College promotes respect and understanding. Students are extremely tolerant of others. The College takes its safeguarding responsibilities very seriously and as a result students feel safe and enjoy College life.</p>		
C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> ● Raise student aspiration by instilling a culture of high expectations in our community. ● Secure good outcomes in future examinations. ● Tailor our teaching approaches to develop greater mastery across all key stages. ● Wholly engage with appropriate aspects of CPD programme to maximize our professional development. ● Place further positive emphasis on appraisal as the primary vehicle for our professional development ● Embed the climate and culture that empowers teachers to take risks and explore innovative practice. ● Continue cross-phase trio work and develop transition links so that challenge and expectations in KS3 are appropriate. ● Implement School-to-school plan and maintain links with SLEs from JCTSA. ● Incorporate Character Education materials into PSHE curriculum to further develop resilience and a thirst for knowledge, so that attitudes to learning become exemplary. 		

Sub-criterion	A. Key phrases from the Criteria	123 4	B. Main strengths and areas for development
Impact on outcomes; students' progress	Secure improvement in disadvantaged pupils' progress, which is rising, inc. in En and Ma. Leaders and governors are ambitious for all pupils.	2-	<p>Strengths: "The principal and his senior leadership team are determinedly improving the quality of education. As a consequence, current pupils make good progress in their knowledge, skills and understanding." (Ofsted 2016). The gap between disadvantaged and non-disadvantaged is closing, where it has not been closed already. The trend over time is positive, especially current College cohort data.</p> <p>Developments: The progress of the most able, and disadvantaged, is not yet consistently high across all subjects. Progress and attainment in GCSE Eng, Maths, MFL, History and CreATE must meet, or exceed expectations. (Appealed for English and Maths - complaint in about the process)</p>
Impact on teaching and learning PM and PD	PM is effectively improving teaching. Good practice Identified and shared. CPD is having positive impact on T&L so that where teaching is not consistently good it is improving.	2	<p>Strengths: "Leaders have established a school-wide approach to improving the quality of teaching. This is having a positive impact on outcomes for pupils." (Ofsted 2016). "Senior leaders have established effective systems to manage teachers' performance. The successful focus on training and mutual support has increased staff confidence and motivation. Morale is high." (Ofsted 2016). Innovative and effective CPD programme linked to PM processes; high quality NQT induction programme. Department Development Reviews, lesson observations and learning show the quality of teaching to be consistently good (T, L & A folder). Department plans focus on the aspects of teaching they need to improve to ensure all department teaching is good or better (as noted in their SEF and Department Review). Creation, and sharing, of Class Profiles allows teachers to plan more effectively and share strategies. Support and professional development for middle leaders has moved forward at a good pace through a menu of regular link ELT meetings, nationally accredited leadership programmes and bespoke CPD delivered by College - tailored to future and current leaders' needs. "Subject leadership is secure as a consequence of effective training and the sharing of good practice. Subject leaders are held to account for the performance of teachers in their teams and the achievement of pupils in their subjects. In turn, they take an increasingly proactive and effective role in improving the quality of teaching and learning. Teaching, learning and assessment are now good in most subjects and improving in history, art and French." (Ofsted 2016). We have developed a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for our students. (Survey: T,L&A folder) Assessment and feedback is effective in most lessons and most students use it well and know what to do to improve. Literacy levels in KS3 are improving through AR initiative and use of literacy boxes, where appropriate. Also, at KS4 subjects have successfully increased the achievement of students in 6 mark exam questions (data folder). Expectation and challenge in classrooms is improving and so is progress and attainment. (T,L&A folder, College data) Cross-Phase Trio work is developing pedagogy and a better understanding of KS2 standards and</p>

			<p>expectations.</p> <p>Developments: New SENCO is now lead for Most Able and is reviewing provision with HoDs to ensure better stretch and challenge. Appropriate support and advice is being provided for HoD: Maths, Humanities, MFL and CreATE. SLE support and advice will strengthen the capacity of subject leaders to make change happen. (S2S support agreement). Engage more departments in cross-phase trio work to widen understanding of increased standards at KS2&3. “The degree of challenge presented to pupils, whatever their individual starting points, is not consistently high across all subjects.” (Ofsted 2016) so we need to “plan lessons across all subjects that include a high degree of challenge for pupils whatever their starting points, including in the sixth form.” i.e. “Teach to the top and scaffold down.” (Science and English)</p>
<p>Curriculum</p>	<p>Broad and balanced, providing a wide range of opportunities for pupils to learn. Range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education. Contributes well to pupils’ behaviour and welfare Staff promote fundamental British values and pupils’ SMSC development.</p>	<p>2+</p>	<p>Strengths: “Across the school, the curriculum is broad and balanced ensuring that the development of pupils is good, both academically and in terms of their spiritual, moral, social and cultural understanding. The many after-school clubs and local and international visits and trips are important parts of this provision and are enjoyed and valued by pupils and sixth-form learners. They are also encouraged to volunteer to contribute to their communities. For example, some sixth formers help at the local Memory Cafe for people living with early dementia. School leaders aim to ensure that all pupils can access clubs and visits, and they have allocated funding to subsidise costs or offer alternatives where necessary.” (Ofsted 2016). It is personalised to meet individual needs through pathways. Appropriate support and additional resources are being made available to subject leaders to create and implement new specifications both at KS4 & 5. Assessment Without Levels initiative was well planned and now being implemented. Two year KS3 focusses students and teachers and maintains motivation and momentum. A three year KS4 has enabled departments to enrich the curriculum (surveys, trips). “Pupils receive effective guidance to help them to make option choices in Year 8. As a result, they are motivated to learn and their attitudes to study are mature. Some pupils in Year 9 begin land-based courses at the school’s forest school provision before moving on to more specialised courses in Year 10 at Bicton College. The individual needs of these pupils are met well.” (Ofsted 2016). The Sports Academy allows elite sportspersons to thrive. The College uses other external providers to enrich its curriculum offer. The extensive enrichment programme has opportunities for students to engage in activities outside of the formalised curriculum, and take-up and engagement levels are very good. The SMSC and CEIAG curriculum has been reviewed and updated by the recently appointed coordinator to ensure students’ SMSC development and the promotion of British values are at the heart of the College’s work. Also, incorporated into the delivery is the promotion of Character Education and the Live Life to the Full ethos.</p> <p>Developments: Work with partners to develop understanding of KS2 curriculum expectations to avoid unnecessary</p>

			<p>repetition in KS3 English, Maths, Science and Humanities. Deliver and evaluate Year 7 & 8 Literacy Intervention programme. Incorporate the best of CEG materials into the PSHE programme and upskill teachers to deliver. Create AWL whole college overview, review and evaluate effectiveness.</p>
Self-evaluation	<p>Accurate and comprehensive understanding of the quality of education. Self-evaluation and plans help to improve key aspects of work.</p>	2+	<p>Strengths: Department Reviews (involving link governors), lesson observations, learning walks, work sampling, student interviews; all add to overall understanding of strengths and weaknesses. The College Appraisal system effectively identifies teacher's strengths/weaknesses and links well to professional development priorities for the College and individuals. Middle Leaders play a key role in the set up and delivery of the Development Plan from the outset. The plan's priorities are based on a thorough self-evaluation process that is regularly monitored by the college community. Governing Body agendas constantly require ELT to report on outcomes and improvements and as a consequence "they have a good knowledge of the school's strengths and areas for development." (Ofsted 2016). Developments: Continue to inculcate a culture wherein the use of educational research and Ofsted subject survey reports to complement our improvement plans is prevalent. Department Development Reviews will need to be given quality time in T&L governor meetings - WWW/EBI to be the focus. Quality assurance of assessment data and whole college validation.</p>
Expectations, culture and behaviour	<p>Set high expectations of pupils and staff. Create a culture of respect and tolerance. Positive relationships support the progress of pupils at the school.</p>	2+	<p>Strengths: Strategies and policies promote high standards of behaviour. Numerous initiatives have significantly improved the culture and ethos of students (PDBW folder) "The principal leads the school with integrity and determination to improve the life chances of pupils. He pursues improvement for all pupils with tenacity and resilience." (Ofsted 2016). "The school's core values of respect for yourself, others and the environment is reflected in the way pupils behave around the school, their attitudes to learning and their contribution to their community." (Ofsted 2016). Developments: Pupils' attitudes to learning become exemplary, both outside college as well as in the classroom.</p>
Governance	<p>Systematically challenge leaders over all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good & improving outcomes for pupils.</p>	2	<p>Strengths: "The governing body is strongly committed to the school and governors understand well their role in improving the quality of education. They provide a good balance of support and challenge to school leaders to help them improve outcomes for pupils. There is a significant amount of professional expertise on the board. Governors readily undertake training to improve their knowledge and understanding of educational issues." (Ofsted 2016). Governor cycle and minutes shows the rigor to which ELT are held to account. HoD annual presentation on performance and Link governor meetings both provide a clear picture of strengths and weaknesses. "Governors have supported the principal in his drive to tackle underperformance and improve teaching. They have made funds available to train, equip and motivate staff to improve teaching and learning." (Ofsted 2016).</p>

			<p>Developments: Set up working party to undertake review and reformulation of link governors role Support new Chair/Vice-Chair and new members of governing body in this period of transition</p>
Promotion of equality of opportunity	Promote exceptionally well so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour, and prejudice behaviour is not tolerated.	2+	<p>Strengths: Effective systems to promote positive behaviour and prevent discriminatory or prejudiced behaviour results in very low levels of said behaviour (Behaviour log, surveys). Assembly and tutor programme reinforces positive behaviour.</p> <p>Developments: Continue to develop opportunities and broaden experiences for our students via curricular and extracurricular activities.</p>
Protection from radicalisation and extremist views	Leaders protect pupils from radicalisation and extremism. Staff are being trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.	2+	<p>Strengths: The College has included the prevent strategy into its safeguarding procedures and policy. Staff are aware of risks and training is built in to CPD programme. Mutual respect and tolerance are promoted through pastoral system and RE. Pupils made aware of risks through assemblies and SMSC curriculum and have been made aware of the key indicators of both radicalisation and or extremism. Also, radicalisation and extremism are covered within the Life Skills programme. British values of democracy, the rule of law and individual liberty are promoted / delivered through the life skills curriculum.</p> <p>Developments: To be outstanding we need every member of staff to have received PREVENT training.</p>
Safeguarding and care	Safeguarding is effective. There's a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained and will report their concerns. Effective external partnerships support pupils who are at risk or who are the subject of a multi-agency plan	1	<p>Strengths: "The arrangements for safeguarding are effective. Leaders ensure that pupils are kept as safe as possible on site and in activities. There are strong support structures to meet the needs of vulnerable pupils. School leaders work well with external agencies, parents and the local authority to safeguard pupils. Case studies of particular pupils show that the school works hard to keep them in education and ensure their future success." (Ofsted 2016). ELT and governors have completed safer recruitment training and all appointments include at least one trained member of staff. All staff have undergone child protection training and receive yearly refresher documents at insets. Character Education Grant work to develop resilience, build character and promote emotional wellbeing. Pupils are helped to understand how to keep themselves safe through the PSHE programme and also pastoral support, including assemblies (PSHE and Assembly programmes). Consultation with students shows that 90% of students are clear about who they should talk to if they have any concerns and 98% feel confident that they know how to keep themselves safe when using the internet (Pastoral Survey). Internet safety is a regular unit at the beginning of Year 7 ICT. In addition, the College has implemented a novel online safe reporting system which allows any student or member of staff to report safeguarding or bullying concerns directly to the safeguarding team (See website / login page). The College has established its own 'multi-agency team' who meet weekly to ensure early intervention in cases of concern (summit meeting minutes).</p>

			All child protection, CIN, DAF and TAC meetings are attended by at least one member of school staff. Records of referrals and concerns are kept rigorously and all actions are followed-up and evaluated. External partnerships /agencies including: community police, REACH, SAFE workers, YSMART, YISP, CAMHS have had a positive impact on students' understanding of how to stay safe in the community.
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3 Quality of Teaching, learning and assessment	D. Overall: 2-	F. Last revision date: 10.02.17	G. Author: MCA
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E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	We have improving results over time due to the increase in reflective/supportive practice increasing teachers' expectations and challenge for the students. Staff and curriculum changes will support necessary improvements in the CreATE and MFL departments and History. Working with Jurassic Coast Teaching School Alliance (JCTSA) to support Middle Leadership Development, Maths, English Science, MFL and B&V (see School to School Support Plan). Refined focus on Teaching and Learning in College Plan is cascaded through to Department Plans and a thread through all INSET days. CPD programme ensures that staff are supported with time and expertise to reflect on best practice (previously identified as a weakness).
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C. Even Better.... To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> • To improve results in MFL, Create, History and increase in 4 levels of progress across the College. • Higher expectations (lessons and home learning) for all students (Most/More Able, SEND) • Develop mastery across the curriculum • Students confident to articulate their learning "Develop further pupils' reasoning skills in mathematics and science so that they can attain greater mastery of these subjects." (Ofsted 2016) • Continue to embed use of quality feedback
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Sub-criterion	A. Key phrases from the Criteria	1234	B. Main strengths and areas for development
Learning	Most are willing to develop their k&u in lessons and extra-curricular activities. Most pupils commit to improving their	2-	Strengths: "Teachers encourage them to aim high and give them more challenging work. They are helped to become more confident, self-reliant and adventurous learners" <i>Ofsted 2016</i> "In subjects such as English and computer science, pupils develop resilience in their study skills and achieve well" <i>Ofsted 2016</i> Mutual respect and good relationships is a major strength allowing students to engage with the learning process and make better progress. A broad and rich extra-curricular programme of clubs and events ensures that students are taking

	work. They are given time to apply k&u in new ways that stretch their thinking.		<p>opportunities to extend their learning outside the classroom.</p> <p>The move from Marking Policy to 'Feedback Policy' now embedded by all departments and rationale made explicit to Parents (KS3 Parent Forum, June 16).</p> <p>Department reviews and learning walks show that the vast majority of staff are using data to plan effective lessons that meet the needs of all students.</p> <p>Evidence: Student Survey and Parent Survey, Class Profiles, work samples, Learning Walk and Lessons Obs spreadsheet</p> <p>Development:</p> <p>Continue to share best practice to ensure greater consistency and support professional development - particularly for the subjects identified above in the Outcome section.</p> <p>Continue to focus on increasing challenge for students and ensure teachers have high expectations for all students' progress 'whatever their starting point' and 'including 6th Form' (Ofsted 2016)</p> <p>"Develop further pupils' reasoning skills in mathematics and science so that they can attain greater mastery of these subjects." (Ofsted 2016)</p>
Teachers' expectations	Expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress and recognise students' effort.	2-	<p>Strengths:</p> <p>In-year data shows improvement in levels of progress which demonstrates the increase in teacher expectations for students.</p> <p>Teachers use prior attainment and other data to inform planning, e.g. seating plans, differentiated tasks etc. to ensure that all students are challenged.</p> <p>Staff use the Behaviour Policy to reward and promote excellent attitudes to learning. Teachers promote 'Leadership' roles in the College and these are frequently praised by external visitors/wider community (Sports Leaders, CET, Prefect Team). The Maths Department routinely involve students in national competitions to promote the subject and challenge students.</p> <p>Evidence: LW and LOs spreadsheet, work sample, Class Profile comments and Staff Survey and Student Survey (Oct 16)</p> <p>Development:</p> <p>Determination and high expectations of <i>all</i> students – 4 levels, Most Able and SEND. This is being addressed through the use of the Class Profiles to improve Wave 1 strategies.</p> <p>'Squeeze the 3's' campaign to make the higher expectations explicit to students and parents.</p>
Teachers' expertise, planning and strategies	Secure subject knowledge used to plan learning that sustains and challenges their thinking. Reshape tasks and tackle misconceptions Skillful questioning Effective planning in vast majority of lessons. Consistent	2-	<p>Strengths:</p> <p>All CPD linked to appraisal targets, responding to staff surveys regarding their expertise and experience and with reference to the 'Teaching Standards'.</p> <p>Focus on professional dialogue and professional judgement reinforced through all INSET sessions, lesson observations and learning walks (linked to the work on Feedback for students and Ed Psych training session on effective feedback).</p> <p>Learning Walk programme adapted again this year to continue the increase in 'Peer Learning Walks' and harness staff's willingness to share expertise so that staff can reflect on their practice and feel empowered to take risks.</p> <p>INSET days programme designed to allow Departments to revisit priorities identified in the plan, share best practice and impact.</p> <p>Rigorous tracking and monitoring process, based on progress.</p> <p>'Class Profile' tool used to share best practice for universal provision and identify higher level needs.</p>

	expectations for conduct. Sufficient time to review learning and develop further.		<p>Evidence: LW and LOs spreadsheet, Student Survey Oct 16, Department minutes, Dept. Review process and Dept. monitoring on plans.</p> <p>Developments: Continuing development of peer work to ensure that all staff consistently meet the HCC Teaching Standards at their respective level. Class Profile further integrated into intervention tracking and monitoring process will ensure that students falling behind are identified quickly and supported effectively.</p>
Equality and diversity	Challenge stereotypes and the use of derogatory language in lessons and around school. Promote equality of opportunity and diversity in teaching and learning.	2	<p>Strengths: PSHE curriculum in constant review to ensure that incorporating current issues. Prefects and College Executive Team continues to model exemplary behaviour and represent student concerns. HoL and tutors Assembly programme reinforces these messages.</p> <p>Evidence: PSHE SoL and plan, log of discrimination incidents.</p> <p>Developments: Ongoing improvements to PSHE curriculum designed to meet the needs of each new cohort and the varying pressures of the modern world.</p>
Teaching of RWCM	Teachers develop pupils' RWCM well across the curriculum.	2	<p>Strengths: Literacy has been supported as a whole-College priority for the last three years to ensure that staff are continually reflecting on best ways to support our students. Previous work done by the Literacy Change Team (cross-curricular group of staff that meet to promote resources/approaches across all subjects) is now embedded. Departments that focused on improving exam responses to 3-6 mark questions have been successful. 'Accelerated Reader programme was introduced 4 years ago and has had significant positive impact on reading ages and promoting the value of reading. All staff support this initiative through the 'Drop Everything and Read' 30 min session every day for Year 7-9. 'Fresh Start' phonics intervention programme having a positive impact on student confidence and engagement. 'Alpha to Omega' programme used for extraction group English Catch-up Programme having a positive impact on student outcomes and engagement. 'Numbers Count' programme being run to support Sub-L4 students with numeracy needs to access the curriculum.</p> <p>Evidence: AR reading age and Numbers Count info. (Outcomes folder). Work samples.</p> <p>Development: Numeracy lead (MBR) to develop Numeracy strategy across the College so that students more confident applying skills in range of contexts.</p>
Assessment	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this	2-	<p>Strengths: Departments have reviewed their assessment practice and implemented strategies appropriate to their subject (e.g. assessment folders, best books, step tests). Review of the policy, procedures and training ('Master Class' CPD session led by Ed Psych on 'Effective Feedback') has enabled HoDs to ensure that feedback is aiding progress. In nearly all areas written feedback is thorough, provides</p>

	<p>feedback well and know what they need to do to improve.</p>		<p>students with clear action points and students respond effectively. Change Team work last year involved HoD Team in the rolling out of AWL strategy. Evidence: Student Survey, LOs/LW Spreadsheet, work sample, Dept. Review process. Developments: Work with Music and Drama to ensure their practical nature still provides feedback that the students can reflect on and respond to. Continue to monitor practice across all departments for consistency and impact on student progress. Ensure that SoL (cycle of planning, assessment, progress) supports the AWL agenda</p>
<p>Marking, homework, reports to parents</p>	<p>Set homework, in line with policy and is appropriate for the age and stage of the pupils, that consolidates learning and prepares pupils well for work to come. Gives parents accurate information about how well: their child is progressing, is doing in relation to the standards expected and what s/he needs to do to improve.</p>	<p>2-</p>	<p>Strengths: Most home learning is appropriate and regular. Students and parents agree. KS3 Parent Forum focused on Home Learning to ensure that Parents know the policy, what to expect and how they can support. ‘Homework Club’ runs 3 days a week, and increasing attendance, supports students by providing a safe and productive environment to focus on tasks and access IT. Progress data sent home 3 times a year, Key Stage specific Parent Forum each term, and cohort Parent Evening follows written comment report release. Parent Survey indicates that Parents appreciate the reporting system and process of Parent Evenings to support their child’s progress. Additional layer of reporting in place for identified students also appreciated by Parents. Learning Gateway (Online tool for Parents) gaining popularity with Parents as a way of monitoring daily rewards and sanctions. Evidence: Home Learning Survey, Parent Survey (Oct 16), Student Survey (Oct 16), LOs and LW Spreadsheet. Work samples. Developments: Continue to review the consistent application of the Home Learning Policy to ensure that Most Able and lower ability are challenged. Develop students understanding of the purpose of home learning and encourage a sense of accountability (we want them to do more because they appreciate what a difference it can make to their results) As part of the AWL initiative trialling ‘feedback fortnight’ in year 7.</p>

4 Personal development, behaviour and welfare		D Overall: 2+	F. Last revision date: 01/02/17.	G. Author: RRO
E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)		Overall behaviour is excellent and students' attitude to learning is good. There are low levels of bullying; low levels of exclusion and disruption to lessons, and very good attendance. Effective systems for tackling bullying and prejudice are in place and this produces an extremely positive community. Students report being safe and feeling safe and take pride in their College.		
C. Even Better.... To reach the next grade or to continue to be outstanding we need to:		<ul style="list-style-type: none"> • Embed Citizenship and SMSC in the Curriculum • Develop students who have an exemplary attitude to learning which has a strong, positive impact on their progress. • Develop students who are "impeccably" behaved learners empowered to develop their own solutions, learn more independently and have high aspirations. 		
Sub-criterion	A. Key phrases from the Criteria	1234	B. Main strengths and areas for development	
Engagement in Learning	Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.	2	<p>Strengths: The majority of students have very positive attitudes towards their learning. They are eager and enthusiastic in lessons. (PASS survey, lesson observations - Perspective) Formal and informal observations show that mutual respect is evident in classrooms and on the playground. (Pastoral survey, LW and lesson observations – Perspective) Students' punctuality is good (Supporting our Students document) Standards of uniform are very high. "Improved attitudes to learning are also reflected in the lower frequency of occasions when pupils are removed from class" Ofsted 2016</p> <p>Developments: Continue to develop independent learning so that students challenge themselves and work towards "mastery"</p>	
Citizenship and SMSC	Pupils' SMSC development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.	2	<p>Strengths: Students in Years 7-10 receive dedicated lessons that prepare them to be good citizens and ensure that they are reflective about their actions (Life Skills Overview) Students in Years 11 have impact days that prepare students for life after College. Impact sessions also happen in other years to build on their work in lessons Prefects in year 11 are ambassadors of the college, they carry out duties at break and lunchtime and each have their role to play within college, putting on clubs or drop in sessions for students in lower years focussing on a chosen topic, such as wellbeing or academic.</p>	

			<p>Developments: Life skills to be developed across the curriculum - currently in Year 7-10 as timetabled lessons. Increase links with outside agencies to enhance the curriculum.</p>
Behaviour	<p>Pupils conduct themselves well at all times. The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. Good conduct reflects efforts to promote high standards. Attitudes to all aspects of their learning are consistently positive and have a good impact on progress. Parents, staff and pupils have no well-founded concerns.</p>	2+	<p>Strengths: The majority of students are very polite, well mannered, courteous and mature (lesson observations and learning walks – Perspective) The majority of students are very well behaved in lessons and around the school (Supporting our Students document, Behaviour log). Students respond very well to the school's behaviour systems and disruption to lessons is unusual. Fixed term exclusions (internal and external) reduced last year (Behaviour log) as did time-out incidences (Time-out log). HOL interventions (CAB, Homework reports, Supporting our Students process) promote high standards and show improvements in behaviour over time (Supporting our Students document). Students have no well-founded concerns over their personal development, safety and welfare. (PASS survey)</p> <p>Developments: Behaviour of all students moves towards “impeccable” through the support of new pastoral systems.</p>
Pupils' attitudes	<p>Pupils show respect for others' ideas and views</p>	2	<p>Strengths: The majority of students' attitudes are positive towards school and lessons (PASS survey). Mock elections and tutor representative elections allow students a forum for debate and democracy. There is an established assembly programme delivered by tutor groups.</p> <p>Developments: Increase the opportunities for discussion and debate and develop less passive and more active student involvement. Introduce “Squeeze the Threes” - a focus on “inconsistent behaviour and classwork”</p>
Safety and mutual support	<p>The school's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to</p>	1-	<p>Strengths: The students make an excellent contribution to a safe and positive learning environment (Prefects, CET, 6th form mentoring, sports leadership, paired reading, tutor group assemblies). Students state that they feel safe in College (PASS survey, Pastoral Survey). Lifeskills curriculum teaches road safety, discrimination, technology safety. 6th form students and prefects deliver APAUSE and antibullying</p>

	learn how to keep themselves safe.		<p>training.</p> <p>Assemblies are the vehicle for delivering messages concerning online safety.</p> <p>“The school provides a strong support structure to ensure that the concerns and needs of vulnerable pupils are addressed. Pupils know whom to go to if they have a problem, including if there are concerns about online safety.” (Ofsted 2016).</p> <p>Developments:</p> <p>Embedding of Building Character/Live Life to the Full programme to work with students on developing resilience and emotional wellbeing.</p>
Bullying	<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p> <p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</p>	1-	<p>Strengths:</p> <p>Bullying incidents are very rare (see Behaviour log).</p> <p>Students (prefects) work hard to raise awareness and combat bullying (assemblies, behaviour policy).</p> <p>Effective systems are in place to combat bullying and prejudice (Anti-Bullying process).</p> <p>Students and staff are aware of and use the systems for managing bullying with confidence (safeguarding “button” and recording systems).</p> <p>“The few occurrences of bullying are dealt with effectively and pupils say that most incidents are resolved quickly. The extremely low number of reports of racial or other discriminatory behaviour reflects the culture of mutual respect.” Ofsted 2016</p> <p>Developments:</p> <p>Further promotion of online safety.</p> <p>Further work on raising awareness of bullying and the College’s systems to address this.</p>
Attendance	Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.	2+	<p>Strengths:</p> <p>Attendance of 94.95% last year, in line with the national average.</p> <p>Persistent Absence data: 5.8% (2013), 4.5% (2014) – below National averages.</p> <p>Overall Absence at or below national average: 2014 – 4.6% compared to National average of 5.1%.</p> <p>A very large majority of students are consistently punctual. (Supporting our Students document)</p> <p>Developments: Meet aspirational target of 96% for 2016-17 academic year, through reinvigorating attendance systems and Supporting our Students process.</p>

<p>Health and well-being</p>	<p>Pupils enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p>	<p>2+</p>	<p>Strengths: The College was part of the character education grant programme. Students receive training on both Living Life to the Full and input from the building character programme. Both of these strategies help with their health and wellbeing. The College provides input into Sex and Relationships education by using the APAUSE programme, which allows Sixth Formers to help with the SRE input alongside school nurses. Early in Year 7 all students study an online safety unit. Programmes are available to inspire healthier lifestyles; an example is working with inactive girls about lifestyle choices. In Food technology all Key Stage 3 students learn about healthy eating. Comprehensive assembly programme to address well-being issues. Early Help for Mental health sessions for targeted students in all year groups.</p> <p>Developments: Embed living life to the full in KS4 curriculum.</p>
<p>Guidance</p>	<p>High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage.</p>	<p>2+</p>	<p>Strengths: Students receive impartial careers advice from Careers South West. This enables them to choose correct pathways for their futures. NEET figures are very low when compared to local and national averages, showing that students receive good advice and are able to make informed choices. Students are very well prepared for their next stages of their education, employment, self-employment or training by in College processes for example: Years 10 and 11 receive purposeful work placements, help with CV building and have a mock interview process with partners in the College's local community. Key Stage 4 students receive options evenings where the choices available to them and their Parents are presented to them. "Pupils in Years 7-11 receive a range of advice and guidance to prepare them for the world of work" (Ofsted 2016)</p>

<p>5 Outcomes for Pupils</p>	<p>D. Overall: 2-</p>	<p>F. Last revision date: 01.02.17</p>	<p>G. Author: AHO</p>
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>The overall assessment of the College's most recent examination data and that of the in College data is that the College continues to just meet the criteria for Good. The College's own data also shows that the progress across subjects outside of the core is improving, this is currently measured by an improvement in levels of progress in subject areas when compared to national averages.</p>		

<p>C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Improve the proportion of students that are making better than expected progress. • Improve the proportion of level 5 students making 4 levels or more of progress. • Improve attainment in English, Maths, MFL, History and Art. 		
<p>Sub-criterion</p>	<p>A. Key phrases from the Criteria</p>	<p>1234</p>	<p>B. Main strengths and areas for development</p>
<p>Pupils' progress</p>	<p>Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p>	<p>2-</p>	<p>Strengths: In College data for Years 10 and 11 shows vast improvements in the progress and attainment of the students. Improvement trends across most other subject areas for progress. (App out 2) Current data on Year 11 shows that students are progressing at a faster rate than national expectations, this pattern is repeated in Year 10. (App out 3) Lesson observations and learning walks show that students are developing secure knowledge, understanding and skills at a rate that reinforces the above trend of improvement (App out 6). Progress 8 estimates for current Years 9-11 are positive, when the impact of 9-1 is taken into context. "Pupils are now making good progress across most year groups and in most subjects" Ofsted 2016 "...current learning and progress contrast favourably with previously published information on outcomes" Developments: Numbers of students achieving positive Progress 8 scores in both English and Maths needs to rise, taking into account the absence of true top end students (Level 5As) (App out 4). This now needs to be confirmed in actual examination results. Progress in Key Stage 3 is steady but could be better. This is being addressed by the Aspiration section of the whole College plan (App out 5). AWL has been introduced in Year 7, the system is departmentally based, however, the whole college system requires teachers to judge the progress being made given students' starting points.</p>
<p>Disadvantaged pupils' achievement</p>	<p>In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.</p>	<p>2-</p>	<p>Strengths: In College data for the students in current Years 10 and 11 shows that the progress of disadvantaged students is rapidly improving when 2016 results are taken into account. (App out 1). Progress of SEND students is harder to measure due to the small group size, in addition to the fact that one of the students was working at P national curriculum levels and not entered for GCSE standard. (App out 6). "Disadvantaged pupils make better progress than in the recent past" Ofsted 2016 "Outcomes of pupils who have special educational needs or disability are good and improving" Ofsted 2016 Developments Improve the rate of progress of disadvantaged students in English and Mathematics.</p>

<p>Subject progress</p>	<p>Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.</p>	<p>2-</p>	<p>There is a three year trend of improvement for the number of students gaining 3 and 4 levels of progress in English and Mathematics. (GCSE 2016 results, internal Yr 10 and Yr 11 predictions) (App out 1) Pupil's progress has a strong trend of improvement across subject areas, both within and outside the core areas. Students in Computing, and Geography perform well. (App out 8). The progress of disadvantaged youngsters is improving across nearly all subject areas in all year groups. (App out 9) Developments: Improvements need to be made in English, Maths, MFL, History, Product Design. (App out 8)</p>
<p>Skills – RWCM¹ across the curriculum</p>	<p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p>	<p>2</p>	<p>Strengths: Students participate in DEAR scheme in Years 7-9. Students reading ages have risen faster than their chronological ages as measured by the accelerated reader programme. (App out 10). Students ICT skills are strong (Computing results), this helps their communication skills. (App out 11). Year 11 English and Mathematics tutor groups concentrate on students that are needing extra boost. "The school works effectively to support pupils who need to catch up with their peers because they join the school with low levels of attainment in English and Mathematics" Ofsted 2016 Developments: Catch up programmes in Years 7 and 8 concentrate on sub level 4 students. We would like to expand these to 4C students.</p>
<p>Attainment</p>		<p>2-</p>	<p>Strengths: Attainment figures are rising, there is a 3 year trend of improvement for Progress 8, Attainment 8, 5ACEM, 5AG, APS English and Mathematics and Capped points Score (2016 results, Internal Year 10 and Year 11 results)(App out 12). In College data shows that we should exceed LOP national averages from 2017. Developments: Increase A*/A grades across the curriculum. Gain as many 7-9 grades as possible.</p>
<p>National benchmarks: Expected progress Floor standards</p>	<p>From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</p>	<p>2-</p>	<p>Strengths: In College data shows that the proportion of students in College achieving expected or above expected progress is at or above national figures (App out 3) The progress in English of disadvantaged learners is similar to that of the whole College and the gap between disadvantaged learners in College and non-disadvantaged learners nationally is closing rapidly. In Mathematics the gap between disadvantaged learners and national non-disadvantaged learners is closing, but needs to be closer than last year's Year 11 data shows. (App out 1) Developments: Better than expected progress is an area for development for the College with English being >5% off the national figures, although showing an improvement trend. Mathematics better than expected progress is near to National Figures. (App out 1). Further close the gaps for disadvantaged learners, especially in English and Mathematics.</p>

<p>Progression</p>	<p>Pupils well prepared for the next stage of their E., T. or E. and have attained relevant qualifications. Proportion progressing to HE/FE, apprenticeships, E. or T is close to or above average and meet appropriate career plans.</p>	<p>2</p>	<p>Strengths: Through the use of impact days, the life skills curriculum and independent careers advice, students are able to make informed decisions about their futures. The College's NEET figures at both aged 16 and 18 are low compared to national figures. (App out 13) The numbers of students progressing on to the next stage of education, employment or training is close to or above national figures from the last three years of data. (App out 14). Students are given impartial careers advice about post 16 education, students are guided onto the most appropriate courses (App out 15) "Overall, the great majority of pupils are well prepared for the next stage of their lives" Ofsted 2016</p> <p>Developments: Embed outstanding CEIAG in to Year 11 on a regular basis.</p>
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<p>6 16-19 Provision</p>	<p>D. Overall: 3+</p>	<p>F. Last revision date: 01.02.17</p>	<p>G. Authors: SBU / GSM /AHO</p>
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<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Students' outcomes require improvement and development of sixth form learners work related skills need to be a more central part of their overall study programmes. However, current systems that have been recently introduced will make outcomes improve. Leadership in the Sixth form is strong as it has brought about rapid changes to improve student outcomes. These outcomes will, in turn, allow progression rates and teaching, learning and assessment to improve. Guidance and student attitudes to learning are good.</p>
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<p>C. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> • Increase student outcomes in areas stated below • Further develop work related skills • Develop T and L to increase stretch and challenge in Level 3 delivery of curriculum. • Increasing student numbers and range of curriculum across level 2 and 3 provision in sixth form • Develop Independent learning skills for students • Further engage with local businesses.
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<p>Sub-criterion</p>	<p>A. Key phrases from the Criteria</p>	<p>1234</p>	<p>B. Main strengths and areas for development</p>
<p>Leadership</p>	<p>Leaders have high expectations. They improve provision and reduce achievement gaps between groups by monitoring the quality of teaching, learning and</p>	<p>2</p>	<p>Strengths: The Head of Sixth is becoming established within the college and bringing about quickly changes to improve the sixth form provision. The HOS is an experienced specialist leader, who has a wide skillset in the field of Post 16 education. The department development plans include Sixth Form for a more cohesive approach of success of the student.</p>

	<p>assessment and learners' retention, progress and skill development.</p> <p>Leaders plan and manage individualised study programmes that build on learners' prior attainment, meet all the requirements of 16 to 19 provision and prepare them well for future employment.</p>	<p>The College is actively working collaboratively with other Colleges in the East Devon Sixth Form Schools to share good practice, launch a post 16 East Devon sports team, and in the future the group wishes to share resources.</p> <p>Tutorial periods are designed to promote next steps in students' lives. Students have access to independent careers advice. (App Sixth 1 - SOW Tutor Periods)</p> <p>ELT/HoD/ HOS observations of lessons ensure that underachieving students are picked up very quickly. Use of mid year ALPS report has been implemented and used within HOD / HOS meetings to accurately monitor progress. (App Sixth 2 - meeting schedule)</p> <p>Student survey responses are positive. (App Sixth 3 - student voice)</p> <p>Target setting is according to ALPs data set to provide challenge to learners.</p> <p>There are clear guidelines for entry requirements for level 3 students. Learners are now on courses better matched to their needs. (Prospectus)</p> <p>Level 2 study programme has been rolled out and uptake in first year is good, with 15 students. Individualised study plans are managed to develop students according to their prior abilities and provide opportunities for progression to their next stages.</p> <p>The College provides regular sessions for parents on progression from Sixth Form. Sessions are also provided to keep parents up to date on national educational initiatives.</p> <p>Developments:</p> <p>Improving success rates across the College Sixth Form, was an area for development, this has been addressed by more rigorous entrance requirements as seen in the College's prospectus and Sixth Form Improvement Plan.</p>
<p>Student outcomes</p>	<p>The great majority of learners progress to higher levels during and after their study programme.</p> <p>The majority of learners and groups of learners make strong progress from their starting points. Gaps in the progress or retention of groups with similar starting points are closing.</p> <p>VA progress for level 3 qualifications is above average or improving across most subjects.</p> <p>Learners without GCSE grades A* to C in either English or Mathematics follow relevant courses in English and/or Mathematics. The majority make progress towards grade C.</p>	<p>3+</p> <p>Strengths:</p> <p>A-Level performance in Applied Business (Double), Geography, Health and Social Care, Physical Education and Extended Project Qualification were strong.</p> <p>AS performance has risen 3 points to a ALPS 4 grade (Very good) with strengths in English Literature, English Language, Sociology and History.</p> <p>All learners who do not have A*-C in English and Mathematics are given the opportunity to make progress towards getting a C or above in English and Mathematics through targeted timetabled lessons as part of their individualised study programme. Students are also helped to improve grades to B or higher, if their chosen progression route requires it.</p> <p>Developments:</p> <p>Student Outcomes require improvement at A2 Level. ALPs data shows that the College had a disproportionate number of low ability students starting on Level 3 courses that completed the A2 courses last summer. This has now been addressed through careful re-coursing and high quality careers advice.</p> <p>The Level 2 programme for learners starting in September 2016 is for students that do not meet the requirements to Level 3 courses. The planned new curriculum will allow students to progress onto Level 3 courses available at the College.</p> <p>Transition between KS4 and Post 16 Education has started to be improved on by delivering key transferable skills required at Year 11 progression day and specific skills in Tutor Periods. It will remain</p>

			an area for development to help independent study skills. Performance in Psychology, Physics, PE, Geography, Chemistry, Biology and Art and Design required improvement at AS-Level. At A-Level performance in Art and Design, Biology, Chemistry, Computing, Drama, English Language, History, Media Studies, Psychology, Sociology and Spanish require improvement.
Retention and Progression	The great majority of learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.	3+	Strengths: NEET numbers are low, due to the high quality careers advice that students receive. (App Sixth 4). All students followed their chosen career paths in 2015/16 – be it university, employment or apprenticeships. After AS results students were re-coursed to allow students to be on the correct career paths for their ability. Current in-year retention is high. Development: Continue as per Sixth Form Recruitment Plan.
Teaching, learning and assessment	Teaching, learning and assessment support and challenge learners so that they make strong progress across all aspects of their study programmes. Learners who fall behind are helped to catch up and the most able are stretched.	2-	Strengths: The Head of Sixth Form has regular meetings with Heads of Department to highlight underperforming students. When students are deemed to be underperforming they are put on the STEP programme to provide early intervention to enable students to catch up quickly. Clear reporting system between pastoral and academic heads that allows under performance to be tracked quickly. AP for Teaching and Learning and HOS developing staff training on Post 16 teaching for teachers. Visits and collaboration between Post 16 college and an outstanding sixth form school have been conducted and ideas used in the staff development. Developments: Formalise and review the impact of the Post 16 staff development programme.
Guidance	Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enables them to develop clear and realistic plans for their future.	2-	Strengths: Careers South West provide impartial careers advice that allows students to undertake study programmes that build on prior attainment and enables them to develop clear and realistic plans for their future. The new Head of Sixth Form provides a comprehensive tutorial programme that prepares students for university, apprenticeships, employment or training and general life skills include financial planning and Learn to Live programmes. The apprenticeship service has provided a session on an introduction to apprenticeships. University guidance is given both internally and through the Exeter University Progression Scheme and links with University of Plymouth and Bath Spa University. Developments:
Students' attitudes	Learners develop personal, social and employability skills, including through high quality non-qualification activities and work experience relevant to	2	Strengths: Students are encouraged to undertake purposeful work experience in activities week and /or study time. Work experience is relevant to students needs and is monitored closely. Many students volunteer for local charities and businesses. Opportunities are provided to all students to take part in leadership building activities, for example

	their needs. They are punctual and attendance is high.		sports leaders awards, lower year group mentors and link ups between Year 7 and Year 8 tutor groups. Part of the BCP will be continued to be delivered within the student's Tutor Periods following the success of this year. Developments: Further engage with local businesses and formalise work related skills. Formalisation of appropriate work experience for all students to prepare them for Post 18 employment. Aspiration?
Safeguarding	Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.	1	Strengths: Head of Sixth Form has undertaken child protection training and is undergoing EH4MH training. The Sixth Form uses the same procedures as the main College. See main College L&M section

7 SMSC¹	D. Overall 1234 +/- : 2	F. Last revision date: 01.02.17	G. Author: HBO/AHO
E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	We have a coherent strategy to develop SMSC, demonstrated through a wide range of opportunities, inc. assemblies. Impact is evident in teaching and in most students' attitudes.		
C. Even Better.... To reach the next grade or to continue to be outstanding we need to:	<ul style="list-style-type: none"> • Embedding Life Skills in higher year groups. • Increasing the range of visits to multi-cultural sites in Beliefs and Values 		
Sub-criterion	1234	A/B. Brief summary of main strengths and areas for development²	
Personal insight and spiritual development	2	<p>Strengths: Students have beliefs and values lessons where students explore their own beliefs. Students also evaluate their own beliefs and are able to confidently explain why they have those beliefs be they religious or secular. Students are also taught to develop an understanding and empathy of other people's beliefs.</p> <p>Developments: Increasing the range of visits to multi-cultural sites in Beliefs and Values</p>	
Moral understanding and relationships	2	<p>Strengths: Scheme of work for Life Skills promotes moral understanding and relationships through APAUSE, school nurses with Sex and Relationships Education, Lesbian, Bisexual, Gay and Transsexual education; in addition to family relationships and boundaries between friendships and relationships. Key Stage 4 and 5 students have impact days and/or tutorial sessions that allow students to gain further understanding of positive moral understanding and relationships. The meaning of morality is also explored within Belief and Values lessons, which continues to explore the effects of morality in everyday life and personal and social effects of immoral behaviour.</p>	
Social development and skills; values; tolerance and respect	2	<p>Strengths: The Life Skills scheme of work teaches social development, values, tolerance and respect through a variety of different methods. Assemblies are delivered about bullying, with prefects and other students promoting the College's procedures for dealing with bullying. Anti-discrimination is taught in Life Skills lessons. Students' behaviour is a strength of the College, with students knowing the differences between right and wrong. To promote democracy, the College held internal elections for students and staff to vote in.</p> <p>Developments: Embedding Life Skills in higher year groups.</p>	

<p><i>The school's promotion of SMSC tolerance and community cohesion</i></p>	<p>2+</p>	<p>Strengths: The College promotes SMSC, tolerance and community cohesion in a variety of ways: A senior citizen's Christmas lunch A senior citizens' club for internet and computer use Town Council links where students are awarded prizes by the Town Council for achievement and effort. Invitations to students to sit on Council committees to discuss youth issues in Honiton. Extensive links to the sporting organisations in Honiton. The College has taken over the old youth centre and converted it to a community use building (CUB) where the community can hire it at affordable prices... Tolerance is taught in Life Skills lessons.</p>
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