

SELF ASSESSMENT

ANNUAL REPORT SUMMARY 2020 – 2021

ANNUAL REPORT 2021

Information about Halesowen College in 2020-2021

- Tertiary College
- Age Range of Learners – 14-16, 16-18 and 19+
- Approximate numbers of all funded learners over the full contract year 4231
- Full Time 4231
- Part Time 1206
- Principal/CEO – Andy Dobson
- www.halesowen.ac.uk

| | |
|------------------------------|------|
| OVERALL EFFECTIVENESS | Good |
|------------------------------|------|

| | |
|--|----------------------|
| Quality of Education | Good |
| Behaviour and Attitudes | Good |
| Personal Development | Good |
| Leadership and Management | Good |
| Education for Younger People | Good |
| Adult Learning Programmes | Good |
| Apprenticeships | Requires Improvement |
| Provision for Learners with High Needs | Good |
| Overall Effectiveness (OFSTED September 2017) | Good |

INTRODUCTION

This Self-Assessment is written following a year and a half like no other. The Covid-19 pandemic and resultant national lockdowns from March 2020 were unprecedented and has had lasting impact educationally. Throughout this period, however, Halesowen College continued to thrive as a Further Education and Tertiary College, fulfilling an essential role at the heart of the community.

The College excelled in providing a continuity of education, remotely, for all students and in turn has enabled these students to further progress in education, employment or apprenticeships. Investment in IT infrastructure and the virtual learning environment coupled with a highly responsive staff development team enabled teachers to move online teaching and learning quickly.

The extended period of lockdown affected a generation of schools and college students. Most notably Year 11 and Year 13 pupils who were due to take GCSEs and A Levels in 2021, who found their exams cancelled and Teacher Assessed Grades awarded instead. There is no doubt that this has impacted our performance in 2020-2021 and will continue to have an impact for at least the year to come.

This self-assessment is based on the Ofsted Education Inspection Framework, but some aspects of this framework must be considered in the context of Covid-19. For example, the ability for students to undertake work placement in the 2020-2021 academic year was compromised, however, the development of employability skills remains important in what is becoming an increasingly challenging jobs market.

What We Do

Halesowen College is a lively, ambitious and highly inclusive tertiary college providing a broad and extremely supportive education to young people from across the West Midlands and an increasing range of vocational Higher Education courses, Apprenticeships and training for adults.

OUR PURPOSE:

Halesowen College exists to provide the exceptional education, training and support that will transform life chances and equip our community to flourish in a changing world.

OUR VISION

To be the first choice College in our region for learners, parents, businesses and staff, working with partners to achieve remarkable things.

OUR AIMS

- Our Offer** - A broad, inclusive, responsive and purposeful curriculum.
- Our Quality** - Exceptional teaching, learning and outcomes.
- Our Environment** - Learning environments that make a difference.
- Our People** - A truly diverse, empowered, supportive and accountable community.
- Our Resources** - Sound finances to allow investment and keep us ahead of the game.
- Our Reputation** - A reputation as “the go to College”.

Our Training and Services include:

- Academic and vocational study programmes for post-16 learners.
- Apprenticeships.
- Higher Education at Levels 4 and 5.
- 14-16 part-time provision for Elective Home Education Learners.
- Part-time Adult provision.
- Learning for personal development and leisure.
- Partnerships and collaboration.
- E-learning and blended learning programmes.
- Business lettings.
- Commercial outlets including; Bistro @ B63, Muddy Paws Dog Grooming, Nursery @ B63

STUDENT STATISTICS

AGE

| | 2019 – 2021 | | 2020 - 2021 | |
|-------|-------------|------|-------------|------|
| | Starts | % | Starts | % |
| 14-16 | 208 | 1.6 | 217 | 1.7 |
| 16-18 | 9667 | 73.8 | 9898 | 76.3 |
| Adult | 3223 | 24.9 | 2865 | 22.0 |

LEARNING DIFFICULTY

| | 2019 – 2021 | | 2020 - 2021 | |
|---------------------|-------------|------|-------------|------|
| | Starts | % | Starts | % |
| No Difficulty | 9769 | 74.6 | 10093 | 77.8 |
| Learning Difficulty | 2209 | 16.9 | 2251 | 17.3 |
| Non-Provided | 1120 | 8.5 | 636 | 4.9 |

LEVEL

| | 2019 – 2021 | | 2020 – 2021 | |
|---------|-------------|------|-------------|------|
| | Starts | % | Starts | % |
| Entry | 1120 | 8.6 | 1033 | 8.0 |
| Level 1 | 2413 | 18.4 | 1770 | 13.6 |
| Level 2 | 5651 | 42.1 | 5674 | 43.7 |
| Level 3 | 3782 | 28.9 | 4379 | 33.7 |
| Higher | 132 | 1.0 | 124 | 1.0 |

GENDER

| | 2019 – 2021 | | 2020 – 2021 | |
|--------|-------------|------|-------------|------|
| | Starts | % | Starts | % |
| Male | 5014 | 38.3 | 5029 | 38.7 |
| Female | 8084 | 61.7 | 7951 | 61.3 |

STUDENT NUMBERS

| | 2019 – 2021 | | 2020 – 2021 | |
|-----------|-------------|-------|-------------|-------|
| | Starts | % | Starts | % |
| Full Time | 10110 | 77.2 | 10403 | 80.1 |
| Part Time | 2998 | 22.8 | 2577 | 19.9 |
| TOTAL | 13098 | 100.0 | 12980 | 100.0 |

THE QUALITY OF EDUCATION

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|--|---|
| <ul style="list-style-type: none"> • The Curriculum is relevant and ambitious and framed around local and regional priorities. It is reviewed annually for currency and relevance. • Robust assessment for learning enables timely interventions that address gaps in knowledge, which leads to positive outcomes for the majority of learners. • Highly skilled teaching practitioners coupled with a responsive digital infrastructure enables students to access high-quality teaching, learning and assessment online during times when they are unable to attend college. • The quality of teaching and learning remains high, leading to positive outcomes. • Robust internal quality assurance of qualifications lead to positive awarding body reports for most subjects, ensuring positive outcomes. • Highly skilled subject specialists coupled with industry-standard resources ensure that students develop the skills required to secure positive destinations. • The curriculum is developed to meet the needs of local employers, students, the local enterprise partnership and the West Midlands Combined Authority. • Pass rates are high on the majority of courses. | <ul style="list-style-type: none"> • Ensuring the curriculum is informed and validated consistently by employers across all subject areas. • Increasing industry related CPD to maintain the currency of technical skills for staff, particularly for T Level delivery. • Improvement in the tracking and monitoring of apprenticeships to ensure timely intervention and achievement. • ESOL and Functional skills achievement requires improvement. • Further develop stretch and challenge and increase high grade achievement. |

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---------------------------|
| <ul style="list-style-type: none"> • Excellent progression to further and higher education, apprenticeships and employment confirms the alignment of the curriculum intent. • Students across the organisation, regardless of disability or social disadvantage and progress on to higher level courses, higher education, apprenticeships or employment. | |

EXECUTIVE SUMMARY

Employers inform curriculum development through a range of interactions with curriculum and apprenticeship teams, alongside the use of EMSI. This, together with regular reviews of the curriculum, ensures that curriculum intent is fit for purpose, meeting both local and national priorities. Further development is required to ensure that employer involvement is consistent across all subject areas.

Very effective initial advice and guidance (IAG) ensures that students are matched to the most appropriate programme of study, this is evidenced through good retention and pass rates in most subjects. Further development will ensure that Apprenticeship IAG and initial assessment for A Level is used effectively to tailor programmes, taking into consideration individual starting points of learners.

Teaching, learning and assessment continue to be of a high standard. The Covid-19 lockdowns created additional challenges which staff were able to respond to quickly and effectively. The transition to online learning enabled students and apprentices to progress with their studies throughout lockdown leading to positive outcomes and high grades. Digital skills of staff and students have developed considerably and applications such as Nearpod, Padlet and Kahoot have proved popular learning tools for students. A strong relationship with awarding bodies and a robust internal quality assurance model ensures that the vast majority of students are not disadvantaged and achieve their qualifications. Apprenticeships were inevitably impacted by successive lockdowns, but assessors continued to provide support through regular reviews with apprentices and employers.

Robust tracking and monitoring of learners, coupled with a pastoral support system ensure appropriate and timely interventions for young people, leading to the vast majority of students securing positive destinations following their programme of study. Further development of tracking and monitoring to achieve consistency in quality for Apprenticeships and ESOL courses is required. The support for learners by staff remains a key strength and this is evidenced by numerous comments in Faculty Review and other learner voice surveys, this will be a positive going forward as the full emotional and social impacts of the pandemic become evident.

There is a robust tracking system for GCSE English and Maths and by timely and effective intervention, pass rates have improved slightly. There needs to be more attention to this in Functional Skills, particularly adults and ESOL, to ensure consistent, timely interventions to support the increase in positive outcomes.

Continuous Professional Development is good and provides staff with the necessary skills to deliver high quality programmes. Staff development programmes in 2020-2021 have focused on digital upskilling to provide continuity of learning and enhancing online engagement and mental health training to enable staff to support students and colleagues with additional pressures of Covid-19. This has not been to the detriment of subject specific courses to enhance the expertise of subject teachers.

Due to the Covid-19 restrictions, staff were unable to visit relevant industries this year to develop their technical skills, thus it continues to be an area for development in 2021-2022, made more important as the College rolls out T Levels in more curriculum areas.

BEHAVIOUR AND ATTITUDES

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|--|---|
| <ul style="list-style-type: none"> • The majority of students demonstrate good attitudes to their learning and career aspirations. • Students have an excellent understanding of how to keep themselves safe from associated risks. • Student behaviour is exemplary and, in most instances, reflect that of the behaviours expected in employment. • Students feel very well supported and safe within the College. • The College creates a culture of high expectations and respect with fully embedded policies and procedures which challenge any students who fall below these expectations. | <ul style="list-style-type: none"> • Attendance in a few areas still requires some improvement. • The performance of all vulnerable groups needs to be inline or above College expectations. • Participation in further enrichment as Covid-19 measures reduce could be increased and include a larger proportion of students. |

EXECUTIVE SUMMARY

Leaders and managers have very high expectations of students and actively promote the Ready, Respect, Safe (RRS) agenda. The implementation of RRS alongside our Behaviour Management Policy has encouraged learners to take responsibility for their own behaviours and attitudes.

Rigorous processes at the pre-entry IAG and transition stages of programmes ensure staff are clear about students' profiles and are therefore equipped in advance to make reasonable adjustments necessary enabling learners to succeed and reach their full potential. All EHCP learners have a transition day prior to starting at the College to ease the change process and enable teachers at the College to prepare fully for their arrival.

Safeguarding is a key priority and learners know how to keep themselves safe, through rigorous promotion of contemporary and emerging issues and themes delivered through the tutorial programme and "safe weeks". Apprentices are asked about safeguarding at review and this is recorded on Onefile to ensure that they know how they can keep themselves safe. In a survey in 2020 95% of students feel safe within College.

Support for students is outstanding ensuring an inclusive and individualised provision for every learner that is enrolled at Halesowen College, enabling them to achieve their qualification to the highest standard.

- EHCP achievement –

Destinations of the students who left the College in receipt of an EHCP were positive with many progressing on to the next level of study, employment and/or training with some successful progression into HE.

PERSONAL DEVELOPMENT

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---|
| <ul style="list-style-type: none">• There is a strong curriculum offer for young people and adults that give students the opportunities to develop their behaviours, skills and attitudes beyond the classroom environment.• The tutorial programme supports the curriculum in developing students' confidence, resilience and well- | <ul style="list-style-type: none">• Reinstate full work experience and industry placement for all vocational students at Level 2 and 3 to ensure they fully develop their workplace behaviours. |

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---------------------------|
| <p>being. This is supported by the safeguarding and well-being team.</p> <ul style="list-style-type: none"> • The Careers Department provides an excellent Careers and HE programme designed to support students in making the appropriate “next steps”. • Despite Covid-19 students engaged in work-related learning or meaningful work experience placements. | |

EXECUTIVE SUMMARY

Halesowen College prides itself on delivering high quality academic and technical/vocational programmes that deliver relevant academic and industry knowledge and skills. This is in line with student progression choices, to ensure they develop the skills to progress to HE or to carry out a job role and name the necessary behaviours and attitudes needed to work and be successful in wider society.

Although impacted by Covid-19, the Halesowen Plus Enrichment programme has supported the personal growth of students. Where possible, activities were transferred to an online offering, including Book Club, Craft Club, Virtual Café, E-gaming, Quiz Channel and the LGBTQ+ channel.

As a leader in Diversity, the College ensures that equality and diversity are at the heart of all it does. From the Unicorn/LGBTQ+ group to tutorials on a range of different topics such as LGBTQ+ History Month, Time to Talk, Eating Disorders, International Women’s Day, Black History Month, Online Gambling, Fareshare and Staying Safe at Christmas. The impact will be beyond student College life.

College to ensure:

- A calm and orderly environment to learn
- Support and behaviour plans
- The opportunity to achieve positive outcomes
- A respectful and caring culture
- A safe environment
- Development of skills relevant to the learning programme
- Strong focus on attendance and punctuality
- Motivation and positive attitudes
- Implementation of policies/support to improve attendance and challenging behaviour

- Inclusion and the celebration of diversity
 - Clear expectations for behaviour at the provider and in work
- Tutorials are targeted as opportunities to promote and develop positive attitudes. Examples include: stereotypes, addressing gender, toxic masculinity and unconscious bias; young carers, stay safe; addressing Sarah Everard, #notallmen.

Students have also been involved in a range of community issues including: Fareshare, a food poverty initiative and Green group raising awareness of green issues and green activities across College.

In recognition of the national issues with mental health, the College has a range of support in place for students including platforms such as “TogetherAll” and “FIKA” and other support such as : direct referral to Mental Health Services (Dudley Mind and Dudley Talking Therapies); educational psychology; counselling and well-being and support advisors.

Highly effective IAG, the use of Navigate and the careers education programme means there is a real focus on planning for the students’ future career. Progression opportunities supports students in their readiness for next steps.

LEADERSHIP AND MANAGEMENT

GRADE: ?

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|--|
| <ul style="list-style-type: none"> • Governors and senior leaders have set a clear strategic plan for the College and which has been updated to reflect the impact of Covid-19; this is well communicated and understood at all levels. • Governors, including staff and student governors offer support and challenge to senior leaders to enhance the quality of education. • The curriculum is well aligned to local LEP and WMCA priorities and the Department for Education’s professional and technical reforms. • Strategic investment in the College’s facilities has provided outstanding learning enrolments for students. • Throughout lockdowns, leaders and managers provided excellent | <ul style="list-style-type: none"> • Professional and Leadership development of middle leaders will ensure all managers have the skills and tools to drive standards and expectations up consistently. • Address variations in achievement rates between full time students, ESOL and apprenticeships. |

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---------------------------|
| <p>oversight and support of health and well being and educational attainment of students and apprentices.</p> <ul style="list-style-type: none"> • Leaders and managers maintained high expectations for students including high attendance throughout the year, even during lockdowns when all lessons moved to online learning but remained taught to the timetable. • Quality assurance processes are effective at identifying areas that are at risk of ensuring that early interventions are in place. | |

EXECUTIVE SUMMARY

Leadership and management is good; leaders, managers and governors have high expectations, and these are embodied in their day to day interactions with students and staff.

There has been an increased focus by leaders and managers on student and staff health and well being with a range of interventions designed to provide support for all.

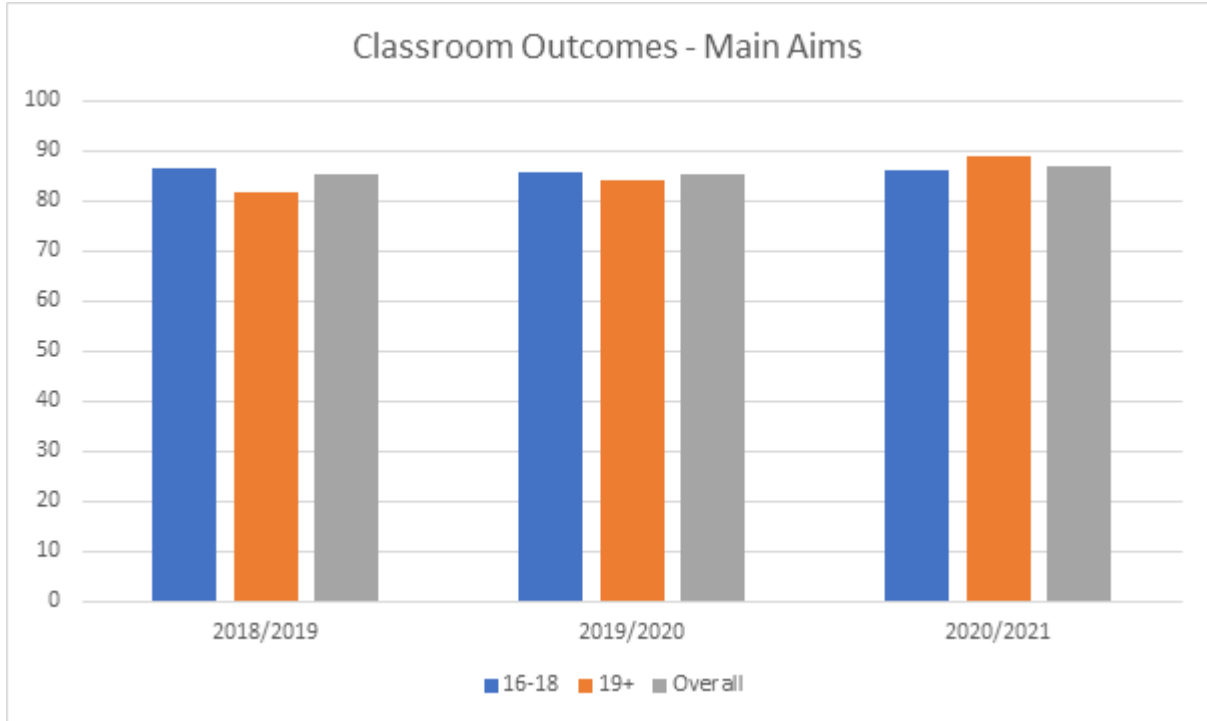
Safeguarding is highly effective and well resourced. During successive lockdowns, safeguarding remained highly effective; leaders and managers ensured that contact was maintained with all students and support provided where required.

Parental and career communication has remained strong with online Open Days and Parental Newsletters. This ensures there are regular and accessible updates about the College Services and the progress of the young people they have parental responsibilities for. The College also has highly effective links with schools and local authorities which aids transition and consequently student progress.

Governors engage constructively to ensure resources are managed well and leaders are held to account to ensure continuous and sustainable improvement.

LEARNER ACHIEVEMENT

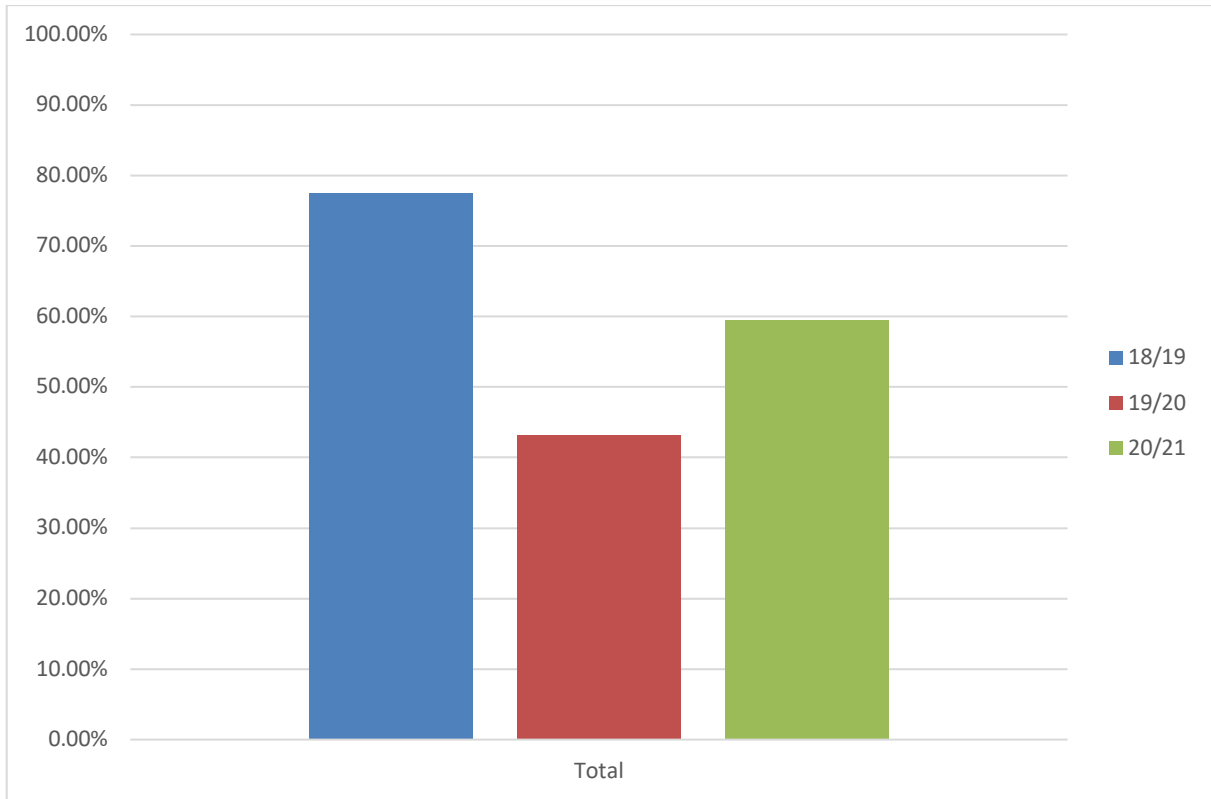
- Classroom outcomes



| | 2018/2019 | 2019/2020 | 2020/2021 |
|----------------|-----------|-----------|-----------|
| 16-18 | 86.5% | 85.9% | 86.1% |
| 19+ | 81.8% | 84% | 89.1% |
| Overall | 85.3% | 85.4% | 86.8% |

- Apprenticeship outcomes

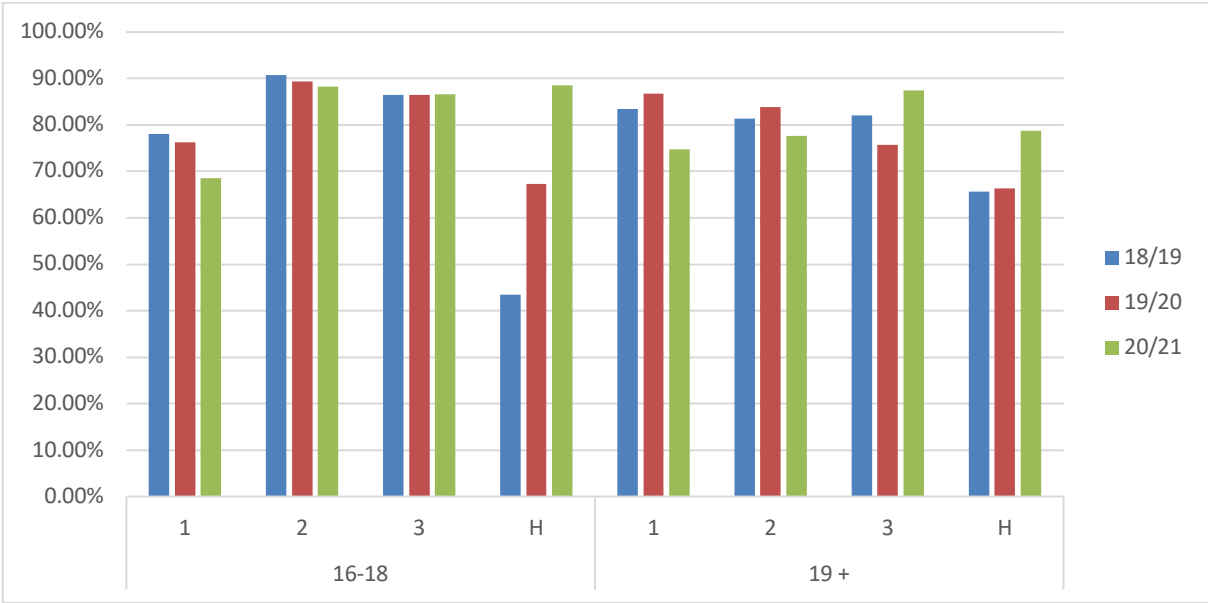
Apprenticeship Achievement - Overall



| 18/19 | 19/20 | 20/21 |
|--------|--------|--------|
| 77.50% | 43.20% | 59.60% |

- Outcomes by Age and Level

Classroom Based – By Age and Level



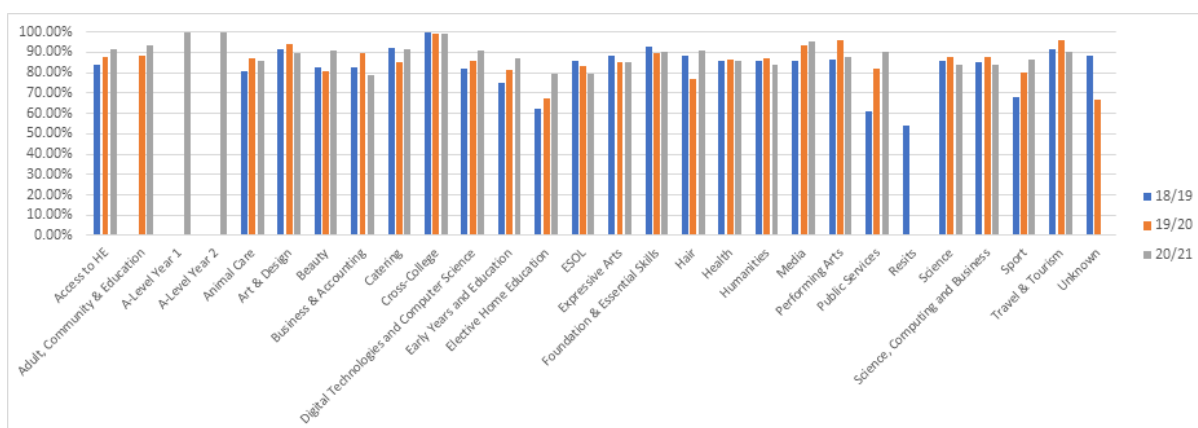
16-18

| | | | |
|----------|---------------|---------------|---------------|
| 1 | 78.10% | 76.30% | 68.60% |
| 2 | 90.70% | 89.30% | 88.30% |
| 3 | 86.40% | 86.40% | 86.60% |
| H | 43.50% | 67.30% | 88.60% |

19 +

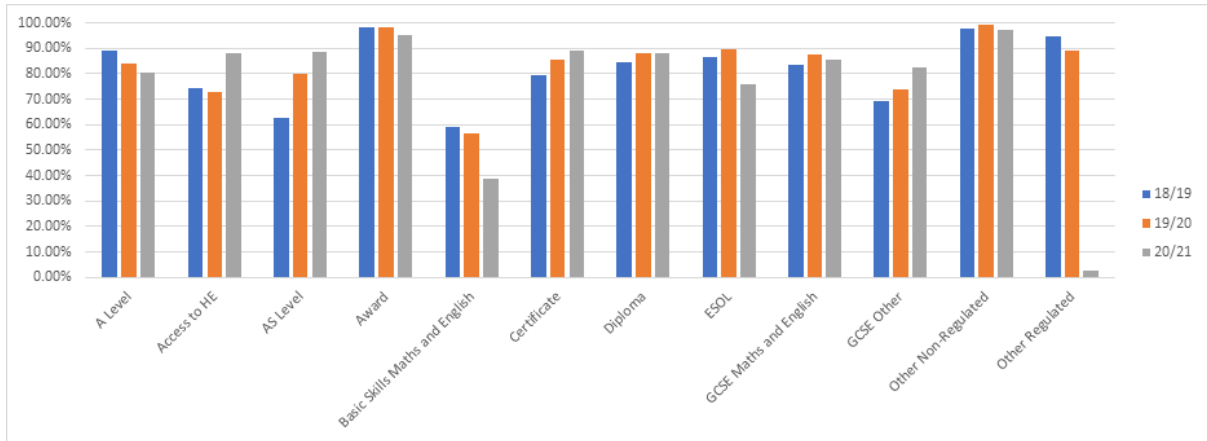
| | | | |
|----------|---------------|---------------|---------------|
| 1 | 83.50% | 86.80% | 74.70% |
| 2 | 81.40% | 83.90% | 77.70% |
| 3 | 82.00% | 75.70% | 87.40% |
| H | 65.70% | 66.30% | 78.70% |

- 16-18 classroom outcomes by department



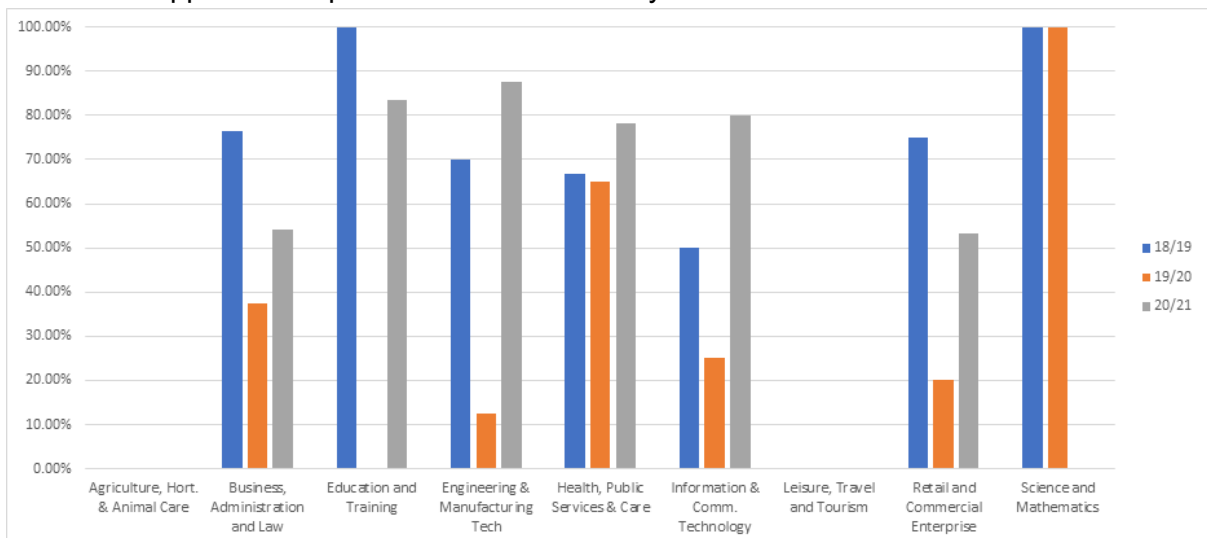
| Row Labels | 18/19 | 19/20 | 20/21 |
|---|--------|--------|---------|
| Access to HE | 84.20% | 87.42% | 91.42% |
| Adult, Community & Education | | 88.51% | 93.56% |
| A-Level Year 1 | | | 100.00% |
| A-Level Year 2 | | | 100.00% |
| Animal Care | 80.95% | 86.81% | 85.57% |
| Art & Design | 91.67% | 94.02% | 89.69% |
| Beauty | 82.44% | 80.92% | 91.09% |
| Business & Accounting | 82.89% | 89.56% | 78.86% |
| Catering | 92.44% | 85.14% | 91.72% |
| Cross-College | 99.71% | 99.43% | 98.90% |
| Digital Technologies and Computer Science | 82.15% | 85.85% | 91.14% |
| Early Years and Education | 74.83% | 81.07% | 87.00% |
| Elective Home Education | 62.50% | 67.35% | 79.17% |
| ESOL | 85.92% | 83.33% | 79.54% |
| Expressive Arts | 88.59% | 85.31% | 84.96% |
| Foundation & Essential Skills | 92.86% | 89.71% | 90.14% |
| Hair | 88.51% | 77.05% | 90.73% |
| Health | 85.99% | 86.59% | 85.54% |
| Humanities | 86.03% | 87.05% | 83.87% |
| Media | 85.61% | 93.70% | 95.50% |
| Performing Arts | 86.14% | 95.73% | 87.65% |
| Public Services | 61.11% | 81.82% | 90.45% |
| Resits | 53.85% | | |
| Science | 86.01% | 87.95% | 83.93% |
| Science, Computing and Business | 85.33% | 88.02% | 84.13% |
| Sport | 68.25% | 79.92% | 86.24% |
| Travel & Tourism | 91.54% | 95.83% | 89.96% |
| Unknown | 88.49% | 66.67% | 0.00% |

- Outcomes by Qualification Type



| Row Labels | 18/19 | 19/20 | 20/21 |
|--------------------------------|--------|--------|--------|
| A Level | 89.14% | 84.20% | 80.33% |
| Access to HE | 74.55% | 72.62% | 88.28% |
| AS Level | 62.50% | 80.00% | 88.44% |
| Award | 98.44% | 98.44% | 95.30% |
| Basic Skills Maths and English | 58.91% | 56.63% | 38.51% |
| Certificate | 79.64% | 85.44% | 89.26% |
| Diploma | 84.35% | 88.24% | 88.05% |
| ESOL | 86.39% | 89.56% | 75.82% |
| GCSE Maths and English | 83.69% | 87.76% | 85.79% |
| GCSE Other | 69.23% | 73.91% | 82.49% |
| Other Non-Regulated | 97.91% | 99.26% | 97.52% |
| Other Regulated | 94.59% | 88.89% | 2.78% |

- Apprenticeship Overall Achievement by SSA



| Row Labels | 18/19 | 19/20 | 20/21 | Nat. Rate |
|----------------------------------|---------|---------|--------|-----------|
| Agriculture, Hort. & Animal Care | | | | 0.00% |
| Business, Administration and Law | 76.40% | 37.33% | 54.03% | |
| Education and Training | 100.00% | | 83.35% | |
| Engineering & Manufacturing Tech | 70.00% | 12.50% | 87.50% | |
| Health, Public Services & Care | 66.67% | 65.00% | 78.33% | |
| Information & Comm. Technology | 50.00% | 25.00% | 80.00% | |
| Leisure, Travel and Tourism | | | | |
| Retail and Commercial Enterprise | 75.00% | 20.00% | 53.33% | |
| Science and Mathematics | 100.00% | 100.00% | | |

EDUCATION FOR YOUNG PEOPLE

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---|
| <ul style="list-style-type: none"> • Overall achievement Rate is good • The college is ambitious for all its learners. • SEND learners are well monitored and succeed well on main aims • The curriculum is purposeful and progression to further study, apprenticeships and employment is good • Good industry placements in the majority of areas (pre-COVID) • Teaching and learning is good and learners appreciate this. They develop not only academic, but personal, social and independent learning skills • Attendance is generally good • Behaviour across campus is very good. • Progression to high quality destinations | <ul style="list-style-type: none"> • Achievement rates for Functional Skills Maths and English for 16-18. • Industry placements for Science and Digital |

EXECUTIVE SUMMARY

Halesowen College implements robust Quality Assurance processes for faculties or divisions that perform below target and national rates. This results in regular scrutiny at senior leadership, teaching, learning and quality team and Assistant Principals ensure timely interventions and areas for improvement are highlighted and actioned.

Value added continues to be a focus to ensure learners not only meet but exceed expectations whilst studying at Halesowen College. Performance is uneven and good practice from areas with high value-added will be shared this year, alongside initiatives to really drive the higher achieving learners.

Employers inform our curriculum development through a range of interactions with curriculum and Apprenticeship teams to ensure that curriculum intent is fit for purpose, meeting both local and national skills priorities. Further development is required to ensure that employer involvement is consistent across all subject areas especially in relation to work placement and industrial placement.

ADULT LEARNING PROGRAMMES

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|--|---|
| <ul style="list-style-type: none"> • Review of adult learning programmes ensures a close alignment with local and regional needs. • The adult curriculum has a clear focus on widening participation and has widened use of community venues. • Teachers use high levels of subject and vocational experience to enable students to develop good employability and academic skills which makes them more equipped to move into employment or further study. • High rates of progression to higher education from Access programmes. • Progression through the levels in supporting Teaching and Learning and Counselling. • Improved retention and pass rates on the majority of access courses. | <ul style="list-style-type: none"> • 19+ outcomes for Functional Skills English and Maths. • ESOL outcomes. • GCSE / Functional Skills results (particularly linked with ESOL) |

APPRENTICESHIPS

GRADE: requires improvement

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|---|---|
| <ul style="list-style-type: none"> • Teachers and Assessors use their extensive industry experience well to support apprentices' development if good practical skills. • Apprenticeship provision has been reviewed and aligns with local and regional priorities. • Apprentices develop good levels of improved self-confidence and become more versatile with their job roles. • Assessors and managers are quick to identify apprentices who are not progressing as expected and effective actions to address this are swiftly implemented. • The introduction of Onefile has helped to improve measures of compliance. • Systems and processes are now well established, and staff recognise and value the new structures, including more effective IV and compliance checks with standards | <ul style="list-style-type: none"> • Assessors need to use Onefile to its full capacity. • Feedback on progress needs to be more detailed – there is increasing confidence in the reporting of progress towards completion, but not on the development of skills, behaviours and knowledge. • Overall and timely achievement rates are too low. • More detailed written feedback to improve functional skills. • Ensure apprentices have a good understanding of radicalisation, British values and extremism. |

EXECUTIVE SUMMARY

In 2020-2021 the Apprenticeship offer underwent a thorough review and rationalisation to ensure the provision is aligned to local and regional need. The team are on an improvement journey and are making good progress in reviewing and reaffirming processes and procedures to ensure quality and compliance.

Onefile continues to be a development area to ensure feedback is detailed and reflects the three-way conversation between assessor, apprentice and employer.

Covid-19 had a big impact upon retention and achievement and the team are now focussed on remedial action following the pandemic, coupled with implementing new high-quality processes and procedures.

PROVISION FOR LEARNERS WITH HIGH NEEDS

GRADE: Good

| KEY STRENGTHS | KEY AREAS FOR IMPROVEMENT |
|--|---|
| <ul style="list-style-type: none"> • The recruitment of high needs students is well-developed and demonstrates the College commitment to inclusivity. • There is good integration of high needs students into mainstream curriculum, hence students have the same/similar experiences. • The College works with a number of external agencies to ensure the effective co-ordination of specialised support, meaning funding is appropriately spent and aligned to services that enhance the students' preparation for adulthood. • Learners participate in wider college activities and therefore develop confidence and skills required to gain further independence. • Students generally and supported internship students have excellent progression to employment and apprenticeships. | <ul style="list-style-type: none"> • Further close achievement gap between EHCP and non-EHCP students. |

EXECUTIVE SUMMARY

The College is committed to offering an inclusive provision for all its students. The College offers discreet SEND provision alongside students with an Education Health Care Plan (EHCP) accessing mainstream provision with additional support given by the Learning Support Team. The College promotes the ethos of developing independence in students that present with SEND and support packages are regularly reviewed in conjunction with the students to ensure they are fit for purpose and are supporting the individual when preparing for adulthood.

During Covid many learners with EHCPs struggled during lockdowns and this provision was made for them to attend College and complete their learning under the supervision of

learning support assistants. This enabled students to complete their academic work, but also contributed positively to their mental health.

The area has grown in popularity due to the high-quality provision and support and needs are becoming increasingly complex. The Supported Internship provision was started 3 years ago and goes from strength to strength. The employers now associated with the programme increase annually and this has also given rise to inclusive apprenticeships.