



Specialist Post-16 College

SELF-ASSESSMENT REPORT

2017-2018

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Section 1: Executive Summary of 2017-2018

KEYFACTS ABOUT THE COLLEGE 2017-18	SUMMARY OF SELF-ASSESSMENT	EVIDENCE BASE
<p>Established September 2016, Goldwyn Sixth Form College remains an Independent Specialist (ISP) College, part of the Goldwyn Education Group funded through the ESFA and Local Authority, providing specialist supported and safe Vocational Study Programmes including Skills for Life programmes, meeting the complex needs of young people 16-25 with an EHCP with a range of special educational needs including SEMH across Kent.</p> <p>The College operates across 4 sites with its main site based in Ashford offering Motor Vehicle, Body Repair, and Welding & Fabrication. Construction continues to be delivered at the Goldwyn School site in Great Chart. The creation of the new Foundation learning programme is delivered on the top floor at Goldwyn Folkestone School, and our new Motorcycle Maintenance programme is delivered at our new workshop based in Hythe. Functional Skill and Skills 4 Life are delivered at each centre.</p> <p>College staff currently consists of Head of College, Assistant Manager, Centre Lead, 6 Teachers, 4 Learning Support and 1 Cleaner/Catering. All staffing contracts are directly with Goldwyn School.</p> <p>The college had an increase of learners from the previous year with a total of 43 Learners. 38 learners aged 16-18 on level 1 or below, 2 19+ level 1 or below and 3 16-18 level 2 study programme. This was an increase of 11 learners</p> <p>Learners study programme for the year is 900 hours for the academic year which is spread over 4 days per week. Learners on the Foundation programme who have lower learning abilities and have more complex learning needs currently attend 5 day week programme of 1100 hours per year.</p> <p>58% of learners attending the college have assisted transport in place. Transport is provided through Taxi companies as well as through Goldwyn Schools own transport programme.</p> <p>In common with many other education providers, the college is seeing a significant increase in the number of learners having mental health problems but it is recognised that many learners do not declare this type of condition. To respond to this need, staff including new staff,</p>	<p>Each curriculum area produce SAR's based on course achievements and actions identified.</p> <p>Regular meeting held through the Goldwyn Strategy Board (GSB).</p> <p>The college SAR and Development Plan is reviewed by the college SMT, The College Strategic Committee and Goldwyn School's governor committees (Learning & Inclusion, Staffing & Finance and Full Governing Body meeting)</p> <p>Peer to Peer lesson observations.</p> <p>Performance management. Including Teacher Self Evaluation/ Assessments</p>	<p>Learner questionnaires</p> <p>Parent questionnaires</p> <p>OFSTED on-line learner view questionnaire data</p> <p>OFSTED Inspection Report July 2018</p> <p>Internal and External IQA and EV reports</p> <p>Cross college meeting minutes</p> <p>Attendance Statistics</p> <p>Attainment – Results and Progress</p> <p>Work Experience Logs</p> <p>SDQs</p> <p>Individual Learner Records</p> <p>EHCPs</p> <p>Lesson Observations</p> <p>College Strategic Development Plan</p> <p>Curriculum area SARAPs</p> <p>External Consultancies</p>

<p>need to continue to be trained as Mental Health First Aiders to support the learners at times of crisis by providing immediate support.</p> <p>In June this year the College received its first OFSTED inspection and judged requires improvement in Leadership and management and teaching, learning and assessment. Personal development, behaviour and welfare and outcomes for learners were judged good. The colleges overall outcome was 'requires improvement'.</p>		
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Mission: Meeting the needs and improving the life chances of all our learners.

Strategic Aims 2018-2020:

- To prepare students for adulthood by implementing an outstanding, student-centred teaching and learning experience that provides opportunities for academic and vocational achievement and social and emotional development.
- To inspire and enable all students to meet their full potential through education and training of the highest quality.
- To motivate and support a highly effective and skilled College team.
- To be an inclusive College where all feel safe, valued and respected.
- To respond to student needs and choices through provision of a broad and flexible college offer that is financially sustainable.
- To pursue and explore new opportunities to further enhance the student experience.
- To meet the needs of businesses and our community.

SELF-ASSESSED GRADES (Most recent OFSTED grades in brackets)	
Overall effectiveness	3 (3)
Outcomes for learners	2 (2)
Quality of teaching, learning and assessment	3 (3)
Personal Development, Behaviour, Welfare	2 (2)
Leadership & Management	3 (3)
Provision for learners with High Needs	2 (3)

Summary of Key Strengths and Areas for Development 2017-18 Ofsted June 2018

Strengths

Areas for Development

Outcomes for Learners

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| <ul style="list-style-type: none"> • Learners are clear about their goals and aspirations and are confident and proud of what they have achieved. • Learners' achievement of vocational qualifications is outstanding. | <ul style="list-style-type: none"> • Develop effective external, independent and impartial, careers advice and guidance for all learners • raise the profile of English as a core employability skill so that more learners successfully achieve their formal qualifications and can more readily apply their skills to work |
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Teaching Learning & Assessment

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| <ul style="list-style-type: none"> • Learners benefit from well designed, individually planned programmes that meet their needs and allow them to develop good work-related skills and behaviours. | <ul style="list-style-type: none"> • The quality of teaching, learning and assessment is not good enough to ensure that all learners make good progress. • Tutors do not take enough note of learners' starting points, so they are unable to judge accurately the progress they make. Targets set for learners are not sufficiently personalised. • implement an effective process by which to monitor all learners' progress in their study programmes, so that their starting points are clearer and the incremental steps and targets that they achieve are accurately identified and recorded • improve learners' mathematics skills across all areas so that more achieve their mathematics qualifications. |
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Personal Development, Behaviour & Welfare

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| <ul style="list-style-type: none"> • Attendance is often poor. • Learners' behaviour is excellent | <ul style="list-style-type: none"> • Senior leaders and tutors employ a range of interventions to support learners' attendance, with mixed success. |
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Leadership & Management

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| <ul style="list-style-type: none"> • Leaders and managers make sure that the college provides a positive and harmonious environment for all learners and staff. | <ul style="list-style-type: none"> • Governors are not yet fully challenging or supporting leaders to improve the college and the quality of its courses. Leaders and managers have not yet achieved consistently high standards across the provision. They do not accurately assess the quality of their performance or put in place clear actions for improvement. • The governing body should immediately and urgently secure the governance and senior management arrangements for the college so that governors can act effectively to support leaders in improving provision. • Leaders and Managers should:- • formalise and improve the ways they assure the quality of the provision and ensure that all members of staff work within the new, quality arrangements • establish arrangements which can effectively and accurately evaluate the quality of the provision, identifying the key areas of strength and the areas requiring improvement and then |
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Summary of Key Strengths and Areas for Development from 2017-18

Outcomes for Learners	
Strengths	Areas for Development
<p>Ofsted said....</p> <p>Learners are gaining the vocational skills and confidence necessary to be clear about their next steps in learning and/or work.</p> <p>We said...</p> <ul style="list-style-type: none"> • Overall retention rates have been consistently high over the last 2 years and stand at 0% in 2017-18 (0% improvement from the previous year). • Learners Vocational subjects success rates have also remained high and have remained stable over the last 2 years at 0%. • Attendance remains good across the college (0% overall) with most areas recording attendance rates well over 0%. Highest attendance is (0%) • Most learners are making outstanding progress on their accredited vocational programmes with 93% overall pass. Learners' achievement of vocational qualifications is outstanding and is significantly above the achievement of learners in other similar providers. • Some learners also make good progress in maths and, to a lesser extent, in English. The majority of learners produce work of a good standard. • Learner work is always consistent with their level of study as identified in strong EV reports. Work experience placements realistically reflect the demands of the work place and offer good opportunities for learners to engage with the challenges of meeting standards including dealing with customers, meeting deadlines and working to specific standards. • Learner survey results data show that 0% of learners enjoyed their time at Goldwyn College • The large majority of learners, 0% progress onto the next level of study 	<p>Ofsted said....</p> <p>Too few tutors develop learners' English and mathematics skills in lessons. Staff do not refer to or promote these core employability skills enough in lessons.</p> <p>Tutors do not always identify or correct errors in spelling, punctuation and grammar in learners' vocational subject portfolios. As a result, learners are not making the improvements of which they are capable in these core skill areas.</p> <p>We said...</p> <ul style="list-style-type: none"> • Improve recording, monitoring and reporting of learner targets and achievements through improved use of data. Report on learners starting points and progression by level where possible • Establish individualised work study programmes including work experience that is well planned and meaningful that develop learners employability skills in the workplace and establish new ways of working to focus on employability across college • Increase employment outcomes. Report on the number of learners who have Employment as an outcome on EHCP to ensure targets and study programme is appropriate to outcome

within the college or at another provider, or into an apprenticeship.

- Learners receive effective, individualised, specialist support that helps them to thrive in the real work environments. As a result, they can demonstrate behaviours and skills that will allow them to become more independent and to gain jobs or move to further courses, improving their life chances.

Priorities for 2018-19

- Report on learners starting points and progression by level where possible
- Review the setting of learner targets and link to initial assessments to ensure appropriateness and aim for 100% achievement
- Develop a new maths and English curriculum that meets the needs of all learners. Develop and embed a new culture of maths and English that changes the negative attitudes towards learning maths and English due to past negative prior experiences. Learners need to view the learning of maths and English as an important part of their study programme as well as important life skills they need.
- Learners benefit from a wide range of work related learning which enriches their vocational lessons and provides valuable links to the real world of work, with meaningful work experience placements for many of them.
- Establish Careers Education, Information and Guidance (CEIAG) Policy and Procedure that will lead the college in providing good quality independent and impartial careers advice to all learners in which motivates, inspires and gives them the knowledge and skills to plan and manage their own career

Teaching, Learning & Assessment

Strengths

- Learners make good progress, often from low starting points and limited formal or recent education prior to starting at the college.
- Learners and staff share high expectations of themselves and of the learning process, which is rigorously focused on ensuring all learners develop and achieve their ambitions, make progress and achieve excellent outcomes.
- Learners value the support and encouragement that they receive, particularly from tutorials, and the safe and friendly learning environment within the college, which promotes opportunity and success for all. Because they feel supported, learners are able to engage with and respond to feedback on their learning and to take on responsibility for their success.
- Tutors gather a broad range of information about learners and know their learners well.
- Learners' folders contain some good examples of marked work with suggestions for further improvement. Learners are given effective oral feedback and they report that they feel they make good progress in learning.
- Teachers in a variety of disciplines are excellent practitioners in their field. They set high expectations, share their experience with the learners, motivate and inspire them. In vocationally related subjects teachers have industry experience together with excellent subject knowledge.
- In planning lessons Teachers include tasks which develop their learners' awareness and understanding of cultural and ethical issues which will arise in their professional lives. Teachers also use their subject expertise to design real work simulations together with industry-relevant skills and knowledge. This significantly enhances the employability of their learners who are routinely challenged to deepen their understanding of the profession they intend to enter.

Areas for Development

- Leaders and managers need to establish an effective framework for the delivery of high quality teaching, learning and assessment in which is maintained across the college and to ensure that all teaching, learning is inspirational and of the highest quality. Improve assessment practices through staff training on formative and summative assessment and writing constructive feedback.
- A small number of teachers with current and up-to date industry knowledge have limited teaching backgrounds and often need additional support to develop sound pedagogical practices to support all learners achieve their goals.

Priorities for 2018-19

- Consistency of high quality marking and suggestions for improvement across all courses/tutors.
- Develop and establish a maths and English programme that changes the culture where learning maths and English is accepted as an important part of skills for life. The college has to effectively promote these essential skills and the importance they have in workplace as well as life.
- The learners' experience in the classroom is good with many examples of good practice where learning is individualised, engaging and where formative assessment takes place which is used effectively to differentiate.

Personal Development, Behaviour & Welfare of Students

Strengths	Areas for Development
<p>Ofsted said...</p> <p>Senior leaders and tutors employ a range of interventions to support learners' attendance, with mixed success. Some of those who are persistent non-attenders improve their attendance rates over time. Staff promote attendance and engagement well and offer prizes as an incentive to good attendance.</p> <p>Learners are clear about their goals and aspirations. They speak positively about the college and the programmes they are on. Learners are proud of what they have achieved and proud of the ways they have overcome problems. At the college, they become more confident and develop realistic aspirations.</p> <p>Behaviour is excellent during lessons and during non-structured times. Learners are tolerant of each other and work well in teams when required to do so. They are polite and friendly towards each other and support each other's learning.</p> <p>Learners communicate well with peers, tutors, employers and members of the public. Learners are pleased to demonstrate their skills and explain why they are doing what they are doing.</p> <p>Tutors use information and communication technology well during vocational lessons. One learner made good use of a laptop to revise for an online health and safety exam, while learners in a level 2 mechanics lesson used the internet effectively to research potential problems with a starter motor they were working on.</p> <p>Learners show good levels of perseverance and engagement in practical lessons. Staff help learners to develop their employment skills in vocational lessons. Staff also develop these skills well in life skills and personal and social development lessons. Tutors and support staff work with learners to arrange a wide range of enrichment activities that improve employability, personal and social skills. Learners gain a good understanding of different views and perspectives and understand the value of working in a team to, for example, support a charity, plan a trip or arrange a visit to an employer. The learner council plays an active part in this process.</p> <p>Staff help learners to explore personal and social topics in tutorials and group discussions. These include discussions about bullying, extremism and radicalisation and about how to keep themselves and others safe, including online. Staff help learners to identify and minimise risky behaviours and this is pivotal to learners being successful in their education programme.</p>	<p>Ofsted said...</p> <p>Attendance is often poor.</p> <p>We said...</p> <ul style="list-style-type: none"> • Although there is a strong focus on enabling all learners to understand the opportunities available to them and to plan for their future progression..... To ensure that all students are making informed decisions about their future and to help them decide whether or not to go to.

Senior leaders and tutors are developing appropriate tools to identify learners' behavioural and mental health needs. Managers provide additional support and counselling as necessary, alongside any identified therapies outlined in learners' education, health and care plans. As a result, learners can explore and deal with personal and social barriers that have slowed their development and/or limited their progress in the past.

We said...

- Learners benefit significantly from their time at College and are very well supported to become successful learners and confident adults. There is a whole college approach that aims to enable learners to become independent, develop excellent attitudes to learning, take pride in their work and to have the confidence to have and achieve high aspirations that make them successful on their current and future learning programmes, and to progress into work.
- Learners feel very safe at college and all learners' feedback confirms this and allows the college to enhance practice to ensure that all continue to be safe and feel safe.
- Learners have a good understanding of the dangers of extremism and radicalisation .
- Learner success is constantly celebrated, through positive comments, displays of learner work in classrooms and regular feedback to parents/carers. Parents Evening are well planned and organised involving learners and allows sharing of information between learner, staff and parents. End of Year Celebrations is well received involving all learners from all college sites and staff coming together to celebrate all learners achievements.

Priorities 2018-19

- Further develop learners understanding of the risks of radicalisation and extremism and modern British values, through planned cross-curricula delivery, tutorials and enrichment .
- Data to be collected at the start of all learners programme to be used to identify vulnerable groups to ensure targeted, comprehensive support is put in place.
- A range of support strategies will need to be established, including workshops to develop 'coping strategies' and to relieve stress and anxiety such as, relaxation techniques, stress management and healthy eating.
- Learners benefit from a wide range of work related learning which enriches their vocational lessons and provides valuable links to the real world of work, with meaningful work experience placements for many of them.

Leadership & Management

Strengths

Leaders and managers are ambitious for all learners and have a clear vision of the purpose of the curriculum. They work in partnership with the local authority to ensure that they provide education for the most vulnerable learners through the personalised delivery of a vocational curriculum.

Learners benefit from well designed, individually-tailored, programmes that meet their needs. The programmes allow them to develop good work-related skills and behaviours such as working collaboratively, having a good attitude to work and being punctual. Learners benefit from individual English and mathematics tutoring and develop confidence in using technology through their vocational studies. Because of excellent individual support, learners develop their confidence and independence and can progress to further education or training.

Leaders and managers provide effective professional development for staff and encourage them to improve their professional practice. Staff receive help from extensive training in areas related to their roles. These include courses in managing behaviour, adolescent mental health and specific conditions or learning difficulties appropriate to the learners with whom they are working. Staff value these activities.

Leaders and managers have created a positive and harmonious environment for all learners and staff at the college. Through the effective and consistent management of learners' behaviour, staff have helped learners to manage their own behaviour. As a result, the majority of learners are increasingly able to tackle situations and interactions that they would have previously found overwhelming.

Staff provide excellent practical facilities that support learners to develop skills in a good range of vocational areas.

- Staff learning and professional development is an exceptional feature of the college supported through Goldwyn Schools CPD programme and has a direct impact on learners' performance. The colleges' key priorities shape staff training provision and this year have included both in house and externally delivered training sessions via Goldwyn School such as Mental Health First Aid to ensure staff are skilled and confident to better support learners' mental health in college.
- Leaders and managers at all levels have a very thorough understanding of

Areas for Development

Leaders and managers have not been able to secure and sustain improvements in teaching, learning and assessment. Leaders have expanded the college rapidly since it opened, but they have not made sure that arrangements to assure the quality of provision are suitable. As a result, leaders and managers do not have a sufficiently detailed understanding of the quality of teaching, learning and assessment in the college.

Leaders and managers do not use self-assessment well enough to accurately capture key areas of strength and areas for development. As a result, they do not focus the actions identified by in their development plan sharply enough on the key priorities. Also, they do not identify the impact of any improvement actions. Although leaders and managers are aware of most of the areas requiring improvement they have not been able to systematically plan, monitor and report on the actions taken to secure the improvements required.

Leaders and managers check and track the progress of learners on their accredited programmes but are not able to pull together the information gathered about each learner to assess progress on a whole study programme. Systems to track the various elements of a learner's progress are many. As a result, leaders cannot oversee learner's progress in areas beyond individual qualifications.

Staff do not always collect information carefully enough about learners' previous achievements. As a result, staff find it hard to monitor the incremental steps individual learners make from their starting points. Leaders have not made sure that management information systems combine all of the information available about learners. Leaders and managers lack sufficient levels of detail to judge improvements needed and the effectiveness of actions to promote these.

- Establish a Management Committee that holds the college leadership accountable and has an important strategic role in the management of the College that helps the Leadership and staff provide the best possible education and training for all learners.
- Leaders, Managers and teachers have not consistently implemented a strategy for extending the development of learners' literacy and numeracy functional skills across all vocational subjects.

<p>the needs of their learners and have been swift to implement a range of very well targeted monitoring and support strategies to ensure that learners feel very well supported and that there are no gaps in outcomes so that, for example, the significant number of 'long term out of education' and the increasing numbers of those with mental health needs achieve in line with their peers.</p> <ul style="list-style-type: none"> • Learners and staff value their learning environment which is a “caring, safe and inclusive place to study” and work. Mutual respect is a fundamental feature of the work of the college and pervades all activities. • Safeguarding is very effective, and have been developed to comply fully with the 'Prevent' duty and the changing wider challenges that our learners' face. Learners report they feel safe and are safe at the College. There is a very good range of support and activities in place which ensures learners are aware of the risks posed to their safety and how to stay safe. Managers deal with concerns swiftly and external agencies are used effectively. Outstanding training and support ensure that staff are very aware of the changing context of learners' needs and feel confident of supporting their learners' to be safe. 	<ul style="list-style-type: none"> • Although teaching, learning and assessment is good in some areas across the college, it is inconsistent and is not outstanding. Leaders and managers need to improve all teaching and learning across the college by establishing a clear framework that include standards for Teaching, Learning and Assessment. Sharing of good practice in the college and making sure that all teachers plan all lessons effectively to provide meaningful, practical activities that engage and challenge learners. • Learners' targets are not consistently clear, specific and measurable that enable detailed or accurate recording of learners skills and progress. Leaders and managers need to establish and rigorously review the system for setting targets to ensure they are specific, individual to learners' needs and measurable. Monitor and improve the consistency of all targets and ensure that recording of learners progress indicates clearly what the learner can as well as areas for development. • Establish new systems where all lesson observations are formally recorded on a central system which allows individual teachers to access and reflect on their feedback as well as allow managers to collate and analyse key findings and trends arising from all formal observations. This is then used both to inform planning for further staff learning but also to gauge progress against the college's quality improvement plan.
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Priorities for 2018-19

- Establish a Management Committee that holds the college leadership accountable and has an important strategic role in the management of the College that helps the Leadership and staff provide the best possible education and training for all learners.
- Leaders and managers need to establish a more rigorous teaching, learning and assessment quality assurance process that supports the college continues evaluation of teaching, learning and assessment and the impact it has on learner outcomes. Use this data to identify strengths and areas for improvement
- Leaders and managers at the college have an accurate understanding of the quality of the learners experience in their areas of responsibility and recognise the strengths and most areas for improvement. Leaders have established thorough arrangements to support teachers to improve their teaching. Evaluations of the quality of teaching are based on a broad range of evidence, including frequent learning walks, formal lesson observations, Teachers self-evaluations, learners' feedback and regular formal reviews of students' progress and predicted attainment.
- Teaching, learning and assessment are reviewed and monitored for effectiveness through a well-established system of formal lesson observations as well as on-going and very regular learning walks supported by frequent and varied sources of gathering learners' feedback. All teachers are formally observed through lesson observations and, dependent on the quality of the session observed alongside wider indicators, may receive further observations. Following this observation, observers provide very detailed verbal feedback to each teacher and it is this feature which teachers report to be the most useful form of feedback they receive.
- Improve recording, monitoring and reporting of learner targets and achievements through improved use of data.