



**Croydon
College**



Croydon College
Self-Assessment Report 2016/17

**Changing lives.
Creating futures^C**

Grades for 2016/17

Aspect	Ofsted May 2014	SAR 2014/15	SAR 2015/16	SAR 2016/17
Effectiveness of Leadership and Management	2	2	2	2
Quality of Teaching, Learning and Assessment	2	2	2	2
Personal Development, Behaviour and Welfare	n/a	2	2	2
Outcomes for Learners	3	3	2	2
Overall Effectiveness	2	2	2	2

Key strengths are –

- **Strong and effective leadership at all levels. Leaders and governors are ambitious for, and have high expectations of, students and staff, leading by example and creating a culture of respect and aspiration.** The clarity and openness of communication on the strategic plans and priorities of the college have had a significantly positive impact on the morale and energy of staff, to the benefit of students.
- **Highly capable managers have had a rapid and significantly positive impact on the culture of the college and on the quality of teaching and learning.** Teaching, learning and assessment are good and equip students with a range of skills preparing them well for their next steps.
- **Students feel very safe at college with a range of innovative and relevant partnerships ensuring safeguarding practices are highly effective**
- **Students benefit from a very good range of thoughtful and well targeted support,** which is reviewed regularly for impact and provides a safe, nurturing and positive atmosphere. **Outcomes for those with support needs are Good.**
- **Outstanding professional development** provides staff with the opportunities to work reflectively, collaboratively and creatively to improve the quality of their teaching strategies and to accelerate the rate of learner progress even further. Managers' accurate judgements on the quality of lessons, accompanied by rigorous performance management, are helping teachers to develop their skills.
- **Unique and outstanding development of citizenship skills** in every aspect of college life resulted in Croydon being the first FE College to be awarded the Quality Standard by the Association of Citizenship Teaching, in recognition of the many and diverse ways citizenship is promoted in programmes of study and throughout the wider curriculum.
- **Outcomes continue to improve across all vocational provision** (all ages) with no significant gaps in outcomes by cohort of student and for all levels (apart from a small fall in 16-18 L3 outcomes). **No significant gaps in outcomes by socioeconomic indicators. Significant improvement in outcomes for students with declared mental health needs**
- **Much improved English and maths progress measures.** Particular improvements in Functional skills. This has been achieved through rigorous leadership and management at all levels, an improved focus on teaching and learning for each subject and regular training for both specialist and vocational staff on the best methods to develop students' maths and English skills.
- Teaching staff are becoming increasingly creative and experimental in their teaching of English skills across the curriculum specifically students' reading skills through the implementation of the Reading Strategy resulting in an **improvement of 12% overall for the Reading component and 14% at Level 2 contributing to an improvement of 21% in Functional Skills English and 20% in Functional Skills maths.**

Key areas for improvement –

- Focus on 'depth' of learning and more extensive reading skills to further improve high grade achievement and progress
- Careers information and guidance to further improve progression and destinations to an aspirational range of HEIs and employment
- Ensure all forms of feedback are rigorously focused to continue the improving trend in outcomes
- Improve outcomes in the few subject areas that have been slower to improve or have declined over 2016/17

Croydon Context

Croydon has a population of 363,000, the second highest of all the London boroughs but is the fastest growing with the highest rate of growth of GDP of any area in the UK. Almost 25% of residents are under the age of 18, 36% of its residents are from black and minority ethnic (BME) communities but in some northern wards that percentage is higher. Over 100 languages are spoken and there are a very significant number of refugees and asylum seekers. Large parts of the borough, particularly in the north where most college students live, have inner-city characteristics. Croydon has above-average levels of deprivation when compared with other London boroughs, with five wards in the borough ranked as being in the top 10% most deprived wards in the UK. Problems of disadvantage in housing are particular causes of deprivation and there are almost 3,000 children living in temporary accommodation. 72% of the college's 16–18 students are in the four most deprived bands of the index of multiple deprivation, with a higher concentration in the first three bands against a district profile which shows 52% in the these top four bands.

However, the 16–64 age range employment rate is among the highest in London, but the borough has a relatively weak skills base in London terms and wages are relatively low. 18–24 youth unemployment is relatively high and rising. Nevertheless, the 16 and 17 year old participation rate is 93% which is similar to the London average, 70% (55% of those eligible for FSM) achieve level 2 including English and mathematics by the age of 19 which is only slightly below the London average and 54% progress to higher education after key stage 5, which is some 7% below London average.

In June 2017, Ofsted inspected the local authority's services for children and young people ("Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board") and included the following pieces of context –

Approximately 23% of the local authority's children are living in low-income families.

Children and young people from minority ethnic groups account for 58% of all children living in the area, compared with 21% in the country as a whole.

The proportion of children and young people who speak English as an additional language in secondary schools is 26% (the national average is 16%).

For 2016/17, the equivalent figures for 16-18 enrolments at the college were –

- 53% of 16 – 18 students eligible for the college bursary
- 75% of 16 – 18 students from a minority ethnic group
- 29% of 16-18 students with English as an additional language

In addition,

- approximately one in ten of the 16-18 cohort at the college are 'looked after children'
- 5% of the 16-18 cohort have a declared mental health difficulty

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT.

Leadership and management are good. Governors, senior leaders and managers have a relentless focus on the quality of the student experience and outcomes.

Key strengths

- **Strong and effective leadership at all levels.** Leaders and governors are ambitious for, and have high expectations of, students and staff, leading by example and creating a culture of respect and aspiration.
- **Students feel very safe at college** with a range of innovative and relevant partnerships ensuring safeguarding practices are highly effective
- **Highly capable managers have had a rapid and significantly positive impact** on the culture of the college and on the quality of teaching and learning. Teaching, learning and assessment are good and equip students with a range of skills preparing them well for their next steps.
- **Outcomes continue to improve across all vocational provision** (all ages) with no significant gaps in outcomes by cohort of student and for all levels (apart from a small fall in 16-18 L3 outcomes). No significant gaps in outcomes by socioeconomic indicators. Significant improvement in outcomes for students with declared mental health needs

Areas for improvement

- Continue to develop curriculum and business support managers so that they are able to respond to the emerging curriculum and changing student need
- Ensure that the small number of underperforming courses is rapidly transformed; such courses to be tightly monitored as part of the 'Notice to Improve' process within the QI framework
- Maintain the focus on 'aspiration' so that both progress measures and destinations continue to improve year on year

Strong and effective leadership at all levels has ensured continued progress in building and sustaining a culture of continual improvement. Senior leaders have communicated the vision very successfully to staff and, as a result, staff across the college are enthusiastic, and apply the improvement strategies very effectively to their work. Leaders and governors have ensured that the many strengths identified at the previous inspection have been sustained and developed further whilst also dealing very effectively with the areas for improvement outlined in the report as well as other needs arising from the changing student cohort and wider context.

Leaders and governors are ambitious for, and have high expectations of, students and staff, leading by example and creating a culture of respect and aspiration. The clarity and openness of communication on the strategic plans and priorities of the college have had a significantly positive impact on the morale and energy of staff, to the benefit of students. Staff across the college understand and support the leadership team's priorities and aspirations for the college and its students. They are consulted regularly and their voices are listened to in terms of informing in-year progress against priorities but also helping to shape the future strategic plans for the college.

Managers have an accurate understanding of the quality of the student 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, student feedback and regular formal reviews of students' progress and predicted attainment. College business support staff accompany managers in selected observations and are regular participants in the college's very effective GOAL activity so that they understand how their role contributes to the work of teachers. Evaluations lead to targeted support and mentoring as well as informing very effective professional development events. On the very few occasions where teachers do not respond well enough to developmental support, underperformance is tackled rigorously.

Teaching, learning and assessment are reviewed and monitored for effectiveness through a well-established system of formal and graded lesson observations as well as ongoing and very regular learning walks supported by frequent and varied sources of gathering student feedback. All teachers are formally observed in an unannounced lesson observation and, dependent on the quality of the session observed alongside wider

indicators, may receive further unannounced graded 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. All observations are then formally recorded on the college's 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.

Learning walks are a very regular practice for curriculum managers and advanced practitioners so that they see at first hand the student experience and how it changes over time.

Governors and senior leaders have also taken part in learning walks so that greater understanding can be gleaned about the student experience in the classroom but also so that both teachers and students can report directly about their learning and their progress to date. For example, over the current year, governors have participated in learning walks, undertaken GOAL activity and regularly attend the Student Parliament and this has enabled them to go beyond the formal reports presented to them at meetings and better challenge senior leaders about progress to date. As a result, governors asked for their regular reports to the Learning and Quality Committee to be amended to also include in year predicted success indicators to improve monitoring at governance level and to better hold managers to account.

Teachers have become increasingly reflective, confident and enthusiastic in trying out new approaches to support and motivate their students to succeed. Expert professional support is provided by the very well regarded Advanced Practitioners and this together with much greater opportunities for teachers to observe their peers, debate teaching ideas and share practice within and across teams has led to sustained improvements in the quality of teaching, learning and assessment in the college. For example, the monthly Peer to Peer sessions over the year have encouraged teachers to think deeply about reading; who reads what type of book and what our feelings are about reading. Students spoke very eloquently on a video link of their experiences of reading which allowed teachers to reflect on this feedback too; thus the Reading Strategy was developed from staff and student experiences through an iterative process as teachers experimented and then fed back through the year. This whole college focus contributed to improved outcomes and, in particular, significantly improved Functional Skills English outcomes

Staff learning and professional development is an exceptional feature of the college and has direct impact on student performance. The college's key priorities shape staff training provision and this year have included both in house and externally delivered sessions on English and maths, a range of sessions to ensure staff are skilled and confident to better support student needs such as mental health awareness and all staff have benefited from training delivered by the Association of Citizenship Teaching to ensure they are able to fully implement the duty to promote British Values through an innovative whole college citizenship approach. Whilst there is more to do, there has been some very positive student feedback on how all staff are better able to meet their needs within lessons and there are no significant gaps in outcomes for students with learning difficulties or disabilities with a significant improvement in outcomes for those with a declared mental health need. The improved skills and confidence of staff to deliver both discrete English and maths lessons as well as the promotion of English and maths throughout wider learning sessions brought about by focused and well informed actions has resulted in a significant improvement in the Reading outcomes for students.

The skills and capacity to build further improvements was carefully considered and enhanced through a raft of initiatives such as the new Curriculum and Quality Forum, a Leadership and Management Development Programme and the establishment of two new posts of Senior Academic Leader. Curriculum managers have built on previous developments and now meet monthly in a Forum where pedagogical practices and relevant educational research papers are debated with relevant ideas extracted to inform our support strategies and quality improvement activities. For example, all managers considered the key points raised in the Higher Education Policy Unit's "Reforming BTECs: Applied General qualifications as a route to higher education" (February 2017) such as the much lower progression into higher status universities for BTEC applicants and the higher drop out rate from universities and this has informed the Reach Higher focus in the 2017/18 QIP. This was considered against some more provocative writings such as those by Christodoulou ("Seven myths of education") with curriculum managers encouraged to share summaries and recommendations of other wider research summaries to inform our practices.

Managers know their students very well and are held stringently to account for the progress they are making through a well understood process of monitoring and review. A culture of reflection and in year assessment at all levels through the introduction of a team performance review has further improved curriculum managers ability to identify in year progress as well as further improvement imperatives and this is then summarised and brought to half termly Progress Review meetings, where senior managers monitor the quality of the provision. This complements the rigour of performance management as well as professional opportunities. Where provision is not well managed and student outcomes are not high then prompt management action is taken; for example, Art outcomes have declined during 2016/17 and although changes have been made, retention figures had already declined. Improved oversight is in place for 2017/18 and a stronger start to the year is planned. To improve the few study programme curriculum areas that had a dip in outcomes in 2016/17, management of 16-18 provision has been realigned so that good practice can be more readily shared and the rigour of monitoring that has led to sustained improvements in the majority of areas will be spread to others.

Managers at all levels have a very thorough understanding of the needs of their changing student cohort and have been swift to implement a range of very well targeted monitoring and support strategies to ensure that students feel very well supported and that there are no gaps in outcomes so that, for example, the significant number of 'looked after children' and the increasing numbers of those with mental health needs achieve in line with their peers. The student population does not reflect the local area and the main differences are in terms of socio economic and ethnic background with a relatively high proportion of 16-18s who are looked after children. Those students who are entitled to receive bursary support due to their financial situation have benefited from significant improvements to their support leading to good outcomes and such students form over half of the 16-18 college cohort so this is a very significant impact statement.

Leaders and managers have very effective systems for tracking and monitoring students' and apprentices' progress. They have access to reliable management information and make excellent use of data to identify performance trends and to tackle any decline in standards. Quality assurance systems and quality improvement processes, including performance management, are very good and the student experience continues to improve through the college's "strong quality improvement processes". A well planned and well understood cycle of monitoring processes and meetings allows curriculum managers to improve the provision they manage and they are increasingly able to 'triangulate' evidence and feedback to meet their targets and enhance quality.

Self-assessment at whole college level continues to be robust as it is "inclusive, self-critical and accurate". All judgements are 'evidence based' and validated by the Principal, senior managers, governors and external critical friends. Self-assessment is now 'mature' and is a continuous process heavily informed and shaped by student voice feedback. The well-established student voice mechanisms such as GOAL and Breakfast with the Principal as well as the more formal student representative system (course representatives, School Committee Meetings and the Student Parliament) all show an improving picture year on year. Feedback on improvements in year are strong indicators but also there is a consistent message that the student experience for our progressing students (i.e. those who have been with the college for two or more years) has improved. For example, students refer to their vastly improved experiences of maths and English lessons. They provide particular examples of 'what works well' and helps them learn such as having good 'records of their learning', opportunities to develop their maths and English in almost all lessons and having regular feedback on their written work and detailed comments on My Progress Tracker. They are also able to clearly articulate what would make their learning 'even better' and they have told us that in a minority of areas they do not always receive enough 'challenge' or feedback on their learning to allow them to access higher grades. These themes will inform the college's Quality Improvement Plan for 2017/18.

Managers work effectively with a range of carefully chosen partners to ensure that the needs of students are met and that they have the opportunity to engage in education and improve their prospects, which many do. This includes those who are more disadvantaged or vulnerable who benefit from very effective partnerships with a broad range of support agencies as well as links with other organisations to encourage more aspirational outcomes for example, the Gatsby Foundation and Citizens UK. The very strong focus on student safety within the college is supported by working with Safer London, Lives not Knives and Off the Record. Student voice feedback strongly endorses how safe and supported to be active citizens students are.

The importance of English and maths as central features of students' programmes of study and essential skills for their future lives and careers has influenced the strategic importance that leaders have given to these two

subjects. Significant investment has been made to raise the profile of English and maths and improve outcomes; this includes the recruitment and support of graduate trainee teachers, additional resources for effective curriculum management of these areas and the very high focus given to in year monitoring of these subjects. For students who have studied at the college during 2016/17, the progress measure for English and maths has improved considerably since the previous year.

Students benefit from the support and guidance offered by their tutors and curriculum teams through the very strong focus on confidence and skills needed for progression and positive destinations. This work is shaped and supported via the college's Next Steps Centre which continues to organise a range of information events designed to help students to make informed and timely decisions about their current learning and future career plans. Improvements over the year have led to both more information and support being available to more able students and this has led to an increase in the numbers of students applying to and being accepted by higher ranked and Russell Group universities. Whilst this is a small increase, it is an important incremental step and evidence of the more aspirational culture and supporting activities.

Small but incremental progress has been made in encouraging and working towards more aspirational destinations. The majority of curriculum teams have responded with enthusiasm and creativity to this crucial next step in further improving progression and destinations for students and the impact of these activities, such as Science students and their work with the CERN Project and the Gatsby Project, has had real impact over successive years with an increase in achievement rates, value added outcomes and progression to a range of exciting destinations. A related 'next step' is for curriculum teams to use their data on destinations and progression to review their curriculum and extra-curricular provision so that it is more consistently planned to ensure students have the skills and experiences to enter secure and sustained employment.

Leaders use their strategic links with the local employers well to align the curriculum to business priorities, develop new provision and raise the profile of apprenticeships. Croydon College was awarded Apprenticeship Employer of the Year and shortlisted for a range of other prestigious awards. Employers value their links with the college and its role in supporting the surrounding community. The college has a good reputation among members of the local business community and it also works well with the local authority to plan and deliver the learning needs of a broad range of young people and vulnerable adults. Over 2016/17 this strong partnership resulted in the introduction of a high quality provision for a year 11 cohort of students who were mainly unaccompanied minors/asylum seekers and therefore looked after children. These young people enjoyed a stimulating, supportive and successful year culminating in very good outcomes celebrated in a moving 'graduation' ceremony attended by carers, staff and governors. The vast majority have now progressed to mainstream provision within the college.

The college has excellent partnerships and links with a very broad range of external bodies and this has clear impact on the provision for students and their outcomes. These partnerships are very well managed and where high standards of quality are not met, the partnership is not continued. A partnership working to provide sports provision was ended for this reason and a new partnership is to start from September 2017 with the Crystal Palace for Life Foundation to offer short re-engagement courses for young people. The college has taken over other elements of the preceding partnership and will deliver directly to meet student need which will include advanced level study. The College worked with the National Citizenship Service to deliver an exciting new programme for 16-17 year old students (up to and including level 2) in 2016/17 which built on the innovative and highly regarded enrichment programme that includes community engagement and volunteering, which have been recognised in the award of Rights Respecting College by UNICEF.

The **Association for Citizenship Teaching** has awarded Croydon College the first **ACT Quality Standard for Further Education** in recognition of its outstanding Citizenship provision. Croydon College is the first FE institution to be a recipient of the Association for Citizenship Teaching Quality Standard for Further Education. The Quality Standard has been awarded for outstanding citizenship in schools over a number of years but this is now being extended to the Post-16 sector. This was awarded for the college's commitment to providing outstanding citizenship education demonstrated through leadership and management, teaching and learning, staff and student development and enrichment. Chris Waller, ACT Professional Officer, commented: "Croydon College, its staff, students and leadership are to be commended for their foresight in looking at citizenship through the lens of

values and then translating this into real experiences, events, trainings and contexts. This is highly desirable in educational establishments but rarely seen.”

Curriculum managers plan their offer carefully, taking account of national, regional and local priorities and the needs of the local community and employers. For example, provision in sports and has been expanded to reflect increased interest and employment opportunities. A rigorous validation process undertaken by senior managers ensures that all curriculum is reviewed and carefully planned with additional qualifications included where added value is clear. As evidence of the commitment to ensuring all students are supported to be active, confident and informed citizens as well as the recognition of the local context and the safety concerns that can arise, a significant number of students study formal Citizenship qualifications not only to add additional structure to their enrichment programme but also to recognise the work students undertake throughout the year.

Students continue to benefit from the staff commercial upskilling focus; these placements ensure vocational skills are current and encourage professional relationships to develop. Over 150 placements were completed in the last year, and a wide variety of sectors visited, reflecting the range of vocational areas in the college. Staff Learning Days through the year were used to agree the priorities and then evaluate the value of the placements in relation to work experience opportunities for students and curriculum design and planning. Feedback indicated that staff found this scheme an excellent opportunity to keep knowledge up to date and many enjoyed meeting employers and talking to them about innovations in the workplace and the changing skills employers want their new staff to have. A common piece of feedback was that increasingly employers want digitally competent employees. The college is using this feedback to inform its digital strategy for the coming year.

Managers also found the shadowing of other managers valuable for insight into leadership skills. The college worked closely with CER (formerly Capita) who found placements for a range of tutors and managers, and this will continue and grow over 2017/18 to find further placements with employers who are keen to support the design or delivery of work related projects for level 2 students in the Spring term. This initiative has also formed part of the college’s Leadership and Management Development Programme with, for example, the Vice Principal attending a placement at a large London hotel shadowing the General Manager and learning about staff communication strategies, staff motivational ideas as well as how the hotel ensures it deals with the threats posed by terrorism, child sexual exploitation and trafficking.

Students 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. In May 2016, UNICEF re-awarded us the Rights Respecting College status after a rigorous inspection. The report states that “it is particularly notable that the rights respecting work seen in the previous assessment continues to flourish at the College. The underlying principles of respect, inclusion and opportunities for student participation and engagement are key to the College’s ethos of embracing equality and diversity”

Safeguarding is very effective. The comprehensive safeguarding arrangements seen at the previous inspection have been maintained, and have been very effectively developed to comply fully with the ‘Prevent’ duty and the changing wider challenges that students face. Students feel safe and are safe at the College. There is a very good range of support and activities in place which ensures students are very 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 student need and feel confident of supporting their students to be safe. In recognition of the increased number of students with declared mental health needs as well as those with undeclared needs but displaying high levels of anxiety and possible mental health needs, a range of staff have received training to be ‘mental health first aiders’ with others being trained to better identify and support emerging needs. This has contributed to the very significant improvement in outcomes for those with declared mental health needs.

Governors, staff at all levels and students are very aware of the threats posed by radicalisation and extremism and training is differentiated and appropriate for all members of the college community. Teaching staff and other ‘front line’ staff have had regular training so that they are clear on both the signs of radicalisation and how to develop their curriculum to actively promote British values. Increasingly these themes are framed within the context of citizenship so that staff are aware of how they can promote key values and raise awareness of the importance of being active citizens. This complements the partnership with UNICEF and the importance of tolerance, participation in the community and the rule of law.

TEACHING, LEARNING AND ASSESSMENT - GOOD

Key Strengths

- Teaching, learning and assessment are good and equip students with a range of skills preparing them well for their next steps.
- Managers' accurate judgements on the quality of lessons, accompanied by rigorous performance management, are helping teachers to develop their skills
- Outstanding systems for staff development provide teachers with the opportunities to work reflectively, collaboratively and creatively to improve the quality of their teaching strategies and to accelerate the rate of learner progress even further,
- Students' English skills are enhanced through the increasingly creative and experimental ways that staff teach and promote English skills across the curriculum, specifically the promotion of reading.
- Students are benefiting from the strong focus on keeping effective records of work that demonstrate good progress.
- Teachers are skilful in promoting citizenship within tutorials and enrichment, and are becoming more confident in planning for citizenship within vocational lessons. This has resulted in students becoming more confident, informed and active citizens increasingly able to see the relevance of such skills for their future lives

Areas for Improvement – to become outstanding:

- Ensure all teachers are skilled and confident to provide stretch, depth and challenge for homework as well as in all lessons.
- Teaching staff need to develop their own use of digital skills in order to provide a wider range of resources to accelerate learning.
- Teachers need to provide more good quality feedback in students' folders that accelerates student progress even further.

Key aspect judgements:

Teaching, learning and assessment continue to improve and are good. The most recent Ofsted inspection in April 2014 noted there were "many outstanding teachers in the college" and that "a high proportion of lessons are stimulating, lively and productive." **Leadership and management of teaching, learning and assessment is very good with innovation and risk taking encouraged within a carefully monitored approach.** Management meetings at all levels specifically address this as a matter of routine, and all management training days include sessions on discussing and improving leadership and management of teaching, learning and assessment. The quality continues to be monitored through graded observations and regular learning walks by curriculum managers. Verbal feedback is given to teachers, and written reports and action plans are recorded and shared on the pro-observe system by a trained and accurate team. The responsibility for the action plan lies with the teacher, for example by arranging peer to peers, meeting with an advanced practitioner, sharing practice at team meetings etc. but progress towards completing the action plan is monitored by the line manager.

Learning Walks are a regular and important part of measuring and improving the quality of teaching, learning and assessment. Varying forms of learning walks took place throughout the year depending on purpose.

1. Learning walks form part of an Academic Leader's regular schedule to establish good routines and raise expectations of learning and behaviour. As always, in September and October, these focused on "Ready to learn – the first 42 days" as part of a whole college effort to improve retention in this crucial early stage of the academic year. **They noted the emphasis on prompt lesson starts, effective classroom management and checked all students had organised records of learning.** Good practice was shared at team meetings, and return learning walks scheduled for any sessions that needed improvement. They

continued throughout the year to support whole college priorities such as the improvement of attendance and punctuality, particularly by vocational Academic Leaders in the English and maths corridor.

2. Extended learning walks to explore strengths and areas for development within one curriculum area. This year, paired learning walks with Heads, Academic Leaders and an ex-HMI Ofsted inspector have taken place within the maths and English curriculum teams, both areas that required improvement for the college. Good practice was identified for sharing, and some areas selected for improvement. For example, **target setting was not clear enough to students in maths, so fresh targets were written and shared with every maths student with students reporting greater clarity on their areas for improvement.** Ranges of ability were observed to be too wide in the GCSE groups, so restreaming took place to allow for more targeted differentiation; arguably this was too late in the college year to have full impact so will be in place at an earlier point for 2017/18
3. Developmental learning walks for individual teachers according to risk assessment, such as newly qualified, probationary, to measure improvement against an action plan target etc. For example, the graduate teacher trainees in maths and English were finding resit students challenging to motivate, so training sessions were provided for these teachers on behaviour management with improvements seen as the year progressed and student voice feedback endorsing this
4. Themed learning walks to explore the impact of a college initiative. Governors, the Principal and Senior Management Team also take part in these to ensure rigour and full accountability. For example, themed learning walks took place in March to assess the college's improved tutorial delivery. **Findings here indicated that tutorials were enjoyed and valued by the majority of students, and the quality of tutorials were good,** but tutors needed to include more student led activities in their planning. These findings were also supported by the GOAL student feedback from December. The development of maths skills in Maths month tutorials was noted to be good and linked valuably to employability and progression, but that teaching of British values needed to be promoted more strongly and more often. This led to an increased focus on citizenship for the remainder of the year, in training, in the environment, in enrichment and in lessons. The improvement noted was so rapid that the college received its Award in Citizenship Teaching in July. Themed learning walks also took place in May to assess the quality of marked feedback in all lessons. Findings indicated that **students are receiving good feedback in most areas that they value and find helpful for improving their progress. The majority of students are keeping organised records of learning that demonstrate good progress from the start of their course, and that they are proud of.** Areas noted for improvement are the use of agreed college marking codes for the correction of English in order to further improve students' writing skills. Although many curriculum areas are providing detailed feedback, the most effective feedback came from those areas using the what went well/even better if format to clarify for students precisely how to improve.

Graded observations of Teaching and Learning (OTLs) took place throughout the year. These were scheduled according to risk assessment, ie new teachers and those who had observations in the previous year that were judged as not meeting the required standards of quality were observed in the earliest blocks. At re-observation in the Spring Term, only a minority of these sessions remained as requiring improvement showing rapid improvement. However, this is also an indicator that induction and initial learning walks of new teachers needs to be strengthened and accelerated. Staff whose sessions have been judged as consistently good were observed in the later blocks, with the expectation that they used the Autumn term for development of more outstanding practices as well as working with peers to share best practice through a collaborative approach.

The core team of observers is formed of, Vice Principal Curriculum and Quality, two Assistant Principals, the Head of Teaching, Learning and Assessment, Heads of School, and the Programme Leader for Teacher Training. This core team has trained a group of Academic Leaders identified as "Ready to Observe" to join the observation team. In the Autumn term they shadowed and were supervised by a named mentor. They also did joint lesson observations with the former Senior HMI, and he gave them individual feedback on their written observation reports. He commented that the observers he worked with were very accurate and sharp, and **"this indicates the College is benchmarking the quality of teaching and learning well and it is comparable to Ofsted standards"**. He also commented that, "the overall quality of the 'Ready to Observe' team is impressive ... and the accuracy and rigour of the team is judged to be strong." All members of the new Ready to Observe team are now observing independently, and some also took part in the observations of assessors in March in an effort to strengthen links between good teaching, learning and assessment in classroom based provision and apprenticeships

Advanced practitioners, noted in the previous Ofsted inspection as "providing very effective individual support for

teachers, which is valued highly in all subject areas, “continue to offer support to individuals, teams and courses across the college including English, maths and WBL, and they have also led on training sessions including teaching of maths across the curriculum and developing a college reading strategy. Each School has its own Advanced Practitioner to contact for informal advice, and to lead teaching, learning and assessment items at team and School meetings, and to assist with the arranging of ‘peer to peer’ observations and reflection of the findings ensuring. Teaching staff were also assigned an Advanced Practitioner for support if deemed necessary, and where this happened support will be in place for a full year until that teacher demonstrates their practice is consistently good. By the end of the year, an impact measure was noted of 65% improvement by at least one grade for teachers who received supported from an advanced practitioner at re-observation.

Teaching is good, and where sessions are judged to require improvement, action is taken swiftly to correct and improve. Teachers continued to engage in positive and productive sharing practice and training sessions on a regular basis in team meetings, peer to peer briefings and staff learning days. Training sessions are highly effective as they were closely aligned to the college’s QIP and were very well supported and evaluated by teaching staff.

Teachers work collaboratively to improve the quality of their teaching strategies. Peer to peer briefings have continued to provide a forum for HE and FE staff to listen to each other, experiment and share findings. The theme for the autumn term of “developing learners’ reading skills,” encouraged learners to read more in class and to read for pleasure. The project included library and curriculum staff and was linked to feedback from learners on their feelings about reading. The December peer to peer was an evaluation of the impact of this approach to encouraging reading, and resulted in a film created by the School of Art which reflected on the relevance of reading to employability and progression of Hair and Beauty, Art and IT students. There were contributions also from the Science and Childcare teams to share the work they have been doing developing reading skills. In Science, teachers have been using different strategies to check understanding of reading, for example sequencing exercises in practical sessions. In Childcare, staff have been using GCSE English questions to check comprehension of vocationally relevant articles in order to give extra exam practice to the childcare students taking GCSE English resits. The library reported positively on the impact of the Reading Challenge on Level 1 students, and it is proposed to extend this reading strategy further in the next academic year. The March peer to peer introduced staff to the new 9-1 GCSE Maths qualification and supported teachers with improving schemes of work to increase opportunities for teaching maths in vocational lessons. May’s peer to peer briefing used Moodle itself to introduce curriculum staff to the new Moodle 3. Staff were invited to take an online tour of Moodle 3 and submit their responses, questions and suggestions via a Moodle forum before the final launch in September.

Four Staff Learning Days took place in this academic year. The first two were in November and January. They focused mainly on improving tutorials, including the promotion of British Values. There were also sessions on the teaching of English across the Curriculum and maths and English within GCSE and Functional English and maths lessons. All staff took a fresh look at commercial upskilling and discussed School allocations of placements in recognition of the scheme’s value in underpinning the very strong college focus on preparing students for employment and progression. The Institute of Education ran a session for their mentors of teacher trainees and the former Senior HMI for colleges in London trained the Ready to Observe team on writing evaluative observation reports, and looked at the improvement of the quality assurance systems with key members of the apprenticeship team. The July training days focused again on citizenship, but for the whole college, not just curriculum staff. As well as refresher training on standard college systems, such as enrolment, training was also delivered to all staff on safeguarding and how to better understand mental health. All teaching staff used the first half of the Summer Term to visit each other’s lessons for peer to peer observations in recognition of this being one of the best methods of learning from each other’s practice. Line managers also used this time to meet with their teachers to monitor progress of individual action plans.

Strengths noted from observations of teaching and **learning are the provision of good quality resources that support learning and prepare students well for their future.** The college works collectively at providing relevant and current information on employability through careers advice, tutorials, work experience, case studies, scenarios and contextualised learning. The commercial upskilling scheme acts as a valuable system for updating staff knowledge of innovation and bringing that knowledge back to the classroom. All staff work hard at using good quality resources to support and guide learning. Teachers are becoming increasingly skilled at using the

Smartboard to clarify and illustrate teaching points and the best lessons provide capture sheets that require students to process the knowledge demonstrated on the board. The best lessons also show close collaboration between teachers and Study Plus Practitioners to accelerate individual learner progress.

Judgements indicate that an area that requires more improvement is ensuring consistent *challenge* across all lessons. This needs to have even more of a focus for school and course teams for the next academic year. For example, stretch and challenge is now noted as strength in Childcare lessons, but an area for improvement in Travel and Tourism, part of the same curriculum team. The Academic Leader is now planning peer to peers and team meetings where the good practice can be shared across the School quickly and effectively. Teachers have been working on developing varied and purposeful questioning strategies for stretch and challenge. Moodle is being reviewed to assess its effectiveness at providing opportunities for flipped and extended learning. Teachers are developing confidence and awareness of the importance of the promotion of equality and diversity within their subject specialisms as well as implementing ideas for the promotion of British values. Health and Social Care students benefit from a very strong focus on developing their awareness of their future role across a range of professions with well-considered activities supporting the development of knowledge and understanding of various strands of living and working in a democracy. For example, one class were studying tolerance and the rule of law in case studies on neglect and child abuse. Business staff have included sessions on the relevance of British values to large and small businesses. However, there is more to do here to ensure staff are including the promotion of British values in planning for the whole year in Schemes of Work. The decision was made to bring all provision for the promotion of British Values under the definition of citizenship in order for staff and students to understand the relevance of many diverse and valuable activities the college carries out on a daily basis through the year.

All activities to achieve improvement and quality monitoring processes remain strictly aligned to the QIP, which means that many of the training sessions have focused on English and maths. **English skills are taught more confidently across the curriculum** than maths skills, as noted in the most recent Ofsted inspection: "Teachers have high aspirations for their students and develop their English skills particularly well." This year, English training at staff learning days has focused more developing accuracy and fluency in writing and this has recently been extended to Study Plus Practitioners. Science teachers, for example, are using lesson time to check and correct spelling mistakes made by students in their note-taking. All curriculum staff have taken part in developing a reading strategy to motivate students to read more in recognition of the need for students to read fluently for full understanding.

Confidence in teaching maths skills across the curriculum is improving and has remained a priority for the college this year. All Schools received a minimum of one full day's training at one of the staff learning days held throughout the year. Teachers have been developing and experimenting with these ideas and, for example, in Health and Social Care, lecturers are regularly including the analysis of contextualised data in lessons, such as statistics on patient feedback in a care home. Teaching of maths skills is now a separate judgement on graded lesson observations and this has resulted in productive professional dialogue between observer and observed as to where there might be opportunities to promote maths and where it was done well. As a result of this, teachers are now more able to promote maths within their vocational context, for example, hair and beauty students calculate ratios of different hair dyes. Maths month was repeated in March in an effort to improve attendance and achievement in March exams, to promote the relevance of maths for employability and progression and to improve learner confidence in maths. It included a Maths conference for the most able GCSE students, a maths exhibition to encourage students to experiment with maths outside of the classroom, maths games and activities as vocational lesson starters and staff development of maths skills. Themed learning walks in tutorials during maths month reported a strong focus on developing maths skills linked to employability and progression.

The majority of teachers maximise opportunities for the teaching of maths skills in vocational lessons. Study Plus Practitioners have recently attended training sessions on improving support in maths lessons. An innovative method of teaching, learning and assessment has been trialled in Foundation maths lessons this year of LEARN. This is a framework that places an emphasis on structuring lessons to improve consolidation of learning before moving on too quickly to the next learning outcome. The framework of: Look back, Explain, Apply, Review and Next steps/homework, has been noted on observations and learning walks as having a positive impact on learner progress. This framework will be shared with more teachers through coaching from the advanced practitioner team in an effort to improve learner progress and reduce the number of activities included in a single lesson by

some teachers.

Specialist English and maths teachers have also received training at staff learning days. Much attention was paid to the importance of engaging and motivating resit students for GCSE, and on the need to refine teaching and assessment strategies at different stages of the year. For example, students were taught very much whole class for the first half of the year but classes evolved into more targeted skills workshops nearing the final exam period. The ETF provided training for English staff on strategies for improving the teaching of grammar, and on methods for engaging and inspiring English students. The ETF also worked with Maths teachers on resources and approaches to improve the confidence of maths students. We continued to work productively with the Institute of Education on ways to successfully recruit and retain highly qualified trainee maths and English teachers.

Assessment for learning and monitoring of progress has improved over 2016/17. The improvement of marked feedback is a key area of focus for the college. From the start of the academic year a strong message was given to all learners about the importance of keeping organised and effective records of learning. This communication was followed up by learning walks in all areas in the first few weeks of the course. The next stage was then to ensure teachers were monitoring these records of learning and providing regular marked feedback. Significant progress has been made in ensuring students have effective records of their learning, and where there is still a degree of inconsistency managers are quick to intervene and eradicate.

There is also an increased expectation for marking work regularly to accelerate learner progress and this was included in observer training for graded lesson observations and a comment made in all summary reports. For example, this was noted as strength in the IT curriculum area where Moodle is used to provide marked feedback on draft work in order for students to improve. Action plan items were created from this and monitored by academic leaders. Teachers have been given training, and are expected to correct English errors. In a peer to peer the staff created their own set of literacy marking codes to provide a standard system for the improvement of writing skills that students could understand easily and use effectively. There is more work for the college to do here to ensure these codes are used consistently and clearly. The use of different questioning strategies to check learning and for increased challenge, particularly at level three, continues to be an area of discussion and sharing practice for the teaching staff, and the School of Art in particular are experimenting with creative questioning to develop higher thinking skills. The Performing Arts team, for example, is experimenting with graphic organisers as a way of getting instant feedback for monitoring learner understanding.

Student GOAL feedback in November stated that feedback is good, comments from teachers are helpful and My Progress Tracker is a very useful tool. Students value the monitoring of their progress in tutorials and in 1:1 reviews. More feedback was requested from the Maths teachers, and improved feedback from marking and target setting was immediately put in place.

Themed learning walks explored the value of tutorials for monitoring the progress of students and findings matched the comments from the student GOAL. **Strengths were noted as the engagement and participation by students and the use and adaptation of centrally provided 'core' resources by tutors which has strengthened communications of college events and priorities and led to improved consistency in the quality of tutorials delivered.** However, it was noted that tutors need to continue to use and adapt these resources but include more student led activities in planning, and to continue to monitor attendance and progress, but ensure students are more regularly measuring individual progress against TMGs.

Themed learning walks in May, carried out by Academic Leaders, the Head of Teaching, Learning and Assessment and governors focused on the quality of marked feedback and found students are receiving good feedback in most areas that they value and find helpful for improving their progress. The majority of students are keeping organised records of learning that demonstrate good progress from the start of their course, and that they are proud of. Feedback is rich and detailed but the most effective curriculum areas use what went well/even better if to indicate specific actions for students to improve. All curriculum areas are correcting English errors, but not all are using the college marking codes to provided clarity for students across the different components of their study programmes. Managers attended a training session on assessment to share best practice and provide consistency in the leadership and management of assessment in each curriculum area.

Visits and reports from relevant awarding bodies continue to endorse the quality of the summative assessment practices within the college across all curriculum areas – this is both for subject/curriculum specific areas as well as the annual centre monitoring visits. The Childcare and Education and Training programmes were singled out as “excellent” by the External Verifier and recommended for providing training for other centres. All reports are carefully monitored and considered with summary reports coming to senior management teams. **Very good use of My Progress Tracker** continued for the monitoring and tracking of student progress, including comments, target setting and progress monitoring of mark books. The successful introduction of OneFile meant that equal attention was paid to the monitoring of apprentices, and the Hospitality apprenticeship team were praised in a recent EV visit for their very good use of OneFile.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - GOOD

Strengths

- Students feel **very safe** and know who to speak to if they have any concerns.
- **Unique** and **outstanding** development of **citizenship** skills that imaginatively promote **British values** and significantly improve students’ wider skills.
- A comprehensive range of thoughtful and well targeted **support**, which is reviewed regularly for impact and provides a safe, nurturing and positive atmosphere.
- **Good** development of the personal, social and employability skills needed for **progression** including maths and English.
- A culture of **high expectations** for all.

Areas for Improvement

- Further develop and **enhance** our **support** to ensure students continue to know how to keep themselves safe in a changing and challenging local environment.
- Plan and implement a cohesive **work related** programme that develops students’ skills to enable **aspirational progression** for all

Students benefit significantly from their time at Croydon College and are very well supported to become successful learners and confident citizens. There is a whole college approach that aims to enable students 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. The impact of this can be seen in a further increase in outcomes together with a greater range of more aspirational destinations. This improvement can particularly be seen with students from poor socioeconomic groups where equality gaps have narrowed or have been completely eliminated.

Students feel very safe at college and all student feedback confirms this and allows the college to enhance practice to ensure that all continue to be safe and feel safe. Particular attention is given to supporting learners to stay safe in a changing and challenging local environment. The college therefore works closely with local agencies and organisations to ensure students are receiving the most current and relevant advice and support. For example stabbings in Croydon have doubled in the last year and therefore, helping students to understand the risks of carrying knives and gang affiliation is a key priority. This involves working with the Police, the local gang units and also charities such as Lives not knives and YouTurn who are currently running a project in three London boroughs. Through the very well established promotion of Citizenship, including British Values, and the ‘Respect’ agenda within the college, the more powerful tools for keeping students safe are those that educate and encourage participation in college and local community life. Students learn in a variety of ways how to protect

themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying and what to do if they feel they are at risk. Understanding how to protect themselves online is a key part of this learning.

Students have a good understanding of the dangers of extremism and radicalisation and this continues to be a college priority, with managers recognising that there is still work to do to develop students' understanding further. Activities around these topics are now included within cross college resources which tutors use within group tutorials to make students aware of the dangers and also what to do if they are concerned. Discussions about modern British values also take place in tutorials, curriculum lessons and during enrichment and there was a strong emphasis on teaching students about democracy during the run up to the General Election, with a focus on encouraging everyone to register and vote. The importance of understanding different cultures can be seen throughout the college and led to two students and a teacher going on a trip to Poland to visit Auschwitz and the holocaust museum with the 'The Holocaust Educational Trust'. Students found the experience overwhelming and extremely informative. On their return they used the platform of the end of term assembly to give a presentation on the holocaust to raise awareness and understanding and promote our British Values of tolerance and respect throughout the school and they also created a noticeboard.

Citizenship is an integral part of all study programmes and it is through this that students learn to respect themselves and others using British Values. All students are encouraged to be active members of the college and wider community and the development of their 'citizenship' skills is taken very seriously by all members of the college. In July 2017, in recognition of our outstanding citizenship provision, we were the first Further Education College to be awarded the Association for Citizenship Teaching Quality Standard. The college was also re-awarded the accolade of being a 'Rights Respecting College' last year following a visit from UNICEF and the report states that "Respect is the operative word that drives the College's values and inclusive approach. It was very apparent throughout the assessment visit that relationships between the different members of the college community were founded upon this principle thereby establishing a learning environment whose chief aim is to support, nurture and encourage students to be active, responsible citizens both within the college and beyond."

All students are encouraged to take part in the "UNICEF Pledge Award", which involves students taking action on behalf of themselves and others both locally and globally. To achieve the award they must demonstrate active involvement in College life and their own health and well-being. They are also required to volunteer their time to contribute to their community. This year students contributed more than 21,000 volunteering hours, with many raising money for charity. Hair and Beauty students raised £724 at their yearly Christmas event where they ran the salon for a day with all proceeds going to the charity of their choice. Adult ESOL students planned and took part in a book and arts and craft sale which raised over £300 for the Grenfell fire victims. Access students raised £1,120 for Macmillan Cancer Support. Other students chose to use their hours to raise awareness of current issues. Foundation Access learners worked with Croydon Council to encourage people to be tested for HIV. With over 600 tests completed they received a commendation for their exemplary behaviour and attitudes. Level 3 Business students worked with Citizens UK to run a campaign to encourage the college community to register and vote in the general election. This was very successfully and the new MP for Croydon Central visited the college the day after the election to thank the students for contributing to the large number of young voters that helped to change the result in the college's constituency.

Students improve their confidence and gain wider skills that enable them to progress by completing social action projects which are common place within the college. For example, in 19+ ESOL students have taken part in a Recycling Project as part of the Speak Out for Change Project. Students planned and delivered an event to 100 other students to agree strategies on how to recycle and minimise waste. Students also worked with an organisation called 'Share Action' which provided them with training to enable them to attend the AGM's of major corporations and question them about their corporate social responsibilities. Students in Public Services regularly support borough wide projects with the Police, such as project griffin, an initiative to reduce knife crime. Through this citizenship work, students develop many transferable skills which are of use in ensuring success in their current and future programmes of learning and for progression to the changing world of work. In addition approximately eight hundred students completed a short course in citizenship to provide an opportunity for them to consolidate their learning and evidence their growing maturity as active citizens.

Developing the personal, social and employability skills of the students continues to be a priority, particularly

for those on the lower level vocational programmes. During the first term 186 Entry Level 3, Level 1 and Level 2 students completed the National Citizen Service to reinforce our commitment to Citizenship and as a way of enriching their learning experience outside of lessons and gain the skills needed to be successful students on their current and future learning programmes. This involved students working in cross college teams on a social action project over a 3 weeks period, including a four day residential trip. They were taught new skills that were then used to work in the local community with various charities and organizations to raise money. This unique opportunity involved students working with students and people that they would not have naturally encountered and developed their confidence and understanding of their rights and responsibilities as citizens in their local community. The willingness of the students to engage in these projects led the students to raise double the average amount of money recorded by NCS. The feedback from students and staff was overwhelmingly positive. For example, a Graphics lecturer noted the positive impact NCS has had on his students in relation to their improved behaviour and work ethic in the classroom.

Students 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. By working in partnership with CER and other partners, the college has been able to provide high quality external placements that are directly relevant to the students' course and future career aims. For example, Engineering students have gained placements at Aecom, which has enabled them to work in a leading, international engineering company, with the potential of future job opportunities or apprenticeship placements within the company. Students within the School of Art have secured placements with Working Title Films and The National Trust, gaining real world insight and experience as to how the skills developed on their course translate to the working environment. For some, internal placements are more appropriate at this stage in their development and some ESOL, High Needs and Pathways students carry out placements within the college, where they spend time across a range of departments. They are encouraged to develop their skills in readiness for the next steps of their learning and, crucially, enhance their confidence in communicating with a broader range of people in more challenging settings.

Students across the college also benefit from a very broad range of work related activity outside formal lessons which serves as useful experience for them to practise their employability skills and transfer their classroom learning to a more realistic working environment. Employer led activity is frequent and extremely positive and enriches student's study programmes and their learning experience. For example, "Croydon Tech City" are visiting the college weekly to develop Apps with level 2 IT students. In construction the number of external visits to local construction sites has increased to enable learners to get a feel for the 'real world of work'. This includes a full site induction before being allowed on site which helps to reinforce the importance of health and safety.

There is a strong focus on enabling all students to understand the opportunities available to them and to plan for their future progression. The introduction of a Next Steps Centre has centralised the approach to CEIAG and has improved the tracking of students UCAS, work experience and progression. This has allowed the college to provide more targeted and timely support in relation to careers and progression advice and guidance. For example, the college has been able to identify those Level 3 students who are not planning to apply to university, and to put appropriate and timely measures in place. These include an individual meeting to discuss their next steps and then targeted workshops to guide and support those students in regards to their progression.

Skilful and timely careers advice is given to students' and the involvement of external visitors, such as the MoD, Police, Royal Marines and Acorns Day Nurseries help students to understand the types of careers and jobs that are available to them. A visit from a representative from the Chartered Institute of Management Accountants (CIMA) improved Business students' focus, motivation and raised aspirations as they realised the opportunities and pathways available to them. The Worshipful Company of Plumbers and Women into Construction (WIC) gave talks to inspire learners to aim high and to raise the aspirations of female learners who are underrepresented in construction. A mid-year conference was held for Health and Social Care students where successful former students now working as nurses, midwives and social workers advised on how they embarked upon their careers and the behaviours which were necessary to ensure they achieved the grades they needed.

Students receive extensive support to prepare them for their next steps. This starts with discussions with their tutors and then the Next Steps centre offers students a rolling programme of workshops including progression options, an introduction to UCAS, support for personal statements, preparation for Work Experience, and CV and Interview skills, including mock interviews. Tutors can book these for individuals or whole groups, or students can

drop into the centre where they can also access the Job Shop to help find them paid part time employment. A range of other targeted workshops are also offered for example Access L1 learners attended the National Careers Service workshop to develop their CV's and to ensure they had appropriate work experience to suit their career. Many of them had been long-term unemployed but with the support provided students developed the confidence to apply for jobs.

Encouraging students to plan early for more aspirational destinations has been a priority, particularly for disadvantaged groups. To ensure that all students are making informed decisions about their future and to help them decide whether or not to go to university, all level 3 year 1 students took part in a UCAS week that included talks and support for registering, selecting courses, personal statements and finance. A significant majority of students also attended taster days at universities. This will be expanded to include level 2 students during 17/18. Of the current level 3 year 2 students, 392 have applied for UCAS. This is around seventy percent of the whole cohort and the number gaining offers for 'good' universities has increased by eight percent. Additional personalised support was provided to all Level 3 year 1 looked after children who received detailed information and in person discussions about their options and the universities that offer the best packages for them.

Students continue to get significant support from a range of teams within the Academic Support area. The number of students attending homework club within Study Plus learning is growing and increasingly they are students who want to achieve higher grades, rather than those who need help to pass. A number of regular and one off, workshops have also been introduced and these include a range of maths and English topics, as well as sessions on more specific issues such as relaxation techniques, stress management, art therapy, healthy eating and drug awareness. The number of students using the library continues to grow and there have been very successful initiatives including the Reading Challenge and the introduction of the academic helpdesk where FE and HE students can get help with research, referencing and turnitin. Through unique and innovative development, the college has built a cohesive online learning environment that enhances the teaching and learning process with a graphical organiser that reminds students of upcoming deadlines, an enhanced communication system for feedback, a course quality analyser and a intranet that preloads days of importance and events, particularly promoting British Values to help develop a student's understanding of citizenship.

The college operates a policy of high expectations and no excuses for all students. This is supplemented by targeted support for individuals and particular groups of students. The college now has a member of staff who leads on LACs and monitors support needs via PEPs and predicted success. Bursary payments are now weekly and require full attendance and punctuality the previous week to achieve a payment. These strategies have resulted in there being no equality gaps for LACs for two years and those receiving bursaries out performing other students this year.

Data is used to identify vulnerable groups to ensure targeted, comprehensive support is put in place. In common with many other education providers, the college is seeing a significant increase in the number of students declaring mental health problems but it is recognised that many students do not declare this type of condition. To respond to this need, staff have been trained as Mental Health First Aiders to support the students at times of crisis by providing immediate support. There are also a range of other support strategies in place including workshops to develop 'coping strategies' and to relieve stress and anxiety such as art therapy, relaxation techniques, stress management and healthy eating. This support has led to a significant reduction in the equality gap between those who declare this type of condition and those that do not. The college is currently working with "Off the record" a specialist counselling service for young people, to further develop the support and advice available.

The college works with a wide range of external organisations to help students understand how to keep themselves safe and healthy. There are weekly visits by the sexual health nurse, Alumina provide short courses to help students who are self-harming, a local gym provides free passes to help students stay fit and a smoking cessation service to encourage both students and their family and friends to give up smoking. Other organisations include working with TFL to help students travel safely, domestic violence groups that promote healthy relationships and groups that work with different types of addictions.

It is fully recognised that attendance and punctuality rates are still not yet high enough, in common with other London colleges. A range of strategies have been trialled including attendance awards to recognise the best students and groups. More innovative initiatives to improve rates include the introduction of a late desk every

morning and whilst this did not significantly improve punctuality it did reduce the amount of disruption to lessons. This practice has been reviewed and amended for 17/18 in an attempt to further improve practice and to encourage students to be early to college and initial data shows more students arriving before the start of the first lesson. Rigorous monitoring through tutorials, learning walks which focus on brisk lesson beginnings that are “unmissable” and a consistent message across the college of ‘Ready to Learn’, has led to a much more consistent approach.

There is a strong focus on developing the maths and English skills of students. In particular the strategy to get students reading has proved to be very successful. As part of this, all entry level and level 1 students’ were taken to the library during tutorial and encouraged to sign up for the reading challenge, which entails them taking out five books from the library, reading them and then answering questions when they return them. More than one hundred students have now started the challenge with many now successfully completed. This challenge has now been extended to level 2 students. Level 3 and ESOL students also made mini films about why they liked to read and these have been shown through tutorial, where there is also a word of the week. There is also a very clear focus in all lessons on developing maths and English skills. This is monitored during observations and also during the themed learning walks. In an ESOL lesson where the focus was on pronunciation, the tutor used quick fire questions to ask how many years had passed from one event to another, how old was a particular event, how many decades were there within two dates, how many weeks were there during two dates on the board. The students made quick calculations and then answered the questions practicing their use of English language and pronunciation. In a Level 1 Multi-skills tutorial students were asked to find-out the salaries of construction workers and then calculate tax deductions. However, not all learning opportunities are providing opportunities for the development of maths skills at an appropriately challenging level and Advanced Practitioners continue to work with individual teachers to encourage this as well as leading sessions at curriculum team level to enhance and encourage more stretch.

Competitions continue to be an important way of motivating the students and raising their confidence and aspirations. Electrical students entered the College of North West London’s skills competition winning 1, 2 & 3rd place in Electrical Installations. Level 3 Business students were finalists in a competition organised by London Metropolitan University, ‘The Big Idea’. Students created a business app and have made it through to the Bootcamp Day on 24th Feb at the Nat West Tower. A number of curriculum areas took part in the “World Skills” competitions. Competitions are also used as a way of engaging apprentices and a Level 2 Plumbing apprentice has won Tradeswomen of the Year at the Women in Construction Awards, Manchester.

Learner success is constantly celebrated, through positive comments on MyPT, displays of learner work in classrooms and good news stories in tutorial. Students take pride in their environment through classroom display competitions. The Year 11 students created a display which showed their journey to the UK which was presented to Croydon Council with students talking proudly of their home countries and culture. In Leap students curated their art work which was shown to the Head of the School of Art and at open events. Success is regularly celebrated through termly assemblies where students are recognised for their achievements, including high attendance and course awards, for example ‘most committed learner’ and ‘most improved learner’ to encourage and reward appropriate values. The students are confident in presenting in front of large audiences and enjoy celebrating their successes. In June 2017 the yearly Refugee Week event took place with performances from an Entry 2 student who talked confidently of his journey to the UK. End of year celebrations take place at the end of each academic year. These included graduation ceremonies for Access students and the 14-16 provision, end of year shows in the School of Art and the Unicef Pledge Awards.

OUTCOMES FOR LEARNERS

Outcomes for learners are Good.

Key Strengths

- Year on year improvement in whole college education and training achievement rates with an improvement of 8.5% over the last three years
- Outstanding achievements (with a good improvement trend) in Science, Hair & Beauty and Access with good outcomes in a range of other areas including Health & Social Care and Public Service
- Three year trend of improving ALPS score for 16-18 vocational provision
- Much improved English and maths progress measures. Particular improvements in Functional skills outcomes
- No significant gaps in outcomes by socioeconomic indicators. Significant improvement in outcomes for students with declared mental health needs
- Consistently strong focus on relevant skills and industry related standards

Areas for Improvement

- Address the one year dip in level 3 outcomes for 16-18s so that they continue the upward trend in particular in Arts related courses, Sport and Travel and Tourism
- Continue to monitor progress measures in English and maths so that increasing numbers achieve GCSE grades C/4+
- Improve apprenticeship timely outcomes and, in particular, outcomes for Health & Social Care

Croydon College continues to be a “college which makes a substantial difference to the lives of students of all ages within its local community. Students leave the college with a wide range of skills that enhance their personal lives and work readiness.” (Ofsted 2014).

Whole college education and training headline outcomes have improved year on year for the past four years, a significant majority of students on graded outcome courses now achieve in line with their potential and there is a trend of improving numbers achieving above expectations based on prior attainment. In addition, there have been no significant gaps in outcomes for different cohorts of students and particular progress has been made in ensuring that for the second year, socio-economic factors external to the college are not impacting on achievement and students achieve in line with their peers.

QAR (Qualification Achievement Rates) overall data for 2016/17 Education and Training provision showed a further improvement of 3.7% so that it is now in line with the national and provider rate of achievement. Whilst QAR (Qualification Achievement Rates) overall data for 2016/17 Apprenticeship provision showed an improvement of 2.9% so that it remains higher than the national and provider rate of achievement. However, timely achievement rates for apprenticeships have fallen from 2015/16 and are now 55%.

Beyond the headline **QAR data (see appendix 1 for the QAR 2016/17)**, more meaningful improvements can be seen for different cohorts of students and by curriculum specialisms; for example, table 3 shows performance by subject sector area tier 2 and shows outstanding performance in nursing and allied subjects (SSA 01.2), Science (SSA 02.1) and Service Industries (SSA 07.3) with a three year strong improvement trend or consistently strong outcomes in others including Public Services (SSA 01.4) and Health and Social Care (SSA 01.3).

A key area for improvement following the May 2014 inspection was to improve '16-18 performance on Level 3 courses' and achievement rates for this cohort of students has improved for the three years in a row (and by a further 7% from 2014/15 to 2015/16) but have dropped back slightly over 2016/17 from this high rate. However, this slight dip is isolated in a minority of curriculum areas and was due to staffing difficulties now resolved so that managers are very confident that this will not reoccur for 2017/18.

Apprenticeships (QAR – appendix 2)

Overall apprenticeship achievement was higher than the previous year at all levels and higher than the provider group (2015/2016) and with 25% (with the termination of the only sub-contracting arrangement the increase of direct apprenticeships was 55%) increase in leavers. Overall, there was an improvement of 7% in direct apprenticeship achievement. However, timely achievement remained low and below the provider group mainly due to poor but improving functional skills achievement. Overall achievement increased in most vocational areas apart from Health and Care in which there has been a large increase in apprentices. Timely achievement has improved in this area and higher apprenticeship timely achievement is now very good. Increased management capacity is beginning to show improvement in apprentices' progress particularly at levels 2 and 3. There has been a very significant improvement in overall and timely achievement of those with a learning difficulty or disability, albeit relatively small numbers, in line with their peers.

In a sample of apprentices who completed between July 2016 and May 2017 90% were in permanent employment, of whom 86% had progressed in their job role. 4% of the sample had progressed to higher education and 6% were not in permanent job roles.

Traineeships

The College introduced traineeships to meet the needs of young apprenticeship applicants who were not yet ready to undertake a full framework in 2016/2017. However, despite a well-planned core curriculum suitable placements that would enable trainees to develop work related skills were difficult to secure and several trainees moved into full-time employment shortly after commencing the programme. Within a very small cohort achievement was poor although it would have been higher had trainees who have now started and continue on full-time vocational programmes been counted amongst the achievers but fell outside the timely rules.

Progress and value added outcomes

The Shadow Performance Measures for 2016/17 showed that the college's 'Applied General Cohort' of provision had an average point score per entry of D- (a three year improvement trend of Merit- to Merit+ for the previous years) and a higher retention rate than the national school and college rate which is a significant measure given the student cohort and college context.

The 'Tech Level Cohort' also had a positive 'completion and attainment score' when compared to other providers with the same average point score of Merit+ and was also characterised by a higher retention rate than the national average for schools and colleges.

ALPS as a tool to measure summative value added was used retrospectively for 2015/16 and 2016/17 and will be used from 2017 onwards to shape target setting and formative monitoring. The initial retrospective report (based on emerging understanding and use of progress measures and more aspirational activities and target setting within the college) resulted in a whole college progress score of 5. This is a pleasing score and has provided good evidence of the importance of aspirational activity and close monitoring. The college is confident that this will improve for 2017/18 outcomes.

Managers and staff continue to improve their knowledge and use of formative value added strategies with sharing of good practice beginning to yield improvements across curriculum teams with some making significant progress. ALPS analysis of level three vocational data shows a three year improving T score trend

from 9 to 7 to 5. A score of 5 is judged to be 'Satisfactory to Good' and this three year improvement trend is testament to how staff across the college are more confident and able to plan and deliver more challenging content to ensure depth of learning for increasing numbers of students.

Science students achieved very good outcomes again with achievements showing a further improvement (now over three years) and of note is the pleasing continued improvements in high grade achievements. This is testament to the strong monitoring in place within this team together with a very good range of aspirational extra-curricular activities. For example, students visited the CERN Project in Switzerland and gained significant skills by working on a project with research staff from the prestigious University College London. The ALPS score for Science provision is a very encouraging grade 4 and is on the cusp of grade 3; this must be judged against the fact that this analysis was retrospective and was not the outcome of staff actively using ALPS formative targets through the year which they are for 2017/18.

Other teams are also now more conversant in 'stretch' and challenge and recognise the importance of high grade outcomes for future success and improved life chances. For example, Health and Social Care students on the 90 credit Diploma course benefited from a very good range of aspirational activities encouraging them to 'aim high' and this, combined with good learning experiences within the classroom resulted in good progress measures. Public Service students have also increased their focus on high grade achievement through a range of well-focused activities with a key one being the team's promotion of English skills within all learning experiences. Nevertheless, there is more to do across all teams to ensure that 'high expectations' lead to appropriately challenging learning experiences leading to good progress and a higher proportion of high grades.

Managers are very aware of the starting points of their students both in terms of key stage 4 levels of attainment, average GCSE scores and the levels of independent study skills that students come to the college with. The average GCSE score of level 3 students is low and has declined slightly over successive years and for 2016/17 was in the lower tiers of ALPS analysis. The average GCSE score for disadvantaged students commencing their programmes of study at the college is lower at all levels and so the achievement levels of these groups on completion of their programmes is particularly impressive. The culture of high aspiration within and across teams is one bringing about incremental progress and continues to be a central theme in the Quality Improvement Plan for all teams supported by cross college initiatives and support measures. The impact of this will be a focus in the regular senior management monitoring of in year progress during 2017/18.

Curriculum teams are increasingly 'fluent' in the use of value added methodology to monitor progress although there is more to do in order that it is fully consistent across all programmes and all levels. Through revised college systems and management development, managers are now more familiar with measuring their performance across a range of measures rather than just 'flat' achievement rates and so recognise the importance of providing stretching targets for students so that they meet or exceed their own personal TMGs.

English and maths

Overall outcomes for English and maths have improved by 3.5% and Functional Skills outcomes have improved significantly (English has improved by 21% and maths by 20%). These improvements are the result of a range of informed and carefully monitored whole college actions. Outcomes for GCSE English and maths have declined but this is in the context of significantly increased numbers (from 665 to 1148 entries) together with the decision to enrol students with grade E and Functional Skills Level 1 onto GCSE study meaning that a progress measure is a more appropriate judgement on English and maths outcomes. For those students studying at the college in 2016/17 the progress measure for English was -0.01 and for maths it was -0.06 ie a significant improvement since 2015/16 although there is more to do to ensure that students achieve at least in line with expectations (ie based on prior attainment).

College performance for English and maths continues to be rigorously analysed to understand any patterns or trends. This has again shown that a student's overall average levels of attainment (measured by gcse scores) rather than their performance in English or maths is a very strong indicator of success. For example, our findings (now based on two years' outcomes) would challenge the expectation that those with a grade D (or grade 3) should be expected to increase their grade to a minimum of a grade C(4) in one year without also

understanding the correlations with a student's wider levels of attainment. This analysis would also fit the methodology and approach of more established value added tools such as ALIS and ALPS.

The tables below summarise the growth in numbers and the patterns identified relating to GCSE examination passes

GCSE English – overall numbers and pass rates

	A*-C	A* - G	2016/17 starts	2015/16 starts	2014/15 starts
All	18.5%	82%	595	385	110
16-18	17%	98%	543	295	54
19+	41%	83%	52	90	56

For 16-18 students (significant majority of the cohort) there is a very clear correlation between prior GCSE overall attainment and the retake pass rate. For 2016/17 16-18 enrolments, 392 students had prior GCSE attainment and for these students there was a very clear correlation between average attainment and GCSE English outcome. The academic year of 2016/17 included a cohort of 236 students who started with a GCSE grade D but had very different GCSE average levels of attainment. Of these students, **161 (68%) had an average GCSE score of lower than 4 and 17% of these students achieved a grade C or higher** whereas **75 students (31%) had an average GCSE score of 4 or higher and 37% achieved a grade C or higher. For the relatively small numbers (21 students) with an average GCSE score of 4.5+, 52% achieved a grade C or higher.**

GCSE maths – overall numbers and pass rates

	A*-C	A* - G	2016/17 starts	2015/16 starts	2014/15 starts
All	18.6%	74%	553	264	144
16-18	12.1%	73%	519	215	59
19+	46.9%	90%	34	49	85

There is not such a strong correlation between levels of attainment on entry and final outcomes but it is of note that the average GCSE score of 16-18 students studying GCSE maths is 3.3; that is an average grade of E.

It is important to also recognise that all students were correctly placed to study at a level higher than their previous formal attainment (ie were not placed according to Initial Assessment when formal qualifications were held) in each of these two subjects and so were developing higher level skills and making progress towards becoming more proficient in these vital subjects. Student feedback strongly endorses this judgement (i.e. that their skills have been developed and they have gained more confidence in English and maths). This would also support the increase in achievement on vocational qualifications as well as the further improvement in accessing higher grades and progress measures.

A report from the AoC Responsive College Unit MiDES unit show that 49% of all study programme students at Croydon College commence their studies without either GCSE English or maths at grade C/4+ compared to a GFE average rate of 33%. In terms of the GCSE English qualifications on entry, the College is ranked 242 out of 270 providers and for maths it is even lower at 267 out of 280. This illustrates the extent of the support needed for students to make even incremental progress in terms of confidence and skills in English and maths and has informed the decision to make these improvement areas very high profile whole college initiatives.

Wider Skills and Outcomes

As part of the college's work to further develop both 'softer' skills such as confidence and working with others as well as citizenship awareness and skills, a significant number of study programme students undertook a summer term project designed to boost awareness of the importance of participating in their community and the wider democracy they live in. The stimulus of the General Election was used to launch this initiative and students enjoyed learning about their rights and responsibilities as young adults. Different political parties

were invited in and students enjoyed debating contemporary issues that mattered to them with the candidates. English skills were also developed as part of this Citizenship Project with a particularly important outcome being confidence at working with others and supporting their growth as citizens of the wider society. We recognise that sometimes a barrier to learning and being more aspirational for their futures comes from students' own self confidence and 'speaking' skills and this is becoming more widely recognised as an area to develop. This carefully chosen project was implemented as a tool to allow students to 'speak' and develop fluency and articulacy which would improve their learning experiences, confidence in deciding 'next steps' and ultimately their life chances. The success of this project will lead to its further roll out to wider cohorts of study programme students.

After a significant increase in outcomes in 2015/16 in ESOL provision, these improvements have been sustained. This is alongside wider improvements in outcomes including confidence, citizenship skills and readiness for progression. This continues to be a particularly important area for the college in terms of both the volume of starts but more importantly, the improved life chances and employability/progression options gained by our ESOL students. ESOL students took part in a Recycling Project as part of the Speak Out for Change Project run by the UNICEF group. Students planned and delivered an event to 100 other students to agree strategies on how to recycle and minimise waste. Students were confident in presenting arguments and in encouraging participation of a large group. Students take part in regular competitions for example in maths and writing. Students take pride in their environment through classroom display competitions. The Year 11 students created a display which showed their journey to the UK which was presented to Croydon Council with students talking proudly of their home countries and culture. In Leap students curated their art work which was shown to the Head of the School of Art and at open events. Success is regularly celebrated through termly assemblies and attendance awards where students are confident in presenting in front of large audiences their projects. In June 2017 the yearly Refugee Week event took place with performances from an Entry 2 student who talked confidently of his journey to the UK. Students also contributed to an activity delivered by STAR (Student Action for Refugees) in which origami was made to be delivered to Downing Street to highlight the plight of refugees around the world. Students at Level 1 in ESOL 19+ took part in the college Reading Challenge to read 3-5 books and complete a diary. Some of these students also took part in a video to encourage other students to take part. Other adult ESOL students planned and took part in a book and arts and craft sale which raised over £300 which was given to the Grenfell fire victims charity.

ESOL students benefit from a very strong focus on both their language skills but also their confidence and awareness of life in Britain with a very good range of trips and visits enhancing their communication skills and vocabulary but also allowing them to experience different aspects of cultural life – for example, visits to the Globe Theatre and the British Museum in ESOL. Staff are aware of the importance of considering alternative methods to engage students in their learning and have recently worked with an external agency called Rewrite resulting in a focus on arts and drama to develop language skills and confidence.

The components of a student's programme of study are carefully reviewed for coherence and 'student growth' with additional qualifications only approved if they can be shown to add value to the students' experience and their progression opportunities. This is carefully planned and managed as part of the college's validation process and is aimed at avoiding students taking multiple small qualifications that do not have currency and add no value. Where there is added value the curriculum is carefully planned to allow additional qualifications. For example, Travel students on the advanced level diploma complete an NCFE Cabin Crew qualification which is directly linked to their future careers and allows students to gain an additional qualification which is recognised and valued in their industry and Childcare students gain additional qualifications supporting them to be better equipped for their planned work places.

Gaps in Outcomes Analysis

For the second year running, there are no gaps of any significance based on socio-economic indicators and, although there appears to be some small difference in outcomes based on ethnicity, these are primarily explained by socio-economic circumstances. Students benefited from a number of key changes to enable better tracking and support of their attendance and progress including revising reporting systems to show progress for LACs and bursary/FSM recipients against cohorts that do not fit these criteria, enhanced working with the Virtual Schools of the main LEAs and a designated Monitoring Lead within the college. Throughout the year, management monitoring meetings focused on predicted outcomes for all students but curriculum

managers were asked to summarise any gap in predicted success. Because of this rigorous monitoring and support systems, all key indicators improved and the attendance to lessons and examinations for these cohorts is now 'in line' with whole college and actual success is also in line with the wider cohort. This has led to pleasing outcomes for more vulnerable 16-18 students (ie based on socio-economic indicators eg 'looked after children' and those entitled to Free School Meals (FSMs) or the college bursary) where they are achieving in line with or exceeding those who do not share these characteristics. This is despite such groups having markedly lower levels of attainment on entry (ie. GCSE average scores) than the wider cohort.

College outcomes analysed by learning difficulty, disability or health problems showed no significant gaps in outcomes. The three largest cohorts when analysed by learning difficulty (autism, moderate learning difficulties and dyslexia) all have an improved achievement rate. The two largest cohorts within an analysis of outcomes by disability (medical and mental health) each have improved outcomes with those with a declared mental health need having significantly improved outcomes (improved from 67% to 81%).

Standards and reports from awarding bodies

Close attention is given to reports from Awarding Bodies to ensure that our practices remain high quality and student focused continuing to improve outcomes. A very effective improvement tool has been the sharing of 'better practice' within and across teams so that all students complete work to the standards required, gain detailed feedback and that all work develops English and maths skills where relevant. Skilled practitioners across teams share their ideas and so better practice is now more widespread and is evidenced from such feedback. Over 2016/17, Quality Review weeks were introduced so that prompt in year action could be swiftly taken when any concerns were noted. Reports from external verifiers and awarding bodies for 2016/17 outcomes have shown that strong practices have been sustained and other areas are much improved. Feedback from the awarding bodies for the very sizeable Access programmes of study is excellent year on year with many examples of good practice cited.

