College SAR for 2015/16

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1. Context at Rochdale Sixth Form College

Our Mission

At RSFC our central purpose is to help our students realise their academic potential. We believe every young person can succeed and we devote ourselves to improving student achievement, through high quality teaching and student support. Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, to inspire and to motivate our students so they have the opportunity for greater choice in life.

Our Vision

We aim to be the sixth form college of choice for the young people of the Borough of Rochdale and aim to develop confident and articulate students, respectful and respected, capable of independent and critical thought and appropriately prepared for higher-level achievement.

Our Values

Care for the individual – our first priority is to connect with our students, be interested in their lives and backgrounds and listen actively to what they say. Treating every student in every class as an individual and continuously boosting their self-esteem and confidence is very important to us.

• **Achievement and excellence** – an unceasing focus to improve standards of academic achievement to better the lives of our students and a passionate desire for their success through a culture of high expectations and aspirations.

• **Learning** – we are driven to pursue effective learning for all students and first class teaching and support by all colleagues – day in, day out.

• **Relationships** – students and staff working together to foster a real sense of community and mutual respect. We will work in partnership with parents/carers to ensure our 16-19 year olds are confident and mature individuals who are able to become responsible and valued members of our wider society. We will maintain close and meaningful partnerships with schools, other colleges and universities to further enhance the learner journey. Relationships with our community in Rochdale will reflect our commitment to the social and economic wellbeing of the Borough and increase the range of opportunities for our students to become active citizens.

• **Inclusivity** – we embrace diversity and strongly commit to the equality of opportunity for students, staff, their friends, families and our wider community.

• **Honesty and fairness** – the life of the College community is based on the values of honesty and fairness and we commit to conducting ourselves with openness, trust and respect for the individual.

The College is also very strongly committed to staff development and wellbeing which in turn benefits students' progress and attainment.

Strategic Aims (Themes)

In establishing RSFC our strategic aims are focused upon five main areas:

1. To ensure that RSFC remains outstanding in all areas of the FE and Skills Common Inspection Framework.
2. To maintain focus and support national priorities.
3. To ensure the needs of the local community are met.
4. To maintain a highly skilled workforce equipped to respond effectively to change.
5. To ensure robust financial and resource management.

College Organisational Structure

For 2015-16 the College's Senior Leadership Team (SLT) consists of the Principal, one Deputy Principal, one Vice Principal, four Assistant Principals and a Director of Resources. The Middle Leadership Team of the College comprises Subject Leaders and a specialist team of Personal Progress Tutors. Personal Progress Tutors are responsible for the achievement and welfare of approximately 90 students each. Our support staff structure led by the Senior Vice Principal is highly streamlined and highly efficient.

Information about the College

Rochdale Sixth Form College currently has approximately 1380 full time 16-18 year old students who are all enrolled to a full time Level 3 study programme of AS/A2 Levels. A minority of students are re-sitting either GCSE English or Mathematics.

The College is still a relatively new Sixth Form College established in 2010 following a Strategic Area Review, which concluded that the existing A-Level provision in the Borough of Rochdale was expensive, dispersed and unsustainable in the long term. In September 2010, when the College was opened, there were two faith schools with sixth form provision, one of which operated as part of a three-way partnership in one of the townships. An 11-18 academy and an 11-18 school retained their sixth form provision, despite the opening of Rochdale Sixth Form College. From September 2011, one of the 11-18 faith schools and the 11-18 academy still retain their sixth form provision.

The College is located in the centre of Rochdale adjacent to a General Further Education College, which delivers a wide range of vocational and HE provision across a range of levels. Rochdale has a population of 206,100 and the ten years preceding 2007 saw an increase of 2,100. This rise is projected to continue to approximately 225,700 by 2031. As in most parts of the country, Rochdale's population is ageing, however, in contrast to what is happening in Greater Manchester as a whole, the 0-15 population is greater in Rochdale (23% compared to 20%). However, this age group is projected to decline. The proportion of black and minority ethnic (BME) population is increasing, and in terms of age structure, the 0-15 range makes up a significant proportion of Bangladeshi and Pakistani ethnic groups. Pakistani is the largest minority ethnic group, representing 8.2% of the population.

The Student Intake and the Importance of Value-Added Measures (Alps)

In terms of cohort, across Rochdale secondary schools as a whole, around 75% of students in years 7 to 11 are estimated to live in the most deprived areas within the old Aim Higher targeting criteria on index of deprivation. In several Rochdale schools, more than eight out of ten students live in the most deprived areas. In 2015/2016, one of our largest partner schools, accounting for approximately 80% of our intake, only one was above the national average for the number of pupils achieving five A*-C, including English and Maths. Taking this into account, we do not place as much emphasis on analysing our achievement data based on raw scores alone, as we do the progress students make in relation to their prior attainment at Key Stage 4.

At Rochdale Sixth Form College, we believe that all young people of all abilities deserve the opportunity to better their lives through academic study and progression to HE or appropriate employment. To this end, we are highly inclusive and do not operate a highly selective and restrictive admissions policy and entry criteria. We offer students from the borough a place to study AS-Levels with five grade Cs, a lower entry requirement than in most colleges. Our average GCSE point score in 2015/16 was 5.8 (averaging less than a B at GCSE), compared to a Sixth Form College average of approximately 6.1 (averaging greater than a B at GCSE).

Our work is underpinned by the philosophies and ethos of Alps, who promote the following:

- The simple idea that each of us is an individual, an exception and needs to be valued;
- Aspiration, inspiration and motivation are key elements needed in work with young people;
- Powerful leadership, high quality teaching and learning coupled with high quality target-setting, monitoring and support.

Our focus is therefore on the progress of specific students and how well we can do with them as unique individuals based on their starting points. Whilst this may not look as favourably in terms of league tables and overall raw scores, compared to the high national averages of Sixth Form Colleges, this philosophy and ethos must, and always will, take priority at Rochdale Sixth Form College.

The College also uses the Six Dimensions of Performance report to analyse student outcomes. The report compares performance on a particular course with other students on that course nationally. It is a 'value added' style analysis, in that it adjusts for the prior attainment of students. Each measure is adjusted for prior attainment, and performance is compared to performance in that subject in sixth form colleges.

The Key Components of the Achievement and Improvement (Quality) Cycle at Rochdale Sixth Form College

1. Achievement and Improvement Review Meetings

Achievement and Improvement Review Meetings are central to improving achievement and standards in the College. They take place at three key points in the year:

1. After the August results (Stage One)
2. After October Synoptic Examinations and November monitoring (Stage Two)
3. After January Synoptic Examinations and March Monitoring (Stage Three)

Each meeting is with the Principal, Deputy Principal, Assistant Principals and Subject Leader. The focus of each meeting is student achievements and how they can be improved. The data that is analysed is the Alps reports (either the official September subject reports or Alps monitoring reports, broken down to individual class/teacher level).

The focus of the meetings is the position of the subject against the national picture, through rigorous discussion of Alps reports. Both whole group and individual student performance, compared to expectations, is discussed in a way that looks at banded ability and how they achieved. For Year 13 courses, subject progression (i.e. the numbers starting Year 12 and completing Year 13) is also considered. From these meetings, Subject Improvement Plans (SIPs), which filter into the Annual Development Plan, are generated or amended, with staff agreeing a number of action points to work on during the year/term. These action points are monitored/reviewed in subsequent Achievement and Improvement Review meetings throughout the year. Simultaneously, one of the Assistant Principals meets with each Student Performance and Development Leader to discuss the overall achievement and progress of each student so that appropriate and proactive personalised intervention strategies are in place.

2. Self-Assessment and Improvement Planning

Self-assessment, where it rigorously informs improvement planning, is a wholly useful exercise and RSFC and its entire staff must continually assess how they are performing. To this end, a rigorous but non-bureaucratic system takes place, which usefully generates action points to be implemented for the following academic year. These action points are recorded and monitored at curriculum level as well as through the Annual Development Plan (ADP).

The SAR process is rigorously validated and approved by an external panel and the Governing Body to ensure accuracy and consistency. To avoid bureaucracy all college wide actions arising from the self-assessment are recorded and monitored through the ADP. Strategic aim 1 relates to maintaining the Ofsted Outstanding judgement so it is fitting to monitor the actions through the ADP and avoid duplication.

3. Lesson Observations:

The monitoring, review and improvement of teaching and learning is at the core of raising student achievements and as such, RSFC places great importance on this. Lesson observations are developmental and not punitive. There are four main types of lesson observations:

- Developmental Lesson Observations (October and January)
- Themed Learning Walks (November, March and May)
- Learning Walks
- Peer Observations
- Subject Area Review Observations
- Re-Observations

4. Professional Learning/Performance Management Reviews

A range of action points, led by the Vice Principal (Teaching, Learning and Assessment) forms the basis of an individualised and highly focused professional learning support plan. A programme of support for each member of staff ensures that standards of learning and teaching

are raised and that poor/mediocre performance is challenged. Whilst recognising that every teacher has a duty to improve.

Performance Management Reviews; taking place in October and March each year, focus on areas for improvement and professional learning. However, individual support plans also include targets that are far more short term than this and so are monitored on an on-going basis by the Vice Principal (Teaching, Learning and Assessment) and Subject Leader.

5. SLT Analysis and Target Setting

All of our key processes and monitoring of student achievements is based on Alps value added, which is analysed rigorously by SLT on a regular basis. However, SLT also analyses other measures as appropriate, in order to benchmark with other providers in these areas and to inform intervention where necessary. This analysis includes:

- Attendance and Punctuality
- Retention and Pass Rates (at class, subject and college level)
- Overall Level 3 (and GCSE Maths and English) Achievement Rates
- High Grade Percentages
- Student/Staff/Parent Satisfaction and Survey Data
- Equality and Diversity Data for the above – gender, ethnicity, disability
- Value Added Measures and Progression Rates

6. Student and Parent Feedback

It is important that learners and parents have a say in standards, particularly those relating to learning and teaching. To ensure this, the following surveys/focus groups take place throughout the year:

- **Destinations Survey –** to gain insight and inform improvements from students who have completed two years at RSFC – focus is particularly on progression, destinations and preparation for HE/employment.
- **November Learning and Teaching Survey (Year 12 and 13) –** to gain insight and inform improvements from all of our students about their learning and teaching experiences. The data is gathered at individual group/teacher.
- **April Student Experience Survey and Focus Groups -** to gain insight into how students feel about the services and overall experience at RSFC, including support, guidance, facilities and enrichment. Followed by focus groups where necessary. Actions/follow up by appropriate members of SLT.
- **Teaching and Learning Focus Groups (Year 12 and 13) –** to 'dig deeper' about the results/findings of the Teaching and Learning Survey and assess in year progress. Led by the Senior Leadership Team with appropriate follow up and action planning.
- **Parental Feedback –** to gain insight into parents' views of the College, particularly parental engagement and learning/teaching. Actions/follow up by appropriate members of SLT.

7. Further Daily Monitoring, Review and Improvement of Achievement and Standards

In addition to the key processes outlined above, the monitoring, review and improvement of achievement and standards also involves other more 'daily' processes. These include, but are not limited to:

• Middle Leadership Team Meetings, as part of the College calendar;
• Subject Leader monitoring of subject areas including learning walks and student work scrutiny;
• MLT/SLT monitoring of subject areas and physical learning environment checks;
• On-going monitoring, review and improvement of non-teaching areas, led by Senior Vice Principal;
• Prompt response and action following any feedback from students, staff, parents, carers and partners;
• Reports to Standards Sub Committee of the Governing Body on a regular basis;
• E & D monitoring in relation to student achievements and retention.

2. Common Inspection Framework – Statements and Evidence

The statements have been taken from the June 2015 Common Inspection Framework. The evidence provided supports the judgement made within the statement and is based on the Further education and skills handbook published June 2015.

Executive summary

Summary of Grades Awarded	2015/16	2014/15	2013/14
Overall effectiveness	**1**	**1**	**1**
A - Effectiveness of leadership and management	1	1	1
B - Quality of teaching, learning and assessment:	1	1	1
C - Personal development, behaviour and welfare	1	1	
D - Outcomes for learners	1	1	1
E - Study Programmes	1	1	
High needs provision	1	1	

A - Effectiveness of Leadership and Management

The effectiveness of Leadership and Management is summarised by the following significant strengths or improvements and areas for improvement:

Significant Strengths or Improvements	
Statement	Evidence
A.1 Strength: The college clearly demonstrates an ambitious vision.	The College has a very clear and ambitious vision. Simple clear messages are re-enforced with all staff regularly by the SLT at weekly briefings, whole staff briefings and on INSET days as well as on a daily basis. All targets set in the College are based on Alps and this allows the college to remain focused, the strategic plan is discussed and shared with all staff. Targets are set at the top 25% for all students and subjects are challenged through self-assessment and robust performance management to demonstrate continuous and sustained improvement. The impact of the ambitious vision is evidenced by student achievement; AS = Alps 2, A2 = Alps 2. The College has topped the DfE performance league tables for value added for the third year running, students make more progress at RSFC than they would in almost All other post 16 providers nationally.
A.2 Strength: Rigorous performance management and appropriate professional development supports outstanding staff practice, teaching, learning and assessment.	Performance management is highly effective in holding all staff to account and identifying appropriate CPD opportunities. Performance management targets are set in-line with the strategic plan early in the academic year and are monitored throughout. The PMR process is entirely live and captures actions throughout the year as identified during all stages of the achievement and improvement cycle.

Under-performing staff members are identified quickly and a robust support plan is put in place. During 2015-16 four teachers were placed on support plans. Two have left the College and two have improved. One NQT also placed on support.

Teaching staff are continually supported to improve and there is a differentiated CPD programme to support teachers at all stages of their career. Consequently six members of staff have gained internal promotions, and joined the middle leadership team. |
| **A.3 Strength:** Robust self-assessment effectively evaluates the quality of provision, takes account of users' views, and uses the findings to promote and develop capacity for sustainable improvement. | The College is highly effective in analysing performance and implementing actions to bring about sustained improvement. The robust self-assessment process involves all middle leaders and actions filter through to all staff performance management.

In 2015-16 the College achieved 3 of the 5 actions identified in the 2014-15 QIP with the remaining 2 partially achieved. The college Annual Development Plan shows a similar picture of sustained improvement with actions achieved to support the 3 year strategic plan and strengthen the operational aspects of college life. 2014-15 QIP - Appendix 9.

Student voice was developed further during 2015-16. The student union is active in promoting community cohesion as well as gathering and reporting student feedback. There are 2 formal surveys each year; Teaching & Learning, Student Experience. Both are reported to SLT and are part of the Achievement and Improvement cycle. Tutorial groups have a student rep who communicates feedback to staff and students. |

A.4 Strength: A strong curriculum exists that has suitable breadth, depth and relevance so that it meets the needs of learners, employers and the local community and nationally.	The intended destination for the College's students is predominantly university, the curriculum offer and quality of teaching, ensures students are able to meet all entry requirements. RSFC is very keen to ensure that students are highly employable and "work ready", there is a robust employability/employer engagement strategy, but we do not operate any provision for employers. The Employability and Progression Coordinator was appointed in June 2014. 133 students secured work shadowing and all year 12 students benefited from a range of employability skills sessions during the year with a highly successful progression week preparing them for year 13 and beyond. There is a strong focus on literacy and numeracy development across the curriculum as well as a highly successful GCSE re-sit course for students who would not otherwise be able to access A Level study. In addition, all students complete a diagnostic assessment and attend compulsory study skills or literacy classes as appropriate.
A.5 Strength: Learning programmes are successfully planned and include appropriate careers advice so that all learners get a good start and are well prepared for the next stage in their education, training or employment.	There is a clearly defined package of IAG that starts in partner high schools from year 10 and is highly regarded across the borough, careers advice begins prior to any offer of a place being made and is with consideration to prior achievement and intended destinations. The focus on intended destinations continues throughout the two-year programme of study; student retention and destination data is exceptionally strong. In year progress monitoring is highly effective and the large majority of students achieve at least their minimum target grade. Monitoring of student progress is a core process and a key component of the Achievement and Improvement Cycle. Governors hold the Senior Team to account and monitoring data is reported to the Standards Committee.
A.6 Strength: The college actively promotes equality and diversity, and effectively tackles bullying and discrimination. Ethnic and gender groups of students achieve equally well.	The College actively promotes equality and embraces the diversity of our students and staff. There is a popular E&D enrichment group and an E&D co-ordinator who actively promotes all aspects of E&D across the college. Communications across the student body and with college staff are strong and all students know how to report any instances of bullying or discrimination. These are followed up swiftly and effectively. No significant gaps exist between the achievement of ethnic or gender groups of students. Appendix 6 Students on Free School Meals have achieved slightly less well than the college average this year but remains above the national rate for all students. This will be monitored through the pastoral SIP.
A.7 Strength : The college actively promotes British values.	The College leadership team have ensured an inclusive and discrete embedding of British values across the College. Students are well prepared for life in modern Britain. A culture of high expectations permeates the College with mutual respect and tolerance evident daily. A high level of democracy is promoted through the student union, tutorials and college approach to 'elections'. Students engage actively in the College community and engage effectively with the local community via enrichment and employment opportunities.

A.8 Strength: Safeguarding arrangements to protect students meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism to an exceptionally high standard.	Safeguarding standards are exceptionally high across the college. The College has been actively engaged with the local social services and Prevent teams to ensure all statutory requirements are met and that our students receive a high level of care and support when needed. Robust processes are in place to support identification of safeguarding matters are in place and all staff are appropriately and regularly trained. The College works effectively with the local community and the local authority to ensure we are fully aware of local 'issues' and we have appropriate measures in place to identify students or staff who are at risk of radicalisation or extremism. The college has been proactive in implementing Prevent strategies.

B - Quality of teaching, learning and assessment

The effectiveness of teaching, learning and assessment is summarised by the following significant strengths or improvements and areas for improvement:

Significant Strengths or Improvements	
Statement	Evidence
B.1 Strength: Teachers and practitioners have consistently high expectations of what each learner can achieve.	All students are set targets at the top 25% of national achievement (Alps). Students are constantly challenged to achieve and exceed these targets with a consistent and highly effective college monitoring process in place to inform intervention. Monitoring of student progress is robust and informs intervention at an individual subject level as well as a holistic student level. Great importance is placed on differentiated intervention both inside and outside the classroom to support progression of learning. Impact of intervention is regularly assessed. There is a relentless focus on quality of teaching across the college. Each teacher benefits from at least two developmental observations and two themed learning walks. Learning walks are continually carried out by members of SLT, MLT and peers. Opportunities for development are identified and filter through the Performance Management Review process. Expectations and standards of teaching are very high across the college. Where standards of teaching are not sufficiently high swift intervention occurs. The 2015/65 Student Learning and Teaching Survey indicated very high levels of student satisfaction in terms of teaching and learning. Subject focus groups and the learner survey highlight that students appreciate and speak highly of the support given to them on an individual level.
B.2 Strength: Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to learners.	All staff are recruited with integrity. All classes are delivered by subject specialists and all possess relevant degree level qualifications. Many staff have additional industry experience which is used effectively to promote learning. i.e the science team have a range of experiences such as working in pathology and research laboratories, a chartered accountant teaches accounting. There are also a number of examiners within the College.
B.3 Strength: Assessment information is gathered and used to plan appropriate teaching and learning strategies, including identifying learners who are falling	Assessments occur every three weeks (minimum) consistently across all subjects, with appropriate and timely interventions planned in the majority of cases. Differentiated interventions take place across all subjects and students record feedback from assessments in their learning log. Monitoring grades are collected twice a year and Interventions are planned and known to both students and SPDLs who ensure appropriate

behind in their learning or need additional support to make good progress and achieve well.	interventions overall for the student. There is a high correlation between in year synoptic assessments, monitoring assessments and final outcomes. Where final outcomes are marginally higher than monitoring successful intervention has occurred.
Area for improvement: Accuracy of in year monitoring grades	In a minority of subjects monitoring grades do not identify underachieving students which limits the impact of timely and appropriate interventions.

Year 13 Subject	March Monitoring	Summer Outcome
English Literature	3	7
Geography	3	6
French	5	8
Biology	4	6
Dance	3	5
Music	3	7

B.4 Strength: Learners understand how to improve as a result of useful feedback from staff.	Assessments are regular, thorough and feedback is valuable, clearly directing students about how to improve. Work scrutiny regularly checks the quality of feedback and the 2015/16 Teaching and Learning survey indicated very high levels of student satisfaction in terms of teaching and learning. Work scrutiny and learning log monitoring clearly identified students acting upon feedback to improve final outcomes. All students take place in formal 1:1 monitoring meetings twice a year with each subject teacher and their personal progress tutor to discuss progress against targets and next steps, actions are recorded and progress is carefully monitored.
B.5 Strength: Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.	Communications with parents is strong. Parents of all new students attend a Welcome Evening in September where core monitoring, reporting and communication processes are communicated. Attendance is recorded and information is sent to parents who do not attend. Parents receive log-in details for the college e-system 'CEDAR' where they can access attendance and progress information. Parents also receive contact details for the SPDL and communications occur as appropriate. Attendance is above 65% at parent evenings and parents are encouraged to monitor feedback given to students via the learning log.
B.6 Strength: Equality of opportunity and recognition of diversity are promoted through teaching and learning.	The planning of curriculum delivery embraces opportunities to explore equality, diversity and promote British values. This is easier in some subjects such as Sociology and Law than others such as Maths and Physics due to naturally occurring opportunities. However, all staff actively promote the fully inclusive nature of the College culture which is evident in learning walks and developmental lesson observations.
B.7 Strength Teaching and learning promotes English, mathematics and other skills necessary to function as an economically active member of today's British society and globally.	Literacy is a cross college priority and the literacy co-ordinator has effectively overseen the individualised support given to students. All students complete a diagnostic assessment and receive an appropriate package of support which includes study skills sessions, literacy lessons and/or further assessment and access arrangements. Literacy development is an intrinsic element of classroom delivery and a whole college strategy is in place to ensure all subjects have a strong focus on literacy development appropriate to the subject.

C – Personal development, behaviour and welfare

The effectiveness of personal development, behaviour and welfare is summarised by the following significant strengths or improvements and areas for improvement:

Significant Strengths or Improvements	
Statement	Evidence
C.1 Strength: A positive culture across the whole provider ensures pride in achievement and commitment to learning. Students portray high levels of self-confidence, self-awareness and understanding of how to be a successful learner.	The College promotes a culture of high expectations. Students gain confidence as they progress through their studies and benefit from the 1:1 care and guidance offered to them. Clear expectations are set and reinforced from the outset and compliance with the RSFC is exceptionally high. A consistent approach is taken by all staff to ensure that the focus on learning and achievement is not diluted. There is a 'can do' attitude across the college and students aim high. This is evidenced by achievement and destinations data.
C.2 Strength: Students benefit from expert careers advice and guidance to inform students of the choices about the next stage of their education, employment, self-employment or training.	All students attended individual sessions with their SPDL to discuss and plan their progression route. Students also had access to, and made use of, individualised career planning sessions with their SPDL, the Employability and Progression Coordinator and a Positive Steps Careers Adviser who is available within the college each week. Appropriate IAG has ensured that students are supported to and do meet the work experience conditions of their progression route.
C.3 Strength: Students display highly appropriate employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training	The intended destination for the very large majority of students is university. Literacy and numeracy development is a key focus for the college and is a priority within curriculum lessons. The outstanding achievement is evidence of the progress students make. Students display high levels of resilience, attendance, communication and presentation skills throughout their programme of study.
Area for Improvement: Tracking and mapping of employment skills development	Employability links in tutorial are not always sufficiently signposted and students do not always easily identify the development that has taken place.
C.4 Strength: Attendance and punctuality levels are exceptionally high.	**Overall college attendance is outstanding**. Data sheet - Appendix 1 Y12 –94.6 % and Y13 – 93.4 6 Dimensions of performance – Appendix 3 and 4 show attendance in the top 16% of all Sixth Form Colleges.

C.5 Strength: Students ably follow guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.	Instances of poor behaviour are few and are effectively managed. The College has very high standards of behaviour and deals with poor behaviour effectively. The intention is to deal with the situation and support the student to behave appropriately in future.
C.6 Strength: Students fully understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.	At Induction all students are made clear of the Safeguarding protocol and all are aware of the Designated Safeguarding Officer (although students are encouraged to discuss concerns with their SPDL in the first instance.) The tutorial programme addresses issues surrounding safeguarding e.g. radicalisation and extremism, cyber bullying and social media. Referrals have been made to external agencies such as Cahms, HYPE, and MASS. All staff are appropriately trained and fully aware of the safeguarding procedures within college.
C.7 Strength: Students knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating is evident across the college	The College has trained SPDLs and Achievement Centre staff in Mental Health. This has supported the incorporation of mental health issues into the tutorial programme raising awareness across the student body and staff of the importance of building resilience and Mental Wellbeing. The Student Union is pro-active in promoting student wellbeing – Staff v Student bike race, Manchester 10km and the sponsored charity of Rochdale Mind are all used to promote both emotional and physical wellbeing.
C.8 Strength: Students are well prepared to contribute to wider society and life in Britain they display high levels of respect for students, staff and stakeholders.	The College offers a wide range of enrichment opportunities that allow all learners to explore personal, social and ethical issues such as Theological debate, Law society and Volunteering. Attendance across enrichment programmes is monitored closely and exceptionally strong at 90%. Students display good working relationships with peers both in and outside of the classroom. Many subjects have established peer mentoring groups and students regularly benefit from group activities in class. All students attending work shadowing opportunities receive a report from the employer and these are resoundingly positive.
Area for Improvement: Cross college approach to personal development	British values are addressed via the tutorial programme however, proactive promotion of these values needs development. Lesson planning does not always exploit naturally occurring opportunities to explore personal, social and ethical issues.

D - Outcomes for Learners

Outcomes for learners are summarised by the following significant strengths and areas for improvement:

Significant Strengths or Improvements	
Statement	Evidence
D.1 Strength: All learners achieve and make progress from their different starting points.	**Outstanding Value Added -** Alps report - Appendix 4. College achievements Alps 2 for AS and A2 places the college in the top 10% of providers nationally. **Outstanding Achievement Rates** - Data Tables – Appendix 1. There is an overall trend of outstanding success rates, A2 = 2.6% above national rate and AS = 7.3% above. 6 Dimensions of Performance – Appendix 3. When adjusted for prior attainment indicates that A2 success rates are within the top 16% of all Sixth Form Colleges nationally. **Outstanding High grades and progress in relation to prior achievement**. 6 Dimensions of Performance – Appendix 3. AS High grades are 20.1%, and A2 High grades are 10% above the national rate for all Sixth Form Colleges. Given the prior achievement of the students and an average GCSE point score of 5.8 (Below a B grade) this is an outstanding achievement.
Area for improvement: Low pass rates and value added in a minority of courses.	

Subject	Value Added	Pass Rates %
Accounting AS	4	78.6%
Geography AS	7	82.1%
Applied ICT Double AS	7	93.8%
French AS*	7	81.8%
French A2*	8	100%
English Literature A2	7	100%
Music A2	7	100%

*Indicates subjects that were an area for development in 2014/2015

D.2 Strength: Students attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.	Students acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training. **Outstanding progression to further study and employment**. Destination data - Appendix 8. Almost 97% of students progressed to further study, apprenticeships or employment. Alps data - Appendix 2, progression from AS to A2 Alps 2.
Area for Improvement: Not all students leave year 13 having achieved at least a C grade in GCSE English or maths.	7 students left RSFC this summer without achieving a C grade at GCSE English or maths. They will have resat the qualification at least twice over the 2 years. There is insufficient in year monitoring of progress for GCSE re-sit courses.

16 – 19 study programmes

All students enrol to full time 16-19 study programmes. Students complete 4 AS levels in year 12 and progress at least 3 subjects to A2. Where students have failed (U grade) 2 AS levels they are able to choose a new AS to complete along-side 2 A Levels. Appropriate IAG is given prior to year 13 to ensure all students complete a course of study that could secure a positive destination.

All students enrol to 2 terms (24 weeks) of enrichment. The Honours programme is targeted at the most-able students and supports progression to elite universities. The remaining students enrol to the Aspire programme. Both programmes are designed around the same core skills. Skills development is recorded in the learning logs and attendance is closely monitored.

All students benefit from tutorial sessions and pastoral support, as well as attending a progression week, completing a preparation for A2 course and benefiting from highly effective IAG.

All students develop employability skills throughout their studies. Those seeking specific careers such as medicine and teaching are supported by the college to gain work experience. In 2014-15 170 students benefitted from work shadowing placements directly related to their intended destination.

Provision for leaners with high needs

Student numbers are very small: 6 Year 12 and 2 Year 13. ALS funds received for these learners are appropriately spent on providing support and resources to ensure successful achievement of qualifications to support intended destinations. These students achieve and progress very well, both year 13 students have progressed to university this year and the 6 year 12 students have progressed to year 13.

3. Evidence

2014-15 Data and sources of evidence are included in Appendix 1 – 9 on the following pages.

Appendix 1 – Overall College level Alps, Retention, Achievement and Success

		2013/14	2014/5	2015/6	National Rate	Targets 2015/16
Overall Level 3 Long	Starts	4588	4625	2809		
	Retention	96.9	97.9	98.9	96.3	
	Pass Rate	92.8	92.3	96.9	95	
	Achievement Rate	90.0	90.4	95.8	91.5	
A2 Level	Starts	1385	1681	1863		
	Retention	98.0	98.9	99.3	97.7	98.0
	Pass Rate	97.4	98.7	99	98	99.0
	Achievement Rate	95.4	97.7	98.3	95.7	97.0
	% High A-B	41.8	48.6	51		
AS Level	Starts	2683	2918	852		
	Retention	96.4	97.4	98	94	97.0
	Pass Rate	89.3	88.4	92.1	88.3	92.0
	Achievement Rate	86.1	86.1	90.3	83.0	89.0
	% High A-B	35.5	38.5	48.9		
Other Level 3 Long	Starts	520	26	94		
	Retention	97.1	100	97.9	92.1	
	Pass Rate	98.2	100	98.9	96.6	
	Achievement Rate	95.3	100	96.8	89.0	
Overall Level 2 Long	Starts	83	70	85		
	Retention	94.0	97.1	97.6	91.2	
	Pass Rate	100	100	100	96.4	
	Achievement Rate	94.0	97.1	97.6	96.2	97.0
	A*- C Rate	52.6	58.0	49.4		
Lesson Observation	% Grade 1	30.6	35.0	N/A		
	% Grade 1 or 2	92.0	86.7	N/A		
	% Grade 3 or 4	8.0	13.3	N/A		
Attendance	Overall	94.7	94.3	94		
	Year 12	95.6	94.7	94.6		95.0
	Year 13	93.2	93.7	93.4		95.0

Appendix 2 – Subject level data tables and weighted contribution to college grade.

Course	Year	Course SAR Grade 14-15	Movement 14-15 to 15-16	Course SAR Grade 15-16	APLS Grade	ALPS Score	ALPS Benchmark	Starts/Leavers	% Pass	% Pass (National Average)	% High Grades	% High Grades (National Average)	% Retention	% Retention (National Average)	% Success	% Success (National Average)	% Attendance
A Level Applied Business Single	2015-16	1	⮕0	1	3	1.17	1.10	37	100.0	99.8	59.5	42.3*‡	100.0	97.1	100.0	96.9	93.4
A Level Applied Science Double	2015-16	1	⮕0	1	1	0.99	0.94	33	100.0	97.7*	18.8		97.0	97.3*	97.0	95.0*	96.6
A Level Business	2015-16	1	⮕0	1	3	1.08	1.04	47	100.0	98.0	53.2	42.3*‡	100.0	97.1	100.0	95.2	93.6
A Level Drama	2015-16	2	⬆1	1	3	1.06	1.06	16	100.0	99.4	50.0	46.7*	100.0	97.4	100.0	96.9	88.4
A Level Film Studies	2015-16	1	⮕0	1	2	1.18	1.10	47	100.0	99.7	80.9	42.6*‡	100.0	96.3	100.0	96.0	90.7
A Level Further Mathematics	2015-16	2	⬆1	1	3	1.08	1.05	18	100.0	97.7	82.4	76.8*	94.4	98.1	94.4	95.8	91.9
A Level Health and Social Care Double	2015-16	1	⮕0	1	2	1.16	1.09	45	100.0	98.9	42.2		100.0	97.2	100.0	96.1	91.0
A Level Law	2015-16	1	⮕0	1	2	1.13	1.02	106	99.1	97.0	59.4	42.6*	100.0	97.3	99.1	94.4	91.9
A Level Media Studies	2015-16	1	⮕0	1	2	1.17	1.09	54	100.0	99.5	85.2	42.6*‡	100.0	97.1	100.0	96.6	92.5
A Level PE	2015-16	1	⮕0	1	3	1.04	0.97	83	98.8	97.5	56.6	39.6*	100.0	98.4	98.8	95.9	94.2
A Level Psychology	2015-16	1	⮕0	1	2	1.03	0.98	299	98.0	97.3	53.9	44.7*	98.7	97.3	96.7	94.7	93.8
A Level Religious Studies	2015-16	1	⮕0	1	2	1.1	1.04	21	100.0	97.7	66.7	54.6*	100.0	97.2	100.0	95.0	93.5
A Level Sociology	2015-16	1	⮕0	1	3	1.12	1.08	91	98.9	98.2	64.4	45.9*	98.9	97.1	97.8	95.4	91.4
AS Drama	2015-16	1	⮕0	1	2	1.31	1.19	17	100.0	99.1	70.6	46.8*	100.0	94.7	100.0	93.9	96.7
AS Film Studies	2015-16	1	⮕0	1	2	1.32	1.24	32	100.0	98.0	74.2	36.6*‡	96.9	91.8	96.9	90.0	94.9
AS Health and Social Care Double	2015-16	1	⮕0	1	2	1.31	1.21	51	100.0	97.4	40.0		98.0	90.7	98.0	88.4	93.4
AS Law	2015-16	1	⮕0	1	2	1.18	1.02	110	91.7	83.6	50.9	29.4*	98.2	92.7	90.0	77.5	92.3
AS Mathematics	2015-16	2	⬆1	1	2	1.03	0.98	228	91.6	82.5	53.7	55.1*	98.7	95.4	90.4	78.7	95.5
AS Media Studies	2015-16	1	⮕0	1	2	1.33	1.20	60	100.0	97.1	78.9	36.6*‡	95.0	92.3	95.0	89.6	94.3
AS Music Technology	2015-16	2	⬆1	1	2	1.30	1.10	9	100.0	94.9	66.7	41.9*‡	100.0	91.8	100.0	87.1	92.0
AS PE	2015-16	1	⮕0	1	1	1.26	0.98	75	94.6	84.9	70.3	25.7*	98.7	94.7	93.3	80.4	95.1
AS Religious Studies	2015-16	2	⬆1	1	3	1.13	1.10	32	90.3	92.9	67.7	45.9*	96.9	91.7	87.5	85.2	93.3
AS Spanish	2015-16	3	⬆2	1	2	1.10	1.00	6	100.0	91.2	60.0	53.7*	83.3	93.6	83.3	85.3	94.2
BTEC Certificate Applied Science	2015-16			1	3	1.00	1.00	12	91.7	96.9	81.8		100.0	91.2	91.7	88.4	90.4
Extended Project Qualification	2015-16	1	⮕0	1	2	1.17	1.10	35	97.0	93.1			94.3	91.4	91.4	85.1	95.9
GCSE Mathematics	2015-16	1	⮕0	1				43	100.0	95.4	59.5#	42.4'	97.7	91.3	97.7	87.1	91.0

	2015/16			2014/15			2013/14			2012/13	
Grade	Starts	%	Grade	Starts	%	Grade	Starts	%	Grade	Starts	%
1	1607	54.9	1	2939	50.9	1	1882	45.1	1	1887	52.6
2	918	31.3	2	1524	32.4	2	1274	30.5	2	1200	23.2
3	250	8.5	3	787	16.7	3	746	17.9	3	449	22.8
4	153	5.2	4	0	0	4	275	6.6	4	49	1.4
Total:	2928	100.0	Total:	5250	100.0	Total:	4177	100.1	Total:	3585	100.0

Course	Year	Course SAR Grade 14-15	Movement 14-15 to 15-16	Course SAR Grade 15-16	APLS Grade	ALPS Score	ALPS Benchmark	Starts/Leavers	% Pass	% Pass (National Average)	% High Grades	% High Grades (National Average)	% Retention	% Retention (National Average)	% Success	% Success (National Average)	% Attendance
A Level Applied ICT Double	2015-16	3	↑1	2	4	1.03	1.06	18	100.0	96.3	22.2	30.6*‡	100.0	97.0	100.0	93.4	94.9
A Level Applied Science Single	2015-16	1	⇨-1	2	5	0.88	0.96	40	97.5	97.7*	20.0		100.0	97.3*	97.5	95.0*	92.2
A Level Art	2015-16	3	↑1	2	6	0.99	1.12	47	100.0	99.6	54.3	56.8*‡	97.9	96.7	97.9	96.4	92.8
A Level Chemistry	2015-16	2	⇨0	2	4	0.91	0.93	135	97.8	97.9	61.5	58.3*	100.0	98.8	97.8	96.7	95.5
A Level Dance	2015-16	2	⇨0	2	5	1.07	1.12	11	100.0	100.0	81.8	55.3*‡	100.0	97.5	100.0	97.5	95.7
A Level Economics	2015-16	1	⇨-1	2	5	0.95	1.02	27	100.0	98.1	44.4#	60.4*	100.0	98.4	100.0	96.5	93.6
A Level English Language	2015-16	2	⇨0	2	4	1.00	1.02	112	100.0	99.7	37.3	48.3*†	98.2	97.2	98.2	97.0	92.8
A Level Government and Politics	2015-16	2	⇨0	2	5	0.97	1.04	7	100.0	98.4	57.1	56.4*	100.0	97.4	100.0	95.9	98.2
A Level History	2015-16	2	⇨0	2	4	0.98	1.01	59	100.0	99.3	49.2	55.3*	100.0	98.1	100.0	97.5	93.9
A Level ICT	2015-16	2	⇨0	2	4	0.98	0.99	62	100.0	96.0	29.0	30.6*‡	100.0	97.6	100.0	93.7	93.4
A Level Mathematics	2015-16	3	↑1	2	4	0.97	1.00	148	98.0	97.2	58.1	64.1*	100.0	98.6	98.0	95.8	95.3
A Level Music Technology	2015-16	1	⇨-1	2	4	0.93	0.98	7	100.0	97.8	0.0	45.0*‡	100.0	98.2	100.0	96.1	97.1
A Level Spanish	2015-16	2	⇨0	2	4	0.96	1.00	6	100.0	99.0	50.0‡	65.7*	100.0	97.3	100.0	96.4	96.3
AS Accounting	2015-16			2	4	0.89	0.95	72	78.6	83.6	22.9		97.2	91.0	76.4	76.1	93.2
AS Dance	2015-16	2	⇨0	2	5	1.07	1.19	10	100.0	97.5	40.0	39.4*‡	100.0	91.7	100.0	89.4	96.9
AS Further Mathematics	2015-16	3	↑1	2	4	1.04	1.07	24	100.0	94.2	66.7	70.5*	100.0	95.8	100.0	90.3	97.9
AS Music	2015-16	2	⇨0	2	4	1.03	1.05	10	100.0	96.4	30.0	41.9*‡	100.0	95.0	100.0	91.6	98.2
BTEC Sub Diploma Applied Science	2015-16			2	5	0.92	0.99	64	100.0	96.8	74.2		96.9	92.9	96.9	89.9	93.6
BTEC Sub Diploma Business	2015-16			2	5	0.91	1.05	17	100.0	97.0	64.7		100.0	92.9	100.0	90.1	92.8
GCSE English	2015-16	1	⇨-1	2				42	100.0	97.0	43.9#¥	51.3'	97.6	92.2	97.6	89.5	95.5
A Level Biology	2015-16	3	⇨0	3	6	0.81	0.92	119	98.3	97.9	38.1	51.0*	99.2	98.6	97.5	96.5	95.4
A Level Geography	2015-16	2	⇨-1	3	6	0.92	1.02	25	100.0	99.1	62.5	55.9*	96.0	98.3	96.0	97.4	94.4
A Level Physics	2015-16	2	⇨-1	3	6	0.83	0.93	58	100.0	96.3	39.7	52.1*	100.0	98.7	100.0	95.0	94.6
AS ICT	2015-16	1	⬇-2	3	6	0.85	1.03	48	89.4	86.8	8.5	26.5*‡	97.9	95.7	87.5	83.1	94.9
A Level English Literature	2015-16	2	⬇-2	4	7	0.91	1.03	69	100.0	99.5	36.8	48.3*†	98.6	97.5	98.6	97.0	91.3
A Level French	2015-16	3	⇨-1	4	8	0.76	0.99	7	100.0	99.1	14.3	65.5*	100.0	97.7	100.0	96.8	99.1
A Level Music	2015-16	2	⬇-2	4	7	0.80	0.97	9	100.0	99.0	22.2	45.0*‡	100.0	98.7	100.0	97.8	95.3
AS Applied ICT Double	2015-16	1	⬇-3	4	7	0.97	1.18	17	88.2	94.7	11.8	26.5*‡	100.0	100.0	88.2	94.7	96.4
AS French	2015-16	4	⇨0	4	7	0.70	1.00	11	81.8	87.7	18.2	53.8*	100.0	95.5	81.8	83.8	96.5
AS Geography	2015-16	3	⇨-1	4	7	0.88	1.04	40	82.1	86.9	33.3	43.1*	97.5	95.4	80.0	83.0	95.1
BTEC Certificate Business	2015-16							1	100.0	96.1	0.0		100.0	90.0	100.0	86.4	93.1

Appendix 3 – 6 Dimensions of Performance

Six Dimensions of Performance Report

Rochdale Sixth Form College: GCE AS level - all subjects 2015-16

(1) Student Profile

	All	Gender			Ethnicity			Prior attainment				Ave GCSE
		Male	Female		White	Non-white		Below 5.8	5.8-6.7	6.7+		
		%	%		%	%		%	%	%		
2012-13	2210	44	56		58	42		54	34	12		5.7
2013-14	2605	45	55		56	44		51	34	15		5.8
2014-15	2763	43	57		62	38		49	31	20		5.9
2015-16	788	56	44		64	36		50	34	16		5.8

(2) Value Added Analysis
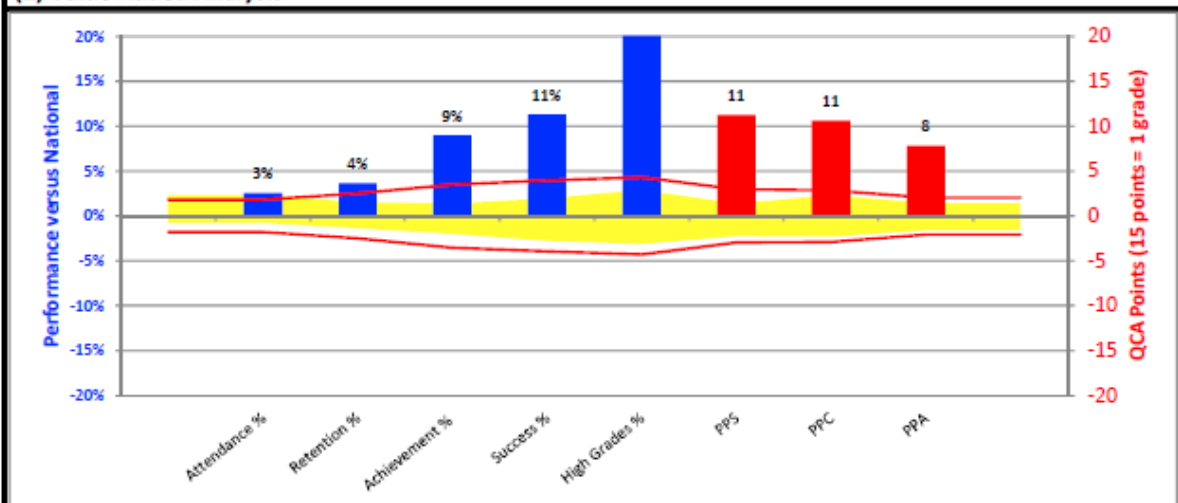
(3) Performance by Prior Attainment Band
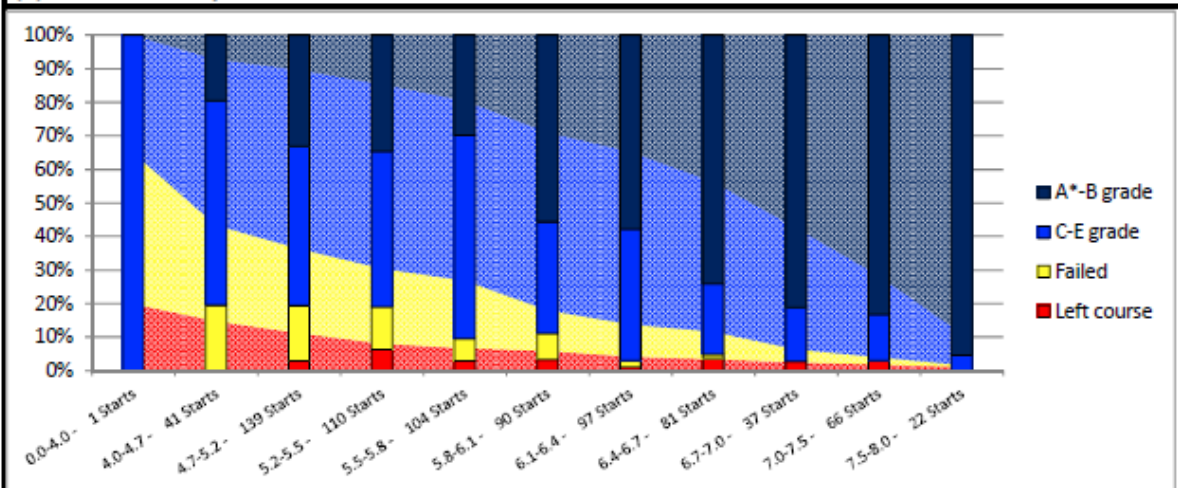
(4) Four Year Trend Analysis

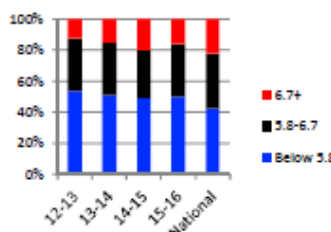|	Starts		Raw Performance							Value Added Performance							
			Att	Ret	Ach	Succ	High	PPS		Att	Ret	Ach	Succ	High	PPS	PPC	PPA
2012-13	2210		94.2	95.9	86.9	83.4	34.4	41.7		3.0	3.8	2.4	5.1	8.3	5.5	4.5	5.1
2013-14	2605		95.5	96.5	88.9	85.8	35.2	40.6		3.2	3.0	5.7	7.6	8.5	6.4	5.9	5.2
2014-15	2763		95.0	97.4	87.8	85.5	37.4	41.1		3.0	3.6	3.0	5.6	7.2	4.9	4.0	3.2
2015-16	788		94.8	97.0	91.9	89.1	50.1	46.5		2.5	3.6	9.0	11.3	20.1	11.3	10.6	7.8

Six Dimensions of Performance Report

Rochdale Sixth Form College: GCE A2 level - all subjects 2015-16

(1) Student Profile

		Gender			Ethnicity			Prior attainment				
	All	Male	Female		White	Non-white		Below 5.8	5.8-6.7	6.7+		Ave GCSE
		%	%		%	%		%	%	%		
2012-13	1057	38	62	▬ ■	50	50	■ ▬	53	33	14	■ ▬ ▬	5.7
2013-14	1362	44	56	▬ ■	58	42	■ ▬	50	36	15	■ ▬ ▬	5.8
2014-15	1570	42	58	▬ ■	57	43	■ ▬	44	38	18	■ ▬ ▬	5.9
2015-16	1776	43	57	▬ ■	61	39	■ ▬	46	32	23	■ ▬ ▬	6.0
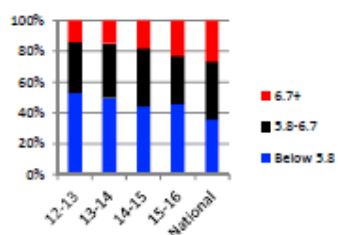
(2) Value Added Analysis
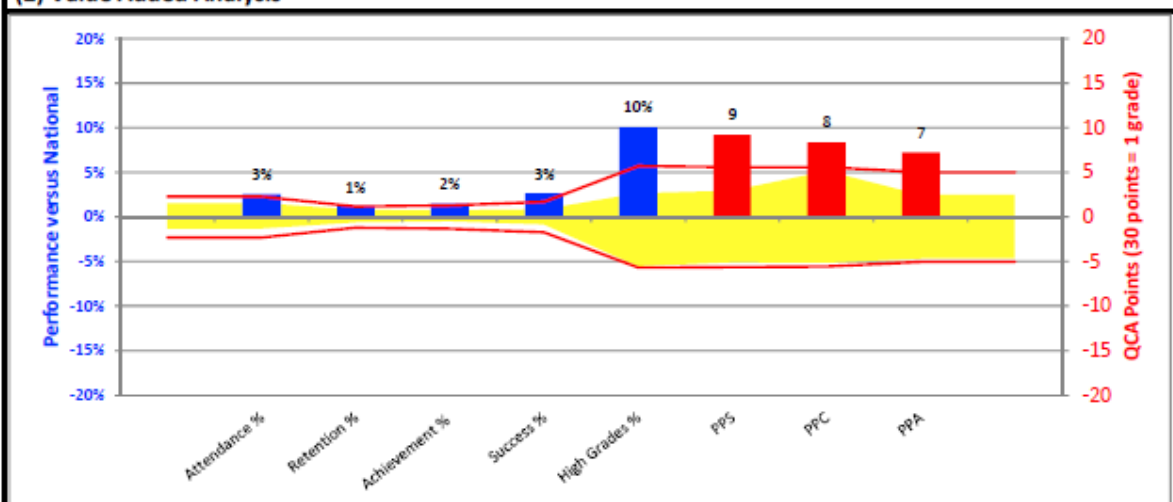
(3) Performance by Prior Attainment Band
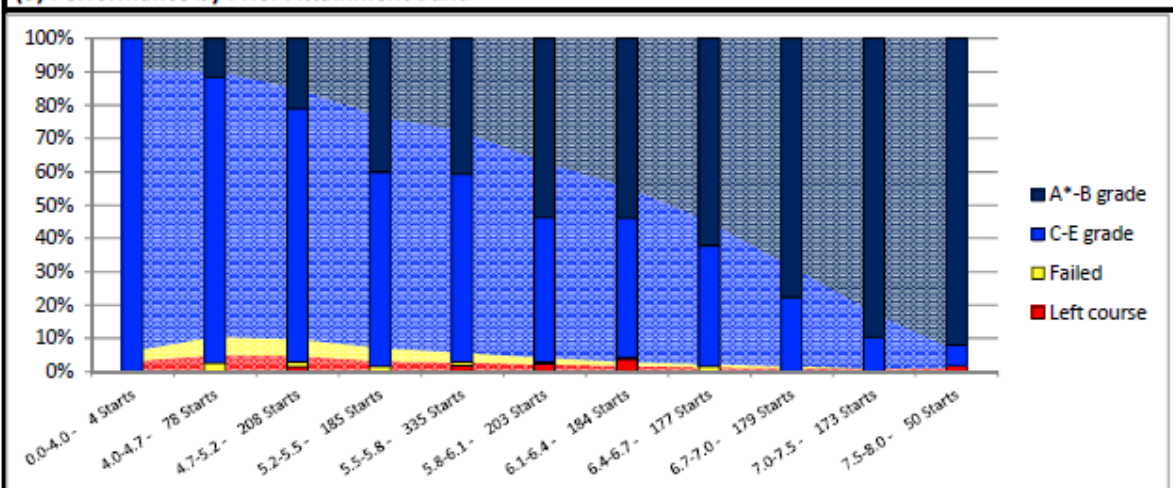
(4) Four Year Trend Analysis

	Starts		Raw Performance							Value Added Performance								
			Att	Ret	Ach	Succ	High	PPS		Att	Ret	Ach	Succ	High	PPS	PPC	PPA	
2012-13	1057		92.1	97.8	97.8	95.6	47.2	106.7		2.6	0.9	0.7	1.5	11.3	12.5	12.2	12.2	
2013-14	1362		94.2	98.0	97.4	95.4	43.1	97.4		3.3	0.7	0.5	1.2	8.2	9.4	9.1	9.3	
2014-15	1570		94.0	98.9	98.7	97.6	47.7	100.6		2.9	1.4	1.5	2.8	9.4	9.9	8.8	7.8	
2015-16	1776		93.7	98.8	99.0	97.8	51.9	103.6		2.5	1.2	1.5	2.6	10.0	9.2	8.4	7.2	

Appendix 4 – Alps statistical overview

AS statistical overview

		2012/13[†]	2013/14[*]	2014/15[*]	2015/16[*]
A	AS level student numbers (2 or more entries)	556	673	731	258
B	Total exam entries (excluding general studies)	2,157	2,626	2,871	561
C	6.4 - 8.0 student numbers %	20.5%	21.7%	26.7%	22.1%
	5.5 -< 6.4 student numbers %	36.2%	39.4%	37.9%	31.8%
	0.0 -< 5.5 student numbers %	43.3%	38.9%	35.4%	46.1%
D	Average GCSE score	5.67	5.72	5.83	5.71
	Average QCA score	44.01	44.32	44.99	44.25
E	Estimated class size	17	18	18	17

		2012/13[†]	2013/14[*]	2014/15[*]	2015/16[*]
1	T score - single year score	-	2.67	3.00	2.33
	T score - single year grade	-	2	3	2
2	RED teaching & learning %	48.8%	46.3%	51.5%	72.8%
	RED teaching & learning grade	3	3	3	2
3	BLUE teaching & learning %	10.9%	7.9%	15.5%	9.3%
	BLUE teaching & learning grade	3	3	4	3
4	Provider AS level Quality Indicator score	-	1.02	1.01	1.11
	Provider AS level Quality Indicator grade	-	2	2	2
5	T score - Three year score			2.67	
	T score - Three year grade			2	
6	AS levels on target %	-	73.6%	71.9%	80.7%
	AS levels on target grade	-	3	4	2

A2 Alps statistical overview

		2012/13[†]	2013/14[*]	2014/15[*]	2015/16[*]
A	A level student numbers (2 or more entries)	368	486	599	661
B	AS level students (2 or more entries) from previous year	408	556	673	731
C	Alps progression score	1.05	1.02	1.03	1.04
D	Alps progression grade	2	2	2	2
E	% Students (2 or more A levels) on mixed study programmes	0.0%	0.0%	0.0%	2.3%
F	Total exam entries (excluding general studies)	1,093	1,417	1,767	1,936
G	6.4 - 8.0 student numbers %	18.5%	22.2%	23.4%	28.9%
	5.5 -< 6.4 student numbers %	37.0%	35.4%	41.2%	38.4%
	0.0 -< 5.5 student numbers %	44.6%	42.4%	35.4%	32.7%
H	Average GCSE score	5.62	5.69	5.78	5.88
	Average QCA score	43.74	44.16	44.69	45.28
I	Estimated class size	14	16	16	17

		2012/13[†]	2013/14[*]	2014/15[*]	2015/16[*]
1	T score - Single year score	-	3.67	3.33	2.67
	T score - Single year grade	-	3	3	2
2	RED teaching & learning %	53.1%	40.8%	48.0%	49.7%
	RED teaching & learning grade	3	3	3	3
3	BLUE teaching & learning %	5.8%	20.9%	11.6%	4.3%
	BLUE teaching & learning grade	3	5	4	3
4	Provider A level Quality Indicator score	-	0.98	1.00	1.01
	Provider A level Quality Indicator grade	-	3	3	2
5	T score - Three year score			3.22	
	T score - Three year grade			3	
6	A levels on target %	-	71.1%	75.0%	74.8%
	A levels on target grade	-	4	3	3

Appendix 5 – Alps UCAS points per subject

AS UCAS points per subject

GCSE score	QCA score	UCAS pts target	2012/13†			2013/14*			2014/15*			2015/16*		
			Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade
7.5 - 8.0	55.0 - 58.0	57.61	5	59.00	2	14	56.18	5	16	52.38	8	6	57.50	4
7.0 -< 7.5	52.0 -< 55.0	52.17	23	51.52	4	36	51.47	4	59	49.87	5	20	55.61	2
6.7 -< 7.0	50.2 -< 52.0	47.73	32	45.63	5	43	45.41	5	59	47.20	4	11	53.20	2
6.4 -< 6.7	48.4 -< 50.2	44.20	54	45.05	3	53	44.93	3	61	42.07	5	20	50.70	2
6.1 -< 6.4	46.6 -< 48.4	40.19	50	37.60	5	75	43.38	2	69	41.31	3	29	47.05	2
5.8 -< 6.1	44.8 -< 46.6	36.95	79	36.54	3	88	36.88	4	78	36.50	4	23	40.59	2
5.5 -< 5.8	43.0 -< 44.8	33.78	72	32.77	4	102	34.40	3	130	34.86	3	30	37.38	2
5.2 -< 5.5	41.2 -< 43.0	31.00	85	33.32	2	87	33.36	3	94	32.93	3	38	36.82	2
4.7 -< 5.2	38.2 -< 41.2	27.75	123	32.09	2	112	30.61	3	110	29.55	3	55	35.04	2
4.0 -< 4.7	34.0 -< 38.2	24.81	32	24.75	3	59	25.69	3	51	26.88	3	26	33.45	2
0.0 -< 4.0	10.0 -< 34.0	24.44	1	26.67	3	4	21.54	4	4	18.46	5	-	-	-

A2 UCAS points per subject

GCSE score	QCA score	UCAS pts target	2012/13†			2013/14*			2014/15*			2015/16*		
			Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade	Student numbers	UCAS pts scored	Alps grade
7.5 - 8.0	55.0 - 58.0	125.17	5	116.25	8	5	125.33	3	13	121.50	5	16	116.80	7
7.0 -< 7.5	52.0 -< 55.0	112.47	18	104.91	7	23	109.28	5	36	108.89	5	58	111.10	4
6.7 -< 7.0	50.2 -< 52.0	104.58	16	104.00	4	31	96.13	6	42	97.46	6	58	104.28	4
6.4 -< 6.7	48.4 -< 50.2	97.73	29	97.95	4	49	94.73	5	49	95.89	4	59	95.00	4
6.1 -< 6.4	46.6 -< 48.4	92.50	41	95.16	3	43	85.98	5	73	92.88	3	61	92.24	4
5.8 -< 6.1	44.8 -< 46.6	86.79	40	89.24	3	68	86.70	4	84	87.59	3	71	90.96	3
5.5 -< 5.8	43.0 -< 44.8	82.61	55	85.56	3	61	81.26	4	90	86.11	3	122	85.54	3
5.2 -< 5.5	41.2 -< 43.0	78.33	49	77.67	3	74	78.72	3	75	79.64	3	80	82.43	3
4.7 -< 5.2	38.2 -< 41.2	74.17	76	77.40	2	105	76.64	3	90	76.73	3	92	74.42	3
4.0 -< 4.7	34.0 -< 38.2	70.00	39	70.36	3	26	62.57	5	44	70.55	3	41	64.41	5
0.0 -< 4.0	10.0 -< 34.0	68.89	-	-	-	1	70.00	3	3	67.50	4	3	63.33	5

Appendix 6 – Equality and Diversity

Group		Student Numbers	ALPS Grade	ALPS Score	% Success	% Achievement (NR)	Year	% Attendance	% Late
Not known/not provided	AS Level				100	86.7	Year 12		
	A Level	1	0.77	8			Year 13	98.9	12.5
White - British White	AS Level	161	1.12	2	95.9	88.4	Year 12	93.7	2.3
	A Level	377	1.01	2			Year 13	92.3	2.2
White - Irish White	AS Level	2	1.21	1	100	87.7	Year 12	92.1	1.8
	A Level						Year 13		
White - any other White background	AS Level	4	1.06	2	90.0	85.9	Year 12	90.8	6.3
	A Level	6	1.09	1			Year 13	95.3	6.3
Mixed - White and Black Caribbean	AS Level	1	1.00	3	87	82.7	Year 12	94.4	2.6
	A Level	3	0.93	5			Year 13	95.6	1.5
Mixed - White and Black African	AS Level	1	0.45	9	84.6	84.1	Year 12	89.0	3.5
	A Level	4	0.90	7			Year 13	90.3	2.2
Mixed - White and Asian	AS Level	3	0.94	5	88.5	89.4	Year 12	95.0	3.6
	A Level	5	0.97	4			Year 13	97.5	3.4
Mixed - any other Mixed background	AS Level				91.7	86.1	Year 12		
	A Level	4	0.94	5			Year 13	85.4	4.9
Asian or Asian British - Indian	AS Level	3	1.07	2	100.0	90.0	Year 12	95.1	1.8
	A Level	3	0.99	3			Year 13	90.0	1.1
Asian or Asian British - Pakistani	AS Level	65	1.09	2	95.9	85.7	Year 12	95.5	2.9
	A Level	198	0.99	3			Year 13	94.7	4.1
Asian or Asian British - Bangladeshi	AS Level	12	1.08	2	97.5	85.4	Year 12	96.2	2.9
	A Level	44	1.00	3			Year 13	94.7	3.1
Chinese	AS Level	1	0.98	3	100	92.5	Year 12	99.4	0.1
	A Level	3	1.18	1			Year 13	98.3	2.0
Asian or Asian British - any other Asian background	AS Level	3	1.14	1	96.0	87.3	Year 12	95.7	5.9
	A Level	5	1.15	1			Year 13	96.6	1.7
Black or Black British - African	AS Level	1	1.13	1	95.0	84.1	Year 12	94.9	4.4
	A Level	5	1.12	1			Year 13	92.7	3.0
Black or Black British - Caribbean	AS Level				100	82.2	Year 12		
	A Level	1	0.88	7			Year 13	90.8	0.2
Black or Black British - any other Black background	AS Level						Year 12		
	A Level						Year 13		
Arab	AS Level				100.0	88.9	Year 12		
	A Level	1	1.29	1			Year 13	99.3	0.2
Other	AS Level	1	1.30	1	100.0	84.2	Year 12	98.3	5.3
	A Level	1	0.97	4			Year 13	99.3	0.2
Female	AS Level	122	1.14	1	96.5	88.9	Year 12	94.4	2.0
	A Level	384	1.02	2			Year 13	93.3	1.8
Male	AS Level	136	1.08	2	94.9	86.3	Year 12	94.9	3.7
	A Level	277	0.99	3			Year 13	93.6	4.2

Appendix 7 – Disadvantaged groups

Group		Exam Entries	% Achieving MTG	% Pass	% Retention	% Achievement	Year	% Attendance	% Late
Free School Meals	AS Level	76	53.2	89.5	97.4	87.2	Year 12	94.5	3.9
	A Level	244	69.7	99.6	98.8	98.4	Year 13	92.7	3.0
Bursary Students	AS Level	247	56.7	91.5	98.0	89.7	Year 12	95.8	3.2
	A Level	633	73.1	99.2	99.5	98.7	Year 13	94.3	3.3
Bursary Students not on FSM	AS Level	172	58.1	92.4	98.3	90.9	Year 12	96.5	2.9
	A Level	393	74.3	99.0	100.0	99.0	Year 13	95.4	3.5
High Needs	AS Level	6	66.7	100	100	100	Year 12	94.6	2.0
	A Level	2	100	100	100	100	Year 13	96.1	0.1
Looked After Children	AS Level						Year 12		
	A Level	3	100.0	100.0	100.0	100.0	Year 13	100.0	0.0

Appendix 8 – Destinations

2015-2016

662 students completed year 13 in 2016

- 84% of these students progressed to Higher Education (558)
- 43% of students progressing to higher education went into STEM subjects
- 11% of these students progressed to Apprenticeships and Employment
- 14 students progressed to Medicine and 1 to veterinary medicine
- 1 student is attending Oxford to read French.
- 1.5% Other study
- Gap Year without university place (including voluntary work, caring responsibilities): 2.1%
- Unknown 1.4%

2014 – 2015

599 students completed year 13 in 2015. Data as known 30th October 2015.
- 82% of these students progressed into Higher Education (485)
- 43% of the students progressing to Higher Education are attending an institution within Greater Manchester including the University of Manchester, Manchester Metropolitan University, University of Salford and Bolton University. (258)
- 52% of the total students progressing to university are studying a STEM subject, Science has been identified as a key target area by the Greater Manchester LEP. (252)
- Of the students studying within Greater Manchester 50% are studying a STEM subject, this is 41% of the total students studying a STEM subject. (129)
- 12.6% of students progressed to Apprenticeships and Employment; over 80% of these students are employed within Greater Manchester
- 2% 0ther study
- Gap Year without university place (including voluntary work, caring responsibilities): 1.8%
- Unknown: 1.6%

2013 – 2014

487 students completed year 13 in 2014
- 82% of these students progressed into Higher Education
- 25% of students progressing to HE are in universities within Greater Manchester (101)
- 27% of year 13 students progressing to HE went into STEM subjects (108)
- 42% of students in Higher Education within Greater Manchester are studying a STEM subject (42)
- 11% of students progressed to an Apprenticeship or Employment, 10% of these students are employed within Greater Manchester

Appendix 9 – Completed Quality Improvement Plan 2014-15

SAR 2014-15 Quality Improvement Plan	
Area for Development	**Evidence**
B.3 Number of AS students achieving or exceeding MTG. Quantity of blue teaching at AS and A2. **Final Outcome – Achieved**	Summer 2015 AS results were more than one Alps grade different from the spring monitoring predictions for 11 subjects, suggesting that assessment and subsequent interventions and/or teaching were not sufficiently effective. Of the 11 subjects 4 were modular and have external verification of student achievement. 2 (Music and RS) of the 4 improved and are no longer a concern. However, 7 are now following linear assessment and without the external verification we are not yet able to confirm accuracy of monitoring for them. The college has achieved an Alps 2 at AS and progression to A2/year 13 remains high, however there is a relentless determination to ensure all opportunities to improve student outcomes are exploited to the full. The monitoring process is a key process for the college and central to all TLA that takes place, the college will always strive to improve the accuracy of in year monitoring however given the move to linearity to challenge of predicting student achievement in 18 months or 2 years' time is a significant one. This action will continue onto the 2016-17 QIP under D.1 with a strategic priority given to year 13 monitoring. The quantity of blue teaching has reduced at both AS and A2 with both achieving Alps 3. 75% of A2 students achieved at least their MTG (Alps 3) and AS students improved from Alps 4 to Alps 2 with 81% achieving their MTG.
C.3 Tracking and mapping of employment skills development **Final Outcome – Achieved**	The majority of student learning logs contain valuable notes of employability skills developed. There is also evidence via lesson observations that employability links are present in lessons. Most students are able to talk confidently about the skills they are developing and many use these to strengthen their university and employment applications. The majority of actions planned for 2015-16 have been achieved however there is still opportunity to improve further and new actions to strengthen this area appear on the 2015-2016 QIP under section A of the Common Inspection Framework. Promotion and development of employability skills will continue to be a focus for the college and the recent restructure facilitates a member of the Student Progress and Development team leading on work experience and employability across the college. Progress and development will be monitored through SLT and presented to Governors. Impact of the new roles will be a strategic priority for 2016/17.
C.8 Cross college approach to personal development **Final Outcome – Achieved**	British values have been actively promoted through the tutorial programme and curriculum lessons have exploited naturally occurring opportunities to highlight Fundamental British Values as well as personal, social and moral development. The planned actions have been achieved however there is still opportunity to improve further and new actions to strengthen this area appear on the 2015-2016 QIP under section A of the Common Inspection Framework. Promotion and development of student personal, social and moral development as well as British values is to be a focus for the college and the recent restructure facilitates a member of the Student Progress and Development team leading on this 'aspect' across the college. Progress and development will be monitored through SLT and presented to Governors. Impact of

SAR 2014-15 Quality Improvement Plan					
Area for Development	**Evidence**				
	the new roles will be a strategic priority for 2016/17.				
D.1 Low pass rates and value added in a minority of courses. **Final Outcome – Carried Forward**		**2014 -2015 Data**		**2015 – 2016 Data**		2013/14 data is shown in brackets. * demotes linear subjects.
	Subject	Value Added	Pass Rates %	Value Added	Pass Rates %	
	Applied ICT Double A2	7	94.7	4	100	
	Art and Design A2	7	100	6	100	
	Biology AS	7	63.7			
	Biology A2	7	93.7	6	98.3	
	French AS	7 (6)	72.7 (58)	7	81.8	
	French A2	7	100	8	100	
	Geography AS	7	84.4	7	82.1	
	Physics AS*	7 (7)	80 (72)			
	Spanish AS	7 (7)	76.9 (64.7)	2	100	
	Whilst student numbers were small in AS Spanish the outcome for these students is excellent and Applied ICT returned the same outcomes as 2013/14. The maternity cover on Art has been successful in supporting the A2 students to improve on their AS grades and has nudged the cohort achievement up slightly although further improvements are still needed. Biology made a good recovery of the AS achievements which was supported by a change of exam board. Further improvements are expected this year. French and Geography outcomes did not improve as expected and outcomes do not reflect the in year monitoring. Both are single teacher subjects and have new teachers in post for 2016/2017.					
D.2 Students leaving year 13 with at least a C grade in GCSE English or maths **Final Outcome – Carried Forward**	Overall achievement of GCSE grade C or higher is exceptionally high and well above the sector national rate for both English and maths. English GCSE resit A*-C grade = 43.9% and maths = 59.5%. Not all students leaving year 13 left with at least a grade C in English and maths; 2 left without English and 5 without maths. 6 of the 7 students have progressed directly to Higher Education and the remaining student is seeking an apprenticeship. This is an incredibly ambitious target for the college but is non the less something we will strive to achieve.				

Note for 2015-16 the SAR/QIP no longer exists as a separate document. All areas for development are now contained within the Annual Development Plan under section 1.