

SELF-ASSESSMENT REPORT

2014-15

NOVEMBER 2015

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1 College Context

1.1 The College and its Communities

- 1.1.1 City College Plymouth (CCP) is a medium sized professional and technical general further education (GFE) college offering both further and higher education (FE and HE) provision. The College has a turnover of £32m and is a huge contributor to the educational, cultural and economic life of Plymouth, with nearly 13,000 learners and over 600 employees who live within the City boundaries or the wider 'travel to work area' of West Devon, South Hams and South East Cornwall.
- 1.1.2 The College provides courses for those aged 16 to 18, for young people aged 14 to 16 (schools provision) and adults. Courses range from pre-Entry through to Higher Education (HE) and cover all fifteen subject sector areas (SSA), although numbers in some SSAs are small.
- 1.1.3 Direct and successful work with employers ensures training is practical and relevant and effectively prepares people for work. The substantial work-based learning provision comprises Apprenticeships, adult re-training and foundation learning and also includes programmes for young people 'Not in Education, Employment or Training' (NEET). The College also offers a range of bespoke training for local and regional employers and has partnerships with key stakeholders across a breadth of sectors.
- 1.1.4 In 2014-15, there were 12,897 learners overall, (including 1,453 Apprentices sub-contracted Apprentices, 795 HE, 148 non-EU International learners and full cost learners).
- 1.1.5 The College currently operates from two main sites (Kings Road and Goschen) and a number of smaller units throughout the City. With the opening of a new £13m Science, Technology, Engineering and Mathematics (STEM) centre in September 2017, provision will largely be consolidated onto the Kings Road site.
- 1.1.6 The College employs 621 people, 5% of whom are in management roles. The Senior Leadership Team (SLT) comprises the Principal, Deputy Principal and two Vice Principals. There are five Faculties, each divided into Programme Areas, and eleven Service Areas.

1.2 Post 16 provision and standards in Plymouth

- 1.2.1 In addition to City College Plymouth, the City has eighteen secondary schools (three of which have Academy status), a specialist 4-16 Creative Arts school, and an independent school, two Universities, a University Technical College (UTC) (sponsored by City College Plymouth) and a specialist College of Art (Plymouth College of Art sponsors the Plymouth Creative Arts School). City College Plymouth also sponsors Plymouth Studio School specialising in Sport, Hospitality, Tourism and Leisure; which opened in September 2015.
- 1.2.2 In 2014 the Local Authority average point score (APS) per learner was 745.9 (787.1 for England). APS per entry was 210.2 (215.5 for England). The results mask a wide variation between the institutions from 459.2 to 1027.8 APS per learner and 176.3 to 224.2 per entry.

1.3 Demographics

- 1.3.1 There are over 259,000 residents in the City and a further 100,000 in the 'travel to work' area. Plymouth is ranked 82 out of 326 Local Authorities (where 1 is the most deprived) and is the second most deprived District in the South West (English Indices of Deprivation [IoD] 2015).

1.3.2 The Office for National Statistics 2010 (ONS) projects Plymouth's population will grow to 269,800 by 2026, and 279,100 by 2035 - making Plymouth the fifteenth most populated city in England and Wales.

1.3.3 The minority ethnic population in Plymouth is 9.2%, compared to 17.2% in England and 13% in the College (see Figure 3: Ethnic Origin of Learners 14/15, excluding White British).

1.4 College Mission, Vision and Values

1.4.1 **Mission** - To be the South West's leading provider of innovative, technical and professional education and training by supporting partnerships for growth, raising aspirations and fostering wealth creation.

1.4.2 **Vision** – To be the College with a national reputation for promoting enterprise, employability and Science, Technology, Engineering and Mathematics (STEM).

1.4.3 Values

- We put our learners and our community at the heart of all that we do
- We foster excellence, innovation and creativity
- We celebrate diversity and inclusion and the breaking down of barriers to success
- We have high expectations of ourselves, our learners and our partners.

1.5 Strategic Direction allied to Employment Growth

1.5.1 The College will continue to build on its areas of expertise and deliver high quality learning opportunities for young people and adults. High expectations and employer-led programmes will enable learners to meet and exceed their aspirations, ensuring each individual achieves to the best of their ability.

1.5.2 The College recently received a prestigious Beacon Award, for the Promotion and Delivery of Successful Apprenticeships, from the Association of Colleges (AoC). The award, sponsored by Pearson, honours excellent teaching and innovative thinking in the further education sector when it comes to creating positive opportunities for both staff and students. City College Plymouth was praised by judges for its programme which works with employers and the community to make sure the skills being provided are what is needed.

1.5.3 The College operates in an increasingly competitive environment; both for learners and finances. The level of public funding for FE continues to decline in a shift away from central grant reliance to local and/or individual investment, as the economy continues to recover from the most damaging financial crisis in generations. City College Plymouth recognises that it needs to be proactive, responsive to economic priorities and local employer needs, delivering high standards, service and value for money.

1.5.4 The College is in the process of renewing and remodelling itself to ensure it evolves into an organisation capable of obtaining a significant proportion of income from sources other than Government funds. To succeed in this uncertain world, the College needs to be clear about its purpose and will be uncompromising in its ambitions for itself, the City and the wider region (as set out in the College's Strategic Plan 2015-2020). The College believes that it has the capacity to make a major contribution to transforming the future prospects of the area.

1.5.5 Due to its strategic coastal location, the economy in Plymouth has traditionally been Maritime, in particular Defence and the Armed Forces. Other substantial employers include Public Sector Administration, Health, Education, Medicine and Engineering,

as well as the University - a Centre of Excellence for Science, Innovation and Marine Energy research (in 2010, Plymouth's student population was 36,260 - c14% of the resident population and the eighth highest of England's cities).

- 1.5.6 Whilst the City and the region have moved towards a sector-blind approach to economic and skills strategies, with a vision that by 2020 *'Plymouth will be one of Europe's finest, most vibrant waterfront cities, where an outstanding quality of life is enjoyed by everyone, where all can be healthy, wealthy, safe and wise'*, the College recognises that sectoral groupings will inform current and future curriculum developments and career choices for learners.
- 1.5.7 The Local Economic Strategy (Heart of South West Local Enterprise Council - HotSWLEP) has four key priorities, with which the College aligns and supports:
- Matching skills with demand
 - Driving enterprise and innovation
 - Preparing for work and addressing worklessness
 - Improving core skills.
- 1.5.8 Forecasts suggest that Plymouth's labour market, as nationally, is expected to see a continued increase in the proportion of higher level occupations over the next 10-20 years.
- 1.5.9 Key sector groupings the College has identified for growth from current plans are:
- Business, Professional and Financial Services
 - Creative, Cultural and Digital Industries
 - Tourism and Leisure
 - Advanced Manufacturing and Construction
 - Marine, Maritime and Renewables
 - Medical and Health Care.

Developing learners' understanding of Science, Technology, Engineering and Mathematics (STEM) is becoming increasingly important. The College will maintain its strategic priority for improving the provision of English and Mathematics to ensure that all learners improve their levels of skills in these subjects. In February 2015 the College launched a new dedicated STEM Centre for young people and businesses in the City. Packed with the very latest technology, the Centre is designed to capture the imagination of young people and promote interest in the vast range of career pathways and options available to scientists, technologists, engineers and mathematicians; to change student perceptions of the subjects and highlight the career value and entrepreneurial potential they offer.

- 1.5.10 The College will commence the development of its new Regional Centre of Excellence for STEM in early 2016. Opening in September 2017, this £13m development will change for the better the City's training and education priorities around STEM and related provision in these key growth areas for the region. The Centre will allow closer work with employers to better embed STEM subjects across the curriculum, thus creating a new generation of learners with the higher level skills needed to take Plymouth forward. Learners will graduate work-ready with the key employability skills to meet the future needs of Plymouth's employers. Funding for this development has been secured on a regional level from the Local Enterprise Partnership, on a local level from Plymouth City Council and on a National level through BIS's Regional Growth Fund.
- 1.5.11 The project, which aligns with the Plymouth Local Economic Strategy and Plymouth's Plan for Employment and Skills, will continue to embed enterprise and entrepreneurship through the College's portfolio, allowing more tailored business support and creating a talent pipeline for small and medium enterprises (SMEs) and the marine and creative sectors.
- 1.5.12 The College will also enhance the support it offers to local businesses, key employment and wealth-creating sectors, providing the skills they need to become more competitive.
- 1.5.13 The curriculum is built around a number of specialist vocational and professional hubs (centres of excellence), aligned to the City's key sectors of employment and growth, with a critical mass of Level 3 and 4 provision. Each hub includes a wide range of lower level provision with clear progression pathways to level 3 and university-level provision, plus a contextualised foundation learning tier provision. The curriculum clusters align our provision closely with the City's major employment sectors - the development of these clusters is informed by the Plymouth Economic Strategy, the Local Economic Strategy and Flagships, shaped by robust labour market intelligence, input from employers and periodic City-wide skills audits. Whilst the College's organisational structure is kept under review, the intention will be to ensure that this structure and the employment sectors remain clearly aligned.

2 Self-assessment and summary of progress

2.1 Overview of the Self-Assessment Process

- 2.1.1 The self-assessment process involves staff at all levels and includes the views of users and internal and external stakeholders (see Appendix 1: Summary Stakeholder Feedback). Every member of staff belongs to one or more teams across the College. The process is an all year round activity, with a number of contributory processes and reports through which teams monitor performance and make early interventions, if needed.
- 2.1.2 Self-assessment is the summative element of the Quality Improvement Cycle. It draws upon a wide range of formative reports and provides an objective view of performance over an academic year. Content aims to be frank, insightful and objective in order to have a real impact on the quality of the learner experience.
- 2.1.3 The process at every stage refers to centrally generated, data-rich reports which monitor the progress of curriculum areas using internal and external comparators. These are rated red, amber and green (RAG) to clearly indicate levels of performance. Teams are required to take corrective action where indicators show under-performance. Priority is given to actions that will have the most positive impact on the learners' experience and success rates. College targets consider the national average; exceeding these targets is necessary to make real improvements to standards and move towards becoming outstanding.
- 2.1.4 The first stage of the quality monitoring process is via formative Course Review and Evaluations (CRE) which inform course based quality improvement activities. Mid Term Reviews (MTR) take place termly; these are panel-based activities and focus on Programme Area level performance. They refer to information, such as internal inspection reports, outcomes of classroom walk-throughs and stakeholder feedback. MTRs assess Programme Area performance against agreed targets and identify emerging strengths and areas for improvement, as well as causes of concern to enable early interventions to improve performance.
- 2.1.5 Programme Area Self-Assessment Reports (SAR) are submitted in draft in June and the term 3 MTR is a review and feedback session. Once outcomes are added in September, updated reports are reviewed by the Vice Principal, Quality and Curriculum and the Director of Quality Improvement.
- 2.1.6 Service Area Heads produce Service Area SARs during July and August which are validated by relevant members of the Senior Leadership Team after support and feedback from members of the Quality Improvement Team.

2.2 Result of Ofsted Inspection - October 2012

- 2.2.1 In the early part of the autumn term of 2012, three of Her Majesty's Inspectors (HMI) and six additional inspectors carried out the first short notice inspection of a General Further Education College (GFEC) in England under the (then) Ofsted new Common Inspection Framework (CIF) 2012. The inspection took into account all of the provision in the College. It also looked in depth at Health and Social Care (SSA1), Engineering Apprenticeships (SSA4), Construction (SSA5), Hospitality and Catering (SSA7), Leisure, Travel and Tourism (SSA8), and Literacy, Numeracy and ESOL (SSA14). All areas were judged good or better.
- 2.2.2 During inspection, significant emphasis was placed on what learners were learning, including how well they developed employability skills and on the opportunities the College provided for them to develop their mathematics and English skills to a higher level.

- 2.2.3 Inspection findings were that the College was **good with outstanding features**. These judgments agreed with the College's own self-assessment for 2012-13.
- 2.2.4 The College is confident that it remained good in 2014-15 with a number of outstanding features.

2.3 Progress against Areas for Improvement in 2012 Inspection

Learners on a minority of courses make less than expected progress.

- 2.3.1 A comprehensive review of quality improvement (QI) systems resulted in a streamlined and simplified QI Strategy with a risk-based approach at its core, applying greater scrutiny and directing effort to where it is most required.
- 2.3.2 A range of monitoring, review and evaluation systems were refined and/or established including:
- Health Checks and Audits
 - Course Review and Evaluation (CRE)
 - Mid -Term Reviews (MTR)
 - Course at Risk Panels
 - Progress Reviews
- 2.3.3 A series of supportive initiatives introduced at the same time, prioritised teaching, learning and assessment, including the introduction of two Teaching and Learning Coaches, with a remit to focus on bringing about tangible improvements with targeted support for individual teachers.
- 2.3.4 The newly appointed Teaching and Learning Coaches have ensured teachers plan lessons more effectively with a range of differentiated activities to better meet learner needs so learners make good progress. As a result, learners have achieved improved success rates and the majority of subjects are at or above national rates.
- 2.3.5 Learning Support Assistants now provide learners with high levels of individual support in lessons and these learners achieve on a par with mainstream learners. Learners are very satisfied with the support they receive and agree it helped them to progress (88% good or better).
- 2.3.6 The improved rigour in QI systems has led to improvements in tracking of learner progress, the quality of learner feedback on assessments and the timeliness of interventions.
- 2.3.7 A subsequent review of A' level and GCSE provision in the context of meeting the needs of the wider community, led to the strategic decision to withdraw the bulk of this full-time underperforming provision from 2015-16 onwards.

A minority of lessons still require improvement and not enough are outstanding. The College's own evaluation of teaching and learning is not sufficiently reliable.

- 2.3.8 New processes and procedures to further improve teaching, learning and assessment, include revised peer observation, on-going training and development where it is most needed, classroom 'walk-throughs', re-development of the Teachers' Manual on the Virtual Learning Environment (Teachers' Space), the appointment of two Teaching and Learning Coaches, simplified lesson planning documentation and the introduction of risk-based curriculum inspections. A 'Journey to Outstanding' (J2O) booklet promotes the new/revised processes.
- 2.3.9 Leaders' targets for good or better teaching, learning and assessment were exceeded in 2012-13. Standardisation of observation practice was monitored as

follows to ensure a robust, reflective and more accurate view of teaching, learning and assessment.

- The number of Observers was reduced and external consultants (part-time inspectors) carried out joint lesson observations (JLO) with Observers, compared judgements and discussed the outcomes of the observations.
- All Observers then carried out JLOs with each other to enable further standardisation and sharing of practice.
- During 2013-14, to further ensure a more robust observation procedure, standardise practice and to reduce the possibility of over-grading, a high target was set for half of all observations to be JLOs. To support and validate this agenda, the College worked with a range of South West colleges (judged outstanding or good by Ofsted) to undertake JLOs and standardisation.

2.3.10 Although labour and logistically intensive, the reciprocal venture helped forge greater links with neighbouring colleges, effectively moderated the College's observation profile and enabled instantaneous and on-going sharing of good practice across the South West in relation to teaching, learning and assessment. In total the colleges carried out 30 joint observations across all of the College's faculties. Moderation agreed with the majority of observation judgements (27) whilst 3 were questioned/challenged. This confirmed the improving robustness of the observation and helped with standardisation. In the end over 55% of observations were carried out jointly, above the aspirational target (+9%). In 2013-14 the profile was 88% good or better, with 28% of session observed judged outstanding.

2.3.11 During 2014-15, external consultants carried out internal curriculum inspections (observations and walk-throughs), including lesson observations with College observers. The profile was 86% good or better. The proportion of outstanding lessons however decreased to 10%. This revised risk-based model is a significant shift from the lesson observation process of previous years, whereby all teaching staff were observed (including high performing areas) during a prearranged slot, so data is not directly comparable.

2.3.12 To further develop the sharing of good practice and improve teaching, learning and assessment, all teaching staff carried out peer observations, both within and out of their areas. Faculty Forums were established reporting to the new Teaching, Learning and Assessment Group that meets termly and reports to Academic Board, again to share good practice.

2.3.13 The revised observation process, driven by judgements from external consultants (current part-time inspectors), has been positively received and energised teaching staff by providing them with clear, reliable guidelines as to what actions are required to improve performance and success. Teachers now employ more innovative teaching and are raising expectations for themselves and learners.

2.3.14 Learners now benefit from good teaching, learning and assessment in the majority of areas (Business, Media and Digital, Performing Arts, Hospitality, Access, Travel and Tourism and ESOL) with some outstanding practice in Engineering, Sport and Skills Development area. Learner satisfaction with the quality of teaching on courses is high at 88% good or better overall.

Learners do not always have the opportunity to develop their English and Mathematical skills to a higher level, and Learning Support staff are not always deployed effectively.

- 2.3.15 Good initial assessment processes ensure the prompt identification of learners' support needs to ensure learners are given the opportunity to develop and progress their English and mathematics skills at an appropriate level in relation to their starting point. This forms an important part of each Study Programme and the College is working hard to overcome the associated challenges and provide appropriate routes for all learners.
- 2.3.16 The Teaching and Learning Coaches conducted a review of Learning Support Assistant (LSA) activities, in particular their partnership with curriculum delivery staff. Mandatory training was developed for all areas with LSA involvement to help improve relationships, effective deployment and share best practice. This enables both the LSA and teachers to better understand and appreciate the requirements of both roles so maximising the support available to learners. It has also led to more curriculum involvement from LSAs, including representation at some Teaching, Learning and Assessment Focus Groups and faculty meetings, links to the LSA Moodle site from the 'Teachers Space' and greater involvement in all aspects of the learners' Study Programmes.
- 2.3.17 As a result, most teachers now work closely with additional specialist staff, and are better informed by initial assessment outcomes, to plan learning well and to ensure that learners are making good progress. Deployment of LSAs is much improved and this remains an area of focus for the College to ensure improvements are sustained and widespread. LSAs are timetabled in English and mathematics classes across the College and will be undertaking further training to enable them to effectively support learners in these subjects. There is no achievement gap between those who receive support and those who do not.
- 2.3.18 Internal curriculum inspections of English and maths during 2014-15 identified that staff demonstrate sound subject knowledge and expertise and have high expectations of their learners. Recommendations centred around the tracking of learner progress and target setting on e-ILPs, these will be developed during 2015-16 with better links between English and maths and curriculum staff to effectively manage the learners study programme. The English and maths teams are working towards effectively contextualising the subjects to facilitate learner engagement and help learners develop their skills to high standards.
- 2.3.19 The impact of improvements has meant that the College has achieved good overall success for Functional Skills for the third year running, well above national rates (+7.1%). GCSE English overall success is up 5% from last year and above national rates with 60% of learners achieving grades A* - C.

Governors do not yet have detailed reports and training to monitor outcomes and the quality of teaching and learning.

- 2.3.20 Governors now have a good understanding of what the College needs to do to improve. They have effectively increased their challenge to senior managers through the introduction of a Performance and Standards Committee (in addition to Academic Board) to advise the Corporation on matters relating to teaching, learning and assessment, quality assurance, improvement and standards.
- 2.3.21 Key Governors have undertaken training to better develop an understanding of the importance of teaching, learning and assessment and how it should be monitored and improved to ensure they can interpret and understand curriculum data. Four Governors have now attended external development activities and all attended a

variety of internal development opportunities including safeguarding, funding, the new Common Inspection Framework (CIF), STEM Centre visit and link visits.

- 2.3.22 As knowledge and understanding increase, the Corporation as a whole, has become more effective in its responsibilities in relation to teaching, learning and assessment, monitoring the quality of the learner experience and subsequent learner outcomes.
- 2.3.23 Governors have increased their involvement with College activities to enable them to better understand the impact of effective teaching, learning and assessment. Greater participation in SAR Validation Panels has raised awareness and they have been able to bring a more objective focus to the justification process.
- 2.3.24 All Directors attended the Performance and Standards Committee in November and presented their respective area outcomes for 2013-14 and plans for improvement in 2014-15, with a further update on progress in April 2015.
- 2.3.25 A further positive impact of the Performance and Standards Committee has been the introduction of 'Governor Learning Walks' which have improved communication between Governors, staff and learners. Link Governors now observe teaching to enhance their knowledge of delivery approaches and the learners experience; improve their understanding of the curriculum; and develop a deeper understanding of the College environment.

2.4 Summary of progress against Areas for Improvement 13-14

Declining success rates in English and Mathematics. Just over half of the learners taking Level 1 or Level 2 Functional Skills succeed. Initial advice and guidance around English and Mathematics requires improvement in order to improve success rates.

- 2.4.1 A revised strategy/structure for the management and delivery of English and mathematics was implemented. This included a central hub to improve learner guidance and support with centralisation of timetabling and enrolment for Functional Skills, GCSE English and mathematics. The awarding organisation for Functional Skills was changed to NCFE, which provides a more responsive delivery model to better meet the needs of learners. This includes a faster turnaround of exam results and detailed reporting on why learners have been unsuccessful.
- 2.4.2 During Review and Development (RAD) weeks, learner's progress was reviewed, and specific individual targets set for English and mathematics to emphasise their importance. Lunchtime GCSE English and mathematics clinics were also set up to provide additional support.
- 2.4.3 English and Mathematics internal inspections showed:
- The February 2015 inspection of English noted the following strengths: 'Teachers demonstrate sound subject specialist knowledge and expertise and support learners well to help them achieve long-term goals. There was evidence of good teaching; some with outstanding features but a number of teaching sessions also require improvement'. It also highlighted concerns with 'tracking of learner progress on e-ILPs and suggested a review of targets for English, and greater centralisation of delivery'.
 - The March 2015 inspection of Mathematics noted that 'retention was high and many learners work hard to achieve their qualification and some teachers have very high expectations, which are reflected in the confidence demonstrated by learners'. It recommended improvements in relation to 'target setting, assessment methods, teaching, learning and assessment, tracking of progress and feedback to learners on how to improve'.

- 2.4.4 Rapid action was taken to address the areas of concern in the internal inspections with clear action plans which are regularly monitored. The two Teaching and Learning Coaches continue to prioritise efforts on this skills area development.
- 2.4.5 The enrolment process for 2014-15 was aligned to 16-18 Study Programmes, with a flow chart identifying the appropriate route for each learner. All 16-18 learners had Personalised Learner Records (PLR) downloaded in 2014-15. This was however a manual and separate process for each individual so not fully achieved by enrolment. The College has recently implemented a new bulk download process which has allowed access to PLRs (where available) for all learners for 2015-16 upon acceptance of a place. Levelling panels were implemented for delivery staff to present evidence to adjust levels identified by initial and diagnostic assessment in November and February.
- 2.4.6 The importance of English and mathematics was promoted to learners and parents via a variety of channels: communicating key messages on the website, by letter, at IAG and careers advice sessions, interviews, corridor wall art incorporating key messages, use of expo space to introduce weekly English and Mathematics problems with prizes.
- 2.4.7 Despite extensive efforts, as per the national picture, while learners are more focussed in class and aware of the importance of English and Mathematics, attendance and teaching, learning and assessment of this area remain a key focus for 2015-16 to further improve outcomes for learners. Much progress has been made in English and maths however; the College recognises that further improvements area required in Level 2 Functional Skills.
- 2.4.8 Overall success for Functional Skills and GCSE English and Mathematics has improved from last year (Functional Skills +1.8%, GCSE English and maths +1.8%). Overall success on Entry Level and Level 1 (Functional Skills have both improved, +5.2% and +2.8% respectively) and are now above national average (see Figure 12: English and Mathematics Outcomes 2014-15).

Declining 16-18 Long Level 2 success rates. Poor GCSE, AS/A' level success rates.

- 2.4.9 Attendance, punctuality and discipline were a key focus during 2014-15, along with the introduction of a robust homework policy and strict guidelines for assignment marking. An additional hour for low grade entrants in the first term for science, mathematics and English was introduced along with English support for ESOL learners. A more pro-active and improved Lead Tutor Referral procedure was introduced to identify 'at risk' learners and courses early.
- 2.4.10 The College introduced a 'Staged Induction' - day 1/week 1 /month 1, leading to the autumn term RAD week with associated staff training. In the autumn term survey, 86% of learners judged they had a good or better induction experience. Further investigation of lower scoring courses identified some dissatisfaction with timetable changes and the induction experience for learners who started late.
- 2.4.11 Overall success rates for 16-18 Long Level 2 has improved since last year from 76.5% to 80.1%. Success rates for 16-18 level 2 have increased by 2% and are now above the national rates (+1.1%). GCSE, AS/A Level success rates remain a concern however a review of A-level and GCSE provision at the College in the context of the wider community has led to the decision to withdraw the offer for full-time GCSE and all A Level provision from 2015-16. The run out A2 provision will be monitored closely during 2015-16 to ensure learners achieve their full potential.

Short and very short success rates significantly below the national average.

- 2.4.12 Many learners in Construction and Engineering undertook a short qualification in Personal Finance as part of their programme in 2013-14. Their inconsistent success impacted on the overall success of short and very short provision. The offer was not included for 2014-15. In addition, the success of the provision at Plymouth Advice Centre for Employment (PACE) required improvement. The offer of individual units was changed with the development of the Sector Based Work Academies, with improved success.
- 2.4.13 Overall success in 14-15 improved to 93.6%, up 12.3% from 2013-14. (Note new measures introduced nationally for 2014-15 no longer differentiate between duration; data is now reported by 'all' and has moved to overall and timely success).

The delivery of the tutorial programme is inconsistent and not valued by some learners. Inconsistent practice with regards to tutorial.

- 2.4.14 There is now better understanding across the College of the ethos of Study Programmes. The Tutorial Policy was updated and implemented cross College to ensure greater consistency; this included a minimum tutorial entitlement for each learner and the introduction of Review and Development (RAD) weeks. Regular updates, briefings, training and bespoke sessions supported tutors, plus resources to support tutorial delivery on the online Tutorial Moodle site.
- 2.4.15 Notification letters were sent to learners and parents emphasising the importance of tutorial and RAD weeks. Parents were invited to meet tutors to discuss learner reviews and target setting for individual learners. For parents unable to attend, a copy of the review was mailed. There were two successful Parents' Evenings in 2014-15 attended by 600 parents.
- 2.4.16 The Student Journey team monitored e-ILP tutorial completion regularly and worked closely with tutors to ensure that learners' minimum entitlement to tutorial was met. Qualitative monitoring of recording of tutorial practice was carried out, with twice termly reporting to curriculum managers. Outcomes of monitoring were discussed at Mid Term Review meetings.
- 2.4.17 Learner satisfaction with progress reviews/tutorials declined in the summer term with only 82% good or better. This remains an area of vigilance for the College. Plans for 2015-16 include the reintroduction of group tutorial, new management of tutorial and the identification of lead tutors in faculties.
- 2.4.18 Better engagement by teachers and learners in tutorial arrangements support and maintain success and retention, particularly on lower level courses (retention on Entry/Level 1 courses up over 3% and achievement by 1%). More effective target-setting within tutorials for learners on Level 3 (non-A Level) provision has helped to sustain a four year trend of + 50% high grade output. Closer quantitative and qualitative monitoring of tutorial provision has enabled targeted training for staff especially around measurable target setting. Further development of the Colleges' e-ILP system continues to support learners so they know what to do to improve.

Lack of a formal staff and parent survey to gather views on their experiences at College.

- 2.4.19 Parents were invited by letter to participate in the Ofsted Parent View (the College does not have access to the results of this survey). The Quality Improvement Team is networking with other colleges to explore best practice in seeking the views of parents to inform continuous improvement. Informal staff views are canvassed

regularly, and an online staff survey was piloted in March 2015 for consideration by the Senior Leadership Team and will be further extended in 2015-16.

- 2.4.20 The College has recently introduced an Employee Engagement Strategy to help to take it forward in terms of raising levels of awareness about the importance of employee engagement as well as offer practical recommendations on how existing levels of employee engagement can be enhanced. Examples of parent surveys will be collected and reviewed during 2015-16.

The observation process remains largely bureaucratic and cumbersome and lacks external validation

(See previous Sections 0 onwards for a fuller explanation).

- 2.4.21 New processes and procedures to further improve teaching, learning and assessment, include revised peer observation, on-going training and development where it is most needed, classroom 'walk-throughs', re-development of the Teachers' Manual on the Virtual Learning Environment (Teachers' Space), the appointment of two Teaching and Learning Coaches, simplified lesson planning documentation and the introduction of risk-based curriculum inspections. A 'Journey to Outstanding' (J2O) booklet promotes the new/revised processes.
- 2.4.22 New processes and procedures were introduced, including a revised peer observation procedure, on-going development opportunities and training, the implementation of classroom walk-throughs (so all teachers are observed), the re-development of the Teachers Manual on the Virtual Learning Environment (VLE) Teachers' Space, the appointment of two part-time Teaching and Learning Coaches, simplified lesson planning documentation and the introduction of risk-based curriculum inspections. A 'Journey to Outstanding' (J2O) booklet promotes the new and/or revised processes.
- 2.4.23 The number of Observers in the internal Observation Team was reduced and the strategic decision taken to appoint a team of external curriculum specialists (current part-time inspectors), shadowed by members of the internal lesson Observation Team.
- 2.4.24 The inspection focused on the teaching, learning and assessment of a sample of sessions from each area. The observation profile was 86% good or better. The proportion of outstanding lessons decreased to 10% and a minority of teaching still requires improvement (10%).
- 2.4.25 This process was a significant shift from the lesson observation process of previous years (where all teachers were observed, at a largely predictable day and time), and highlights the importance of external involvement in making objective judgements.
- 2.4.26 The inspections have been positively received by all teachers, leading to improved engagement. Faculty Directors accompany the inspectors on walkthroughs to improve their own practice, and the process is no longer considered bureaucratic and cumbersome. The internal focus has moved towards peer observations and 'walkthroughs' by curriculum managers to inform the quality of teaching, learning and assessment.
- 2.4.27 Subsequent action plans are supported by the Teaching and Learning Coaches. In addition, the introduction of Governor 'Learning Walks' brings members of the governing body into the classroom to directly observe practice and improve their own knowledge and understanding of teaching, learning and assessment.

3 Learner Profile 2014/15

3.1 Funded Learner Numbers

3.1.1 Figure 1 below shows the proportion of funded learners in each type of provision

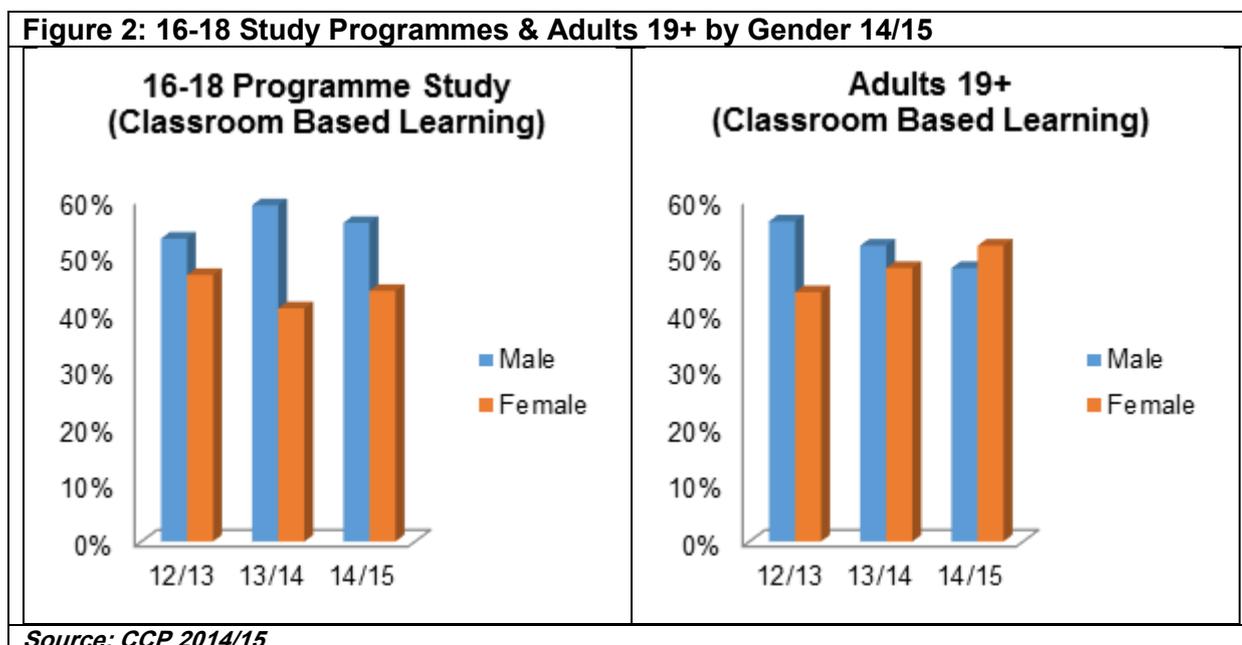
Figure 1: Learner Numbers by Area of Provision 14/15

Type of Provision	Number
16-18 Study Programmes	2,337
Adults (19+)	3,261
Apprenticeships	1,453
Traineeships	13
High Need Learners	146
Higher Education	795
Non EU – International Learners	148
Pathway to Employment (PTE)	82
Prince’s Trust Teams (12 week personal development)	102
NEET Engagement Programme	38
National Citizenship Service (NCS) (over three school holidays)	166
School Partnerships (Vocational Learning Opportunities VLO)	11
Additional referrals from Schools (Plymouth Learning Trust (PLT), Schools Transition Programme (STP), Direct 16+)	26
Jumpstart	47

Source: CCP MIS 14/15

3.2 Gender (Classroom based learning)

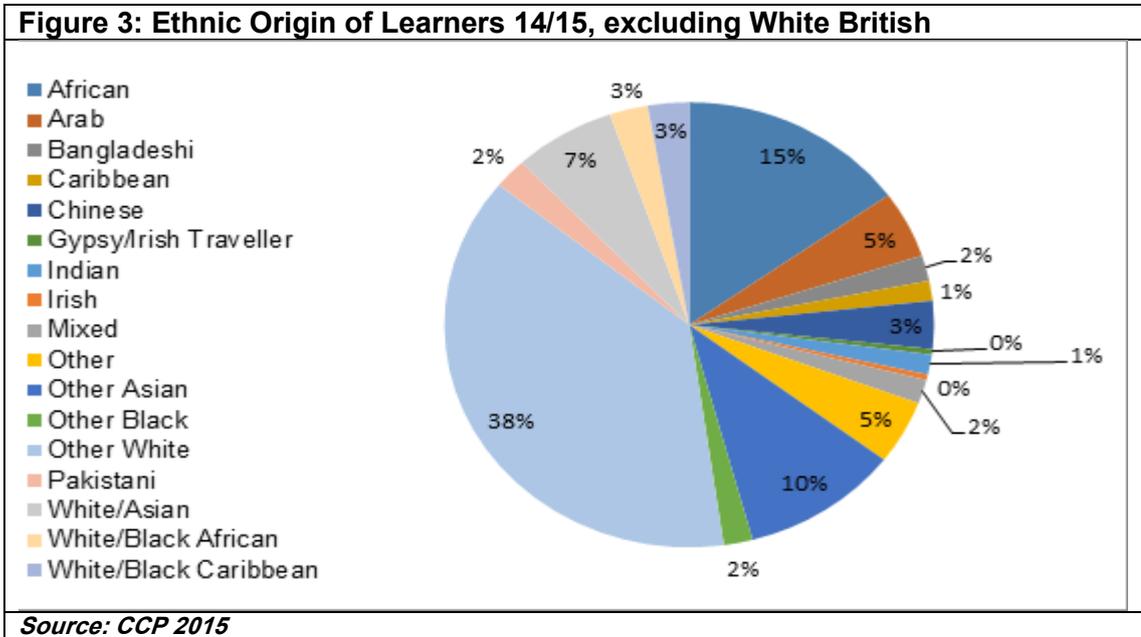
3.2.1 Figure 2 shows the balance of men and women by age across the College. 16-18 males (56%) outnumber females and there are slightly more adult females (52%).



3.3 Ethnicity

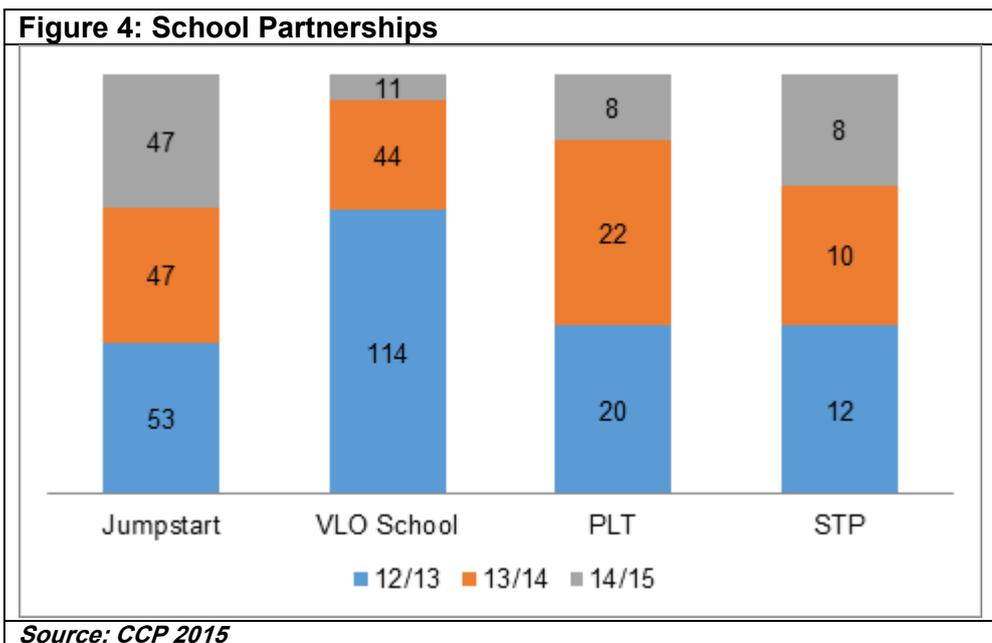
3.3.1 College learners are predominantly White/White British (87%). There is a higher learner minority ethnic population in the College (13%) than in the surrounding area (Plymouth is 9.2%, compared to 17.2% in England).

3.3.2 Figure 3 below shows the breakdown of the 1,717 ethnic minority learners (excluding White British). The largest group is Other White (38%/651) primarily from Romania, and other European backgrounds, followed by African (Portuguese) (15%/251).



3.4 14-16 Partnership Provision

3.4.1 School pupils aged 14-16 study a range of vocational learning opportunities (VLO) programmes which effectively prepare them for transition from mainstream education.



- 3.4.2 Figure 4 shows that numbers have substantially reduced from 2012-13 (11 in 2014 - 15); schools are now competing for these learners. See paragraph 1.2.1 for an overview of competition in the City.
- 3.4.3 Numbers for Jumpstart provision have remained steady. By their own admission, schools release their most challenging pupils to take part in Jumpstart courses. Most are disaffected and many have behavioural problems and/or are excluded from schools. The majority have given up on education or education is giving up on them.
- 3.4.4 Referrals of 16-18 old learners from Plymouth Learning Trust (PLT) and the Schools Transition Programme (STP) have also declined.
- 3.4.5 Success rates for all types of schools provision are however high (see Appendix 2).

4 Overall Effectiveness

4.1 Key Self-Assessment Judgements – 2014-15

4.1.1 City College Plymouth is a good provider.

4.1.2 Figure 5 summarises judgements on performance for 2014-15.

Aspect	Judgement
Overall Effectiveness	Good
Effectiveness of Leadership and Management	Good
Quality of Teaching, Learning and Assessment	Good
Personal Development, Behaviour and Welfare	Good
Outcomes for Learners	Good
16-19 Study Programmes	Good
Adult Learning Programmes	Good
Apprenticeships	Outstanding
Provision for learners with High Needs	Good
Overall Effectiveness at previous inspection	Good

Source: CCP 14/15

4.2 Summary of Key Strengths

City College Plymouth is a good provider

- 4.2.1 The large numbers of Apprentices consistently make outstanding progress on the majority of provision, which is reflected by the high overall and timely success rates - particularly in Engineering, Building and Construction and Retail and Commercial Enterprise (Hair and Beauty, Warehousing and Catering and Hospitality). Overall Apprenticeship success rate is 85.8% and timely is 75.5%; both are up on last year and significantly above national rates (+16.9% and +20.7% respectively). A high number of Apprentices go on to achieve fully employed status on completion.
- 4.2.2 Good success rates on the majority of provision at or above national rates, including improved performance for most groups, including disadvantaged learners has resulted in achievement gaps narrowing significantly across College. Learners with high needs and others who need extra help develop independence and achieve challenging goals
- 4.2.3 Functional Skills overall success is good for the third year running, well above national rates (+7.1%). GCSE English overall success is up 5% from last year and above national rates with 60% of learners achieving grades A*-C. Adult learners studying Entry and Level 1 Functional Skills achieve above national rates; adult overall success rates are also good at 82.4%.
- 4.2.4 Effectiveness of leadership and management is good. Leaders and managers' cohesive strategic direction and high expectations of learners and staff are raising standards and improving the quality of provision for learners across the College.
- 4.2.5 The Principal and Senior Leadership Team share an ambitious vision, with learners and the interests of the local community, at the heart of the College's work and culture. They challenge managers effectively with respect to the quality of provision and have been decisive in closing underperforming programmes.
- 4.2.6 Governors have a good understanding of what the College needs to do to improve; they have heightened their challenge to senior managers and work closely with them to secure improvement. They have appropriate skills and expertise and the Strategic Plan effectively articulates the ways in which the College contributes to social and

economic mobility in Plymouth and improves prosperity for learners, employers and the community.

- 4.2.7 Leaders and managers pay particularly good attention to matching the curriculum to the needs of learners and employers whose views inform curriculum planning and influence improvements. Managers and staff make full use of partnerships and strong employer links to integrate the College effectively into the business community to ensure learners have access to a wide range of industrial and commercial experiences to support their development.
- 4.2.8 Learners benefit from good teaching, learning and assessment in the majority of areas (Business, Media and Digital, Performing Arts, Hospitality, Access, Travel and Tourism and ESOL) with some outstanding practice in Engineering, Sport and Skills Development area. Teaching, learning and assessment are often good or better in practical lessons and enable learners to apply newly acquired skills to a high standard leading to good progression and employment.
- 4.2.9 Teachers have high expectations and aspirations for learners who, in the main, respond with determination, work hard and behave well. Learners value their education and speak highly of their teachers. Most teaching effectively challenges learners leading to good development of higher level skills with high grades of Level 3 non A' Level provision above 50% for the last four years.
- 4.2.10 Teachers work closely with additional specialist staff to plan learning well and to ensure that learners are making good progress. Learning Support Assistants provide learners with high levels of individual support in lessons to ensure they make good progress. During 2014-15, over 750 learners received additional learning support with 83% overall success. In addition, 95% of learners who studied at the College with a SEN statement achieved their full qualification.
- 4.2.11 Comprehensive staff training focused on improving the quality of teaching, learning and assessment has raised the effectiveness of managers in most areas of the College. Highly effective Continuing Professional Development (CPD) opportunities and procedures ensures learners are guided by, and learn from staff who are well experienced, qualified and have up-to-date theory, knowledge and skills, which are relevant to their needs. Cross-College initiatives to support teachers' development have been highly effective, particularly in relation to enhancing teaching practice.
- 4.2.12 Learners' develop good personal, social and employability skills. The effective implementation of well-designed Study Programmes has resulted in an increased focus on work experience and work related activity. A range of high quality enrichment activities enhance the Study Programmes, effectively developing learners' social, health and wellbeing, as well as their independent learning skills.
- 4.2.13 Leaders and managers have secured an excellent learning environment for learners. High quality teaching and learning resources provide realistic working environments in many areas, which enable learners to develop very good employability skills. The College has outstanding links with industry and a good range of realistic working environments for vocational programmes, enabling good personal, employability and social skills development in learners. A number of commercial enterprises are run by learners, including the Restaurant, Bistro, Hair and Beauty salons, as well as a number of 'Learning Companies' which encourage them to develop enterprise and innovation.
- 4.2.14 The College has a highly inclusive atmosphere where harassment and bullying is not tolerated. There are many inspiring curriculum projects which promote equality and diversity well and involve wide community and partnership working.

4.2.15 Safeguarding is effective. Learners are safe and feel safe. The College provides a safe, inclusive and welcoming environment which supports and promotes the welfare and development of learners. Managers work together well to ensure that safeguarding arrangements are seamlessly integrated into the work and lives of learners and staff. Learners recognise that the College is a safe and secure place where they are able to disclose issues, secure in the knowledge that staff will respond positively, appropriately and sympathetically.

4.3 Areas for Improvement

- 4.3.1 Despite remedying a few areas of underperforming provision and closing underperforming programmes (A 'levels and FT GCSE programmes for 2015/16), the progress in improvement is too slow in some areas. For example, provision in SSA 15.5, Law and Legal Services, 1.3 and 1.5, Health and Social Care and Child Development and Wellbeing, have had fluctuating success rates for several years. Thorough evaluations, covering both increases and decreases in outcomes, have in some instances failed to identify a common theme which explains the spiky profiles. The performance of A2 subjects during their run-out year will be rigorously monitored.
- 4.3.2 Not all learners make good progress in their English and Mathematics qualifications – this has impacted negatively on overall success rates at Level 2. GCSE Mathematics success rates have declined slightly, as have Level 2 English Functional Skills for 16-18 learners. Better assessment planning for the three elements of the English qualification particularly, is in hand for 2015-16.
- 4.3.3 In a minority of sessions, teaching does not stretch and challenge learners enough to build on their strengths, and there are not yet enough outstanding lessons.
- 4.3.4 In spite of good learner progression and substantial supporting activity in this respect, levels of satisfaction in learner surveys relating to 'guidance for next stage of education, employment, self-employment or training' are declining. Learners do not appear to make an explicit link between the question and the array of services and enrichment activities provided.
- 4.3.5 Further sharing of good practice and development of e-ILPs with measurable and aspirational targets for improvement, so all learners know what they need to do to improve and achieve higher grades.
- 4.3.6 Although staff regularly assess and track learners' progress, inconsistencies remain in the different tracking mechanisms across College, which makes central monitoring of learners progress more difficult.
- 4.3.7 Refresh destination data collection protocols in light of the new outcome measures and continue to further reduce the percentage of learners leaving college with unknown outcomes.

5 Aspect Judgements

5.1 Effectiveness of Leadership and Management

Effectiveness of leadership and management remains good

- 5.1.1 Leaders and managers' cohesive strategic direction and their high expectations of learners and staff are raising standards and improving the quality of provision for learners across the College.
- 5.1.2 The Principal and Senior Leadership Team share an ambitious vision, with learners and the interests of the local community at the heart of the College's work and culture. They challenge managers effectively with respect to the quality of provision and have been decisive in closing underperforming A' level and GCSE programmes.
- 5.1.3 Following a review of strategic milestones by the SLT for 2013-14, the College has achieved a high proportion of operational planning targets in its Strategic Plan 2012-15. A key priority going forward is to raise the quality of provision further by continuing to improve the quality of teaching, learning and assessment.
- 5.1.4 Leaders and managers ensure that another key strategic priority - to help learners develop their English and Mathematics skills more effectively, shapes Study Programmes and other types of provision. Many more learners now work towards completing a qualification in Functional Skills (English and Mathematics). Managers and teachers have not yet been successful in ensuring that all adults make good progress in achieving intended qualifications within the timescale at Level 2. The proportion of learners achieving A* to C in GCSE English is however high at 60%, but just below the low national rate for GCSE Mathematics. A revised strategy/structure for the management and delivery of provision has been implemented in 2015 including centralisation of timetabling and enrolment of Functional Skills and GCSE English and Mathematics with a key focus on learner outcomes in relation to starting points.
- 5.1.5 Leaders and managers plan Apprenticeship provision well to fully meet the requirements of the Apprenticeship framework. A large majority of Apprentices who have not already done so, achieve qualifications in English and Mathematics as part of their framework, although there needs to be further development of naturally occurring opportunities including short, planned learning activities to help all Apprentices improve English and Mathematics skills.
- 5.1.6 Leaders and managers pay particularly good attention to matching the curriculum to the needs of learners and employers, whose views inform curriculum planning and influence improvements. Managers and staff make full use of partnerships and strong employer links to integrate the College effectively into the business community to ensure learners have access to a wide range of industrial and commercial work experiences to support their development. There are high levels of satisfaction (see Appendix 1: Summary Stakeholder Feedback) with the College. Leaders and managers have worked with commitment to establish Study Programmes aligned to the priorities of the local and regional economy, effectively introducing learners to the world of work and in turn leading to good progression.
- 5.1.7 Extensive partnerships between the College and industry via the Employer Endorsement Scheme provide mutual benefits; employers not only contribute to the development of skills and through mentoring and coaching learners, but are able to access work-ready labour at the same time.
- 5.1.8 Leaders and managers' good working relationships and focus on priority growth sectors have seen further positive employer engagement activity through Employer Advisory Boards. The Boards enable members to share best practice, to explore sector specific opportunities and to inform the strategic direction of the College in

being able to provide the relevant skills and training required for sector growth. Engagement with employers has rapidly increased since their introduction, reinforcing the well-established, strong links with industry to the benefit of learners.

- 5.1.9 Leaders and managers have responded well to the priorities for improvement identified at the last inspection (see also Section 2.3). Self-assessment at course, programme area, service area and whole College levels forms the backbone of the extensive and coherent quality assurance and improvement arrangements. The process involves staff at all levels and includes the views of stakeholders. Every member of staff belongs to one or more teams across the College. The process is an all year round activity, with a number of contributory processes and reports through which teams monitor performance and make early interventions, if needed. The Learner Voice is strong with a full range of effective channels for learners to contribute to improvements of the College and its services (see Appendix 1: Summary Stakeholder Feedback).
- 5.1.10 Reports at Faculty level are data-rich, evaluative and reasonably self-critical. Data is thoroughly analysed for under-achieving groups and those identified have been swiftly addressed through programme area action plans. This supports the close monitoring of performance by teams. Despite remedying a few areas of underperforming provision and closing underperforming programmes (A 'levels and FT GCSE programmes for 2015/16), the progress in improvement is too slow in some areas. For example, provision in SSA 15.5, Law and Legal Services, 1.3 and 1.5, Health and Social Care and Child Development and Wellbeing, have had fluctuating success rates for several years. Thorough evaluations, covering both increases and decreases in outcomes, have in some instances failed to identify a common theme which explains the spiky profiles. The performance of A2 subjects during their run-out year will be rigorously monitored.
- 5.1.11 Within Work Based Learning self-assessment is rigorous; utilising external and internal quality measures to manage performance and exceed national rates. Highly effective involvement and communication by staff at all levels across the organisation, including sub-contractors, employers and Apprentices ensures that meetings are well used to action plan improvements in provision, as well as to share views, set targets and evaluate and improve provision. Monthly team meetings with managers include robust tracking of attendance and retention, as well as Apprentices 'at risk' and key performance indicators (KPI) monitoring, ensuring management strategies are deployed effectively to monitor the 1,453 Apprentices in learning. This year 33 case conferences resulted in 89% of Apprentice staying on-programme or completing.
- 5.1.12 Leaders and managers apply rigorous performance management to address under performance and reward good performance. Performance is directly linked to pay by aligning teachers each year against the different levels of the College Lecturer Competency Framework, promoting better standards of teaching, learning and assessment/achievement.
- 5.1.13 Leaders and managers have secured an excellent learning environment for learners. High quality teaching and learning resources provide realistic working environments in many areas, which enable learners to develop very good employability skills. Outstanding links with industry and a good range of realistic working environments for vocational programmes enable good personal, employability and social skills development in learners. Commercial enterprises run by learners include the Restaurant, Bistro, Hair and Beauty salons, as well as a number of 'Learning Companies', which encourage them to develop enterprise and innovation.
- 5.1.14 Comprehensive staff training focused on improving the quality of teaching, learning and assessment has raised the effectiveness of managers in most areas. Highly

effective Continuing Professional Development (CPD) opportunities ensure learners are guided by, and learn from staff who are well experienced, qualified and have up-to-date theory, knowledge and skills, which are relevant to their needs.

- 5.1.15 Cross-College initiatives to support teachers' development have been effective, particularly in relation to enhancing teaching practice. They include peer observations, on-going development opportunities, implementation of classroom walkthroughs, redevelopment of the online 'Teachers Space', appointment of two Teaching and Learning Coaches to support and help individuals to improve, simplified lesson planning documentation and the introduction of curriculum inspections. A Teaching and Learning Conference gives staff further opportunity to attend interesting and stimulating workshops. As well as developing practical skills to inspire and challenge learners and meet their different needs, the day also provides opportunities for peer exchange and an environment for sharing good practice across curriculum areas.
- 5.1.16 A team of external specialist inspectors carried out inspections in 2014-15 using a risk based approach, shadowed by members of the internal Observation Team. Inspections covered Hair and Beauty, Work Based Learning, Business, Care, Academic Studies, English, Mathematics, Public Services, Tourism and Construction, and HE (prior to the QAA HE Review in April 2015). 86% lessons were judged good or better, although there is still not enough outstanding teaching and a minority of teaching requires improvement.
- 5.1.17 The inspections provided an objective in-depth assessment of the quality of teaching, learning and assessment and the actions required to improve performance and success. Following each inspection, curriculum teams have been working with the Quality Improvement Team (QIT) to address the areas for improvement and implement recommendations highlighted by the Inspectors. These action plans are being monitored and reviewed throughout the remainder of the year.
- 5.1.18 Feedback from staff regarding the process (and the quality of subsequent support from QIT and the Teaching and Learning Coaches for those requiring improvement) has been positive. Teachers and teams particularly appreciated and welcomed the constructive comments identifying good practice and the advice on how to improve.
- 5.1.19 In addition to curriculum and English and Mathematics inspections, 38 walk-throughs took place. Walkthroughs are an effective mechanism and helping managers gain an insight into attendance, the overall learner experience and the quality of teaching, learning and assessment and help drive a College-wide approach to improvement
- 5.1.20 Teachers' capabilities have been further enhanced by the introduction of the 'Journey to Outstanding' concept. J2O comprises an extensive array of initiatives and activities to support staff on all aspects of teaching, learning and assessment. It encourages the sharing of good practice to further improve the teaching that is outstanding.
- 5.1.21 Staff engaged in the delivery of teaching and learning can also access regular e-ILP drop-in training sessions; on-demand requests for e-ILP training are also available. Email alerts from Human Resources alert the Student Journey team to newly recruited teaching staff so that targeted training can be delivered. In preparation for RAD week tutors, attend target-setting training.
- 5.1.22 Managers' timely interventions have been effective in identifying learners at risk (when either academic performance or personal issues suggest support is required). The Student Liaison team also support retention through attendance follow-up and onward referral for specialist support to relevant internal and external services. Each Faculty has a student liaison link person who has daily panel meetings supporting learners with poor attendance.

- 5.1.23 The financial health of the College is satisfactory, and the Corporation is diligent in scrutinising College finances and in supporting investments that will improve the learning experience. Each year the College makes targeted and proportionate investment in the estates and IT infrastructures. Over the last 4 years, a total investment of some £14m has been made in capital improvements. Much of this investment supported the growth of engineering and construction areas of provision which are key areas of growth and economic productivity for the city of Plymouth. In turn, the investment has enabled the vacation of smaller annexes and thus delivering reductions in fixed operating costs.
- 5.1.24 The Colleges financial management is outstanding. There are effective controls in place to monitor income and expenditure, tendering and day-to-day budgetary management. The College proactively manages its cost base and has aligned staffing levels to delivery requirements whilst maintaining high quality teaching, learning and assessment, and student outcomes. The College carefully monitors cash flow through daily and weekly forecasts and reports against loan covenants within the monthly management accounts. Best value, as a concept, is well understood and adhered to.

Equality and Diversity

- 5.1.25 Staff provide a very inclusive environment and the College's commitment to equality and diversity is reflected in one of its key values - *'We celebrate diversity and inclusion and the breaking down of barriers to success'*
- 5.1.26 The College operates very good systems to track learner, course and college-wide equality performance. Reporting systems for learners and staff include equality analysis and trigger actions to address concerns for disadvantaged groups. There is a lead Governor and the Head of Student Journey has been the College Leadership Team lead since 2012-13. The Equality and Diversity Committee and Corporation receive termly progress reports and an annual Equality and Diversity report includes progress towards equality objectives. There is a Disability Forum with learner representatives, a well-established chaplaincy team and a pregnancy and young parents support group.
- 5.1.27 Highly effective leadership and management has shaped and supported effective liaison and collaborative work practice, management of student services, additional learning support, tutorial and equality and diversity. Focussed leadership and management have also promoted a positive culture of improvement; rigorous targets and performance expectation are set and monitored with the clear aim of reducing and or eliminating achievement gaps.
- 5.1.28 Good links exist between the College and external equality and diversity organisations. Both staff and learners are involved in numerous inspirational citywide projects/initiatives and events that promote equality and diversity. College equality and diversity representatives attend external networks and training events to research good practice. The College is a member of the Plymouth Prevent Group and the South West Peer Federation. Advice is sought from local organisations including the Plymouth Religious and Cultural Resources Centre, Fata He, Refugee Action, and the Race Equality Council, together with national bodies such as the Quality and Human Rights Commission, the Association of Colleges, the Higher Education Funding Council (England), NIACE and specialist organisations, like Action for Blind People.
- 5.1.29 The College tests itself against national standards and has the following accreditations: the 'Two Ticks' standard; Investors in People; Investors in Careers; Matrix and the Association of Colleges' Charter for Excellence in International

Education and Training. In addition the College has joined the 'Disabledgo' website and has 'Fairtrade' status, further demonstrating our commitment to supporting our learners.

- 5.1.30 There is good promotion of equality and diversity within Apprenticeships, with high completion rates for females in Engineering and Construction (10-11 in 2014-15). In Administration and Hairdressing 72% of males completed a full framework (47 Apprentices). The number of females going into Engineering, Automotive and Construction Apprenticeships has increased from 1% to 4% since 2009-10. Successful utilisation of local press and media is helping to raise the awareness of those succeeding in non-stereotypical roles
- 5.1.31 A programme of training in Prevent and British Values has taken place across the College for all staff including Governors; 66% of staff have been trained to date and resources placed on the College's virtual learning environment for teachers and learners. The Prevent Risk Matrix outlines how to embed British Values into the Curriculum and has also been discussed at the Student Conference. Next steps are to ensure this is effectively developed and systematically embedded into the curriculum. Good links to the Prevent network, to support staff awareness and help counter risks to learners at the College.
- 5.1.32 Leaders closely monitor the performance of different groups. Improved performance for learners of most groups, including disadvantaged learners has resulted in achievement gaps narrowing significantly across College, with the exception of (relatively small numbers) of Caribbean and White/Black African learners (Achievement Gaps are: Gender 0%, Learning Difficulty +2%, Learning Disability - 2%, Ethnicity +4%, Young White +1% Additional Learning Support 0%). The annual Equality and Diversity Report submitted to Corporation will contain further detail of data and actions will be monitored via the Equality and Diversity committee which meets termly.

5.2 The Governance of City College Plymouth

- 5.2.1 Governors have a good understanding of what the College needs to do to be outstanding. Since the last inspection they have heightened their challenge to senior managers and work closely with them to secure improvement. The Strategic Plan effectively articulates the ways in which the College contributes to social and economic mobility in Plymouth and improves prosperity for learners, employers and the community.
- 5.2.2 Governors provide a wide range of professional expertise in their enthusiastic contribution to the strategic leadership of the College; their focussed contacts with learners and staff at the College ensure they gain first-hand experience of the views of those involved in College life. The successful implementation of the pilot Link Governor Scheme, aligning Governors to key areas of the College, and development activities has further enhanced Governors understanding of the challenges facing the College. A specific training session focussed on 'responsibilities, scrutiny and challenge' so that they are aware of their role in seeking assurance that the College fulfils its duties.
- 5.2.3 The Corporation established the Performance and Standards Committee in 2013 to more effectively monitor performance and to scrutinise and advise on matters relating to teaching, learning and assessment, the College's quality assurance and improvement processes and the achievement of standards. Governors are fully informed of the strengths, areas for improvement and actions planned to improve success across the College and have enhanced the robust measures for monitoring and reviewing progress against targets. The Committee reports and makes recommendations to the Corporation about learners' learning experiences, learner

achievement and other key performance indicators in sufficient detail to enable the Corporation to carry out its function in reviewing quality assurance arrangements and strategies for continuous quality improvement across the College. Faculty Directors present, and are challenged on, their timely achievement of outcomes and the subsequent plans for further improvement in autumn and spring terms.

5.3 Safeguarding and Health and Safety

The arrangements for Safeguarding are effective

- 5.3.1 Governors, leaders and managers work hard to ensure that there is “a relentless focus on safeguarding” within the organisation. Managers work closely to ensure that safeguarding arrangements are seamlessly integrated into the work and lives of learners and staff. Safeguarding arrangements are prioritised and are very effective and is a focus for all staff. There is a real and embedded commitment at all levels to ensure that the College is a place where learners feel safe, which has strong health and safety procedures and a culture of effective safeguarding. One of the Governors has a particular responsibility for safeguarding.
- 5.3.2 Learners are safe and feel safe. The College provides a safe, inclusive and welcoming environment which supports and promotes the welfare and development of its learners. Learners recognise that the College is a safe and secure place where they feel able to disclose issues secure in the knowledge that staff will respond positively, appropriately and sympathetically. The majority of learners report that they “feel safe” in the College. They study in a safe environment and feel confident to raise concerns and are aware of safeguarding practice.
- 5.3.3 Learners develop a good knowledge of health and safety practices and know how to report concerns that they have. This is in part due to safeguarding being instrumental in College practice and cross departmental processes which ensure robust strategies to deter, reject or identify people who are unsuitable to work with children and vulnerable adults. Safer recruitment practices in the College are very strong and are recognised as an exemplar of best practice in the City.
- 5.3.4 Excellent safeguarding practice has led to Apprentices stating that they feel safe and comfortable within the learning environment. Apprentices commented they feel comfortable in raising any issues if something was not working well and that action would be taken if it was possible. Apprentices feel they have a voice that is listened to. Feedback from both Apprentices and their employers has been very good during the year. Overall satisfaction from employers is 100% and from learners is 99%.
- 5.3.5 The Safeguarding Coordinator effectively manages the activities of the Safeguarding Team - responsible for developing a “culture of vigilance” and a collective purpose within the whole College community to ensure that we have a “safe learning environment so that our learners can achieve the “best outcomes”. The College recognises that “safety is a fundamental precondition for successful and effective learning” as recognised during our last Ofsted inspection (2012).
- 5.3.6 The Safeguarding Team is the focus of ensuring that multi-agency work enables the College to fulfil its responsibilities as an organisation and as an important part of the wider community. Very strong links within the City are forged, in the main, by the College as an active, and well-respected, member of the Plymouth Safeguarding Children Board (PSCB) and the Plymouth Safeguarding Adult Board (PSAB). This extra-college engagement at many levels and in many different arenas has a direct impact upon how the College is able to safeguard, protect, support and enable our learners and is reflected in terms of learner achievement and success.
- 5.3.7 The Senior Designated Persons have undergone specific training for their role which was provided by the NSPCC. The Safeguarding Officers (SGOs), Vice Principal –

Resources and Legal and Risk Adviser completed Level 3 Training (accredited by the University of Plymouth) delivered by the PSCB. Safeguarding Officers undertake other more specialist training with the PSCB to bring extra knowledge and understanding to the work of the team. A series of “training breakfasts” have been held for the SGOs to update their skills and knowledge

- 5.3.8 The strong, positive and mutually beneficial relationship between the College and the local authority Virtual School was further developed again this year. Looked After Children (LAC) and Care Leavers (CL) are routinely monitored for attendance and the early identification of any concerns around these learners. Children entering or leaving the care system are more quickly identified and appropriate information sharing is in place to enable these learners to progress. This is particularly important to ease the transition of children from their secondary school into FE.
- 5.3.9 The continued close monitoring by the Human Resources Team of the uptake of Safeguarding Training, Health and Safety Training and Equality and Diversity Training has maintained this key performance indicator at 100% throughout the year. There are good links between the three strands of mandatory training to ensure a holistic view of what is required to create and maintain a “safe college”. Failure by staff to maintain training status is subject to disciplinary action; to date action has not been necessary.
- 5.3.10 The College has developing and maturing health and safety procedures and practices to nurture a learning culture for health and safety. Investigations into reported incidents have led to improvements in practice and procedures. Staff health and safety training has been rewritten to make it more “College specific” and to integrate with the general safeguarding responsibilities of the College. Risk assessments for off-site activities are closely monitored by health and safety staff and the quality of these assessments continue to improve. The on-line incident reporting system (OSHENS) is now a mature embedded system, with staff, who are familiar with the system ensuring timely and robust incident reporting. The system of “individual risk assessments” (including Personal Emergency Evacuation Plans) for learner’s, or particular circumstance, is well used. The system remains under routine review to identify further improvements.
- 5.3.11 The College has 102 members of staff trained as First Aiders; this situation is under review by the Health and Safety Manager, Faculty Safeguarding Groups and managers to ensure that each area in the College has sufficient and readily accessible first aid. The “buddy system” and “training lunches” continue to work well and increases the confidence of staff and to improve the service provided.
- 5.3.12 Since a review of on-line safety carried out last year, there is now a formally constituted On-Line Safety Group to oversee and guide engagement with on-line safety. It reports to the Vice Principal Resources. The role of the group is to advise and support staff and learners in becoming safe on-line. The group will provide access to materials which can be included in tutorials and other learning environments to embed the safe use of on-line technologies. This includes supporting the College in fulfilling its duties under PREVENT.
- 5.3.13 It is acknowledged that priorities and practices in safeguarding and child protection change, as research and experience develops new ideas and practices and identifies growing areas of concern. There is no room for complacency and the College Management Team and the Safeguarding Team constantly reassert the “culture of vigilance” to ensure that the College is, and remains, a “safe College”
- 5.3.14 The College is a place where learners feel safe, which has strong health and safety procedures and has a culture of safeguarding. Having the Head of Student Journey as a member of the Safeguarding team ensures that there are close and effective

links to provide support and welfare services as early as possible for learners who are vulnerable or at risk. The Safeguarding Coordinator provides regular reports and briefing documents to the College Management Team.

- 5.3.15 The number of referrals to the Safeguarding team has increased and it is apparent that many referrals are more serious and complex than in previous years. It is important for the College to understand that this is a positive and encouraging sign. The ambition to be a “safe College” is bearing fruit in that increasingly learners recognise that it is a safe and secure place where they feel able to disclose issues knowing that staff will respond effectively, appropriately and sympathetically.
- 5.3.16 Learners’ induction includes an introductory “tutorial” delivered by Safeguarding Officers conducted at the invitation of tutors. The content included the concept of a “safe college”, expectations around behaviour, rights and responsibilities, the College policy on bullying and health and safety matters. It is acknowledged that this should be more effectively disseminated in the early part of the current academic year.
- 5.3.17 The strong and effective arrangements to protect learners from bullying and harassment are demonstrated by the low level of equality and diversity related formal complaints.
- 5.3.18 Learners feel safe in the learning environment and extra measures, such as the College’s web content system provides very good protection for learners accidentally or deliberately visiting inappropriate sites; coupled with the work of the College’s e-safety group.

5.4 Quality of Teaching, Learning and Assessment

Teaching, learning and assessment continues to be good overall.

- 5.4.1 Learners benefit from good teaching, learning and assessment in the majority of areas (Business, Media and Digital, Performing Arts, Hospitality, Access, Travel and Tourism and ESOL), with some outstanding practice in Engineering, Sport and Skills Development. Teaching, learning and assessment are good or better in practical lessons and enable learners to apply newly acquired skills to a high standard leading to good progression and employment.
- 5.4.2 During 2014-15, external consultants (part-time inspectors) carried out lesson observations and walk-throughs, in conjunction with College Observers. They judged 86% lessons were good or better, although too few were outstanding (10%) and a minority (10%) also required improvement. Employing this risk-based model is a significant shift from the observation process of previous years, where all teaching staff were observed (including high performing areas) during a pre-arranged slot, and highlights the importance of external involvement in the judgements.

Figure 7: Observation Profile 2014-15

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Number of Observations	8	59	10	1	78
Percentage of Observations	10%	76%	13%	1%	

Source: CCP MIS 14/15

- 5.4.3 Teachers have high expectations and aspirations for learners who, in the main, respond with determination, work hard and behave well. In turn, learners value their education and speak highly of their teachers. Their satisfaction with the quality of teaching on courses is high at 88% good or better overall (see Section 6.1 learner Satisfaction 14-15).
- 5.4.4 Teachers plan lessons well, with regular changes of activity to meet individual learner needs so learners make good progress. High performing areas demonstrate very

good development of learners' work, life and employability skills, which in turn lead to good progression to further training or employment (see Section 5.14). In a minority of sessions teaching does not stretch and challenge learners, and build on their strengths.

- 5.4.5 Teachers employ innovative teaching, learning and assessment which effectively support learners' enjoyment of learning, meet their diverse needs and encourage the development of wider enterprise and employability skills to prepare them for future careers. For example: Sport learners organised a week of different Sports tournaments for local schools; Travel and Tourism learners undertook a master class in air travel by Flybe (Europe's largest regional airline); Business learners run a stationary shop at Goschen Centre in partnership with Martin Luck (a local business); a film made by Media learners is now used nationally to teach people about the issue of child sexual exploitation. External inputs from practitioners are also used well to enliven teaching and learning activities.
- 5.4.6 Most teaching effectively challenges learners leading to good development of higher level skills with high grades of Level 3 non-A Level provision above 50% for the last four years.
- 5.4.7 Support for learners, both academically and personally is good and the College has a well-deserved reputation for care, guidance and safety. Apprentices benefit from high expectations, engagement, care, support and motivation from staff. Staff make good use of practical, lively and engaging learning activities that help make lessons relevant to Apprentices and keep their attention effectively. These include real-life and team-based challenges that help Apprentices learn practical life and employability skills. Very good feedback from Apprentices shows not only high levels of satisfaction with the College and their learning, the support received from staff enabled them to feel safe whilst in college and at their workplace. Staff are well trained and recognised for their high levels of expertise having won awards regionally and nationally making them excellent role models.
- 5.4.8 Teachers are well-qualified, enthusiastic and demonstrate sound specialist subject knowledge. Teachers' instructional techniques are good and they enable learners to apply newly applied skills to a high standard in readiness for progression or employment. Staff on-going commitment to learners is good with many supporting them via email and outside of working hours. The learner profile in many sessions is broad with a wide range of levels of ability and motivation. Teachers know their learners well and are sensitive to circumstances and issues which may impede their progress and require a differentiated approach.
- 5.4.9 Learners benefit from regular and targeted assessment to improve. Teachers' assessment of learners' work is mostly good, with detailed written comments that help learners to improve. Learners indicate good levels of satisfaction with the support they have had to help them progress in their studies (88% good or better).
- 5.4.10 Tutors endeavour to provide good information, advice and guidance to ensure learners are enrolled on the correct course. It is however acknowledged that learners sometimes have a change of mind in the first few weeks. For this reason, the College has introduced 'Swop-not-Drop' - an initiative to improve retention and aimed at those learners who, in the first four to five weeks of enrolment may be at risk of disengagement because they have enrolled on an inappropriate study programme. Where appropriate, tutors refer learners to the Careers team if there are concerns that a learner may be better placed on a different programme/level.
- 5.4.11 Apprentices benefit from very good impartial information, advice and guidance. They undertake an in-depth initial assessment of their individual starting points, with differentiated adaptations that build on access and support. Arrangements for

training and assessments are flexible to suit Apprentice and employer needs. Planning, delivery and management of assessment are outstanding in workplace learning. Frequent and regular monitoring results in detailed feedback to Apprentices and employers with whom challenging, but realistic, targets are set. All Apprentices' performance and progress is monitored within a timely, fair, consistent and reliable structure with full involvement of the Apprentice and employer, ensuring Apprentices receive constructive feedback on their progress and how they can improve. At every review Apprentices are supported in the self-assessment of their progress and evaluation of their programme so far. Reviewing officers also assess risk of disengagement at each review which highlights any support needed for the apprentice to continue on their chosen path. The majority of Apprentices make outstanding progress, which is reflected in their high overall and timely success rates

- 5.4.12 Improving teaching, learning and assessment has also driven a review of learner induction. This led to comprehensive information packs for all tutors, alongside an updated tutorial Moodle site with briefings in preparation for enrolment and induction to ensure a consistent approach. A staged approach to induction is designed to support 'Swop Not Drop' and improve retention during the first part of the autumn term. Mandatory training for tutors relates to activities/information to be delivered on Day one and in the weeks leading up to Review and Development (RAD) weeks. Induction activities place clear emphasis on the responsibility of tutors to ensure that learners are settled as quickly as possible into College and onto their Study Programmes.
- 5.4.13 Learners all undergo rigorous initial assessment, the outcomes of which inform lesson planning to help match teaching to the learning needs of each learner, resulting in learners making good progress. Good initial assessment processes ensure staff promptly identify learners' support needs and use in-class support effectively so that learners make good progress.
- 5.4.14 Teaching and Learning Coaches conducted a review of learning support assessments and in particular their partnership with curriculum delivery staff. A training package was developed and made mandatory for all areas with Learning Support Assistant (LSA) involvement in order to improve relationships and share best practice. This has enabled both the LSA and teachers to better understand and appreciate the requirements of both roles to maximise the support available to learners. This has led to more curriculum involvement from LSAs, including representation at some Teaching, Learning and Assessment Focus Groups and faculty meetings, links to the LSA Moodle site from the 'Teachers' Space' and greater involvement in all aspects of the learners' study programmes.
- 5.4.15 Teachers now work closely with additional specialist staff to plan learning well and to ensure that learners are making good progress. Learning Support Assistants (LSA) provide learners with high levels of individual support in lessons to ensure they make good progress. During 2014-15 over 750 learners received additional learning support with 83% success (see Section 7.2). In addition, 95% of learners who studied at the College with a SEN statement achieved their full qualification.
- 5.4.16 Leaders and managers have secured an excellent learning environment for learners. High quality teaching and learning resources provide realistic working environments in many areas, which enable learners to develop very good employability skills. The College has outstanding links with industry and a good range of realistic working environments for vocational programmes enabling good personal, employability and social skills development in learners. A number of commercial enterprises are run by learners, including the restaurant, bistro, hair and beauty salons, as well as 'Learning Companies' which encourage them to develop enterprise and innovation.

- 5.4.17 Learners' benefit from good and regular tutorial support arrangements that help them identify and work towards challenging targets. In response to feedback, the College has now reintroduced group tutorials across the College's provision during 2015-16. The use of target setting within e-ILPs has improved and there is better learner and staff engagement with this monitoring and reviewing tool, however, practice remains inconsistent in some areas which led to continued support being given in its use during 2014-15.
- 5.4.18 Staff regularly assess and track learners' progress although inconsistencies in the different learner tracking mechanisms are evident across College and acknowledged as an area for development. Further sharing of good practice and development of e-ILPs with measurable and aspirational targets for improvement is needed, so learners know what they need to do to improve and achieve higher grades.

5.5 Personal Development, Behaviour and Welfare

The personal development, behaviour and welfare of learners are good.

- 5.5.1 Learners respond well to the high expectations, develop positive attitudes and exhibit good behaviour. They value their education and speak highly of their teachers. In the vast majority of lessons, poor behaviour is challenged and dealt with effectively.
- 5.5.2 The College provides a safe, welcoming environment which supports and promotes the development and welfare of its learners. Attendance and punctuality is good in the majority of curriculum areas. 87% of learners enjoy learning, further encouraged through the provision of attractive and popular real and virtual learning environments, relevant learning materials and useful advice on their use.
- 5.5.3 There is a culture of mutual respect and a willingness to work cooperatively across the College. The 'respectful and positive relationships between staff and learners' were also identified as a key strength during the internal curriculum inspections. The learner satisfaction survey 2014-15 showed 93% satisfaction with 'how good is the respect staff show to you' and 95% agree on the 'need to work well with people of different types and backgrounds and value everyone's contribution'.
- 5.5.4 Learners develop good personal, social and employability skills. The implementation of well-designed employer-informed study programmes has resulted in an increased focus on work experience and work related activity. Productive employer links ensure that learners have access to a wide range of industrial and commercial experiences to support their development. For example, all Hairdressing learners have work experience in local salons. In addition, staff in the 'theworkspace' regularly run employer-sponsored workshops to help young people understand their rights, personal finance and jobs in specific sector areas, as well as supporting the curriculum to secure appropriate work placements.
- 5.5.5 Theworkspace coordinated 272 group activities engaging with 4330 learners from across all curriculum areas, the topics of the activities included employability skills, progression workshops, site visits, external speakers and enterprise sessions. The most popular activity was the UCAS and progression workshops, which saw 88 discrete sessions with a total of 1177 learners (almost double that of the previous year - 602) attending to gain support in completing personal statements and University applications. This year also resulted in the greatest take up of learners gaining practical work experience outside of the main College programme in the area of Performing Arts; where more than 60% of learners have completed a work placement within a variety of arts, commercial and community settings.
- 5.5.6 Learners benefit from managers close links with a range of employers and community groups which maximise work experience opportunities, and from the Employer Advisory Boards. One significant partnership with RIO (the Real Ideas

Organisation) led to national praise from the 'Creative and Cultural Skills and Arts Council England', describing the activity and partnership working as 'innovative' and 'trail blazing'. The examples of excellent work experience opportunities for learners are continually increasing across the College.

5.5.7 During 2014-15 the workspace extended its service to offer an employment service branded 'thejobspace', to learners and employers, to support learners finding part-time employment whilst studying at the College, or full-time employment as they near the end of their studies. Alongside this service learners also receive help with searching for employment opportunities, CV writing and interview techniques. Despite this there are low levels of satisfaction indicated in learner surveys specifically for: "Guidance for next stage of education, employment, self-employment or training".

5.5.8 Learners benefit from high quality enrichment activities which enhance Study Programmes and develop their social, health and wellbeing, as well as independent learning skills. For example:

- In Media and Digital Industries learners visited the Gadget Show and the Harry Potter Experience, as well as many local companies including The Herald, Radio Plymouth and the Real Ideas Organisation. In Hospitality, a range of enterprise activities enable learners to produce patisserie products, costing and selling them - developing numerical ability and business acumen. In addition, the Leonardo exchange programme gives learners the opportunity of international work experience and develops cultural awareness. Learners and staff from across College contributed to the successful Parade and Festival weekend at Plymouth University. Contributions included the seagulls and mermaid made by Skills Development in the Parade and ESOL and Care learners carrying 'flying' objects in the Parade. Learners also volunteered at the Festival where there was a Hospitality demonstration stand and a College stall.
- In Work Based Learning (including Apprentices) learners have achieved over 13,000 hours working within the community on various projects and with various charities, this has resulted in over £2,000 being raised within the year, for example:
 - Ford Park Cemetery – upgrading gravesites, and general maintenance work including de-forestation of overgrown areas allowing members of the public to find graves easier for those who had fallen during the First World War.
 - In the College forest area – Welding Apprentices moved and re-sited metal gates allowing railway arch to be used for carol services and similar type of events.

5.5.9 Apprentices' benefit from additional enrichment activities to support their personal development and employability. For example:

- Coded welding for Engineering Apprentices,
- First Aider (3 day course), and Fork Lift and Cherry Picker License for Marine apprentices
- Safeguarding and equality and diversity guest speakers for Princess Yacht Apprentices
- The Hair Show for Intermediate and Advanced hairdressers
- Automotive Apprentices attending the Goodwood event
- Babcock Apprentices' had a week long team building/personal development residential on Dartmoor

5.5.10 There is excellent development of Apprentices' potential effectively raising their aspirations supporting them to succeed and celebrating the achievements through local, regional and national awards. Apprentices have had some impressive success:

- Institute of Sheet Metal Engineering (ISME) 2014 Winner of 'Open Class Report' (1st year apprentice)
- Princess Yachts Roll of Honour Awards 2014 1st, 2nd, and 3rd year apprentice of the year, Monks and Crane Award for Excellence, PYI Apprentice of the Year, Mentor of the Year
- Western Morning News Business Awards – Apprenticeship Awards – Princess Yachts International
- Various achievement at World Skills for Construction, Sheet Metalwork, and Engineering

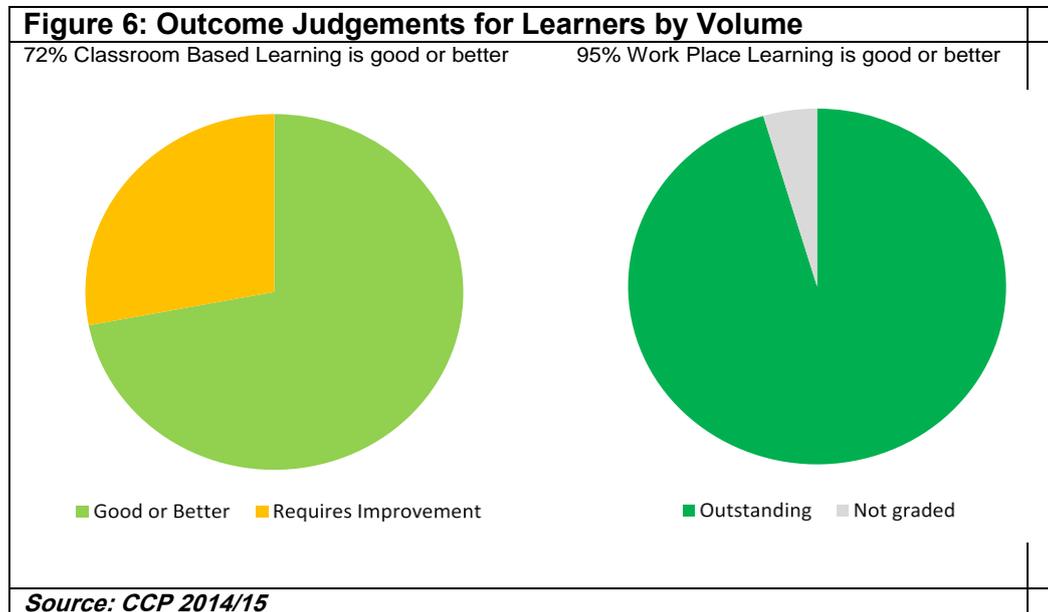
5.5.11 Learners are actively encouraged to adopt fit and healthy lifestyles and equip themselves with the knowledge and information to help them make healthy choices, both now, and in the future. The College has been awarded a 'Bronze Award for Healthy College' by the Local Authority. The College also works closely with the Local Authority on the THRIVE Agenda focussed on improving the health and wellbeing of everyone in the city.

5.5.12 Student Services provides a range of support to the learner body and runs activities and campaigns to encourage healthy lifestyles; for example there is a College gym, stop smoking campaigns, safer sex advice, road safety campaigns, and personal safety at Christmas, healthy eating etc. The College has retained Healthy College status. The College has a very strong Young Parents Support Group and supports young carers. The College has developed and launched a nationally recognised educational programme called "Parents To Be" which provides accredited outcomes to help support the well-being of new born children. This programme has continued to achieve good success rates and is, for many of these young parents, a route back into education.

5.5.13 Learner engagement with activities to support development of personal, social and team-buildings skills alongside raising awareness of health and safety is good. Examples include: high levels of engagement with the activities offered by the College Sports Maker, whereby weekly participation in College-based sessional activities have increased by 113%; 789 learners engaged in a variety of enrichment activities and themed workshops including 'Learn 2 Live', Sexual Health, Drugs and Alcohol Awareness; and, activities that help to promote awareness of citizenship and fundamental British Values such as the Hustings events and the 'Register to Vote' campaign.

5.6 Outcomes for Learners

Outcomes for learners are good overall and Apprenticeship provision is outstanding.



- 5.6.1 Learners enjoy learning and improving their skills within their chosen programme of study. Most teaching challenges and inspires learners to acquire higher level skills. High grades on non-A level provision remain good, with a 56% high grade profile. Learners who achieve Level 3 qualifications high grade profile has been above 50% for the last four years. High grades for Information Technology, Hospitality and Travel and Tourism have improved year on year over three years and Travel and Tourism has significantly improved to 73%.
- 5.6.2 The College closely monitors the performance of different groups. Improved performance for learners of most groups, including disadvantaged learners has resulted in achievement gaps narrowing significantly across College, with the exception of (relatively small numbers) of Caribbean and White/Black African learners (see Appendix 2, Section 7.2)
- 5.6.3 Learners with high needs and others who need extra help develop independence and achieve challenging goals.

5.7 Judgements by Operational Programme Area

Figure 7: Self-Assessment by Area	
College Programme Area	Grade
Work Based Learning: Apprenticeships	1
Work Based Learning: Pre Employment	1
Work Based Learning: Skills Development	1
Academic Studies (includes A, AS, & GCSE)*	3
Access	2
Business	2
Care	3
Construction	2
Deep Blue Sound	3
Engineering	1
ESOL	1
Hair and Beauty	2
Hospitality	2
Initial Teacher Training	1
Media & Digital Industries	1
Performing Arts	1
Public Services, Travel & Tourism	2
Sport	1
Achievement Training (Partner)	1

Source: CCP 14/15

*the bulk of this provision is not being offered in 15/16

5.8 Success Rates by Qualification Type

- 5.8.1 **Figure 8** shows success rates for learners by qualification type are very good on all types of provision, except A' Level, AS Level and GCSEs. Apart from GCSE Maths and English and Science, these programmes are no longer being offered.
- 5.8.2 The majority of learners achieve their programme of learning successfully and many achieve above the level of learners at similar providers. Learners undertaking Awards, Certificates and Diplomas achieve well above national rates (Awards +6.8%, Certificates +10.2%, Diplomas +1.4%).
- 5.8.3 ESOL learners have significantly improved success rates (+7.8% on last year) achieving over 91% success overall. This success is due in part to the flexibility of assessments arranged by the team for high needs learners (those with complex needs) and/or those with extensive external commitments, and early interventions to support retention.

Figure 8: Trends in Overall Success by Qualification Type

Year	Qualification Size Name	Starts	Success Overall %	NA SO %
12/13	Award	3,486	90.7	
13/14	Award	1,569	90.1	87.4
14/15	Award	469	94.2	87.4
12/13	Certificate	2,039	89.7	
13/14	Certificate	1,053	87.3	81.5
14/15	Certificate	856	91.7	81.5
12/13	Diploma	2,361	85.8	
13/14	Diploma	2,582	86.8	84.7
14/15	Diploma	2,191	86.1	84.7
12/13	ESOL	670	82.1	
13/14	ESOL	635	83.5	83.0
14/15	ESOL	785	91.3	83.0
12/13	Basic Skills Mathematics & English	1,999	82.8	
13/14	Basic Skills Mathematics & English	2,101	72.0	62.8
14/15	Basic Skills Mathematics & English	1,773	72.5	62.8
12/13	GCSE Mathematics and English	348	82.5	
13/14	GCSE Mathematics and English	566	77.6	85.1
14/15	GCSE Mathematics and English	475	76.2	85.1
12/13	GCSE Other	224	74.1	
13/14	GCSE Other	242	76.9	84.7
14/15	GCSE Other	275	73.5	84.7
12/13	Other Non-Regulated	129	99.2	
13/14	Other Non-Regulated	438	93.6	85.4
14/15	Other Non-Regulated	128	97.9	85.4
12/13	Other Regulated	368	72.6	
13/14	Other Regulated	222	83.6	75.8
14/15	Other Regulated (incl iGCSE English)	643	84.3	75.8
12/13	QCF Unit	1,508	90.4	
13/14	QCF Unit	79	83.5	
14/15	QCF Unit	100	90.0	
12/13	Access to HE	373	78.3	
13/14	Access to HE	409	81.4	
14/15	Access to HE	396	79.5	
12/13	A Level	154	88.3	
13/14	A Level	157	88.5	95.0
14/15	A Level	165	84.2	95.0
12/13	AS Level	336	67.3	
13/14	AS Level	364	67.6	80.4
14/15	AS Level	309	53.1	80.4

Source: CCP 2014/15

5.9 Outcomes by Sector Subject Area

Figure 9: Outcomes by Subject Sector Area (SSA) Tier 1 shows that the majority of provision by sector subject area (SSA) is good or better.

- 5.9.1 During the summer term in 2015 the College realigned the curriculum offer to the new 16-18 and adult funding landscape, based upon realistic assumptions about our recruitment position for the foreseeable future. The College took the decision to focus on its technical, professional and vocational provision; consequently the A Level and GCSE full-time course offer was withdrawn for 2015-16. This places the College in a good position with capacity to improve success rates across all curriculum areas.
- 5.9.2 Despite remedying a few areas of underperforming provision and closing underperforming programmes (A levels and FT GCSE programmes for 2015/16), the progress in improvement is too slow in some areas. For example, provision in SSA 15.5, Law and Legal Services, 1.3 and 1.5, Health and Social Care and Child Development and Wellbeing, have had fluctuating success rates for several years. Thorough evaluations, covering both increases and decreases in outcomes, have in some instances failed to identify a common theme which explains the spiky profiles. The performance of A2 subjects during their run-out year will be rigorously monitored.

Figure 9: Outcomes by Subject Sector Area (SSA) Tier 1

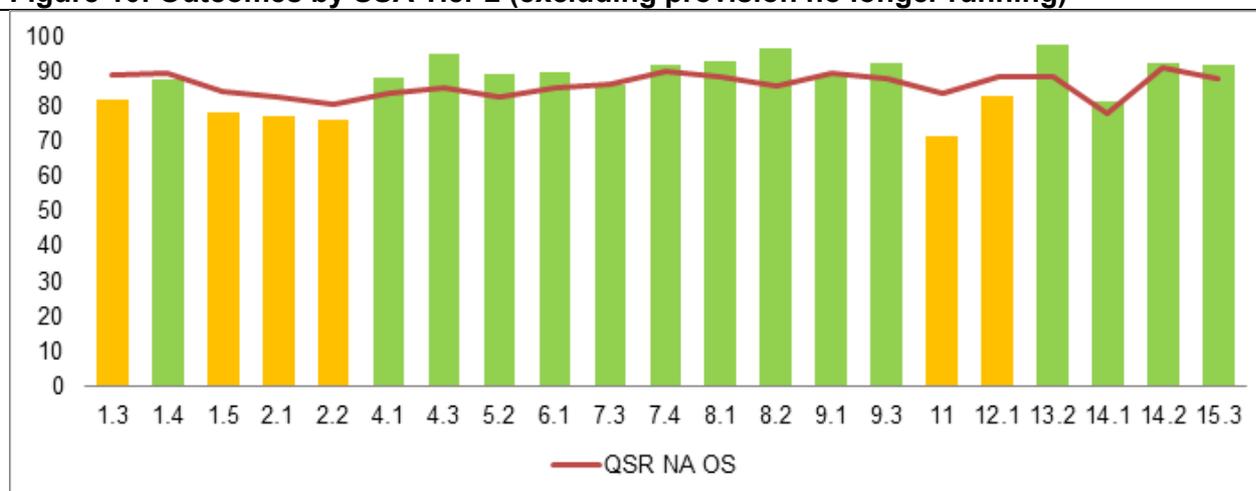
Subject Sector Area		% Volume	Starts	Overall Success % 14-15	QSR NA % OS	Outcome Grade
01	Health, Public Services & Care	5%	432	77.3	88.5	3
02	Science & Mathematics	14%	1156	71.7	81.9	3
03	Agriculture, Horticulture and Animal Care	>1%	29	82.8	85.8	2
04	Engineering & Manufacturing Technologies	5%	446	90.5	85.6	1
05	Construction, Planning & The Built Environment	3%	266	89.1	82.6	2
06	Information & Communication Technology	1%	105	88.6	87.3	1
07	Retailing and Commercial Enterprise	8%	663	88.7	90.2	2
08	Leisure, Travel and Tourism	2%	143	94.4	88.4	1
09	Arts, Media and Publishing	6%	511	89.0	90.1	2
10/12	History, Social Sciences and Languages	10%	836	79.7	-	3
13	Education and Training	2%	124	94.4	86.4	1
14	Preparation for Life and Work	40%	3,513	83.5	81.1	2
15	Business, Administration and Law	4%	339	80.5	85.5	3

Source: CCP 14/15

5.9.3 Outcomes by SSA Tier 2

Figure 8 and Figure 19: Tier 2 SSA Volumes & Overall Success against National Rates shows that the majority other than provision in SSA 15.5, Law and Legal Services, 1.3 and 1.5, Health and Social Care and Child Development and Wellbeing is good or better.

Figure 10: Outcomes by SSA Tier 2 (excluding provision no longer running)



Source: CCP MIS 14/15

5.10 Apprenticeship provision

Apprenticeship provision is outstanding.

5.10.1 The College delivers Apprenticeships over 9 Subject Sectors Areas (SSAs) and works with a variety of employers (1,278) from SMEs to large multi-national companies. Sectors with substantial Apprenticeship provision are; Engineering (48%), Construction (20%), Retail and Commercial Enterprise (8%) and Business Administration (21%).

Figure 11: Apprenticeship overall and timely success

		Above NA	Overall Success			QSR NA 13-14	Timely Success			QSR NA 13-14
			12-13	13/14	14-15		12-13	13-14	14-15	
Higher	Learners in Cohort				1				1	
	Success Rate				100%				100%	
Advanced	Learners in Cohort	197	141	254		211	146	251		
	Success Rate	87.3%	81.6%	85.4%	68.8%	76.3%	62.3%	70.5%	53.6%	
Intermediate	Learners in Cohort	215	326	398		217	338	390		
	Success Rate	85.1%	87.1%	85.9%	69.1%	79.3%	79.9%	78.7%	55.7%	
Overall	Success Rate	86.2%	85.4%	85.8%	68.9%	77.8%	74.6%	75.5%	54.8%	

Source: CCP MIS 14/15

5.10.2 Managers and staff use the knowledge gained from the broad range of partnerships with employers to plan effective good-quality apprenticeships that meet local business needs particularly well.

5.10.3 The vast majority of Apprentices make outstanding progress which is reflected in high overall and timely success rates well above national rates, particularly in Engineering, Building and Construction and Retail and Commercial Enterprise (Hair and Beauty, Warehousing and Catering and Hospitality). Overall success is 85.8% and timely

success is at 75.5%, both improvements on last year and significantly above national rates (+16.9% and +20.7% respectively). The NSRT data report (13-14) April 2014 showed the College is joint first in the South West Region for success rates and twelfth nationally, putting the College in the top 10% of colleges (see **Figure 17: Apprenticeship Success League Table by Numbers** in Appendix 2). A high number achieve fully employed status on completion of their training.

5.10.4 Profiled starts for Apprenticeships were exceeded by 33% and went from 85% to 87% in achievement of frameworks which is well above the national average, ensuring young people within the city are undertaking stable, sustainable employment which supports the city's economic development long term. Engineering has seen a substantial growth in Apprenticeship numbers mainly in Advanced Manufacturing Technologies. In the four SSAs with substantial numbers, overall and timely success is high and substantially exceeds the national average. In the Service Enterprise Sector overall and timely success is excellent, substantially above national rates (+24% and + 31% respectively). Advanced Apprentices perform well at 85.4% and overall success in Hair and Beauty is particularly good at 92.3%.

5.11 16-18 Study Programmes, 19+ Adults, High Needs & NEETs

5.11.1 Managers have successfully implemented Study Programme requirements to ensure that most learners receive a balanced programme and benefit from sufficient opportunities for structured work experience.

5.11.2 Overall success on 16-18 provision is in line with national rates. Both 16-18 and adult Entry and Level 1 learners make good progress in their studies, many from a very low starting point. 16-18 Level 1 provision is good with overall success well above national rates (+7.3%).

5.11.3 16-18 Level 2 success rates have increased by 2% since 2013-14 and are 1.1% above national rates, although adults are below. Both reflect the lower performance of learners on GCSEs (now withdrawn), GCSE Mathematics and English Functional Skills. Better assessment planning for the three elements of the English qualification particularly, is in hand for 2015/16.

5.11.4 Overall Level 3 success rates have dropped for both age groups and are below national rates; this is primarily linked to the lower results in AS provision (now withdrawn). Learners' vocational success is good, especially in Sport, Travel and Tourism, Performing Arts and Media and Digital.

5.11.5 Learners in the care of local authorities and those learners previously not in education or training do very well; most progress to further training

5.11.6 The very high proportion of learners in receipt of high-needs funding achieve their qualification aims successfully. As a result of their studies, learners make very good progress towards completing challenging learning goals – some gaining paid employment and/or living independent lives within their community.

5.12 Mathematics and English

5.12.1 Functional Skills overall success is good for the third consecutive year, well above national rates (+7.1%).

Figure 12: English and Mathematics Outcomes 2014-15

Year	Qualification Size Name	Starts	Success Overall %	NA Overall %	Variance
12/13	Functional Skills	2024	82.6	66.7	15.9
13/14	Functional Skills	1865	72.0	66.7	5.3
14/15	Functional Skills	1842	73.8	66.7	7.1
GCSE Maths and English					
12/13	GCSE Maths and English	348	82.5	82.4	0.1
13/14	GCSE Maths and English	566	77.6	82.4	-4.8
14/15	GCSE Maths and English (all)	973	79.4	82.4	-3.0

Source: CCP 14/15

5.12.2 Learners studying GCSE English perform well - overall success has improved 5% from last year and is now significantly above national rates. 60% of learners achieve a pass grade A*-C.

5.12.3 Entry and Level 1 adult Functional Skills perform well, and are above national average rates. Adult learners overall success rates are very good at 82.4%

5.12.4 Overall success for Level 2 Functional Skills has declined, especially for 16-18 learners. Level 1 success is slightly below national rates.

5.12.5 Managers and teachers have however not yet been successful in ensuring that all learners make good progress in achieving qualifications in the timescales. GCSE Mathematics A*-C grades are below the low national rates and 16-18 Level 2 Functional Skills success rates have declined; this has impacted negatively on overall success rates at Level 2. Better assessment planning for the three elements of the English qualification particularly, is in hand for 2015-16.

5.13 Schools and other pre-employment provision

See Figures **Figure 20** and **Figure 21** in Appendix 2.

5.13.1 Schools provision includes Vocational Learning Opportunity (VLO), Plymouth Learning Trust (PLT), Schools Transition Programme (STP) and Non PLT – this programme is for direct referrals from schools, rather than through PLT and the Jumpstart programme.

5.13.2 Although there has been a reduction in the number of 14-16 school learners, success rates for this provision remain high at 91% (14% above 2013-14 performance). Many learners have behavioural problems and are excluded from schools. Progression into full-time College courses is also good.

5.13.3 Pre-Employment/Foundation Learning programmes include: Pathway to Employment (P2E), Traineeships, Prince's Trust Teams, NEP (NEET Engagement Programme), and National Citizenship Service (NCS) - this is delivered during school vacations with programmes running in summer and autumn.

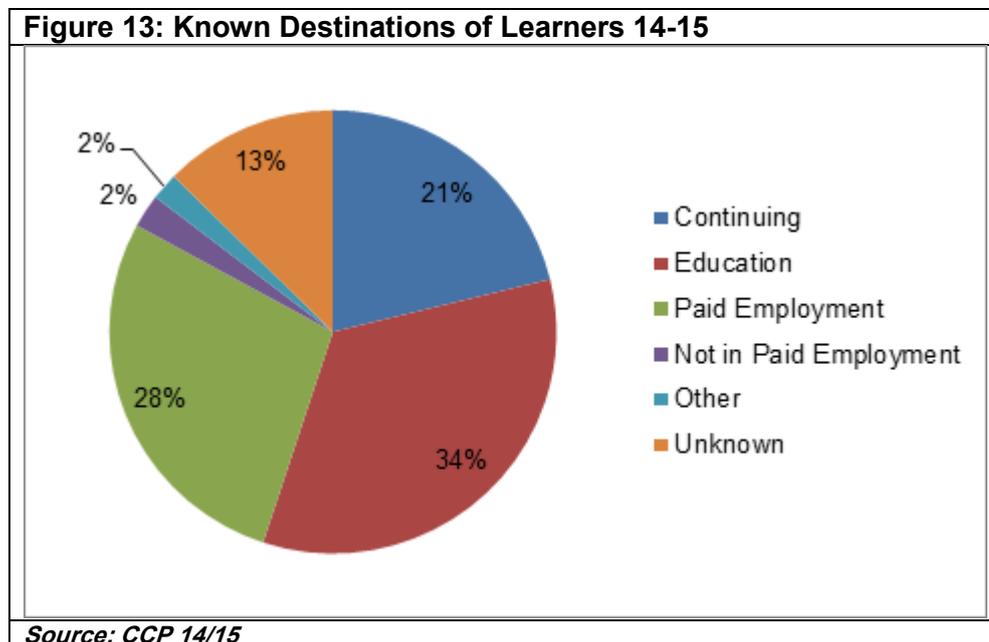
5.14 Progression and Destinations

Learners' progression between levels of study and into employment is good overall.

5.14.1 The College currently knows the destinations of 8,099 learners; 62% are continuing in education or entering employment. Of the known destinations, 30% of learners

indicated employment as their destination, 28% of which was full time. 55% of learners were either continuing or looking to progress with education, 8% on to Higher Education. This year has seen a significant reduction in the percentage of unknown destinations - 26% in 2012-13, 19% in 2013-14 and 13% in 2014-15.

- 5.14.2 Fifty-nine per cent of 16-18 year old learners who achieved their full time Entry or Level 1 course at the College in 2014-15 progressed on to a higher level of study, with 48% of Level 2 achievers progressing to a higher level of study over the same period. Of those learners that studied a long course within the last two years 34% have progressed on to the Colleges' Foundation Degree programmes.
- 5.14.3 A high majority of Apprentices (97%) stay in employment on completion of their training. The College's good relationship management with both Apprentices and employers ensures that the destination of 96% of Apprentices is known.
- 5.14.4 Progression rates across Apprenticeship programmes have continued to improve: Level 2-3 (Apprenticeships) 35%, Level 3 to Higher Education (Apprenticeships) 8.2% (+7.2% NA). 96% of Apprentices who completed their framework have retained their employment with their employers. Traineeship leavers (13) have all moved into positive outcomes for the past two years showing 100% progression.
- 5.14.5 Learners in the care of local authorities and those learners previously not in education or training do very well; many progress to further training.
- 5.14.6 The very high proportion of learners in receipt of high-needs funding achieve their qualification aims successfully. As a result of their studies, learners make very good progress towards completing challenging learning goals – some gaining paid employment and/or living independent lives within their community.



5.14.7 The College will refresh its destination data collection protocols in light of the new outcome measures and continue to further reduce the percentage of learners leaving College with unknown outcomes.

5.14.8 The current SFA outcome based success measures are experimental data. The College is performing well against the national average in each of the measures.

Figure 14: Outcome Based Success Measures (experimental data)

	10/11	11/12	12/13	12/13 NA GFEC	Target 14/15 leavers
Sustained Employment Rate	67%	61%	61%	61%	63%
Sustained Learning Rate	24%	32%	26%	22%	27%
Sustained Positive Destination Rate	78%	76%	73%	71%	73%
Benefit Learners Sustained Employment Rate	44%	43%	43%	44%	44%

Source: SFA experimental Data

6 Appendix 1: Summary Stakeholder Feedback

6.1 Learners

- 6.1.1 Learners overall satisfaction with the experience at the College remains high and above the FE Choices national average.

Figure 15: Learner Satisfaction 14/15			
Satisfaction with the College (good or better)			
	12/13	13/14	14/15
Autumn internal survey	93%	91%	90%
Summer internal survey	91%	91%	86%
FE Choices – College	8.6	8.4	8.3
FE Choices National Average	8.3	8.2	8.2

Source: CCP 14/15

6.2 Employers

- 6.2.1 Employers overall satisfaction with the College remains high and above the FE Choices national average

Figure 16: Employer Satisfaction 14/15			
Satisfaction with the College (good or better)			
	12/13	13/14	14/15
Internal survey (112 employers)	89%	92%	86%
FE Choices – College (65 employers)	8.1	8.0	8.0
FE Choices National Average	8.0	7.9	7.9

Source: CCP 14/15

7 Appendix 2 – Additional Data

7.1 Apprenticeship League Table

Figure 17: Apprenticeship Success League Table by Numbers

College Name	Overall Leavers	Overall Success %	Timely Success %
Dudley College	850	89.0	74.0
Barnsley College	720	87.5	72.8
City College Plymouth	470	85.3	74.2
Hartlepool College Of Further Education	460	86.4	79.4
Swindon College	440	85.4	81.9
City Of Westminster College	380	89.2	88.1
Craven College	340	90.1	75.5
Farnborough College Of Technology	270	85.6	78.5
Mid-Cheshire College	260	86.4	67.6
Waltham Forest College	130	88.5	87.1
Epping Forest College	90	86.8	79.3
Worthing College	-	88.5	84.6

Source: NSRT April 14

7.2 Ethnicity, Gender, Disability & Overall Success 14/15

Figure 18: Ethnic Starts & Overall Success 14/15 (excl. White British)

Ethnicity	Starts	Overall Success Rates
African	259	80%
Arab	83	88%
Bangladeshi	31	82%
Caribbean	26	69%
Chinese	59	88%
Indian	25	84%
Mixed	30	84%
Other	80	90%
Other Asian	181	86%
Other Black	33	88%
Other White	651	91%
Pakistani	38	95%
White/Asian	116	82%
White/Black African	44	73%
White/Black Caribbean	47	75%
Gender		
Male		83.0
Female		82.5
Learning Difficulty		
Declared Learning Difficulty		84%
No Learning difficulty		82%
Additional Learning support		
Receiving support		83%
Not receiving support		83%
College		83%

Source: CCP MIS 14/15

7.3 Success Rates by Tier 2 SSA

Figure 19: Tier 2 SSA Volumes & Overall Success against National Rates

Excluding provision not running in 15/16						
SSA T2	SSA T2 Name	Starts	Success Overall %	NA OS %	Starts	Success Overall %
1.3	Health and Social Care	279	73.8	89.2	249	81.6
1.4	Public Services	89	87.6	89.4	89	87.6
1.5	Child Development and Well Being	64	78.1	84.3	64	78.1
2.1	Science	649	69.6	82.8	432	77.5
2.2	Mathematics and Statistics	507	74.4	80.8	480	76.3
3.3	Animal Care and Veterinary Science	29	82.8	85.5	29	82.8
4.1	Engineering	301	88.3	84.0	301	88.3
4.2	Manufacturing Technologies	1	100	90.2	0	
4.3	Transportation Operations and Maintenance	144	95.1	85.3	144	95.1
5.2	Building and Construction	266	89.1	82.6	266	89.1
6.1	ICT Practitioners	88	89.8	85.4	88	89.8
6.2	ICT for Users	17	82.4	88.2	17	82.4
7.1	Retailing and Wholesaling	2	100	92.9	0	
7.3	Service Enterprises	370	85.9	86.4	368	86.4
7.4	Hospitality and Catering	291	92.1	90.2	291	92.1
8.1	Sport, Leisure and Recreation	86	93.0	88.8	86	93.0
8.2	Travel and Tourism	57	96.5	86.1	57	96.5
9.1	Performing Arts	353	88.7	89.4	353	88.7
9.2	Crafts, Creative Arts and Design	9	44.4	91.2	9	44.4
9.3	Media and Communication	149	92.6	88.2	147	92.5
10	History, Philosophy and Theology	18	77.8	76.5	18	77.8
10.1	History	47	78.7	91	11	100
11	Social Sciences	63	71.4	84.1	63	71.4
11.1	Geography	29	79.3	87.4	7	100
11.2	Sociology and Social Policy	104	77.9	82.7	23	87.0
12.1	Languages, Literature and Culture	568	81.0	88.8	525	82.9
12.2	Other Languages, Literature and Culture	7	85.7	87.6	0	
13.1	Teaching and Lecturing	25	80.0	80.7	25	80.0
13.2	Direct Learning Support	99	98.0	88.6	99	98.0
14	Preparation for Life and Work	2	100		2	100
14.1	Foundations for Learning and Life	3,016	81.8	77.9	2,896	81.3
14.2	Preparation for Work	495	92.7	91.3	361	92.2
15.2	Administration	28	82.1	88.6	7	57.1
15.3	Business Management	258	87.6	88	75	92.0
15.5	Law and Legal Services	53	45.3	77.5	14	64.3

Source: CCP MIS 14/15

7.4 School and pre-employment provision

Figure 20: Schools Provision				
	Starts 13/14	Success Rate 13/14	Starts 14/15	Success Rate 14/15
Vocational Learning Opportunities (VLO)	47	77%	11	91%
Plymouth Learning Trust (PLT)	22	100%	18	94%
Schools Transition Programme (STP)	10	100%	8	100%

Source: CCP MIS 14/15

7.5 National Citizenship Service Outcomes

Figure 21: National Citizenship Service Outcomes						
	Summer 2013	Autumn 2013	Summer 2014	Autumn 2014	Spring 2015	Summer 2015
Profile	90	45	125	60	30	90
Starts	88	38	125	59	26	82
Completers	83	38	123	59	26	81
Success Rate	94%	100%	98%	100%	100%	90%
Progression into further education, employment and /or training	100%	100%	100%	100%	100%	100%
Community Hours	2,490	1,140	3,750	1770	780	2460
Amount Raised for local charities	£1,220	£5,200	£1,080	£750	£870	£1240

Source: CCP MIS 14/15