



SELF ASSESSMENT REPORT

2012/13

**SUBJECT SECTOR AREA: 9 ART, DESIGN & MEDIA including
FUNCTIONAL SKILLS**

Completion date and version

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Outline SAR Structure 2012/13

	SAR Summary
Section 1	Scope of Department / What makes us special? <ol style="list-style-type: none"> 1. Unique / Niche Department Characteristics 2. Learner / Employer Profile (socio-economic) 3. Department Curriculum Offer, including commercial developments 4. Resources and Facilities
Section 2	a) 2012/13 QUIP Progress Review
Section 3	Overall effectiveness
Section 4	Outcomes for learners - Judgements <ul style="list-style-type: none"> ▪ All learners achieve and make progress relative to their starting points and learning goals ▪ Achievement gaps are narrowing between different groups of learners ▪ Learners develop personal, social and employability skills ▪ Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs
Section 5	Quality of learning, assessment and teaching – Judgements <ul style="list-style-type: none"> ▪ Learners benefit from high expectations, engagement, care, support and motivation from staff ▪ Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs ▪ Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners ▪ Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning ▪ Teaching and learning develop English, mathematics and functional skills and support the achievement of learning goals and career aims ▪ Appropriate and timely information, advice and guidance supports learning effectively ▪ Equality and diversity are promoted through teaching and learning
Section 6	Effectiveness of leadership and management - Judgements <ul style="list-style-type: none"> ▪ Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance ▪ Improve teaching and learning through rigorous performance management and appropriate professional development ▪ Evaluate the quality of the provision through robust self-assessment, taking account of user's views, and use the findings to promote and develop capacity for sustainable

		<p>improvement</p> <ul style="list-style-type: none"> ▪ Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community ▪ Actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap ▪ Safeguard all learners
Section 7	Appendix A Evidence to Support Outcomes for Learners Judgements	<p>A1. Data Tables (MIS data) – including summary data tables</p> <p>A2. Data tables achievement gaps between different groups of learners</p> <p>A3. Data tables Functional Skills, Success in competitions (text), Data and text on work experience/partnerships with employers</p>
Section 8	Appendix B Evidence to Support Quality of learning, assessment and teaching Judgements	<p>B1. Teaching, training, tutoring, learning and support observations analysis and data tables including Baseline inspection profile where applicable and text evaluating the use of technology for learning</p> <p>B2. Text evaluating the use of initial and diagnostic assessment to extend learning</p> <p>B3. Text evaluating the effectiveness of feedback to learners to support improved learning outcomes</p> <p>B4. Text evaluating how well learners develop English, mathematics and functional skills</p> <p>B5. Text evaluating the effectiveness of timeliness of information, advice and guidance to support learning and progression. Provide examples of specific activities to support progression to positive destinations</p> <p>B6. Text evaluating the promotion of equality and diversity in learning, teaching and assessment</p>
Section 9	Appendix C Evidence to Support Effectiveness of Leadership and Management	<p>C1. Data table business performance against targets and text evaluating high expectations for learner achievement to attain high standards of quality and performance</p> <p>C2. Text evaluating the impact of action to improve learning, assessment and teaching through performance review/appraisal and continuing professional development. Tabulated data on performance review/appraisals completed, bullet point summary of areas for improvement in learning, assessment and teaching based on outcomes from OTL, Data on CPD completed and participation by staff.</p> <p>C3. Text evaluating the impact of self-assessment in securing sustainable improvement and bullet point list of improvements made as a result of learner views</p> <p>C4. Text evaluating how effectively the curriculum available in the SSA meets the needs and interests of learners, employers and the local community.</p> <p>C5. Text evaluating the impact of actions to promote equality and diversity, safeguard learners, tackle bullying and discrimination and to narrow achievement gaps</p> <p>C6 Risk assessment</p>
Section 10		SSA QIP 2013/14

Self-Assessment summary 2012/13

Curriculum Area	SSA 9 Art, Design & Media including Functional Skills
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Overall effectiveness 2012/13	2	Overall effectiveness 2011/12	3
Outcomes for learners	2	Quality of learning, assessment and teaching	2
		Effectiveness of leadership and management	2

Key Strengths and Areas and Actions for Improvement

The subject sector area has the following key strengths:

- Good long course success rate at 3.64% above provider rate.
- Outstanding A2 success rates at 100% for all courses.
- Outstanding AS success rates at 8.29% above provider rate.
- Highly effective and inspiring teaching and learning methods enable learners to acquire good levels of new learning, skills in knowledge in creative and technical disciplines in most sessions.
- Very good support, care and encouragement for learners, raising learners' aspirations and ensuring learners understand their progress
- Well qualified practitioners who demand learner focus on professionalism and experimentation and provide very good training in the use of specialist resources, spaces and equipment
- Good assessment of learning benefits learners who receive detailed, timely, rich and specialised feedback on written and practical work; good facilitation of peer assessment including group critique practice
- Very good embedding of equality and diversity

- Highly effective information, advice and guidance which is specialist and tailored to learners higher education, training and employment choices
- Good leadership and management to continue improvements in retention and achievement (retention increased by +4.74% and overall SSA success rate by 5.56%) and standards of learning, assessment and teaching.

What the subject sector area needs to do to improve further:

- Inadequate teaching in functional skills, both in discrete delivery and where functional skills are delivered within main vocational programmes resulting in low success rates
- Ineffective planning for individual learning; ineffective use of individualised learning goals in practical sessions; highly variable group profiling and a lack of extension activities
- Too much grade 3 or 4 learning, teaching and assessment (grade 3 lessons: 23% and grade 4 lessons: 7%)
- Underdeveloped use and some limited access to learning technologies, and infrequent learner interaction and engagement with learning technology

Section 1 - Scope of Department / What makes us special?

Unique / Niche Subject Sector Area Characteristics

What are the distinct characteristics of the department compared to other similar provision locally and nationally?

The SSA contains subjects delivered by the School of Art and Academy 6 (A-level sub-faculty).

Vocational courses:

- Wide range of specialist workshops taught on programmes
- Good links to industry with specialist tutors who help shape the curriculum offer
- Well-developed projects that provide employability opportunities
- Good range of progression routes devised to enable all students to progress to next level courses
- Well-developed pathway and good learner advice for student progression on to university courses
- Well qualified practitioners
- FE and HE complement each other through curriculum design
- Students are encouraged to enter competitions and have achieved numerous awards

Academic courses:

- A-level teaching within a larger FE environment.
- Broad range of student nationalities within Academy 6 provision.
- Modern, well-resourced learning and teaching environment.
- Historically relatively low entry requirements for students (4 GCSE's grades A to C or equivalent) to provide opportunity of A-level study.

Learner / Employer Profile (socio-economic)

Over the entire SSA in 12/13 there were 584 starts enrolled (compared to 662 in 11/12 and 675 in 10/11). 94% of these starts were on long qualifications.

Within the catchment area for the College, a significant minority of students are from the bottom 5% of the National Deprivation scale reflecting the social and economic position of Hastings. A number of learners have personal problems including mental health issues, family problems and accommodation difficulties with previous negative educational experience. Employment opportunities within the local area are limited; however there is a strong artistic community, so the range of courses offered meets a local need and employment opportunity.

The local area schools tend to be on or below national average statistics for GCSE grades.

There is an emerging substantial 'arts community' developing in Hastings growing from a longstanding, well established art community. The growth has been assisted by the opening of the recently opened Jerwood Gallery and the long established De La Warr Pavilion, a Grade 1 listed Modernist icon for contemporary **arts** on the **sea** front in Bexhill. Based on the growing Arts community Bexhill and Hastings applied jointly to be City of Culture 2017.

Department Curriculum Offer, including work experience and commercial developments

Over the past decade, the Creative Industries has seen a shift with regard to personal skills and trades, and the concept of the traditional artisan no longer seen as a necessity to succeed. Practitioners are now skilled within a variety of disciplines and have a flexible approach to working, with transferable skills. The composition of the curriculum offer at the college within Art and Media subjects seeks to reflect this context, with students on all programmes expected to study a range of disciplines, which include traditional art & craft skills as well as new media and computer applications. We promote innovation and creativity, which is seen as a pre-requisite for any employment in the arts / media subject area. We employ industry specialist and subject area specialists to contribute to the delivery to create a rich student-led experience. This has resulted in high levels of progression of our students to higher education at prestigious University departments.

Resources and Facilities

Facilities for Arts, Media & Publishing at SCCH cater for a range of provision across levels. Within art and design subject areas there are a number of specialist workshops available, including printmaking studios, a small metals environment, photographic studio and dark room, fashion and textiles area and 3D construction space. In addition to these areas are digital design suites, with a range of software applications available as well as traditional drawing and painting studios. Pathways are designed within workshop areas to promote progression on to further areas of study. Students studying on AS/A2 level art and design programmes benefit from dedicated studio space as well as access to facilities such as the photographic area and printmaking studios. Performing arts students make use of local theatres to produce end of term shows, in addition to the rehearsal space that is available to them in the college.

Overall effectiveness of the subject sector area is grade: 2

Outcomes for learners are generally good across the SSA, specifically on long qualifications (95% of all starts). All A-level courses, making up 63% of starts on all long qualifications, have success rates significantly above both the national rate and the provider rate. The majority of vocational courses are above national rate and provider rate, with the exception of Level 2 BTEC Diploma in Art and Design. Across the SSA, retention increased by 4.74% and achievement by 1.15%.

Retention, achievement and success rates are very similar for males and females across the SSA, with improvements made in all three areas on the position in 20 11/12. Females make up 61% of all starts. White is the dominant ethnicity for both males (93%) and females (95%) reflecting the demographic of the Hastings and Rother area, with the number of starts from ethnic minorities is relatively small, with no significant achievement gaps based on ethnic origin.

16-18 students make up 76% of starts, with success rate 5.3% above 19+ students and achievement 5.4% above. Retention between the two age groups is broadly comparable. This is a key area for improvement.

The majority of the teaching, learning and assessment in the SSA during observation windows is good or better (73.8%), with only 14.29% requiring improvement. This is a significant increase in lessons graded 1 or 2. However, 11.9% of lessons remain inadequate. The improved observation profile is reflected in the outcomes for learners, with success rates increasing by 5.56% on 11/12 and by 10.34% since 10/11. This increase is due to improved outcomes on long qualifications. Outcomes on short qualifications decreased by -15.31% (representing 5% of all starts). Some highly effective and inspiring teaching and learning methods enable learners to quickly acquire good levels of new skills in sessions. Planning for individual learning requires improvement. The standard of learning, assessment and teaching of some sessional tutors and in functional skills requires improvement.

Leadership and management are good with effective tracking and monitoring and use of tutorials to support student progress. This is reflected in the improvements in retention and achievement. This has been further enhanced by the introduction of an Attendance and Intervention Officer to support student interventions. However, performance management and CPD for staff requires further improvement and links with local businesses is underdeveloped.

Staff are caring and develop good relationships with learners and all relevant stake holders. This is reinforced by learner voice and observations. This has impacted positively on the learner experience and student feedback is generally positive, with some key areas for improvement.

Section 4 – Outcomes for learners – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

All learners achieve and make progress relative to their starting points and learning goals

Achievement gaps are narrowing between different groups of learners

Learners develop personal, social and employability skills

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

The evidence to support these judgements must be referenced to the supporting evidence provided.

- Long courses make up 93% of starts and success rates are now good at +3.64% above provider rate.
- Success rate has increased significantly by 5.56% since 2011/12 and by +10.34% since 2010/11. In 2012/13, this is due to a 4.74% increase in retention to 96.58% and a 1.15% increase in achievement in 2012/13.
- Outstanding A-level success rates at 8.29% above the provider rate. All A2 courses have 100% success rate and AS courses have success rates at 94% and are 10% above provider rate.
- Within the SSA, out of the long courses with a significant number of starts, 8 courses had success rates greater than the provider rate, with 6 of these courses considered outstanding, out turning success rates greater than 5% above the provider rate.
- Within the SSA, out of the long courses with a significant number of starts, 2 course require improvement due to low success rates below provider rate, although neither greater than 5% below provider rate.
- Retention, achievement and success rates are very similar for males and females across the SSA, with improvements made in all three areas on 2011/12. Females make up 61% of all starts.
- ALIS value added analysis of A-level data indicates that all courses have a neutral/statistically insignificant value added. LATs data is currently incomplete and requires further analysis. ALIS comparison of cross-College A-level outcomes against outcomes from A-level learners in all other FE institutions shows an average standardised residual of +0.3. Since this value is +0.1 above expectations, ALIS determines that this represents performance above expectation and this performance can be attributed, with confidence, to the teaching and learning process. The ALIS data for 2013 indicates that A-level students in Academy 6 are within the top 10% of institutions in the UK.
- White is the dominant ethnicity for both males (93%) and females (95%) reflecting the demographic of the Hastings and Rother area, with the number of starts from ethnic minorities is relatively small, with no significant achievement gaps on ethnicity.
- 16-18 students make up 76% of starts, with success rate 5.3% above 19+ students and achievement 5.4% above. Retention between the two age groups is broadly comparable.
- Outcomes for learners for students with ALS up to £5500 requires improvement. This cohort have lower retention and achievement than students without ALS. This resulted in success rates significantly lower for these ALS students (-6.36%). In the previous two years, ALS supported students had success rates around 5% above those unsupported.
- Students declaring difficulty/disability/health problems, representing 27% of starts, had a slightly lower success rate (-1.77%) than those with none. This is a small improvement on 11/12 (+1.03%). Within this, retention was lower for students with difficulty/disability/health problems (-3.8%), but achievement was higher (+1.95%).
- 75% of A2 students that applied to university through the UCAS process secured their place. From the full A2 cohort 72% of students progressed onto HE or further FE courses, 9% went into employment and 3% are “not in education, employment or training”. 15% current remain “unknown”.
- Overall Functional Skills success rate remain unsatisfactory. They have increased by 12.08% in 12/13 (and increased by 48.05% since 10/11) to 53.62%, however this is still below national rate. Functional Skills mathematics has decreasing success rate to 34.62% (-7.05%). Functional Skills English has increased to 58.04% (+16.34%).

Grade: 2

Strengths	Evidence Source	Action point for QIP
Significant three year increase in success rates in the SSA	Success rate increased by +10.34% since 10/11 to 92.12%.	Target overall SSA success rate of 95%.
Significant three year increase in retention rates in SSA	Retention rate increased by +10.95% since 10/11 to 96.58%.	Maintain overall SSA retention rate of 97% or better.
Very high success in AS and A2 level subjects (63% of all long qualification starts).	Success rate data: AS Art & Design - 93.96% (10.7% above provider rate). AS Media Studies -93.75% (9.44% above national rate). A2 Art & Design – 100% (4.97% above national rate). A2 Media Studies – 100% (5.5% above national rate)	Maintain success rates at least to 5% above national rate.
High success rates on some vocational courses	Success rate data: L4 BTEC Foundation Diploma in Art & Design – 93.75% (6.21% above provider rate). L3 Extended Diploma in Art & Design – 98.18% (4.1% above provider rate). L3 Subsidiary Diploma in Creative Media Production – 94.12% (8.53% above national rate).	Maintain/improve all success rates at least to 5% above national rate.
Significant increase in Functional Skills success rates	Success rate has increased by +12.08% in 12/13 (and increased by 48.05% since 10/11) to 53.62%.	Target Functional Skills success rate at national rate or better.
Good progression on to further courses of study	85% of students progressing on to further study at HE level.	Target 90% progression for 13/14.
Students demonstrate high confidence in employability skills through work placements and experience	Excellent work placements achieved. For example developmental placements at De La Warr Pavillion, Bexhill.	
Areas for improvement	Evidence Source	Action point for QIP
Declining success rates of students with up to £5500 of Additional Learning Support	Success rate decreased by 2.9% compared to 11/12.	Improve retention for ALS students to level of students without ALS.
Relatively low retention for students with LLDD	Retention for LLDD students - 3.8% compared to students with no LLDD. Success rates 1.77% less than those with no disability and a 6.7% improvement on 2011/12	Improve retention to levels of students with no LLDD.

Low success rates on a minority of vocational courses.	Success rate data: L2 BTEC Diploma in Art & Design – 81.48% (-4.09% below provider rate). 90 Credit Diploma in Art & Design – 89.36%	Staff restructuring to ensure underperforming teaching staff are removed. Continued targeted training to develop teaching staff within SSA. Use of TLCs to share good practice.
Underdeveloped use of ICT systems to support learning	Learner Voice SSAs base inspection Insufficient use is made of the College Wiki.	Develop cross College e-learning initiative. Relevant CPD for all teaching staff.
Significant achievement gap between 16-18 learners and 19+ learners.	Achievement for 16-18 (76% of cohort) at 93.4% and for 19+ at 88.1%.	Analysis of possible causes.
Areas requiring rapid improvement	Evidence Source	Action point for QIP
Low Functional Skills success rate	Overall Functional Skills success rate at 53/62%. Functional Skills Mathematics success rates at 34.62%.	Target Functional Skills success rate at national rate. Restructuring of Functional Skills provision.
Low success rates on a minority of vocational courses.	Success rate data: L2 BTEC Diploma in Art & Design – 81.48% (-4.09% below provider rate). 90 Credit Diploma in Art & Design – 89.36%	Staff restructuring to ensure underperforming teaching staff are removed. Continued targeted training to develop teaching staff within SSA. Use of TLCs to share good practice.

Section 5 – Quality of learning, assessment and teaching – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

Learners benefit from high expectations, engagement, care, support and motivation from staff

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs (this includes judging the quality of resources and the use of technologies including a virtual learning environment)

Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Teaching and learning develop English, mathematics and functional skills and support the achievement of learning goals and career aims

Appropriate and timely information, advice and guidance supports learning effectively

Equality and diversity are promoted through teaching and learning

The evidence to support these judgements must be referenced to the supporting evidence provided.

- Observation of learning, assessment and teaching indicate an increase in the number of grade 1 or 2 lessons and an increase in percentage of lessons graded 1 or 2, compared to 2010/11. However, too large a proportion of lessons were still graded "requires improvement or inadequate".
- 70% of lessons were graded good or outstanding and 7% were graded unsatisfactory.
- Learners understand how to improve as a result of frequent, effective feedback on their work and their learning overall.
- Significant progress was made with the development of students English, via Functional Skills. Overall success rate increased by 33% compared to 2010/11. This was a result of significant training and embedding of functional skills into main qualification teaching, along with specific dedicated lessons.
- Equality and diversity are promoted and embedded well within learning, assessment and teaching. This is supported via the College's on-going CPD and activities co-ordinated through the divisional teaching and learning coach. In addition, equality & diversity themes are very well embedded into the programmes of teaching. This included work with Machel Bogues to develop an equality & diversity programme to be used within the Arts area.
- The use of data to monitor the progress of each learner and enhance achievement is improving. Success rate meetings were undertaken to track individual performance, which fed into the PPR process chaired by the Principal. Head of Faculty, Learning and Standards Managers and Attendance and Intervention Officers met on a regular basis to determine and monitor interventions for students at risk.

Teaching staff place high expectations upon students with regard to project work and this results in a good overall grade profile. Student achievement is supported by high levels of pastoral care, support and encouragement on courses, through regular 1:1 academic tutorials provided in curriculum areas. Tutorials are used to offer assessment feedback for students, to provide action plans to help improve learner progress. The overall planning for learning was adequate throughout the year, with not enough opportunities taken to use diagnostic assessment to prepare individualised learning plans and to set individual learning goals in practical sessions. There was adequate progress made in students submitting work to deadline and likewise a satisfactory return rate of assessed work by tutors.

Each course within the SSA had a dedicated Learning and Standards Manager. This curriculum manager was responsible for performance managing their teaching team. This includes target setting, appraisals, performance management and support to improve observations. All teaching staff were also supported by a Teaching and Learning Coach to improve quality of learning, assessment and teaching and an Attendance & Intervention Officer to support student interventions.

Grade 2		
Strengths	Evidence Source	Action point for QIP
Large majority of learning and assessment of teaching graded as good or better.	70% of lesson observations at grade 2 (good) or grade 1 (outstanding).	Increase number of lessons graded as outstanding. Eliminate lessons graded as 3 or 4.
High expectations of learners and good tracking and monitoring of students' progress.	Overall retention increased by +4.74% compared to 11/12 (and +10.95% since 10/11).	Ensure consistency of delivery through curriculum forum feedback. All targets are recorded onto ProMonitor.
Highly effective assessment and feedback advice and guidance to support students on programme	Right choice process EV reports Learner voice	Ensure consistency of delivery through curriculum forum feedback.
Good promotion of equality and diversity on most courses	Embedding of E&D themes. Feedback from inspection/observation reports.	Develop E&D opportunities through feedback from lesson observations. Cross-College CPD.
Good feedback to learners to support improved success in A2 and AS level subjects.	Improvement in success rates from 10/11 to 11/12. Progress is monitored appropriately by teachers and LSM.	Introduction of ProMonitor Markbook
Teaching staff very effectively assess learners' starting points using a rigorous; assessment based "right choice" procedure.	Improvement in retention over a three year period. Introduction of Alis assessment procedure for all A-level students.	Introduction of ProMonitor Markbook
Highly effective information, advice and guidance which is specialist and tailored to learners progression, higher education, training and employment choices.	Good progression outcomes for learners. Booklets on progression High quality course information sheets	
Areas for improvement	Evidence Source	Action point for QIP
Limited use of diagnostic assessment to prepare individualised learning plans in some vocational courses.	EV reports Learner voice	Promotion by LSMs and TLCs. Monitoring by new Head of Faculty.
Small minority of lessons are grade 3 or 4	Lesson observations data (observation windows/"drop in observations"): Grade 3 lessons – 23% Grade 4 lessons – 7%	Relevant CPD for all teaching staff Tracking and monitoring via LSM and TLC Improved performance management. Appointment of new LSM structure.
Underdeveloped use of ICT for learning	Some learners use blogs Insufficient exploitation of learning technologies	Develop the use of technology as a central facet in project concepts and realisation to reflect digital potential in the creative industries
Areas for rapid improvement	Evidence Source	Action point for QIP

<p>Small minority of lessons are grade 3 or 4</p>	<p>Lesson observations data (observation windows/"drop in observations"): Grade 3 lessons – 23% Grade 4 lessons – 7%</p>	<p>Relevant CPD for all teaching staff Tracking and monitoring via LSM and TLC Improved performance management including support for sessional teachers Appointment of new LSM structure.</p>
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Section 6 – Effectiveness of leadership and management – Judgements

Judgements in bullet point form, each judgement to be no more than 20 words. Must include judgement word – e.g. excellent, good, appropriate, effective, underdeveloped, insufficient. This section must include judgements on the extent to which:

Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

Improve teaching and learning through rigorous performance management and appropriate professional development

Evaluate the quality of the provision through robust self-assessment, taking account of user's views, and use the findings to promote and develop capacity for sustainable improvement

Successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community

Actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap

Safeguard all learners

The evidence to support these judgements must be referenced to the supporting evidence provided.

- Effective targets setting was employed for all staff at subject level to achieve a minimum of national rate. These targets were set for retention and achievement. Targets were then set for LSMs and Head of Faculty.
- Effective actions have been put in place to improve teaching and learning through cross-College improvements in lesson observation and CPD. This has allowed identification of grade 3 or 4 teaching and allowed implementation of appropriate intervention strategies. Teaching and learning coaches have been appointed to support teaching staff including sessional teachers.
- Rigorous Principal's Performance Reviews were undertaken throughout the year to assess all aspects of the provision and actions implemented for improvement.
- Tracking and monitoring of learner progress has improved with Learning and Standards managers appointed to support L1, L2 and L3/4 courses.
- LSMs report directly to Head of Faculty through weekly 1:1 meetings.
- Curriculum has been increased at entry level and level 1 to meet the needs of local students. Curriculum has been narrowed at level 3 to promote increased quality.
- There is effective promotion of equality and diversity promotion through teaching and learning via the College's in-going CPD and activities of the divisional teaching and learning coach.
- An appropriate action plan was put in place for A-level subjects, prior to the start of the academic year to improve poor success rates. Effective targets setting was employed for all staff at subject level to achieve a minimum of sixth form national average at both AS and A2.
- Within the A-level subjects, tracking and monitoring of learner progress has improved. All year groups follow a formal assessment process. A-level LSM produces reports against MAGs and interventions are co-ordinated and monitored.
- Effective actions have been put in place to improve teaching and learning through cross-College improvements in lesson observation and CPD. This has allowed identification of grade 3 or 4 teaching and allowed implementation of appropriate intervention strategies. Teaching and learning coaches have been appointed to support teaching staff.

The management of the SSA was merged into one faculty during academic year 12/13. The course level management was distributed between 3 School of Art LSMs (Learning and Standards Managers) and one A-level Learning and Standards Manager. All LSMs reported directly into the Head of Faculty. This restructuring was more appropriate and effective than previous structures, particularly for the A-level subjects, with clear responsibility for students identified. Improved target setting, tracking, monitoring and intervention has resulted in the improved retention and achievement in both academic and vocational course and consequently success rate.

There are clear and effective lines of communication between Head of Faculty, LSM and teaching teams, with detailed, electronic assignment tracking that enables up-to-date and timely academic support for each student and overall accurate prediction of success rates. The Head of Faculty met with the LSM and the Attendance and Intervention Officer at least once each week.

Regular appraisals are held to ensure the teaching staff are working towards meaningful targets, set against retention and achievement. These targets are also set at LSM and HoF level.

Grade: 2

Strengths	Evidence source	Action point for QIP
Good leadership and management to continue improvements in retention and achievement.	Retention increased by +4.74% and overall SSA success rate by 5.56%.	Appoint attendance officer to enhance tracking and monitoring of attendance and early intervention.
Good leadership and management to improve success rates at AS.	All AS courses above provider rate, with some courses significantly above.	Target all courses to exceed national rate.
Good performance management to improve standards	Underperforming staff removed from delivery. Targeted training for specific staff.	Use the new Performance management system to further tailor CPD to raise awareness and improve skills
High expectations for student achievements on programmes	Overall SSA success rates	Target overall success rate at 90%
Breadth of curriculum offer, with range of workshop provision, linked to progression onto FdA programmes	Self-Assessment Update 2012	Develop curriculum offer via consultation with local schools and other stake holders.
Good leadership and management to improve retention	Retention increased by 6% since 2010/11 across all courses.	Retention target at 95%
Areas for improvement	Evidence source	Action point for QIP
Still underdeveloped employer engagement within the local community		Develop links with local business/arts community through LSM.
Insufficient dialogue with local schools to help determine and develop the curriculum offer		Utilise newly appointed school liaison officer.

Section 7 – Appendix A Evidence to support Outcomes for learners judgements

A1.1 Qualifications by Volume (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

Excluding QType2(s):- Functional Skills; Key Skills

Qualification	Level	Duration		10/11	11/12	12/13	Provider Rate	National Rate
50026598 GCE AS Level in Art and Design	3	Long (1)	Starts	109	170	149		
			Retention	87.16%	95.88%	97.99%	89.93%	90.34%
			Achievement	98.95%	93.87%	95.89%	92.58%	95.13%
			Success	86.24%	90.00%	93.96%	83.26%	85.94%
00255941 GCE A2 Level Art and Design	3	Long (1)	Starts	37	56	82		
			Retention	91.89%	100.00%	100.00%	96.47%	96.40%
			Achievement	100.00%	100.00%	100.00%	98.51%	98.99%
			Success	91.89%	100.00%	100.00%	95.03%	95.43%
50079360 BTEC Foundation Diploma in Art and Design (QCF)	4	Long (1)	Starts	61	50	64		
			Retention	98.36%	100.00%	98.44%	91.80%	92.84%
			Achievement	96.67%	100.00%	95.24%	95.36%	95.99%
			Success	95.08%	100.00%	93.75%	87.54%	89.11%
50075664 Extended Diploma in Art and Design (QCF)	3	Long (1)	Starts	-	76	55		
			Retention	-	98.68%	100.00%	96.62%	96.04%
			Achievement	-	100.00%	98.18%	97.38%	97.39%
			Success	-	98.68%	98.18%	94.08%	93.54%
60038901 90-credit Diploma in Art and Design (QCF)	3	Long (1)	Starts	-	-	47		
			Retention	-	-	93.62%	91.53%	n/a
			Achievement	-	-	95.45%	95.72%	n/a
			Success	-	-	89.36%	87.62%	n/a
5007104X BTEC Diploma in Art and Design (QCF)	2	Long (1)	Starts	22	18	27		
			Retention	100.00%	100.00%	92.59%	89.33%	88.92%
			Achievement	100.00%	88.89%	96.00%	95.80%	95.89%
			Success	100.00%	88.89%	88.89%	85.57%	85.27%

50105887 Diploma in Visual Arts (QCF)	1	Long (1)	Starts	-	-	23		
			Retention	-	-	86.96%	82.46%	82.46%
			Achievement	-	-	95.00%	97.87%	97.87%
			Success	-	-	82.61%	80.70%	80.70%

50078422 Subsidiary Diploma in Creative Media Production (QCF)	3	Long (1)	Starts	-	-	17		
			Retention	-	-	100.00%	91.71%	91.50%
			Achievement	-	-	94.12%	93.33%	93.66%
			Success	-	-	94.12%	85.59%	85.70%

5002792X GCE AS Level in Media Studies	3	Long (1)	Starts	-	28	16		
			Retention	-	96.43%	93.75%	89.68%	89.81%
			Achievement	-	88.89%	100.00%	94.00%	95.83%
			Success	-	85.71%	93.75%	84.31%	86.06%

00260055 GCE A2 Level Media Studies	3	Long (1)	Starts	-	-	14		
			Retention	-	-	100.00%	95.98%	96.62%
			Achievement	-	-	100.00%	98.46%	99.21%
			Success	-	-	100.00%	94.50%	95.85%

A1.2 Overall Analysis (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Starts, Retention, Achievement and Success Rates (Long, Short, V

Excluding QType2(s):- Functional Skills; Key Skills

All Qualifications	10/11	11/12	12/13
Starts	675	662	584
Retention	85.63%	91.84%	96.58%
Achievement	95.50%	94.24%	95.74%
Success	81.78%	86.56%	92.47%

Long Qualifications	10/11	11/12	12/13
Starts	635	613	546
Retention	85.04%	91.84%	97.07%
Achievement	95.93%	93.96%	96.42%
Success	81.57%	86.30%	93.59%

Short Qualifications	10/11	11/12	12/13
Starts	40	44	30
Retention	95.00%	90.91%	86.67%
Achievement	89.47%	97.50%	84.62%
Success	85.00%	88.64%	73.33%

V Short Qualifications	10/11	11/12	12/13
Starts	0	5	8
Retention	n/a	100.00%	100.00%
Achievement	n/a	100.00%	87.50%
Success	n/a	100.00%	87.50%

A1.3 Analysis by NVQ Level (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Year	Level	Starts	Retention	Achievement	Success
12/13	E	0	n/a	n/a	n/a
	1	47	91.49%	95.35%	87.23%
	2	49	87.76%	88.37%	77.55%
	3	424	97.88%	96.63%	94.58%
	H	64	98.44%	95.24%	93.75%
	X	0	n/a	n/a	n/a
	Total:	584	96.58%	95.74%	92.47%

11/12	E	0	n/a	n/a	n/a
	1	32	100.00%	100.00%	100.00%
	2	67	88.06%	86.44%	76.12%
	3	503	92.84%	94.22%	87.48%
	H	60	83.33%	100.00%	83.33%
	X	0	n/a	n/a	n/a
	Total:	662	91.84%	94.24%	86.56%

10/11	E	0	n/a	n/a	n/a
	1	20	100.00%	95.00%	95.00%
	2	41	95.12%	94.87%	90.24%
	3	553	83.00%	95.42%	79.20%
	H	61	98.36%	96.67%	95.08%
	X	0	n/a	n/a	n/a
	Total:	675	85.63%	95.50%	81.78%

A2. Data tables achievement gaps between groups of learners (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Including QType2(s):- A Levels; A2 Levels; Access to HE; Additional NVQ/GNVQ; AS Levels; Diploma; Functional Skills; GCSE; GNVQ Precursor; GNVQ/AVCEs; HNC/HND; International Baccalaureate; Key Skills; NVQ; OCN; Other

ART	10/11				11/12				12/13			
	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
ARTDES	43	74.4%	83.7%	88.9%	9	88.9%	88.9%	100.0%	1	0.0%	0.0%	n/a
MUSTEC	1	0.0%	0.0%	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total ART :	44	72.7%	81.8%	88.9%	9	88.9%	88.9%	100.0%	1	0.0%	0.0%	n/a
C2	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
03	1	0.0%	0.0%	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total C2 :	1	0.0%	0.0%	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a
CON	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
CONSTR	17	94.1%	100.0%	94.1%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total CON :	17	94.1%	100.0%	94.1%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
FAP	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
FAP-ACADAS	250	81.2%	84.4%	96.2%	295	88.1%	96.3%	91.5%	277	96.0%	98.2%	97.8%
FAP-ARTDES	360	82.8%	86.4%	95.8%	326	83.7%	87.1%	96.1%	268	87.7%	94.8%	92.5%
Total FAP :	610	82.1%	85.6%	96.0%	621	85.8%	91.5%	93.8%	545	91.9%	96.5%	95.2%
FBC	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
FBC-HASTFS	0	n/a	n/a	n/a	4	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
FBC-RYETLG	0	n/a	n/a	n/a	0	n/a	n/a	n/a	22	95.5%	100.0%	95.5%
Total FBC :	0	n/a	n/a	n/a	4	100.0%	100.0%	100.0%	22	95.5%	100.0%	95.5%
FTS	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
FTS-COMPIT	0	n/a	n/a	n/a	0	n/a	n/a	n/a	16	100.0%	100.0%	100.0%
Total FTS :	0	n/a	n/a	n/a	0	n/a	n/a	n/a	16	100.0%	100.0%	100.0%
PAR	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
HASTFS	0	n/a	n/a	n/a	28	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
INBUSI	3	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total PAR :	3	100.0%	100.0%	100.0%	28	100.0%	100.0%	100.0%	0	n/a	n/a	n/a

Success, Retention and Achievement Rates by Gender and Ethnic Group (Long, Short, V Short Qualifications)

Including QType2(s):- A Levels; A2 Levels; Access to HE; Additional NVQ/GNVQ; AS Levels; Diploma; Functional Skills; GCSE; GNVQ Precursor; GNVQ/AVCEs; HNC/HND; International Baccalaureate; Key Skills; NVQ; OCN; Other

Female	10/11				11/12				12/13			
	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
Indian	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%
Other Asian	5	40.0%	40.0%	100.0%	3	66.7%	66.7%	100.0%	0	n/a	n/a	n/a
Black African	4	75.0%	100.0%	75.0%	2	50.0%	100.0%	50.0%	2	100.0%	100.0%	100.0%
Black Caribbean	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Black Other	0	n/a	n/a	n/a	3	66.7%	100.0%	66.7%	1	100.0%	100.0%	100.0%
Chinese	2	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%	3	100.0%	100.0%	100.0%
Mixed	16	81.3%	87.5%	92.9%	17	88.2%	94.1%	93.8%	11	90.9%	100.0%	90.9%
White	394	82.7%	86.5%	95.6%	379	86.8%	91.0%	95.4%	340	91.8%	96.5%	95.1%
Any Other	3	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
Unknown	8	62.5%	75.0%	83.3%	1	0.0%	0.0%	n/a	0	n/a	n/a	n/a
Total Female :	434	82.0%	86.2%	95.2%	408	86.3%	90.9%	94.9%	358	91.9%	96.6%	95.1%
Male	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
Other Asian	2	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
Black African	1	100.0%	100.0%	100.0%	3	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%
Black Caribbean	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
Black Other	4	75.0%	75.0%	100.0%	4	75.0%	100.0%	75.0%	3	100.0%	100.0%	100.0%
Mixed	3	66.7%	66.7%	100.0%	1	100.0%	100.0%	100.0%	8	100.0%	100.0%	100.0%
White	223	82.1%	85.7%	95.8%	242	86.8%	93.0%	93.3%	211	91.9%	96.2%	95.6%
Any Other	1	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%	3	100.0%	100.0%	100.0%
Unknown	7	57.1%	57.1%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total Male :	241	81.3%	84.6%	96.1%	254	87.0%	93.3%	93.2%	226	92.5%	96.5%	95.9%

Success, Retention and Achievement Rates by Ages and Ethnic Group (Long, Short, V Short Qualifications)

Including QType2(s):- A Levels; A2 Levels; Access to HE; Additional NVQ/GNVQ; AS Levels; Diploma; Functional Skills; GCSE; GNVQ Precursor; GNVQ/AVCEs; HNC/HND; International Baccalaureate; Key Skills; NVQ; OCN; Other

16 - 18	10/11				11/12				12/13			
	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
Indian	0	n/a	n/a	n/a	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%
Other Asian	6	50.0%	50.0%	100.0%	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
Black African	5	80.0%	100.0%	80.0%	4	75.0%	100.0%	75.0%	2	100.0%	100.0%	100.0%
Black Caribbean	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Black Other	3	66.7%	66.7%	100.0%	6	66.7%	100.0%	66.7%	0	n/a	n/a	n/a
Chinese	1	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%
Mixed	14	85.7%	85.7%	100.0%	10	100.0%	100.0%	100.0%	16	93.8%	100.0%	93.8%
White	532	82.9%	86.8%	95.5%	464	88.6%	93.3%	94.9%	418	93.3%	96.4%	96.8%
Any Other	2	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%
Unknown	7	57.1%	57.1%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Total 16 - 18 :	571	82.3%	86.2%	95.5%	488	88.5%	93.6%	94.5%	441	93.4%	96.6%	96.7%
19+	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%	Starts	Suc%	Ret%	Ach%
Indian	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	0	n/a	n/a	n/a
Other Asian	1	100.0%	100.0%	100.0%	3	66.7%	66.7%	100.0%	0	n/a	n/a	n/a
Black African	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%
Black Caribbean	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a
Black Other	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	4	100.0%	100.0%	100.0%
Chinese	1	100.0%	100.0%	100.0%	0	n/a	n/a	n/a	1	100.0%	100.0%	100.0%
Mixed	5	60.0%	80.0%	75.0%	8	75.0%	87.5%	85.7%	3	100.0%	100.0%	100.0%
White	85	80.0%	82.4%	97.1%	157	81.5%	87.3%	93.4%	133	87.2%	96.2%	90.6%
Any Other	2	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%
Unknown	8	62.5%	75.0%	83.3%	1	0.0%	0.0%	n/a	0	n/a	n/a	n/a
Total 19+ :	104	78.8%	82.7%	95.3%	174	81.0%	86.8%	93.4%	143	88.1%	96.5%	91.3%

A3 Functional Skills (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

All Functional Skills	10/11				11/12				12/13			
	Entry	L1	L2	Total	Entry	L1	L2	Total	Entry	L1	L2	Total
Starts	18	39	248	305	57	117	86	260	53	63	22	138
Retention	100.00%	97.44%	94.35%	95.08%	77.19%	94.02%	82.56%	86.54%	94.34%	92.06%	100.00%	94.20%
Achievement	44.44%	15.79%	1.28%	5.86%	59.09%	53.64%	32.39%	48.00%	76.00%	41.38%	54.55%	56.92%
Success	44.44%	15.38%	1.21%	5.57%	45.61%	50.43%	26.74%	41.54%	71.70%	38.10%	54.55%	53.62%

Mathematics	10/11				11/12				12/13			
	Entry	L1	L2	Total	Entry	L1	L2	Total	Entry	L1	L2	Total
Starts	14	18	0	32	28	6	2	36	17	8	1	26
Retention	100.00%	94.44%	n/a	96.88%	82.14%	83.33%	100.00%	83.33%	94.12%	75.00%	100.00%	88.46%
Achievement	28.57%	5.88%	n/a	16.13%	60.87%	0.00%	50.00%	50.00%	43.75%	33.33%	0.00%	39.13%
Success	28.57%	5.56%	n/a	15.63%	50.00%	0.00%	50.00%	41.67%	41.18%	25.00%	0.00%	34.62%

English	10/11				11/12				12/13			
	Entry	L1	L2	Total	Entry	L1	L2	Total	Entry	L1	L2	Total
Starts	4	21	247	272	29	111	83	223	36	55	21	112
Retention	100.00%	100.00%	94.33%	94.85%	72.41%	94.59%	83.13%	87.44%	94.44%	94.55%	100.00%	95.54%
Achievement	100.00%	23.81%	1.29%	4.65%	57.14%	56.19%	31.88%	47.69%	91.18%	42.31%	57.14%	60.75%
Success	100.00%	23.81%	1.21%	4.41%	41.38%	53.15%	26.51%	41.70%	86.11%	40.00%	57.14%	58.04%

Information and Communication Technology	10/11				11/12				12/13			
	Entry	L1	L2	Total	Entry	L1	L2	Total	Entry	L1	L2	Total
Starts	0	0	1	1	0	0	1	1				
Retention	n/a	n/a	100.00%	100.00%	n/a	n/a	0.00%	0.00%	n/a	n/a	n/a	n/a
Achievement	n/a	n/a	0.00%	0.00%	n/a	n/a	NaN	NaN	n/a	n/a	n/a	n/a
Success	n/a	n/a	0.00%	0.00%	n/a	n/a	0.00%	0.00%	n/a	n/a	n/a	n/a

Overall Analysis by ALS (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Starts. Retention. Achievement and Success Rates (Long. Short. V Short Qualifications)

Including QType2(s):- A Levels; A2 Levels; Access to HE; Additional NVQ/GNVQ; AS Levels; Diploma; Functional Skills; GCSE; GNVQ Precursor; GNVQ/AVCEs; HNC/HND; International Baccalaureate; Key Skills; NVQ; OCN; Other

	ALS Support Provided	Starts	Retention	Achievement	Success
12/13	No	459	97.60%	95.76%	93.46%
	Yes (up to £5500 ALS)	124	92.74%	93.91%	87.10%
	Yes (over £5500 ALS)	1	100.00%	100.00%	100.00%
	ALS Only Total:	125	92.80%	93.97%	87.20%
	Grand Total:	584	96.58%	95.39%	92.12%

11/12	No	521	90.79%	94.29%	85.60%
	Yes (up to £5500 ALS)	140	95.71%	94.03%	90.00%
	Yes (over £5500 ALS)	1	100.00%	100.00%	100.00%
	ALS Only Total:	141	95.74%	94.07%	90.07%
	Grand Total:	662	91.84%	94.24%	86.56%

10/11	No	613	85.48%	95.04%	81.24%
	Yes (up to £5500 ALS)	58	86.21%	100.00%	86.21%
	Yes (over £5500 ALS)	4	100.00%	100.00%	100.00%
	ALS Only Total:	62	87.10%	100.00%	87.10%
	Grand Total:	675	85.63%	95.50%	81.78%

Overall Analysis by LLDD (by SSA Tier 1)

including:- 09 - Arts, Media and Publishing

Starts, Retention, Achievement and Success Rates (Long, Short, V Short Qualifications)

Including QType2(s):- A Levels; A2 Levels; Access to HE; Additional NVQ/GNVQ; AS Levels; Diploma; Functional Skills; GCSE; GNVQ Precursor; GNVQ/AVCEs; HNC/HND; International Baccalaureate; Key Skills; NVQ; OCN; Other

	LLDD	Starts	Retention	Achievement	Success
12/13	has difficulty/disability/health problem	160	93.75%	96.67%	90.63%
	no difficulty/disability/health problem	408	97.55%	94.72%	92.40%
	no information provided by the learner	16	100.00%	100.00%	100.00%
	Grand Total:	584	96.58%	95.39%	92.12%
11/12	has difficulty/disability/health problem	174	90.80%	92.41%	83.91%
	no difficulty/disability/health problem	431	92.11%	94.96%	87.47%
	no information provided by the learner	57	92.98%	94.34%	87.72%
	Grand Total:	662	91.84%	94.24%	86.56%
10/11	has difficulty/disability/health problem	146	83.56%	98.36%	82.19%
	no difficulty/disability/health problem	464	85.78%	96.23%	82.54%
	no information provided by the learner	65	89.23%	84.48%	75.38%
	Grand Total:	675	85.63%	95.50%	81.78%

A4. Data showing progression outcomes

school of art and design

Progression Overview

Progression data between levels and years and Destinations data

15 of the 21 **Level 1** completers progressed within the College; 13 to 1st Diploma A&D, 1 to 1st Diploma Creative Media and 1 to Public Services. The remaining 6; 1 is now a mother and the other 5 are not known.

Of the 25 completers from First Diploma **Level 2** 17 progressed to Level 3 A&D and 1 to Level 3 Music Tech and 3 progressed to Level 3 Creative Media for Games. The remaining 4 moved on to employment and child rearing.

Of the 40 Subsidiary Diploma **Level 3** completers 35 progressed to the Extended Diploma, 1 achieved a Certificate and went to employment, 1 progressed to FdA Graphic Communication, 1 achieved a Certificate and progressed to the full Subsidiary qualification, 1 went onto Level 2 Plumbing and the remaining student became a mother.

The **Level 3** Extended Diploma students progression resulted in 22 going into higher education, 14 of whom stayed within the School. 9 progressed to the Foundation Diploma, 1 to music school, 1 to BTEC Counseling and 10 to 'other'.

Of the 13 National Diploma **Level 3** Yr. 1 Fashion students 9 progressed to Year 2, 1 transferred to Business, 2 to Level 2 Beauty Therapy, and 1 is retaking Level1.

Of the **Level 3** Creative Media for Games cohort of 17; 15 went onto year 2, 1 repeated the year and 1 withdrew.

Links with Industry

Level 1, 2 and 3 took part in an exhibition at Hastings Museum and Art Gallery, 'Brooke, Badham and Beyond'.

All programmes have a focus on employability skills manifested in presentations and portfolio building.

Foundation Diploma '**Corridor Gallery**' exhibited the work of students from William Parker Sports College, students, ex-students and staff during 12/13. The **aSpace Gallery** in the Atrium exhibited the paintings of Fran O'Niell, she teaches at The New York Studio School. This resulted in a Scholarship award jointly supported by SCCH and NYSS for a Foundation student.

Regular exhibitions of tutor's and visiting artists work temporary and pop up exhibitions.

Staff Practice

A number of teaching staff have exhibited locally in the Coastal Currents Festival and one, Jackie Somerfield, has recently shown her work at the Saatchi Gallery in London.

The pop-up Tent Gallery, organized by two teaching staff, has been a feature of several local exhibitions.

Level 3/4 Foundation report on all aspects attached.

External Degrees 47

2 Goldsmiths

1 Slade

9 Kingston

1 St Martins

4 Camberwell

2 University of Brighton

Internal Degrees 5

Courses SCCH 1

Courses External 1

Employment 6

Other 1

Staff Data

All Foundation Tutors possess MA's with two undertaking PhD's at Goldsmiths, Rachael Finney and Slade Onya McCausland.

Onya McCausland also published a book in 12 - 13 about materials based practice (copy in the library).

Hannah Rollings has had her work published in two magazines, Scouting and Shots and commended for a book jacket design by the British Film Institute.

Foundation has established links with the following feeder schools / colleges:

Eastbourne College
Uplands Community College
Heathfield Community College
Parkwood Sixth Form
Helenswood Sixth
Form
Battle Abbey School

**Visits from
Universities**

University of Brighton
University of
Westminster
Kingston University
University of Creative
Arts
Goldsmiths

Section 8 – Appendix B Evidence to support quality of learning, assessment and teaching judgements

B1. Observation of learning, assessment and teaching profile

GRADE PROFILE				ACTION PLAN COMMENTS	
1	2	3	4	Strengths and Good Practice	Areas for Improvement
4	17	7	2	Open and direct questioning throughout the session although not all students fully engaged	Lack of detailed SOW and LP
				Aims clearly explained	Lack of explicit aims on the board or available
				Recap of session and specific aims and progress of each student evident	Lack of assessment criteria
				Constant challenge to students	No recap of previous session
				Excellent TTT	No monitoring of progress
				Students fully engaged	No evidence of E&D
				Timings and pace of activity very well judged	Student drinking coffee in session which tutor cleared up when spilt
				Each student receiving equal attention	Insufficient differentiation
				Good subject knowledge used to ensure students understood measurable ways to improve.	Student left room to get sketchbook half way through session
				Rigorous targets set for all students identifying minimum target grades, current grade and predicted grades	Group evaluation would benefit students
				Independent work promoted	Latecomers challenged but consider new approach to ensure all attend punctually - game rewards etc.
				Very supportive of student's personal difficulties in tutorial	Encourage student to make own notes of agreed targets
				Well planned and well-structured session	Not all learners engaged all the time during Q&A
				Learners highly motivated and enjoying learning	Limited level of challenge with low expectations
				Satisfactory use of a wide range of resources	Lack of timings for activities identified on SOW/LP
				Well maintained records of the progress of each learner	Insufficient monitoring of the flow of learners in and out of the designated room to ensure productive working and safeguarded approaches to welfare
Good use of ICT available	Insufficiently formalised records of individual learners progress				
Good clear demonstration of the techniques to enable learners to work practically immediately					

SSA9	Outstanding	Good	Satisfactory	Inadequate
2009/10				
Number	2	28	3	5
%	5.26%	73.68%	7.89%	13.16%
2010/11				
Number	3	6	5	1
%	20.00%	40.00%	33.33%	6.67%
2011/12				
Number	5	26	6	5
%	11.90%	61.90%	14.29%	11.90%

Evaluate the use of technologies to support learning

- There has been observed improvement in the use of ILT to support learning. Video clips are being used to stimulate debate and illustrate the significance of the topic to wider applications. However in some lessons the video clips are not being used at the most appropriate point in the lesson. Overall learners report that there have been significant changes in the use of ICT in classes over the academic year. Underdeveloped use and some limited access to learning technologies, and infrequent learner interaction and engagement with learning technology

B2. Evaluate of the use of initial and diagnostic assessment to extend learning

A-level students are set an entry criteria of 5 GCSE grades A* to C for entry on the A-level programme (or equivalent). All students undertake the computer based ALIS test and this is used to inform group profiles. During their first 4 weeks of study they then undertake two formal assessments, under examination conditions in each of their subjects of study. This forms the “right choice” process. Students who under perform in these assessments have guidance interviews to discuss actions for improvement and consider alternative pathways of study. For the GCSE programmes, the courses for full time College students require a grade D as the entry criteria and a comparable “right choice” process is employed. All vocational students are interviewed by curriculum staff, including portfolio assessment and complete a diagnostic assessment of English and mathematics.

B3. Evaluate the effectiveness of feedback to learners to support improved outcomes

Students are encouraged to fully embrace feedback by reflecting on tutorials and assessments in their journals. This encourages them to monitor their own progress which allows a full embracing of their own learning. Evidence for this is in the achievement rates. Outcomes are improved by a constant flow of conversations and feedback as a natural aspect of the nature of our teaching. Further improvements are needed to ensure consistency of written feedback on assignment completion, maintaining consistency of delivery and ensuring students are directed appropriately.

B4. Evaluate how well learners develop English, mathematics and functional skills

A-level and other L3 courses must have a minimum of GCSE grade C in English and mathematics in order to enrol on the A-level programme. Any students who do not achieve these criteria must enrol on the College intensive retake programme, alongside their A-level subjects. A-level students do not study functional skills, due to their level 2 qualification. All subjects within the SSA contain a significant mathematical component, including statistical analysis. Further actions are needed to ensure that quality of English is assessment and feedback required through marking and assessment.

All students undergo diagnostic assessment to determine functional skills levels and current abilities of specific aspects of English and mathematics are enrolled on programmes appropriate to the level from written and IT based assessment.

B5. Evaluate the effectiveness and timeliness of information advice and guidance to support learning and progression. Include specific examples of activities to support progression

Tutorial support is much improved. There are now two Personal Learning Coaches in place who provide for the pastoral care of learners and learners are no longer put at a disadvantage in terms of their university applications. There is also a lead member of staff in place to monitor the UCAS applications process and ensure timely completion of applications. This also provides a quality checking audit. The revised process is a considerable improvement on the situation at the beginning of the academic year. In addition, attendance is effectively tracked by Attendance and Intervention Officers and Subject Area Leaders. Students' progress continues to be tracked via a rigorous assessment schedule.

B6. Evaluate the effectiveness of the promotion of equality and diversity in learning, teaching and assessment

Equality and diversity are promoted well in learning, teaching and assessment supported by the College's on-going CPD, along with activities of the Teaching & Learning Coaches. Teaching staff have been given specific training in the embedding of effective equality and diversity into their teaching from both "champions" within the College and also outside training providers, including The Institute of Black Professionals and Villiers Park. Consistency of embedding and promotion is still inconsistent and requires further development through the observation process and the support of the Teaching and Learning team.

Section 8 – Appendix C Evidence to support effectiveness of leadership and management judgements

C1. Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

Evaluation demonstrating how expectations of high standards of quality and performance are communicated and attained

In the recruitment and induction process learners are informed of the high standards of quality and performance that are required on their course. They are also referred to the course handbook that is on their course wiki, which contains detailed information on these points. These standards are rigorously maintained during the Right Choice period, and advice, support and good encouragement is given to those students who require it. Students follow a rigorous assessment schedule, undertaken against examination conditions, using past paper mark schemes, with support provided by weekly academic tutorials and tutorial support.

C2. Key areas for development identified through observation of learning assessment and teaching:

- Improve use of questioning techniques to promote learning
- Improve lesson introductions to establish learning opportunities/targets for the session
- Develop ICT to be used in sessions
- Improve target setting for each learner in sessions
- Encourage student to make own notes of agreed targets and evaluate their own progress

C3. Evaluate the quality of provision through robust self-assessment taking account of learner views and use the findings to promote and develop capacity for sustainable improvement

Evaluate the impact of self-assessment to secure sustainable improvement

A quality improvement plan was in place for the entire academic year. This was continually updated and fed back into the course provision. This was supported by the use of a “risk register”.

Weekly meetings are held between the HoF and LSM/AIO and also with the entire teaching team. These are minuted. These facilitate delivery of key messages and cross-departmental discussion of issues to improve the quality of provision. Regular and detailed learner meetings take place at a subject level are taken to enable assessment of our provision and this information is fed through divisional meetings and LSM meetings to all the teaching staff.

Sustainable improvements made as a result of learners’ views and perceptions [max 10 bullet points]

Learner views, perceptions, complaints	Action to address and resolve the issue	Evaluation of outcomes and impact
Insufficient ICT resources within the College.	Feedback to SLT	Investment made in new ICT resources within Faculty
Inconsistency of feedback on homework	Standard cover sheet in place for all homework. LSM collects examples of marked work from all tutors.	Improved learner voice throughout academic year.
Inconsistency quality of homework setting	Standard cover sheet in place for all homework. LSM collects examples of marked work from all tutors.	Improved learner voice this academic year.

C4. Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local community

The curriculum is constantly modified to reflect learner needs. The curriculum provides a good range of courses at all levels to ensure learners can progress to the level they want, however further developments are necessary. Courses are delivered that use realistic activities to reflect the knowledge and skills required in the workplace. The growth in the level 2 programmes reflects needs being met.

C5

Leaders and managers actively promote equality and diversity, tackle discrimination, and narrow the achievement gap

Clear examples of good promotion of equality and diversity issues are demonstrated by all members of the team. The student disciplinary process is used when necessary to address these issues. Students are closely monitored by academic tutors and course leaders and referred for additional learning support when necessary. Insufficient stretch and challenge for the most able learners. On some occasions too much learning and teaching is pitched at 'middle ability' students.

Section 10 Quality Improvement Plan 2013/14

This QIP incorporates:

Main developments for the coming year
Strategies to tackle Areas for Improvement identified in the SAR
Actions carried forward from the previous QIP
Issues identified for action in year

Subject Sector Area: 9 Art, Design & Media including Functional Skills

Date:

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: Completion	Person Responsible	CRAG status	Update on Progress (The QIP will be updated at least every 6 weeks. Please specify date of update in this column)
OUTCOMES FOR LEARNERS						
Declining success rates of students with up to £5500 of ALS	<ul style="list-style-type: none"> Improve retention for ALS students to level of students without ALS. Restructuring of ALS provision cross-College. New processes for relaying for group profile information to teaching staff. Appointment of new Attendance and Intervention Officer. 	Success rates equivalent to students not in receipt of ALS support	Termly monitoring of: <ol style="list-style-type: none"> Retention Predicted achievement. 	LSMs/HoF	Amber	Regular meeting with ALS team scheduled (next meeting -). Weekly meeting with "Attendance & Intervention Officer" to update on progress.
Relatively low retention for students with LLDD	<ul style="list-style-type: none"> Improve retention to levels of students with no LLDD. Restructuring of ALS provision cross-College. New processes for relaying for group profile information to teaching staff. Appointment of new Attendance and Intervention Officer. 	Success rates equivalent to students without LLDD.	Termly monitoring of: <ol style="list-style-type: none"> Retention Predicted achievement. 	LSMs/HoF	Amber	Regular meeting with ALS team scheduled (next meeting -). Weekly meeting with "Attendance & Intervention Officer" to update on progress.

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: Completion	Person Responsible	CRAG status	Update on Progress (The QIP will be updated at least every 6 weeks. Please specify date of update in this column)
Low success rates on a minority of vocational courses.	<ul style="list-style-type: none"> Staff restructuring to ensure underperforming teaching staff are removed. Continued targeted training to develop teaching staff within SSA. Use of TLCs to share good practice. 	All courses achieve success rate at greater than or equal to 3% above provider rate.	Termly monitoring of: <ol style="list-style-type: none"> Retention Predicted achievement. 	LSMs/HoF	Amber	Current retention and achievement predictions at or above target levels set and monitored.
Underdeveloped use of ICT systems to support learning	<ul style="list-style-type: none"> Develop cross College e-learning initiative. Relevant CPD for all teaching staff. Introduction of cross-College moodle. Recruitment of new Teaching and Learning Coaches. 	“Good” use of ICT to support learning from lesson observation process.	Termly monitoring from relevant data sources.	LSMs.	Amber	Further cross-College training in place. Subject of themed “walkthroughs”. Moodle still in development.
Significant achievement gap between 16-18 learners and 19+ learners.	<ul style="list-style-type: none"> Analysis of possible causes. New processes for relaying for group profile information to teaching staff. Appointment of new Attendance and Intervention Officer. 	Insignificant achievement gap between 16-18 learners and 19+ learners.	Termly monitoring of: <ol style="list-style-type: none"> Retention Predicted achievement. 	LSMs/HoF	Amber	Current retention and achievement predictions at or above target levels set and monitored.
Low Functional Skills success rate	<ul style="list-style-type: none"> Target Functional Skills success rate at national rate. Restructuring of cross-College Functional Skills provision. Appointment of new LSM for Functional Skills. Improved diagnostic assessment process. 	Functional Skills success rate at national rate.	Termly monitoring of: <ol style="list-style-type: none"> Retention Predicted achievement. 	LSMs/HoF	Amber	Current retention and achievement predictions at or above target levels set and monitored.

QUALITY OF PROVISION

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: Completion	Person Responsible	CRAG status	Update on Progress (The QIP will be updated at least every 6 weeks. Please specify date of update in this column)
Limited use of diagnostic assessment to prepare individualised learning plans in some vocational courses.	<ul style="list-style-type: none"> Promotion and monitoring by LSMs and TLCs. Monitoring by new Head of Faculty. Unannounced lesson observations. 	“Good” evidence of individualised planning to support learning from lesson observation process.	Termly monitoring of lesson observations, mock inspections, outcomes, teaching files and “learner voice”	LSMs/HoF	Amber	Additional Training delivered to all teaching staff (FE) on planning for individual learning following feedback from mock inspection (Nov 13).
Small minority of lessons are grade 3 or 4	<ul style="list-style-type: none"> Relevant CPD for all teaching staff. Appointment of new TLCs to work with underperforming staff. Tracking and monitoring via LSM and TLC Improved performance management. Appointment of new LSM structure. 	85% of lessons graded 1 or 2 form lesson observation process.	Termly monitoring of lesson observations, mock inspections, outcomes, teaching files and “learner voice”	LSMs/HoF	Amber	Observation profile for 13/14 to date: Observation profile from “mocksted” inspection (Nov 13):
LEADERSHIP AND MANAGEMENT						
Employer engagement within the local community requires improvement.	<ul style="list-style-type: none"> New LSM structure within Faculty with explicit posts identified in regard to promotion of School of Art promotion. 	Termly engagement with local employers/artists. Opportunities for students and local employers/artists to interact.	Monitoring via mid-term reviews and PPR process.	LSM/HoF	Amber	Foundation students are currently promoting their work with an exhibition of their work at 'Underground' in Robertson St, Hastings. This is a project space run by a local artist. They have organized this themselves and the publicity and the Private View, Saturday 25th January.

Areas for Improvement	Actions/Processes	Planned outcomes – Success criteria	Milestones: Completion	Person Responsible	CRAG status	Update on Progress <i>(The QIP will be updated at least every 6 weeks. Please specify date of update in this column)</i>
Insufficient dialogue with local schools to help determine and develop the curriculum offer	<ul style="list-style-type: none"> New LSM structure within Faculty with explicit posts identified in regard to promotion of School of Art promotion. 	Termly visits undertaken to local schools. Engagement with art students at local schools with SCCH art provision.	Monitoring via mid-term reviews and PPR process.	LSM/HoF	Amber	<p>LSM has visited Helenswood. Parker, Uplands Comm. College, Heathfield, Battle Abbey, Eastbourne College and have recently shown the work of Parkwood students in our Corridor Gallery after their photography workshop at SCCH. SoA 'Drawing Event' at the College in November 2013 for over 40 students from the area. Workshop sessions planned for pupils from Battle Abbey and Buckswood School this term.</p> <p>We have also distributed the 'Tabloid' to all local and regional schools last week. Vertical Education Partnership/"Make it happen" group.</p>