
Self Assessment Report

Seevic College 2011/12

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Section A – Context

Seevic College is a medium sized college which was previously a sixth form college but did not designate as such in 2010. It now identifies itself as a general further education college and has reviewed its mission, vision and values in line with this new identity. The main campus is situated in Benfleet, Essex but there are two additional campuses in Basildon town centre. Almost half the students study on A level programmes while the remainder study for vocational qualifications with significant numbers studying foundation and intermediate courses. A small but growing number of students are following work-based learning. The College offers courses in 13 of the 15 subject areas. The number of students aged 16 to 18 was 2919 in 2011/12. Students attend the College from an increasingly diverse catchment area including Southend, Castle Point, Rochford, Basildon and Thurrock. In 2011/12 some 7% of students identified themselves as coming from a minority ethnic heritage; a higher percentage than is found in the surrounding local communities. Unemployment in the local area is below average but the College does serve a number of areas of high deprivation. The proportion of young people achieving five A*-C grades at GCSE including English and Mathematics in Essex and Southend is above average but in Thurrock it is well below average.

The College mission, vision and values are outlined below:

Mission: Learning for life: Readiness for Work. Seevic College enables learners of all levels and ages to identify and achieve the skills and qualifications they need to realise their potential and succeed in their chosen careers. Working in close partnership with schools and universities, businesses and public sector organisations, Seevic College offers a range of high-quality courses which give learners opportunities to select training and study which suits, and stimulates, their ambitions. Learners at Seevic College gain confidence and competencies which equip them for lifetime success, because they are treated with respect, given responsibility and achieve excellent results.

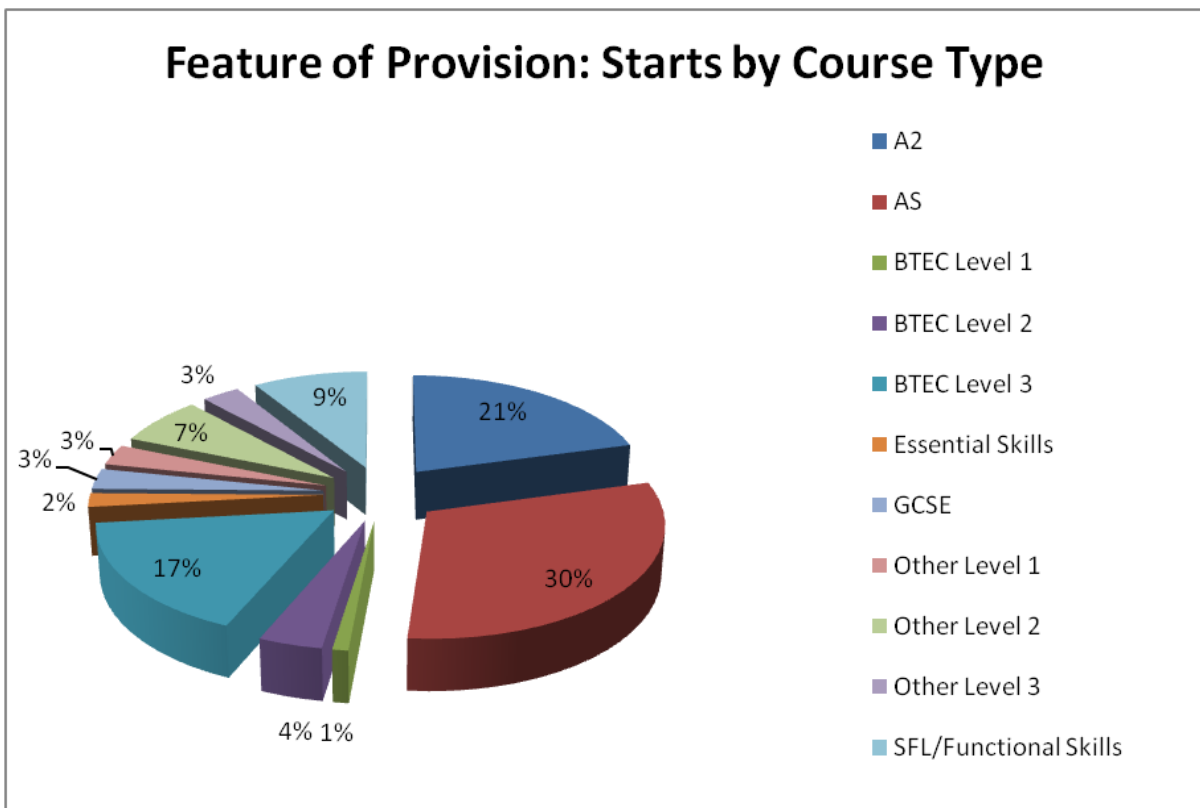
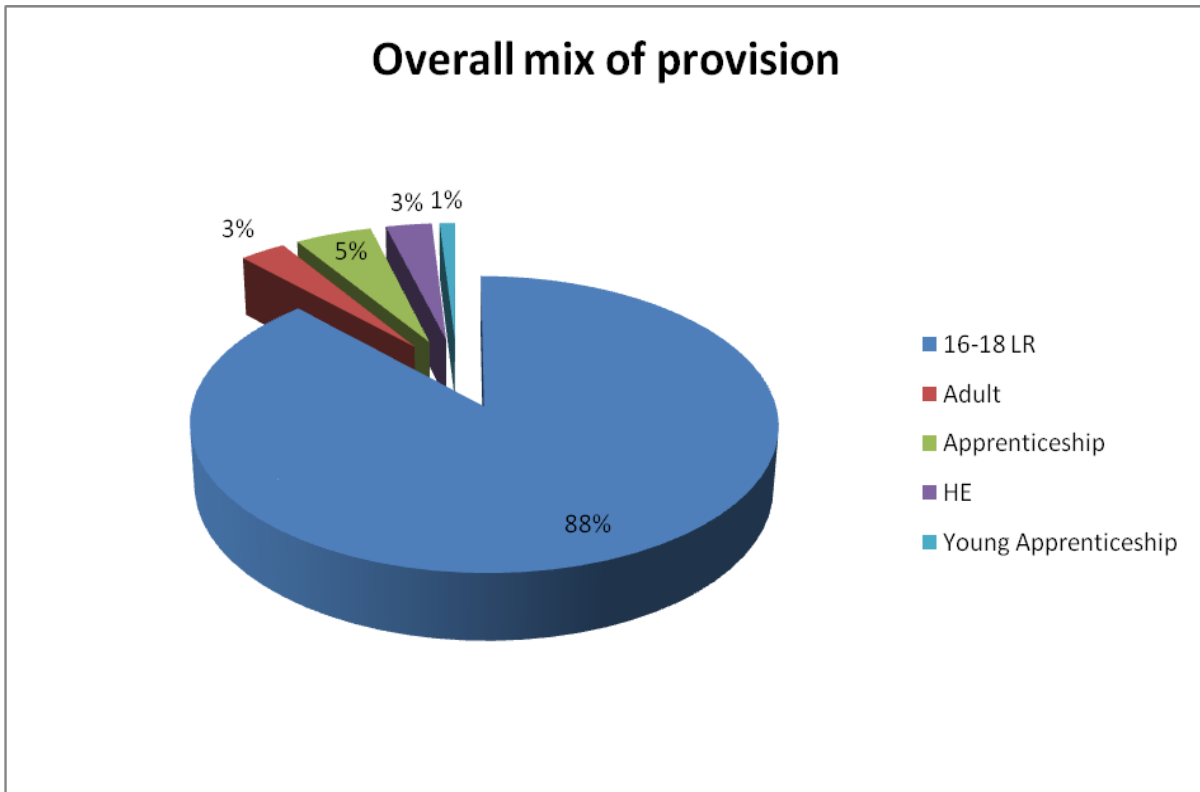
Vision: To lead the provision of education and skills which meet the development needs of our communities.

Values: The 3 Rs – the principles which drive and unite Seevic College staff and students.

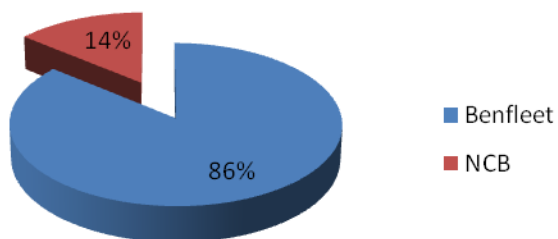
Respect:	We treat everyone with equal respect and warmth
Responsibility:	We are each responsible for our actions and successes
Results:	We identify potential, raise aspirations and achieve excellence

The self assessment process is designed to support the generation of sharp and focussed judgements leading to clear actions for improvement.

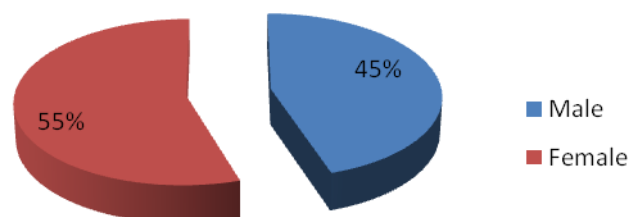
Graphical Profile of College



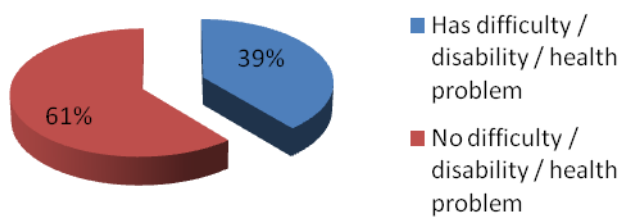
Feature of Provision: Starts by Campus



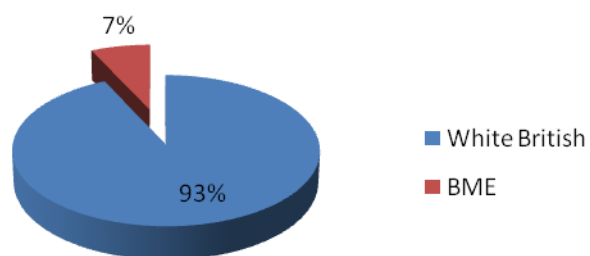
Feature of Provision: Gender



Feature of Provision: Disability



Feature of Provision: Ethnicity



Section B - Overall effectiveness

Grade: 2

Strengths

- There is strong leadership which provides clear purpose and direction. Expectations are very high with a focus on achieving outstanding provision across the College
- Governors have a wide range of expertise and are committed to the success of the College. They work closely with senior managers to develop a clear vision for the College. They are well informed and challenge progress made against strategic targets
- The capacity for College improvement is excellent. The number of curriculum areas judged good or better in 2011/12 is 17 out of 23 compared to 13 in 2010/11 and 9 in 2009/10. Likewise, there has been a similar decline in the areas judged in need of improvement or inadequate over the last three years. In 2011/12 only two small areas remain inadequate
- Success rates at A/AS are good. A level success rate has been maintained for four years around the high national average and the success rate for AS has increased by nearly 4% in 2011/12 building on a three year improving trend and is now above the national average
- Success rates on many vocational courses are good with some excellent provision. Timely success rates for apprenticeships are excellent and remain significantly above the national average in 2012. Overall success rate for apprenticeships improved 6.4% and are now over 5% above the national average. Overall success rates on L1 and L2 courses are good and above the national average
- Overall the quality of teaching and learning is good with a significant improvement in the number of lessons judged good or better increasing from 65% in 2010/11 to 78% in 2011/12. A good proportion of students (88%) felt teaching on their course was good or better
- Value added on BTEC level 3 courses has been sustained at a high level for four years and there has been a significant improvement in value added at AS which is now good with a 25% increase in the number of high grades
- Learning support for students is good. Central support is highly responsive to referrals from across the College resulting in good success rates for those students who are given additional learning support
- The lesson observation scheme is very good. It provides accurate and robust judgements on the quality of teaching and learning and is able to identify specific areas of good practice and areas for improvement which are used to support staff training priorities
- Performance management is very effective with particularly strong support from HR. Issues are identified and dealt with in a supportive, but robust and timely way
- Quality monitoring is very good. Monthly meetings for both the curriculum and functional areas supported by a range monitoring activities allow quality issues to be identified quickly and actions taken and monitored for impact
- Self assessment is strong using a range of good quality data to provide clear, sharp and robust judgements that are externally validated
- Equality and Diversity across the College is very good. A wide range of successful projects have been undertaken by the College to actively promote Equality and Diversity to staff and students. High quality training for staff and governors has raised confidence in dealing with equality and diversity issues. Bullying and discrimination is very rare and when identified is always challenged vigorously. Students rate very highly the extent to which they feel safe and are treated with respect

Areas for improvement

- Overall Success Rates for BTEC level 3 are low at 69% and below the national average following a 4 year decline mainly due to a fall in retention
- Value added for A level is low and shows a three year decline
- Around 30% of A level subjects have a below average (30%) proportion of high grades. In a few subjects the number who gained a high grade is very low [Chemistry 4%, Physics 12%]
- In a significant minority of subjects there is insufficient assessment and monitoring of student progress
- The proportion of outstanding teaching is too low. It was 21% in 2010/11 and has largely remained the same at 20% in 2011/12. Likewise, the proportion of inadequate teaching is too high and has largely remained the same with 5% in 2010/11 and 7% in 2011/12
- Classroom management is inconsistent across the College with 71% of lessons graded good or better. The needs of learners in lessons are not consistently met: enjoyment of lessons rated low at 73% good or better, low ratings for motivating students to do their best at 76% good or better, and low ratings for providing a variety of activities in lessons at 74% good or better
- Analysis of the 2012 examination results indicates continuing variation between pass rates of different classes within the same subject; likewise the proportion of high grades achieved by different classes. In a few A level subjects there is more than a 10% difference in pass rates between one class and another [chemistry; law; maths; physics; psychology]
- The effectiveness of personal tutors in supporting students is variable particularly in A/AS tutor groups. Monitoring of personal tutor sessions isn't sufficiently robust leading to some poor practice being missed and not challenged
- Insufficient use was made of the learner voice to inform teaching and learning improvements. The use made of learner reps was limited and inconsistent and the response rate to the student questionnaire was low with around a third of students responding.

Section C - Outcomes for learners

Grade: 2

Strengths

- Significant rise in the overall success rate at AS of 3.9% in 2012 to 80.3%. This builds on a three year upward trend which is now above the national average
- A level success rates are good and have been maintained for four years around the high national average
- Timely success rates for apprenticeships are excellent and remain significantly above the national average in 2012. Overall success rate for apprenticeships improved 6.4% and are now over 5% above the national average
- Overall success rates on L1 and L2 courses are good and above the national average. This position has been maintained on BTEC L2 courses for the last four years.
- Almost all A level subjects show high pass rates, with half of the College provision achieving 100% pass rates
- Just over half of all AS subjects have very high pass rates (95% or more). Compared to 2011, the proportion of AS subjects with low pass rates is much reduced

- Art and design subjects account for a significant proportion (38%) of all the A* grades at A level. These same subjects have the highest proportion of high grades (A and B) at AS level [four out of five subjects with 50% or more high grades were art related subjects]
- One in five A level subjects show high grades achieved by over half the students who took the exam (fine art; graphics; photography; government and politics; law; sociology; Spanish; double maths)
- The proportion of AS courses with excellent valued added has increased from under one in ten to nearly one in three with nearly half of courses now showing a three year rising trend for value added. Overall the ALPs value added score for AS has improved from 6 to 4 which is now good.
- Value added on BTEC L3 courses is good and this has been maintained for four years though with a slight decline in 2012
- The percentage of high grades (C or above) for GCSE English is outstanding at 88% and has been at a high level for the last three years
- Good progression rates from AS to A2 in all the Arts and English subjects with particular strength in Fine Art, Textiles and English Literature where over 70% of students progress to A2
- Good progression to higher education with slightly under half of L3 students progressing to HE and strong progression to HE from a number of subjects [BTEC L3 Sport 47%; Geology 52%; French 33%; Fine Art 42%]
- Overall success rates on 16-18 long courses for most groups of learners are similar and around or above the national average [Ethnicity – White 82%, BME 81.5%; Disability – No Disability 82.7%, Declared Disability 80.8%; Learning Difficulty – No Learning Difficulty 81.9%, Learning Difficulty 81.6%; Deprivation – No Postcode Uplift 82.2%, Postcode Uplift 79.6%]

Areas for improvement

- Overall Success Rates for BTEC level 3 are low at 69% and below the national average following a 4 year decline mainly due to a fall in retention
- Success Rates for BTEC level 3 Extended Diplomas in 2012 showed a significant decline from 80.3% to 70.4% representing a 6.7% decline in retention and a 4.4% decline in achievement
- Success rates for a very small minority of subjects is very poor [AS Chemistry, AS Physics, BTEC L3 Engineering, L2 Certificate in Payroll]
- A reducing but still significant minority of A/AS subjects have low pass rates (7 out of 37 subjects)
- High grades for BTEC L2 Diplomas are poor at 4.2% following a decline of 18.9% from 2011 to 2012.
- Around 30% of A level subjects have a below average (30%) proportion of high grades. In a few subjects the number who gained a high grade is very low (Chemistry 4%, Physics 12%)
- Value added score at A level has declined to a low value of 7 showing a three year falling trend
- A2 students of average ability achieve in line with national average performance but higher attaining students (average GCSE point score of 6.1+) fail to do so as well with low value added scores
- Some variation in success rates for a few groups of learners in particular, overall success rates for male students are 6% below female students and AS students with Dyslexia have an overall success rate 15% below the average for all similar students

Section D - Quality of teaching, learning and assessment

Grade: 2

Strengths

- Overall the quality of teaching and learning is good with a significant improvement in the number of lessons judged good or better increasing from 65% in 2010/11 to 78% in 2011/12
- Progress in lessons has significantly improved with 78% of lessons judged good or better in 2011/12 compared to 58% in 2010/11. In A2 lessons resources and communication (which includes setting high expectations, instructions and explanations and questioning skills) were both rated highly at 88% good or better
- A good proportion of students (88%) felt teaching on their course was good or better and 83% of students felt they had achieved the learning outcome in observed lessons
- Strong assessment practice and careful student tracking are significant contributors to students' high achievement in many subjects [e.g. art, BTEC Sport, BTEC Early Years, Biology, Applied Science and English]
- Overall, AS teachers are good at judging the progress of able students based on their accurate predictions of the number of students who went on to achieve high grades (A and B)
- Good use of additional courses in some areas to develop employability skills [Sport – fitness training, gym instructing, personal training; Business – financial services; entrepreneurial pathway open to BTEC business students; ILEX for business administration students]
- Excellent work experience integrated into early years level 3 leading to high achievement and good employment prospects
- Information, advice and guidance is good and has improved year on year. On course advice and guidance is also good as a result of systematic intervention at key points in the year [support for internal progression L1 > L2 > L3, AS > A2]
- Learning support for students is good. This is highly responsive to referrals from across the College resulting in good success rates for those students who are given additional learning support [e.g. apprentices identified as needing additional learning support achieved timely success rates significantly above the national average] Students who received additional learner support provided very positive learner feedback
- Welfare support for students is good. Student services are very effective in encouraging students to get help when necessary and in monitoring the impact of their interventions which are viewed very positively by students
- There is strong additional support for students provided within the majority of courses to help them achieve well [e.g. on BTEC and A level sport courses students value highly the individual attention they receive in and out of the classroom]
- Effective projects to promote equality and diversity were developed in all faculties and provided opportunities for students to engage with equality and diversity issues throughout the year
- Very good enrichment programmes provided in Art & Design, Sport and Business Vocational which lead to high achievement. The competitive sport programme is very successful in meeting students' interests and has enabled them to compete well at regional and national level. Students commented on the high level of motivation generated by this programme

Areas for improvement

- The proportion of outstanding teaching is too low [21% in 2010/11 and has largely remained the same at 20% in 2011/12]. Likewise, the proportion of inadequate teaching is too high and has largely remained the same [5% in 2010/11 and 7% in 2011/12]
- Classroom management is inconsistent across the College with 71% of lessons graded good or better. The needs of learners in lessons are not consistently met: enjoyment of lessons rated low at 73% good or better, low ratings for motivating students to do their best at 76% good or better, and low ratings for providing a variety of activities in lessons at 74% good or better
- In a significant minority of subjects there is insufficient assessment, monitoring and tracking of student progress
- The support offered by A/AS personal tutors is inconsistent with a minority of tutors providing limited support for students' progress and achievement
- There is inconsistent feedback to students on their overall course progress each half term though feedback on individual pieces of work was good [focus groups suggested that many students had insufficient feedback about their half termly performance grades]
- Overall, A level teachers are inaccurate in judging the progress made by students based on their predicted performance grades which were too optimistic. This is true at all levels (top grades, middle grades, pass/fail borderline). [Teachers predicted 44% A or A* grades at A level against an actual 13%; in the middle range (C/D) they predicted 18% against an actual 53%; and on the borderline (E/U) they predicted 5% against an actual 11%]. AS teachers also overestimated the number of mid-range (C/D) grades, predicting 54% against an actual 44%, and underestimated the number falling into the borderline (E/U) zone, with 11% against an actual 28%
- Some groups of students achieve significantly different success rates compared to others at L3 [female students achieve success rates around 6% higher than males students; students who do not provide their ethnicity perform below the national average and have done for the last three years; Chinese students though very small in number achieve success rates significantly below the national average]
- The effectiveness of the VLE on the majority of courses was rated low by students

Section E – Effectiveness of leadership and management

Grade: 2

Strengths

- A strong ambition to become an outstanding college is communicated effectively by the executive leadership team and governors and embraced and promoted by the vast majority of managers across the College
- The capacity for the College to improve is excellent. The number of curriculum areas judged good or better in 2011/12 is 17 out of 23 compared to 13 in 2010/11 and shows a three year improvement trend. Likewise the number of areas judged in need of improvement or inadequate dropped from 9 in 2010/11 to 6 in 2011/12 with only two small areas now judged inadequate and also shows a three year improvement trend
- Very good progress has been made to reduce areas of failure in terms of outcomes for AS/A2 and to increase the proportion of courses with successful outcomes [reduction from 5 to 3 A level subjects with low pass rates; reduction from 11 to 7 AS subjects with low pass rates; percentage of

high grades at AS increased by 25% and value added improved from 6 to 4]. All AS/A2 subjects except ICT maintained their good pass rates achieved in the previous year 2010/11

- The lesson observation scheme is very good and provides accurate and robust judgements on the quality of teaching and learning and is used to identify specific areas of good practice and areas for improvement which inform staff training priorities
- Effective leadership of teaching and learning have resulted in teachers increasingly taking responsibility for developing their teaching skills [survey of teachers on learning improvement strategies showed 96% placed a very high value on informal discussions with colleagues on teaching and learning and 91% rated self-study/experimentation positively; teachers whose lesson were graded outstanding identified personal reflection on practice as the most significant agent in improving teaching]
- Continuing Professional Development is very effective and uses information from the lesson observation process, professional reviews and performance management interventions to target support
- Performance management is strong with particularly good support from HR. Issues are identified and dealt with in a supportive, but robust and timely way. Intervention led to significant improvement in business and performing arts courses which ensured good outcomes for learners. [Absence rates for staff are very good at just under 2%, around half the public sector average and under a third of the education sector average]
- Quality monitoring is very good. Monthly meetings for both the curriculum and functional areas supported by a range monitoring activities allow quality issues to be identified quickly and actions taken and monitored for impact. [e.g. additional support needs for students 'at risk' was identified and responded to quickly using learning performance coaches which had very positive feedback from students]
- Self assessment is strong using a range of good quality data to provide clear, sharp and robust judgements that are externally validated. These form the basis for quality improvement planning
- Equality and Diversity across the College is very good. A wide range of successful projects have been undertaken by the College to actively promote Equality and Diversity to staff and students. High quality training for staff and governors has raised confidence in dealing with equality and diversity issues. Bullying and discrimination is very rare and when identified is always challenged vigorously. Students rate very highly the extent to which they feel safe and are treated with respect.
- Very good partnership working used to develop curriculum offer to meet the needs of the local community. [e.g. working with Jobs Centre Plus to develop level 1 offer in Basildon; development of beauty therapy provision in Billericay; successful bid for Studio School in Basildon; broadening of apprenticeship offer]
- Very effective and well managed restructuring of the senior curriculum team to secure financial viability while improving outcomes for learners
- A wide and effective range of strategies are used to collect learner views. [e.g. lesson observation questionnaires, focus groups, the Principal's question time, daily management walkabouts, social media]
- Financial Health is good resulting from efficient curriculum delivery enabling the College to sustainably deliver its mission

Areas for improvement

- Analysis of the 2012 examination results indicates continuing variation between pass rates of different classes within the same subject; likewise the proportion of high grades achieved by

different classes. In a few A level subjects there is more than a 10% difference in pass rates between one class and another [chemistry; law; maths; physics; psychology]

- About 20% of AS subjects show marked variations between the pass rates of different classes [chemistry; economics; geography; ICT; law; maths; psychology]
- In six subjects, both at A and AS, marked variations exist in the percentage of top grades achieved by different classes within the same subject [geography; general studies; law; maths; psychology; sociology]. Variations between classes in the number of high grades are apparent in a further 14 subjects either at A level or AS
- Insufficient use was made of the learner voice to inform teaching and learning improvements. The use made of learner reps was limited and inconsistent and the response rate to the student questionnaire was low with around a third of students responding
- The effectiveness of personal tutors in supporting students is variable particularly in A/AS tutor groups. Monitoring of personal tutor sessions isn't sufficiently robust leading to some poor practice being missed and not challenged
- Insufficient progress made in tackling consistently poor performance in a few subjects primarily centred in Maths, Science and Technology
- The College is now data rich but further work is required to improve its presentation to make it more accessible. Difficulty in interpreting data has hindered progress in some areas. [Clarity of skills data]
- The quality of teaching and learning of newly appointed associate lecturers is very variable. Less than half of the observed lessons for associate lectures appointed last year were good or better compared to the College average of 78%

Appendix A

Curriculum Area Grades

Curriculum Area	Grade
Art Curriculum Area	1-1-1
Media Curriculum Area	2-2-3
Performing Arts Curriculum Area	2-4-3
Sport/FESCO Curriculum Area	1-2-3
Sport 1 Curriculum Area	2-2-1
Sport 2 Curriculum Area	2-2-1
Business Academic Curriculum Area	3-4-4
Business Professional Curriculum Area	3-3-3
Business Vocational Curriculum Area	2-2-2
English Curriculum Area	2-2-2
Humanities 1 Curriculum Area	2-3-3
Humanities 2 Curriculum Area (removed)	--2-3
Maths Curriculum Area	3-4-4
Science & Technology Curriculum Area	3-3-4
<i>Engineering</i>	4
<i>Chemistry/Physics</i>	4
Science Curriculum Area	2-2-4
Early Years Curriculum Area	1-1-1
Health Care Curriculum Area	2-3-2
Psychology Sociology Curriculum Area	2-3-3
Essential Skills Curriculum Area	1-1-1
Skills Curriculum Area	2-2-4
Learning Support	2-3--
Business Solutions Curriculum Area	2-2-2

Note: Grades for the last three years – 2011/12; 2010/11; 2009/10

Profile:

Year/Grades	1	2	3	4
2011/12	4	13	4	2
2010/11	3	10	6	3
2009/10	5	4	7	5