



**Portland
College**

**Self-Assessment
Report**

2014-15

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INTRODUCTION

Portland College is committed to providing the best learning experience, developing employability, independence and communication skills for disabled people, whilst working to become the leader of further education and training for disabled people regionally and nationally. We develop, deliver and sustain outstanding education, care and therapy for disabled people, creating partnerships which increase opportunities for disabled people in employment and social inclusion. We aim to develop our centre of excellence for fully inclusive sport. Establishing Portland College as the premier place for disabled people to learn, grow, live and work.

The highlights of 2014-15 include the successful implementation of a financial recovery plan, which has had a significant impact on improving low pay across the organisation. The restructure of the Learning and Teaching and Care departments, to improve our offer of individualised study programmes and the support for skills development offered to our learners and citizens, while maximising the High Needs funding we receive. Portland has this year secured a STEPs to employment contract, following changes to national Department of Work and Pension funding and the loss of a residential employment contract and a Sport England bid, which enabled the College to continue the development of its centre of excellence for fully inclusive sport.

Portland College is a charitable Specialist Provider Institution, providing non-residential and residential education and training for learners aged 16 and over with disabilities and/or learning difficulties. The College is funded by the following agencies:

1. The Education Funding Agency (EFA) who fund study programmes to develop employability, independence and communication skills, through 24 local authorities for learners aged 16-25.
2. The Department of Work and Pensions (DWP) fund residential employment training programmes for up to 103 people in receipt of disability benefits. This funding stream closed in August 2015. The College has been successful in securing DWP funding to support a new national Specialist Employability Support programme, which Portland will operate in the Midlands and Yorkshire and Humberside regions.

The College also generates charitable funding and public grants to support its capital investment.

Portland places great importance on working in collaboration and partnership with a wide variety of other agencies including our funding partners, local further education Colleges, the Education and Training Foundation, a wide range of employers, research bodies, Universities and Schools. Portland College has developed and expanded its work with partners in order to secure improved provision and outcomes for current learners, and to explore developing provision for a more diverse range of learners in the future.

This document is an evaluation of the work of the College against the new Common Inspection Framework (CIF) which was published in June 2015. It identifies and evidences the key strengths and priority areas for improvement within the Learning and Teaching provision but also captures similar evidence for some elements of the Care provision against the fundamental standards, where they impact upon self-assessment reporting. A key quality improvement identified for the year ahead, will be to reconfigure the service level agreements of other departments to create a framework

which enables the capture of relevant information to further develop the self-assessment process and drive improvement across the whole College on the Journey to Outstanding.

The information in this report is drawn from the responses of learning and teaching delivery and support staff generated at termly performance review and evaluation meetings and the evaluation of staff training and development sessions. Feedback from learners through the input of the Student Council, person centred reviews, tutorials and a range of surveys conducted throughout the year with learners and citizens, their parents and carers. The views of employers are gathered through feedback following participation by learners in work experience placements, which feed into the quality cycle. The College undertakes comprehensive quality assurance processes, overseen by the Vice Principal and led by the Quality Improvement Manager in Learning and Teaching and the Quality and Standards Manager for Care, from which further supporting information and data to accompany this report is created. The College has and will continue to strengthen its self-assessment processes, to encompass the whole organisation. The appointment of a data manager this year has been a significant step in improving the management of information across the organisation.

The College was inspected by Ofsted in March 2014, where it was judged to be 'Good' grade 2 across all areas. Since this time we have continuously worked towards an 'Outstanding' College provision and have achieved some significant improvements in key areas. During the year the College has addressed financial challenges, part of the response has resulted in a remodelling of the workforce, which has positively influenced a redeveloped curriculum offer to fully individualise Study Programmes, giving them an increased employability and independence focus.

Portland has successfully increased the number of High Needs Students (HNS) placed with us, so far achieving the 2012-17 five year plan growth targets, with opportunities to explore further growth via other routes such as supported internships, traineeships and apprenticeships. The College uses its HNS funding to challenge learners to develop their independence and independent living, employability and communication skills. The curriculum described in this document comprises of three specialist study areas, courses 1, 2 and 3 and learners were streamed and individually timetabled in order for programmes to accurately meet their learning and development needs. All study programmes offer maths and English as embedded and stand-alone delivery as well as personal and social development opportunities, allowing access to these aspects of curriculum for all learners at appropriate levels. Learning and care support continues to underpin day and residential learner, citizen and day service user experience and is increasingly rigorously monitored to provide maximum impact on access, learning, positive behaviour support and progression.

Therapy inputs have been further integrated into learning activities throughout this year. Assessment information from therapy and nursing staff directly links to learning and care plans and influences target setting and learning plans as appropriate. A wide range of specialist equipment and individualised communication technology is used to support the learning journey and life at Portland for many learners.

Many EFA funded learners are on the Autistic Spectrum or have extremely complex, multiple physical disabilities encompassing a wide range of congenital or acquired brain injuries and associated conditions. The College is working towards a nationally recognised Autism Accreditation.

Summary of key findings from Ofsted Inspection March 2014

This provider is good because

- Students make good progress in developing the skills they need to become more independent and to achieve their long-term goals. These include developing confidence, independent living skills, managing their behaviour and gaining relevant qualifications.
- Lessons are good where students are engaged in meaningful, practical activities which teachers plan well to meet individual needs.
- Highly effective teamwork between specialist therapists, teachers and support staff help students to develop good communication skills, their ability to make choices and engage fully in their learning.
- Teachers and learning support assistants, supported by the recently appointed Behaviour Support manager, provide very good support to students in managing their own behaviour.
- Leaders and managers, supported fully by the governors, have steered the college very well through a period of planned change and ensured that students continue to make good progress. Leaders are very focused on providing an extended range of learning opportunities for students.

This is not yet an outstanding provider because:

- Although teaching and learning is good overall, it is not outstanding.
- Managers and teachers have not consistently implemented the strategy for extending the development of students' literacy and numeracy functional skills across all provision.
- Students' targets are not consistently clear, specific and measurable across the provision to enable detailed and accurate recording of all skills and progress.
- The full implementation of a few recent management initiatives has not taken place, including the development of the range of work experience opportunities and the use of the electronic recording of progress to monitor students' targets and progress.

What does the provider need to do to improve further?

- Improve all teaching and learning by sharing the good and better practice in the college and making sure that teachers plan all lessons effectively to provide meaningful, practical activities that engage and challenge students.
- Strengthen the implementation of the functional skills strategy to ensure students extend their English and mathematics skills across all subjects and courses.
- Managers should rigorously review the system for setting targets to ensure that they are clear, specific, individual to students' needs and measurable. Monitor and improve the consistency of all targets and ensure that recording of progress indicates clearly what students can do and what they need to work on.
- Continue to implement recent management initiatives to develop a good range of varied work experience and to ensure that the recording of progress electronically fully supports the monitoring and improvement of all students' targets and progress.

Summary of key improvements since Ofsted Inspection March 2014

- The College has introduced a programme of coaching and mentoring for delivery and support staff, which has supported a move away from 3 graded observations per year, to a developmental and peer supported model for sharing best practice.

The promotion of collaborative planning and a stronger focus on meaningful practical activities that engage and motivate learners has been successful in raising the quality of learning and teaching, reflected through an improved observation grade profile and strong evidence from quality checks.

- The English and maths strategy was rewritten to ensure it links closely to the RARPA framework. Quality audits were conducted to ensure the full and consistent implementation of the strategy across all courses, resulting in significant improvements in learner achievements.
- Target setting has been a strong focus across the year, to ensure short, medium and long term goals are clearly linked, clearly address skills gaps and lead to more positive outcomes. Databridge information system use has been significantly improved to monitor and record learner progression.
- The number and quality of appropriate work experience placements and the learner participation rates in these have increased in year. The Databridge information capture of more appropriate targets and learner progression now fully supports this.

The Key Strengths identified by the College include:

- 36% of Learning and Teaching observations were graded outstanding. The overall profile reflects 94% outstanding and good sessions.
- Thorough specialist assessment processes identify clear starting points and highly effective team work supports individual learners' progression and achievement in all areas, including maths and English.
- Success Rates for all qualifications, including maths and English, are above the Regional and National Benchmark (East Midland Peer, Review and Development Group Colleges, National Success Rate Tables for Private Sector Public Funded providers and the National Benchmark 2014-15 for all FE and specialist institutions where comparisons can be made)
- Rigorous quality assurance processes, to support target setting, recognising and recording progress and data collection are improving outcomes for learners.
- Work experience placement opportunities and participation rates have increased.
- An increasingly cohesive, effective and ambitious College leadership and management team.
- There are no significant achievement gaps between different groups of learners
- Safeguarding is rigorous and effective.

Our priorities for the coming year which form the basis of our Quality Improvement Plan 15-16 (QIP) include:

- Continue to develop Self-Assessment and Quality Improvement processes across the whole organisation, developing a framework to integrate all aspects of the organisation, building on existing data collection and reporting, to strengthen and inform decision making and drive further quality improvements.
- Review the effectiveness and impact of governance.
- Focus on employability, increasing the quality of vocational, enterprise and work experience opportunities, fully utilising the campus and the specialist skills of staff and employers to improve employment outcomes for learners.
- Aim for outstanding quality of care against the 5 essential standards (Safe, Caring, Responsive, Effective and Well Lead)
- Establish a robust tutorial framework 'Preparing for the Future' that underpins positive progression and improves outcomes for learners (CIF Personal Development, Behaviour and Welfare)

- Strengthen mechanisms to capture learner/parent/employer/staff feedback and establish a 'Learner/Portland Voices' framework to create an accurate and transparent review process to maximise effectiveness in driving quality improvement.
- Safeguarding remains a high priority, we must embed the PREVENT agenda to ensure the prevention and protection from radicalisation and extremism through staff who are vigilant, confident and competent to challenge and debate prejudice.
- Promote British Values as a priority for all learners and ensure that staff are confident and competent to lead this and increase the focus on the Spiritual, Moral, Social and Cultural development of its staff, learners and citizens.

PORTLAND COLLEGE STRATEGIC VISION



Our Strategic Goals

- Become the leader of further education and training for disabled people regionally and nationally.
- Develop, deliver and sustain outstanding education, care and therapy for disabled people.
- Create partnerships which increase opportunities for disabled people in employment and social inclusion.
- Further develop our centre of excellence for fully inclusive sport.
- Establish Portland College as the premier place for disabled people to. Learn, grow, live and work.

SUMMARY OF GRADES AGAINST NEW COMMON INSPECTION FRAMEWORK
(June 2015)

Grades 1- Outstanding, 2 – Good, 3 – Requires Improvement, 4 – Inadequate	13-14*	14-15	15-16
A Effectiveness of leadership and management			
A1 How successfully ambitions for the provider’s performance are set, reviewed and communicated with staff, learners, employers and other partners.	2	2	
A2 How successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment.	2	2	
A3 The rigour of self assessment.	2	2	
A4 The strategic priority given to the provision of English and mathematics.		2	
A5 The extent to which leaders, managers and governors collaborate with employers and other partners.	2	2	
A6 How effectively leaders, managers and governors monitor the progress of groups of learners.		2	
A7 The extent to which learners receive thorough and impartial careers guidance.		2	
A8 How effectively leaders, managers and governors monitor the progression and destinations of their learners.		2	
A9 The extent to which leaders promote all forms of equality and foster greater understanding and respect of people of all faiths.	2	2	
A10 How well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values.		2	
A11 How well the provider prepares disabled learners or those with special needs to become more independent.		2	
A12 The effectiveness of safeguarding practice including the prevention of radicalisation.	2	2	
A13 The extent to which provision for all learners can be maintained and leaders and governors take action to ensure this.		2	
B THE QUALITY OF TEACHING LEARNING AND ASSESSMENT			
B1 Teaching and learning assessment methods and resources inspire and challenge all learners with their different needs.	2	1	
B2 Learners are supported to achieve their learning goal.		2	
B3 Staff have qualifications, training subject knowledge and experience relevant to their roles.		1	
B4 Staff identify learners’ support and additional learning needs quickly through effective initial assessment.	2	1	
B5 Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress.		2	
B6 Staff assess learners’ progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable.		2	
B7 Learners receive clear and constructive feedback through assessment and progress reviews and/or personal tutorials.	2	2	
B8 Employers, parents and carers are engaged in planning learners’ development.		3	

B9 Teaching, learning and assessment promote equality.	2	2	
B10 Staff are aware of and plan for individual learners' diverse needs.	2	2	
B11 Teaching promotes learners' spiritual, moral, social and cultural development.		3	
B12 Teaching, learning and assessment supports learners to develop their skills in English, mathematics and ICT and their employability skills.	2	2	
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE			
C1 The extent to which learners take pride in their work, become self confident and self-assured.		2	
C2 The proportion of learners who benefit from purposeful work-related learning, including external work experience.		3	
C3 How well learners develop the personal, social and employability skills, including English, mathematics and ICT skills required to achieve their core learning aims.		2	
C4 The extent to which learners achieve their specific units of their main vocational qualifications.		2	
C5 The extent to which learners' standards of work are appropriate to their level of study.		1	
C6 learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners.		3	
C7 How well learners know how to protect themselves from the risks associated with radicalisation, forms of abuse, grooming etc.		2	
C8 How well learners know how to keep themselves fit and healthy.		2	
C9 The extent to which learners feel and are safe and have a good understanding of how they can raise concerns.		2	
C10 Learners' understanding of their rights and responsibilities as a learner and where relevant as an employee.		2	
C11 The extent to which learning programmes allow all learners to explore personal, social and ethical issues and take part in life in wider society.		2	
C12 How well learners attend learning sessions and/or work regularly and punctually.		2	
C13 Whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers.		2	
OUTCOMES FOR LEARNERS			
D1 Learners make progress during their programme compared with their starting points.	2	1	
D2 Learners attain their learning goals.		1	
D3 Learners' work meets or exceeds the requirements of their qualifications, learning goals or industry standards.		2	
D4 Learners enjoy learning and make progress relative to their prior attainment and potential over time.		2	
D5 Learners progress to relevant further learning and employment relevant to their career plans.	2	2	
D6 Learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen careers and/or FE.	2	2	
D7 Severely disabled learners gain skills and progress to become more independent and/or progress to positive destinations.		2	

D8 There are any significant variations in the achievement of different groups of learners.	2	1	
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OVERALL EFFECTIVENESS: GOOD Grade 2

A: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT: GOOD Grade 2

A1 How successfully ambitions for the provider’s performance are set, reviewed and communicated with staff, learners, employers and other partners. Grade 2

An ambitious Development Plan and Action Report is agreed by the senior management team and the board of governors, which clearly sets out the priorities for the year. The Principal’s annual address, team briefings, College internal newsletters and the website communicates the key messages to all staff and other stakeholders. Strong quality improvement processes monitor and review this throughout the year, informing staff appraisals.

There has been an effective revision of the financial position of the College during this year, resulting in a restructure of the organisation to enable a positive refocus of the organisation and more specifically its curriculum offer, and securing sustainable provision in the medium term.

Governors play active roles on the Quality Improvement, Safeguarding and Equality, Diversity and Inclusion Committees, supporting leaders and managers to rigorously monitor all aspects of quality improvement across the organisation. A programme of ‘Seeing is believing’ which spans many aspects of the organisation enables governors to see for themselves how the College operates and focuses their attention on areas identified for improvement.

A2 How successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment. Grade 2

A robust staff development programme supported by a highly effective programme of coaching and mentoring has been successful in raising the standard of teaching, learning and assessment. A rigorous observation process, agreed with governors through the Quality Improvement Committee, integrating external moderation, which was provided through ‘Seeing is Believing’ programme which involves governors, the East Midlands Peer Review and Development group and the input of an external maths and English consultant, has successfully identified the significant strengths and few areas for development within learning and teaching.

Ref: observation of Teaching, Learning and Assessment profile, appendix 7, data handbook pages 10-12

A3 The rigour of self-assessment. Grade 2

The self-assessment process within College identifies and evidences the key strengths and priority areas for improvement within the Learning and Teaching provision but also captures similar evidence for the Care provision against the Care Quality Commission fundamental standards. It integrates feedback from learners, gathered through tutorials and person centred reviews, the Student Council and a cycle of accessible surveys made available to all learners. Staff make contributions through programme review and evaluation meetings, an annual staff survey and the appraisal process. Other stakeholder feedback is gathered through surveys and the Concerns, Complaints, Compliments and Comments process.

Learning and Teaching, Care, Safeguarding and Equality, Diversity and Inclusion, quality improvement plans are reviewed by key governors each term, through the Quality Improvement Committee. Learner views are gathered through person centred reviews, individual tutorials and their input into the Student Council and along with parent and carer, staff, governors and stakeholders feedback generated through a cycle of timely surveys and the Complaints, Concerns, Compliments and Comments information, feeds into the College quality improvement process. Increasingly accurate data collection and analysis supports leaders to set targets for measurable improvements and analyse their impact on the effectiveness of provision.

College finances are rigorously monitored by the Finance Working Group, now the Change Management Committee, who have oversight of the Financial Sustainability and Development Plan (FSDP)

Hospitality and Catering, Customer Service, IT and Marketing & Recruitment performance is monitored against service level agreements through the Quality Assurance Committee.

A4 The strategic priority given to the provision of English and mathematics. Grade 2

The College has revised its maths and English procedure and has developed a new strategy, supported by a key governor and following an external consultation in January 2015. This ensures that all individual study programmes enable learners to make progress, from a clearly defined starting point. Maths and English is a core element of all Study Programmes and processes ensure conditions of funding are fully met. Success rates have significantly improved in this year.

Ref- English and maths success rates appendix 2 data handbook page 2

A5 The extent to which leaders, managers and governors collaborate with employers and other partners. Grade 2

College Governors and leaders stay abreast of the changing political and economic landscape, they consult and are able to influence within the region and nationally. The College maintains strong connections with Natspec, Ofsted, the Education and Training Foundation, EMFEC, local specialist schools and other specialist and general FE providers, AoC, D2N2, Local Enterprise Partnerships and other key organisations.

Governors and College Leaders are members of Mansfield 20:20 which brings together over 100 local employers, an event now hosted by the College. Strong links with an increasing number of local employers has led to increasing participation by learners in external work placements and has increased the potential for positive employment outcomes and supported internships for future learner cohorts. The College has secured lifelong membership of the National Employer Engagement Database (NEED)

A6 How effectively leaders, managers and governors monitor the progress of groups of learners. Grade 2

Data management and reporting to evidence quality improvements and support leaders and governors in monitoring learner progress has been significantly strengthened following the appointment of a data manager. Monthly reporting by College managers enables individual learner progress to be consistently tracked and monitored, enabling quick action to be taken to address any issues arising. This is reported to Governors through the Quality Improvement and Equality Diversity and Inclusion Committees

There is a strong input for learners by the employer engagement and transition teams within Learner Services, to develop challenging and realistic plans for their futures.

Although learner achievement is outstanding this success does not translate into positive employment outcomes for some of our more able learners.

The College has established a new tutorial framework with a stronger focus on improving its processes for preparing learners for employment and has broadened its vocational and enterprise programme and effectively targeted its offer of impartial careers advice to match individual needs more effectively, using the developing employer network. Data collection and analysis has been strengthened to support and evidence this work.

The Quality Assurance and Improvement, Safeguarding and Equality, Diversity and Inclusion Committees, successfully hold leaders and managers to account for the impact plans for quality improvement have on the effectiveness of provision.

Ref: Success rates, appendix 2, 3, 4 and 5, data handbook page 2

A7 The extent to which learners receive thorough and impartial careers guidance. Grade 2

The College was successful in retaining the Matrix standard for Information, Advice and Guidance. Within the year 100% of learners have had an impartial person centred review to enable them and their support networks to make informed and realistic choices about their learning and futures, reflecting best practice

A8 How effectively leaders, managers and governors monitor the progression and destinations of their learners. Grade 2

Person Centred Reviews, Reviews of Progress and transition planning meetings are very effective in providing holistic support for reviewing current individual learning programmes and agreeing challenging but realistic future plans with learners.

A strong 5 stage RARPA (Recognising and Recording Progress and Achievement) processes successfully tracks the progress and success of learners throughout their programmes and improved quality assurance and self-assessment processes effectively use this information to guide future planning, to make a positive impact on provision.

Learner outcomes are closely monitored by leaders, managers and governors using improved management information through the Quality Improvement and Equality, Diversity and Inclusion Committees

Ref: outcomes for all leavers, appendix 9, data handbook page 14

A9 The extent to which leaders promote all forms of equality and foster greater understanding and respect of people of all faiths. Grade 2

The College has a strongly committed Equality, Diversity and Inclusion Committee, which includes a governor representative and reports to the Quality Improvement Committee. It is effective in cultivating and encouraging a greater understanding and respect for everyone within the College community. Improved data reporting evidences and supports this work.

EDI themes have been very successfully embedded throughout the curriculum and across the organisation, culminating in an 'Our Day' event which celebrates equality and diversity and involves all learners and staff and welcomes the local community into the College. Additional staff information around the 9 protected characteristics has been collected in year and the College improved and published its data in line with the Public Sector Equalities Duty.

There was 100% attendance on EDI awareness training on induction. Mandatory EDI workshop 8 refresher training on 2 yearly cycle achieved 49% against an overall target of 89% over two years.

A10 How well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values. Grade 2

The College has established a good initial awareness of British values through learner participation in a notice board competition and on ‘Our Day’, which was themed around British Values. 89% staff surveyed rated the event as good or better. Learner survey feedback and Learner Council activity demonstrates that learners are involved and understand democratic processes and the ethos of the College, which is closely aligned with British values.

Curriculum themes promote British Values and have become more specifically related to the key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs as the year continued.

A11 How well the provider prepares disabled learners or those with special needs to become more independent. Grade 2

100% of learners have rigorous independence targets while at College. These are monitored, reviewed and updated at the end of each half term. Integrated therapy targets and excellent team work supports the development of independence skills.

Ref: target achievement, appendix 6, data handbook page 8

A12 The effectiveness of safeguarding practice including the prevention of radicalisation. Grade 2

Safeguarding across the College is strong. A recent staff survey shows that 100% of staff understand the processes, are confident that they know how to respond to an incident and 92% feel that incidents are dealt with effectively. The PREVENT agenda has been raised through the Safeguarding Review Group and Equality, Diversity and Inclusion Committee. A PREVENT and British Values action plan has been created and will drive action across the organisation in 2015-16. WRAP (workshop to raise awareness of PREVENT) training has been created and will be rolled out across 2015-16 to all staff and governors. It has been adapted for learners, citizens and day services and embedded into programmes, following the initial training of key managers who are leading on this initiative. Key information has now been embedded into Safeguarding and EDIC Induction and mandatory refresher training. Notice boards display PREVENT information and SECURIUS software has been installed within the IT network to monitor activity that may raise concerns related to radicalisation and extremism.

A13 The extent to which provision for all learners can be maintained and leaders and governors take action to ensure this. Grade 2

College leaders and Governors have excellent external links and remain up to date with the national, regional and local agenda. Governors work closely with Senior Leaders to monitor finances, guide business development, identify and mitigate against potential risks to the organisation.

**Effectiveness of Leadership and Management:
Areas for Improvement (QIP, 2015 -16)**

1	A1 Review Governance – review board cycle and utilise leadership and governance checklist (CIF)
2	A1 Develop and extend ‘Seeing is believing’ programme with Governors

3	A2 Improve appraisal documentation to capture the impact of targets set and training undertaken against key quality improvement priorities
4	A3 Improve whole College self-assessment process and quality improvement planning, monitoring and moderation processes. Create a framework to ensure the fullest integration of all departments into the self-assessment process.
5	A3 Establish Quality and Staff Development Committee to monitor quality assurance and drive improvements, linking these more closely to the staff development plan.
6	A3 Establish whole College staff development plan to link to quality improvement plan and appraisals to. Staff development plan to be held and monitored centrally by newly appointed staff development manager to drive quality improvement, ensure value for money and measure the impact of induction, mandatory training and CPD. Revise Induction programme for all new staff
7	A7 New tutorial framework to offer a wider range of impartial careers advice, from September
8	A10 Consolidate and improve Learner / Portland Voices – to better capture and analyse learner, parent/carer, employer and staff feedback. Review CCCC procedure to better capture information and establish an action monitoring process following concern or complaint investigations
9	A12 Workshop to Raise Awareness of Prevent (WRAP) training to be delivered to 8 key College managers in early September. PREVENT training to be rolled out across College in 2015/16, as identified in PREVENT action plan. PREVENT information on College Website

B QUALITY OF TEACHING, LEARNING AND ASSESSMENT: GOOD Grade 2

B1 Teaching and learning assessment methods and resources inspire and challenge all learners with their different needs. Grade 1

A rigorously implemented process for the observation of Teaching and Learning has captured a steady increase in quality. Lessons deemed as outstanding have increased from 25% in 2013/14 to 36% in 2014/15 and lessons deemed as requires improvement have decreased from 8% in 2013/14 to 6% in 2014/15. There is no inadequate Teaching and Learning.

Ref: observation of Teaching, Learning and Assessment profile, appendix 7, Data handbook pages 10-12

Further analysis gathered from a range of quality assurance activities show emerging strengths within teaching and learning as planning and preparation, active learning and practical activity to support the development of employability and independence skills, positively managing the behaviour of challenging learners, improvements in target setting and tracking and the embedding of maths and English.

B2 Learners are supported to achieve their learning goal. Grade 2

The College has a robust system of support for learning, both in and between learning sessions. Multi disciplinary team working ensures support needs are met and consistent with initial assessment and funding. The College has upgraded to a Databridge web browser version to improve the capture of live learner information and the sharing of this by all staff.

Ref: Breakdown of learner support ratios, appendix 10, data handbook page 15

B3 Staff have qualifications, training subject knowledge and experience relevant to their roles. Grade 1

100% of teaching staff have relevant teaching qualifications. All teaching and learning staff take part in planned specialist staff development activities that relates to the continual improvement of Learning and Teaching as identified on the Quality Improvement Plan, as well as in mandatory refresher training required for their specific roles. Learning and Teaching staff attend a variety of CPD activities linked specifically to their role including visits to other specialist providers and networks to share best practice. Many staff also support other organisations to improve their specialist skills, as part of planned peer development activities. 21 Learning support staff have undertaken a Level 3 qualifications for Learning Support Practitioners and in supporting learners with Autism.

B4 Staff identify learners' support and additional learning needs quickly through effective initial assessment. Grade 1

The College operates a robust specialist initial and baseline assessment process for all learners that clearly identifies individual needs and identified long term goals. Multi-Disciplinary teams successfully work together to assess the learner and share information with relevant staff using Databridge and complete reports including Education/Positive Behaviour Support/Speech and Language Therapy/Occupational Therapy/Physiotherapy which guides individual learner programme planning The impact of this support is measured and reviewed on an individual basis throughout the learner's time at Portland to provide highly effective and high quality support for learner progress and achievement.

B5 Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress. Grade 2

All learners have a personal tutor who works with them to ensure that their programme of study is tailored to meet their individual needs and regularly reviews progress in preparation for transition. Best practice is reflected in that vocational and English and maths tutors also set targets and review this more specific progress with learners. Good multi-disciplinary team work sees all staff involved with learners working together to write a detailed Reviews of Progress to support the learner's transition.

B6 Staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Grade 2

Staff follow the 5 stage RARPA quality assurance framework to continually assess learners progress against targets linked to their medium and long term goals and this is formally documented each half-term as a minimum. Targets are tracked on a session basis and for some learners target achievement is recognised and celebrated immediately to encourage participation and engagement. Quality Assurance processes at Portland are rigorous. All staff attend scheduled standardisation and moderation meetings relevant to the qualifications they are delivering to ensure that assessments are reliable and fair and that feedback is informative and timely. External verification reports are strong reflecting our good practice and most curriculum areas have achieved direct claims status with awarding bodies.

Ref: target achievement, appendix 6, data handbook, pages 8 and 9

B7 Learners receive clear and constructive feedback through assessment and progress reviews and/or personal tutorials. Grade 2

Learners receive feedback from each taught session (both verbal and written). A 1:1 tutorial review of progress is held at least once per term with the personal tutor (learner-led where possible) with input from vocational or specialist tutors using continuous assessment evidence.

B8 Employers, parents and carers are engaged in planning learners' development. Grade 3

Parent and carers are engaged in the planning of the learners' current programme of study and plans for their future during the initial and baseline assessment period, through person centred reviews and this is reflected in the review of progress reports, which are required by the local authorities who fund placements.

This is an area identified for improvement. Plans created at the end of this year are now in place to improve the capture of learner, parent and carer and employer voices to further strengthen this process.

B9 Teaching, learning and assessment promote equality. Grade 2

Written observation feedback reflects the emerging strength of Equality Diversity and Inclusion within teaching, learning and assessment. There has also been significant work in Learner Services to link with the curriculum delivery team to share resources and raise awareness of diversity and tackle discrimination and bullying. Staff and students challenge stereotypes and value the diversity of those attending, working and visiting the college. The Learner Council has developed a strong voice. Students have also been involved in a partnership project with the local authority and a supported employment provider to create a Social Enterprise called Autism RUs to promote awareness of autism both internally and externally.

A tutorial framework developed by Learner Services supports further improvement in EDI delivery with a clear structure of events that can link EDI to learner qualifications and ILPs on an individual basis. The tutorial framework offers extensive opportunities

for learners to develop their understanding of people and communities locally, nationally and internationally through whole college, group and individual sessions and activities.

B10 Staff are aware of and plan for individual learners' diverse needs. Grade 2

Staff are very effectively using information from the initial and baseline assessment to develop an ILP with the learner and use this to support their planning to meet individual needs. This planning includes directing appropriate support, making reasonable adjustments in delivery and assessment and ensuring resources meet the diverse needs of the individual and group.

B11 Teaching promotes learners' spiritual, moral, social and cultural development. Grade 3

Grade 3

The College has a strong EDI/Spiritual Moral Social and Cultural focus throughout the academic year through themed and integrated curriculum activities, supported by a range of cross college focus events. Spiritual, Moral, Social and Cultural development is specifically themed throughout the curriculum and is supported by specific events led by Learner Services as an integral aspect of the tutorial framework. This is an area identified for improvement as the capture of evidence to support self-assessment needs to be strengthened.

B12 Teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills. Grade 2

Maths and English is a priority area of development at Portland. Both embedded and discrete delivery is used and all learners have a Personal Tutor who works with them to ensure that their programme of study is tailored to meet their individual needs. Tutors use the initial and baseline assessment information as well as diagnostic results for maths and English to identify skills gaps and set targets which develop English, maths, ICT, employability and independence skills, through vocational options, work experience and related learning. Learners also have personal targets linked to attitudes and behaviour that support progression into employment, further learning and independent or supported living. Enterprise activities include the student shop, soap making, card making, growing produce to offer opportunities to develop the wide range of employment skills, including appropriate behaviours and attitudes. Planning to increase enterprise activity and work related learning opportunities linked to each vocational area has been a feature of the final term.

Quality of Teaching, Learning and Assessment: Areas for Improvement (QIP, 2015-16)	
1	B1 OTL Target of 95% Good or Outstanding with 40% Outstanding for 15/16. Establish revised observation process to support development and reach targets
2	B2/B4 Establish new curriculum of individualised study programmes to increase development of employability and independent living skills and extend enterprise opportunities. Improve the use of Databridge to share learner, citizen, service user information across support teams and monitor attendance at all sessions
	B3 Staff development programme to support new curriculum offer. 100 % of new delivery staff to achieve teaching qualifications /QTLS within 2 years of appointment
	B3 Upskills all delivery staff to at least Level 2 in maths and English
	B3 Lead for English – to achieve specialist qualification –L4/L5
	B3 GCSE input needed – develop provision at Portland
4	B4 Revise therapy strategies to improve practice, identify impact measures and reporting (timely to particular group) for all therapies and Learning Support Assistant support (evaluations linked into the ILP) to improve effectiveness and efficiency of learning support on Learning and

	Teaching
5	B4 Improve initial assessment for Portland Freedom citizens and Day Services users that do not access Learning and Teaching. Introduce Risk Rating system to screen for historical behaviour or safeguarding concerns
6	B5 Personal Tutor to have responsibility (accountability) for overall learning ILP/targets/review of progress etc to support an holistic view of learner programmes of study
7	B5 Develop a consistent approach/ quality of ILP and targets/quality of ROP / all staff to use Databridge and continue to monitor through QA audits
8	B6 Revise and implement QA of IV procedures against CAMERA model Quality Improvement Manager to devise a college strategy for IV and Lead IV and QIM sampling to use across all qualifications using the CAMERA model
9	B6 Strengthen a standardised approach to quality assurance through training on IV processes/ summative and formative assessment
10	B7/B6 Improve assessment practices through staff training on formative and summative assessment and writing constructive feedback
11	B7 Establish the Tutorial Framework – descriptive and structured to ensure a consistent approach to tutorials and access to related inputs based on ILP (linked to EHCP) and monitor attendance, PDBW and SMSC
	B8 Improve the links with industry for enterprise, enrichment and work experience development to improve learner employment outcomes. Increase participation in internal and external work placements and establish further supported internships
12	B8 Develop a Parent-carer networks and establish an forum(online and led by Learner Services to increase participation and means of sharing information on progress/ attendance/ improvement through sharing of the ROP) plus face to face on travel days led by Learner Services
13	B8 Develop an Employer network forum to increase communication links and means of sharing information on progress/attendance/punctuality and other employment related skills
14	B8 Strengthen the effectiveness of RARPA QA framework – identify dates for informing parents/carers/employers etc on progress/ attendance/ improvement through sharing of the ROP and devise a document for the capture of learning conversations to ensure a standard approach to tutorials
15	B9 Evaluate the impact of EDI inputs (through TF) with learners and staff
16	B9 Improve learner engagement with Safeguarding activities, through active participation linked to curriculum and the new tutorial framework. Develop posters for access to support (with reference to Safeguarding and other key support areas) to increase learner engagement and support L&T delivery of key themes
17	B10 Monitor the use of adapted/diverse range of resources used in sessions to meet the needs of individual learners including AAC/AAT/ICT/PT/OT through the L&T Observation process
18	B11 Develop a Tutorial Framework to support teaching that promotes SMSC development of learners. Include Topical Debate sessions – Spiritual Beliefs (1x per term) and monitor uptake/attendance
19	B12 Fully establish a rigorous maths and English QA procedures, in line with revised strategy. Develop New Ways of Working – curriculum changes to offer accredited programmes that support the development of work skills. Improve maths and English achievements at Level 2 and develop GCSE provision

C1 The extent to which learners take pride in their work, become self-confident and self-assured. Grade 2

100% of learners had a Person Centred Review during this academic year, where they were able to reflect on their successes. Learners are encouraged to take pride in the College, in their work and to celebrate their successes in a number of different ways including -

- Celebrations of Learner Achievement (COLA) awards
- the annual Awards Day
- art exhibitions (James Moore one of our Course 3 learners– held his own photography exhibition)
- notice board competitions
- participation in Learner Shows, December and July
- participation in numerous sports events and the Duke of Edinburgh award scheme, from which Portland College has been nationally recognised as the leading inclusive team with great success in learners achieving bronze and silver awards
- ‘Our Day’ where learners showcased the diversity of the College and their talents in many areas.

This year has seen the introduction of vocationally related inclusive skills competitions, following training for key managers.

Employer feedback from work experience providers is used to offer opportunities for learners to reflect on their successes and develop confidence to support progression in work.

C2 The proportion of learners who benefit from purposeful work-related learning, including external work experience. Grade 3

Portland has work experience links with 150 employers. The participation rates have increased significantly with 59% of learners accessing internal work placements and 38% of learners accessing external work placements. This represents an improvement in the participation in external placements of 13% on the previous year. Work experience placements realistically reflect the demands of the work place and offer good opportunities for learners to engage with the challenges of meeting standards including dealing with customers, meeting deadlines and working to specific standards.

Work experience placements are now being planned to be progressive, tasters lead to vocationally relevant internal placements of longer duration and in turn become targeted to external placements linked to specific individual needs and the long term outcome planned for individual learners to achieve improved employment outcomes. This is an area identified for improvement. The College has begun to improve the tracking, monitoring, evaluation and reporting of targeted work experience opportunities.

Ref: work experience by internal and external placement, appendix 8, data handbook page 13

C3 How well learners develop the personal, social and employability skills, including English, mathematics and ICT skills required to achieve their core learning aims. Grade 2

A 96% success rate for learners against their RARPA targets reflects the rigour with which staff set and track progress and achievement. All targets are quality assured to ensure that target setting standards are steadily improving year on year and have an impact on learner social and personal development. Learner target tracking takes place across all FE provision and high quality reports are generated on a regular basis, to support funder requirements.

Ref: target achievement, appendix 6, data handbook pages 8 and 9

C4 The extent to which learners achieve their specific units of their main vocational qualifications. Grade 2

Learner achievement on vocational qualifications is at 97%. Learner achievement on RARPA (non-qualification, personal targets to enhance learning, future employment and increased independence) is at 96% making learner achievement outstanding.

Ref: success rates by subject, awarding body and qualification, appendix 5, data handbook page 5

C5 The extent to which learners' standards of work is appropriate to their level of study. Grade 1

Learners work is always consistent with their level of study as identified in External Verifiers reports. We have achieved direct claim status with 5 out of 6 Awarding Bodies we use. Examiners' reports consistently praise the both the breadth and depth of assessment methods which dynamically capture learner achievement. We have received national recognition of learners' achievements through Sports Leaders UK and the Duke of Edinburgh Awards Scheme. Outstanding success rates reflect the successful achievement of learners.

Ref: success rates by subject, awarding body and qualification, appendix 5, data handbook page 5

C6 learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners. Grade 3

Improvements have broadened the offer of support for learners in choosing their career pathways, as appropriate to individuals. This is an area identified for further improvement and plans have been devised to ensure that will be available to all learners through the improved tutorial framework and in a more targeted manner as Initial Advice and Guidance interviews (linked to 1:1 tutorials) as well as through group events led by Learner Services.

C7 How well learners know how to protect themselves from the risks associated with radicalisation, forms of abuse, grooming etc. Grade 2

There is specific input around Safeguarding to all learners through induction and baseline assessment activities, this is differentiated according to learner need and supported by the Speech and Language Therapy team, who provide signing, communication and visual aids to ensure learner involvement in sessions. Safeguarding advice appears on all PCs screensavers.

C8 How well learners know how to keep themselves fit and healthy. Grade 2

Learners have a comprehensive enrichment and healthy living awareness offer throughout the academic year that reflects the needs of learners'. Tutorial inputs focus on specific information to support learners understanding on how to keep fit and healthy relative to their individual needs. Vocational and enrichment programmes provide opportunities for active learning. In 2015 -16 the College will measure attendance at

events to evaluate the impact – enrichment and other health and fitness related events through the Learner Voices surveys.

C9 The extent to which learners feel and are safe and have a good understanding of how they can raise concerns. Grade 2

Parent/ Learner surveys results show 100% of learners feel safe at Portland.

C10 Learners’ understanding of their rights and responsibilities as a learner and where relevant as an employee. Grade 2

The College holds a number of events, awareness days, forums and Learner Council meetings to ensure that learners understand their rights and responsibilities. Activities are successfully embedded into the curriculum and enterprise programme to enhance learners understanding of their rights, responsibilities and citizenship and support them in accessing the local community as consumers.

C11 The extent to which learning programmes allow all learners to explore personal, social and ethical issues and take part in life in wider society. Grade 2

All learners have access to an enhanced enrichment programme throughout the academic year that supports Spiritual, Moral, Social and Cultural development. SMSC is themed and closely linked to the curriculum, delivered through tutorials.

C12 How well learners attend learning sessions and/or work regularly and punctually. Grade 2

Work experience attendance is good. 95% of employers were happy with learner attendance and 98% with punctuality.

C13 Whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers. Grade 2

The appointment of a Behaviour Support Manager in 2013 has had a marked positive impact on behaviour and behaviour management. Data and evidence to support this has increasingly improved over this year. There has been a comprehensive programme of staff training and Positive Behaviour Support to establish a positive ethos, which has resulted in a reduction in ABC incidents by 77%. There has also been 10% growth in Positive Behaviour Support Plans created to support staff in supporting learners to manage their own behaviours. Employer feedback survey results shows that 85% of employers were happy with learners working safely and responsibly and 95% were happy that learners followed H&S guidelines.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF LEARNERS: Areas for Improvement (QIP, 2015-16)	
1	C1 QIP –Plan and extend enrichment opportunities. Increase inclusive skills competitions linked to the vocational curriculum and attend local and national skills competitions.
2	C2 Increase participation work experience opportunities Improve tracking, monitoring, evaluation and reporting of targeted work experience opportunities
3	C3 Improve recording, monitoring and reporting of learner targets through improved use of databridge. Use new ways of working to support effective tracking against specific target areas – using ECLIPSE to link to clearly defined outcomes to address issues with target achievement early on
4	C4/C2 – Establish new curriculum of individualised study programmes. New curriculum offer – offer further accreditation for work related skills development, as well as vocational skills.
6	C6 – Establish tutorial framework. Improvements planned to widen this to all learners

	through the tutorial framework and in a more targeted manner 'Preparation for Work/the Future' and targeted IAG interviews
7	C7 Establish Tutorial Framework – social media sessions/ Internet Safety 5 x per year. Create HELP poster –to support accessibility and curriculum input on safeguarding
8	C8 Plan and extend enrichment opportunities. Measure attendance at events to evaluate the impact of enrichment and other health and fitness related events.
9	C9 Consolidate and improve Portland Voices. Introduce a new question on the Induction Survey – do they know who to contact if they feel unsafe. Create and promote a HELP poster. CCCC procedure to be reviewed
10	C9 Improve learner engagement with safeguarding activities. Closer monitoring of attendance and punctuality through tutorial framework to include 2inputs in induction (developing in year) related to British Values Revise the Buddy System, review and remarket (through Learner Services and Learner Council – We Need You! – poster competition)
11	C11 Develop the use of Branches Learner Zone to support resources for work experience Add Bksb to Learner zone to develop learner use of online resources links to embed maths and English into work experience. Create learner record of access for improved data collection
12	C12 Monitor attendance. Share reports on data and trends to support developments in practice
13	C13 Establish tutorial framework. Improve on the number of learners accessing IAG careers interviews

D OUTCOMES FOR LEARNERS: GOOD Grade 2

D1 Learners make progress during their programme compared with their starting points. Success data reflects improvements in all subject areas including maths and English from 13-14.

Grade 1

Success data is above the national benchmark for 2014-15 for all institutions where comparisons can be made. Qualification success rates for Maths are 90% (77% 13-14) and for English are 95% (63% 13-14). 96% of learners achieved their RARPA targets

D2 Learners attain their learning goals. Grade 1

Qualification success rates overall = 95% (77% 13-14)

Qualification success rates - vocational = 97% (83% 13-14)

Qualification success rates – Maths = 90% (77% 13-14)

Qualification success rates – English = 95% (63% 13-14)

Qualification success rates – Independence =96% (81% 13-14)

RARPA success rates – 96% (96% 13-14)

Ref: success rates, appendix 2, 3, 4 and 5, data handbook pages 2-7

D3 Learners' work meets or exceeds the requirements of their qualifications, learning goals or industry standards. Grade 2

Learner work is always consistent with their level of study as identified in strong EV reports.

Work experience placements realistically reflect the demands of the work place and offer good opportunities for learners to engage with the challenges of meeting standards including dealing with customers, meeting deadlines and working to specific standards.

D4 Learners enjoy learning and make progress relative to their prior attainment and potential over time. Grade 2

Learner survey results data show that 100% of learners enjoyed their time at Portland

96% of learners met their non-accredited RARPA targets, which includes Personal and Social Development.

Ref: success rates by streaming, non-accredited (RARPA) appendix 4, data handbook page 4

D5 Learners progress to relevant further learning and employment relevant to their career plans. Grade 2

Destination data shows the need to focus on improving learner outcomes in employment and progress to further education. The College has strengthened data capture to include the type of and hours spent on work experience more effectively, to monitor the impact of a targeted approach.

Ref: outcomes for all learners, appendix 9, data handbook page 14

D6 Learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen careers and/or FE. Grade 2

Destinations data shows 95% of learners achieved positive destination outcomes against targets. More ambitious targets for learner employment outcomes will be set for 2015-16.

Ref: outcomes for all learners, appendix 9, data handbook page 14

D7 Severely disabled learners gain skills and progress to become more independent and/or progress to positive destinations. Grade 2

58% of learners access specific Independent Living Skills sessions (100% of course 1 and course 2 learners). Course 3 learners have personalised ILS targets, which are embedded into their programmes but do not attend specific sessions. 42% of learners have access to employability skills sessions. Employability skills will be further embedded into all learner sessions as appropriate in 2015-16.

Ref: target achievement, appendix 6, data handbook page 8

D8 There are any significant variations in the achievement of different groups of learners. Grade 1

There are no differences between different groups of EFA learners in overall success rates. There was however a significant difference in achievement at Level 2 for maths and English against all other levels on DWP employment programmes. These programmes will not be running in 2015-16.

Ref: success rates, appendix 2, 3, 4 and 5, data handbook pages 2-7

OUTOMES FOR LEARNERS	
Areas for Improvement (QIP, 2015-16)	
1	D1 – Establish rigorous maths and English QA procedures. Review Maths and English delivery at Level 2 to identify reasons for lower success rates and action improvements
2	D2 Improve RARPA target setting. Review the setting of learner targets and link to databridge to ensure appropriateness and aim for 100% achievement
3	D4 Improve recording, monitoring and reporting of learner targets through improved use of databridge. Report on learners starting points and progression by level where possible
4	D6 & D7 Establish new curriculum of individualised study programmes and establish new ways of working to focus on employability
5	D5 Increase employment outcomes. Report on the number of learners who have Employment as an outcome on EHCP to ensure targets and study programme is appropriate to outcome