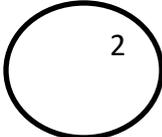


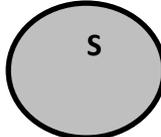


Nottingham City Secondary Education Partnership  
Working Together

## NCSEP EVALUATION REPORT 2016-2017

<b>NAME OF PROVIDER: FUEL</b>	<b>DATE OF EVALUATION: Tuesday 7<sup>th</sup> February 2017</b>
<b>EVALUATION TEAM: Jodi Stead</b>	<b>MODERATOR:</b>

**PREVIOUS QA OUTCOME:** 

**NEW 2016/17 QA OUTCOME:** 

**Context of visit:** Lessons in Mechanics, Construction, Internet Safety, PSD and Health and Social Care were seen. A work sample from all subject including FS English and Maths was analysed, students were interviewed and they took part in a questionnaire. There were interviews with provision leaders and staff.

**Provision Strengths:** Leadership and management is a strength, there is a clear vision and structure in place to maintain high standards and strive for improvements in all areas. Outcomes for students are excellent and the provision has maintained a strong track record.

**Key Areas for Development:** Provision leaders are working to improve attendance and punctuality to lessons.

### Quality Assurance Breakdown:

### QA Mark

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	
QUALITY OF TEACHING, LEARNING AND ASSESSEMENT	
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	
OUTCOMES FOR STUDENTS	

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.1	Capacity for securing further improvement is excellent. Leaders have created a culture that enables students and staff to excel.	Capacity for securing further improvement is good. Leaders set high expectations of students and staff.	Capacity for securing further improvement is not good. E.g. there is no SEF/Action planning.	Capacity for securing further improvement is poor and the improvements leaders have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
Evidence	Leaders work effectively from an annual Self-assessment Review and a Quality Improvement Plan. These are based on the four Ofsted areas of effectiveness of leadership and management; teaching, learning and assessment; personal development, behaviour and welfare; outcomes for students. Within each outcome area there is a uniform approach to evidencing progress: Standards, Evidence, Key areas for development. The Quality Improvement Plan mirrors the four outcome areas and sets target dates, success criteria and progress notes. Leaders are well aware of how to improve in all areas. At the time of the evaluation visit, leaders were awaiting the outcome of their Independent School registration. This has now been confirmed and FUEL are recognised as an Independent School.			

GOLD		SILVER	BRONZE	COPPER
1.2	Leaders focus on consistently improving outcomes for all students, but especially for disadvantaged students. Progress is rising across the curriculum, including in English and maths.	Leaders are ambitious for all students and promote improvement effectively. The Provision's actions secure improvement in disadvantaged students' progress, which is rising, including in English and maths.	Leaders are not focused on improving outcomes for all students and there is varying discrepancy between many student groups.	Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged students. Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of students.
Evidence	There are half termly Director meetings and weekly management meetings (which includes 2 of the 3 Directors). There is robust analysis of student progress and leaders are already succession planning. There will be an increased offer from September 2017 of GCSE Maths and English and GCSE Citizenship. Leaders have submitted a centre registration for GCSE Citizenship and are awaiting approval from the exam board. Leaders are looking to provide commissioners with bespoke packages and have a mixture of vocational and GCSE packages.			



## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.3	Leaders use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the Provision.	Leaders use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the Provision.	Leaders do not use performance management in an effective way to improve teaching. There are gaps in spreading good practice across the Provision.	Due to a lack of rigour, performance management is very ineffective in improving the quality of teaching across the Provision.
Evidence	Leaders were able to show me and talk through the Performance Management folders of a selection of staff. Every term tutors meet with the leadership and review short term and long term targets that have been set. Targets are subject specific e.g. complete the Internal Verifier course for the Health and Social qualification. Records are kept meticulously and the Performance Management folder is a working document which the internal QA checks feed into.			

GOLD		SILVER	BRONZE	COPPER
1.4	Leaders in the Provision work highly effectively in partnership with commissioning schools, external agencies and the community to improve, extend the curriculum and increase the range and quality of learning opportunities for students.	Leaders in the Provision work well in partnership with commissioning schools, external agencies and the community to improve, extend the curriculum and increase the range and quality of learning opportunities for students.	Leaders in the Provision have gaps in their opportunities to work effectively with commissioning schools, external agencies and the community.	Leaders in the Provision have poor relationships with commissioning schools, external agencies and the community.
Evidence	Leaders work with many commissioners: Unity Learning Centre, Denewood Learning Centre, Ellis Guilford, Alderman White, Djanogly Academy, Christ the King, EOTAS etc. In addition to the commissioners, FUEL work with Lifeline Journey, Futures, NUH, social services, YOT, CAMHS, SHARPS and other multi-agencies. Records are kept and student files indicate the level and frequency of support they have received.			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.5	Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the Provision's work. Leaders promote equality of opportunity and diversity exceptionally well.	Leaders consistently promote fundamental British values and students' spiritual, moral, social and cultural development. Leaders promote equality of opportunity and diversity, resulting in a positive ethos and culture.	Leaders miss opportunities to promote British values and students' spiritual, moral, social and cultural development. Leaders miss opportunities to promote equality of opportunity and diversity.	Leaders do not promote fundamental British values and students' spiritual, moral, social and cultural development. It is not embedded in the ethos of the Provision. Leaders, through their words, actions or influence, directly and/or indirectly undermine or fail to promote equality of opportunity.
Evidence	Leaders have developed the SMSC programme and have trialled a new approach to the PSD programme from September 2016. The SPEECH (Social, Personal, Economical, Enterprise, Culture, Health) incorporates a range of PSD topics and they are all tracked to ensure key areas are covered. Some examples from Term One include: The Identity Project, Black History Month, Eid, LGBT, Challenging Hate Crimes, British Culture, Healthy Relationships, Safe Sex, Consent and Consequences, CSE Awareness and Remembrance. Term Two: Liberty and Justice, Holocaust museum trip, science trip, legal system, human rights, religion, ethics, discrimination and animal rights. Student work evidenced excellent examples from the above. Students were also knowledgeable about the areas they had studied. There are displays all around the provision and the leadership work with a Calendar of Culture to highlight different SMSC aspects throughout the year. E.g. the day of the evaluation visit was Safer Internet Day and each class had an extra session about internet safety taught through their subject area.			

GOLD		SILVER	BRONZE	COPPER
1.6	The broad and balanced curriculum inspires students to learn. The range of subjects and courses help students acquire knowledge, understanding and skills in all aspects of their education, relative to the AP's offer.	The broad and balanced curriculum provides a wide range of opportunities for students to learn. The range of subjects and courses help students acquire knowledge, understanding and skills in all aspects of their education, relative to the AP's offer.	There is not enough depth to the curriculum which negatively impacts on student learning opportunities.	The unbalanced and poorly taught curriculum fails to meet the needs of students or particular groups of students. The range of subjects is narrow and does not prepare students for the opportunities, responsibilities and experiences of life in modern Britain.
Evidence	The provision offers: Functional Skills English, Maths and ICT; IMI Mechanics Level 1; Edexcel Construction L1 and L2; BTEC Health and Social Care; Edexcel Sport and Active Leisure; ECDL Level 2; BTEC Road Safety; Edexcel PSD with work skills and business administration. Students exceeding their target are entered for a further award, e.g. move up from an award to a certificate. From September 2017 the provision intends to offer GCSE English, Maths and Citizenship. (Awaiting approval from exam board for Citizenship.)			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.7	Leaders ensure that the curriculum promotes excellent levels of achievement and high levels of engaging behaviour.	Leaders ensure that the curriculum promotes good levels of achievement and good levels of engaging behaviour.	Leaders miss opportunities within the curriculum to promote good levels of achievement and engaging behaviour.	Leaders have not created a curriculum to promote high levels of achievement or high levels of engagement from students.
Evidence	During the evaluation visit, students were engaged in their learning and behaviour was good. This is backed up by data from the provision leaders where behaviour, achievement and progress are tracked robustly. Please see Outcomes 4.1 and 4.2 alongside Personal Development 3.3 and 3.6			

GOLD		SILVER	BRONZE	COPPER
1.8	Leaders' work to protect students from radicalisation and extremism is exemplary.	Leaders protect students from radicalisation and extremism.	Leaders could be doing more to protect students from radicalisation and extremism through more robust training.	Leaders are not protecting students from radicalisation and extremist views.
Evidence	All staff have received the PREVENT and Channel training. Students are taught about the PREVENT agenda within the SPEECH lessons. There is information around the provision to highlight the PREVENT agenda. Through the SPEECH series of lessons, there is a project on identity and discrimination.			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.9	Safeguarding is effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted.	Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk.	Safeguarding is effective.	Safeguarding is ineffective. The Provision's arrangements for safeguarding students do not meet statutory requirements.
Evidence	Safeguarding referrals are made by the three DSPs at the provision. An extra person has been trained up to ensure there is enough coverage to effectively respond to any safeguarding incidents. The DSPs meet regularly to discuss and review cases or put strategies in place to safeguard vulnerable young people. Policies are updated annually (or when necessary). Weekly meetings are held to share appropriate information with staff and this feeds into weekly team meetings. There is a safeguarding file with pupil overviews shared between the DSPs. Leaders had evidence of referrals made to MARF and the Children's Board. Students are able to talk to tutors at break and lunch times and there is a good rapport between staff and students at the provision. Leaders have a clear understanding of their duty of care and students are checked on entry to the building that they are not carrying weapons. A culture of vigilance is actively promoted.			

GOLD		SILVER	BRONZE	COPPER
1.10	Leaders have a deep understanding of the provisions effectiveness informed by the views of students, parents and staff.	Leaders have an accurate and comprehensive understanding of the quality of education at the provision. This helps them plan, monitor and refine actions to improve key aspects of the provision's work.	Leaders do not have a fully accurate understanding of the quality of education at the provision.	Leaders have an inaccurate understanding of the quality of education at the provision. This limits the impact of developing key aspects of the provisions work.
Evidence	The QA files accurately reflect leaders assessment of teachers' capabilities. This is then fed into performance management reviews. The provision employs a QA Co-ordinator to oversee the teaching, learning and assessment at FUEL. The QA files show evidence of unit sampling and work sampling. Each tutor submits work samples to the QA Co-ordinator once every half term. There are half termly lesson observations carried out. The QA file shows that there are internal verification checks and guidance given to staff. Parents and students are encouraged to complete twice yearly questionnaires to feedback to leaders how they think the provision is performing. Staff also have opportunities to express their views to leaders via the performance management sessions (formally) or drop-ins (informally).			

## THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
1.11	Staff reflect on and debate the way they teach, they feel deeply involved in their own professional development. Teaching is consistently strong across all elements of the provision.	Teachers value the continuing professional development provided by the provision. It has a positive impact on their teaching and students' learning. Teaching is consistently strong across the provision or, where it is not, it is improving rapidly.	There is not a comprehensive professional development plan for all staff with only some benefitting.	There is little or no professional development provided for all staff at the provision.
Evidence	Four members of staff are completing L3 in Health and Social Care to ensure capacity is covered in the future. Three members of staff will be completing a L5 Leadership and Management in the Health and Social Care Sector qualification to ensure the provision can offer high quality teaching and learning. Four members of staff are undertaking assessor training, two more are in the process of completing the IQA. Staff have completed a range of CPD in First Aid, Drugs and Alcohol training, FGM, Pornography and the Internet workshop, CSE, Broken Dreams (Domestic Abuse), Challenging Behaviour and Priority Family Seminar. Leaders have ensured that staff's teaching qualifications are constantly up to date.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
1.12	Governors challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for students. Governors do not shy away from challenging leaders about variations in outcomes for student groups.	Governors hold senior leaders stringently to account for all aspects of the Provision's performance, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for students.	Governors are not consistent in holding senior leaders to account for all aspects of the Provision's performance.	Governors are ineffective at challenging senior leaders about the Provision's performance.
Evidence	There are three Directors who meet each term and two of the Directors meet weekly at the managers and safeguarding meeting. Directors have access to the Self-assessment Review and the Quality Improvement Plan. Directors are involved in the day to day running of the provision as well as having oversight of where the provision needs to be to maintain a successful track record. Leaders are held to account through performance management in the same way as the staff are.			

**EVALUATION GRADE**

**GOLD**

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.1	Teachers demonstrate deep knowledge of their subject area. They use questioning highly effectively which motivates students to excel in their learning.	Teachers use their secure subject knowledge to plan learning that sustains students' interest. They use questioning skilfully to probe students' responses.	Teachers' subject knowledge is not deployed effectively to engage students. There are missed opportunities to develop student response through questioning.	Teachers do not have secure subject knowledge. Consequently, students are not engaged with the learning. Questioning is underutilised.
Evidence	All tutors seen had secure subject knowledge that they used effectively to maintain student interest. During the Construction lesson, students were asked to carry out their own investigation into different tools and materials. The tutor questioned the students about each aspect of the task they were undertaking and they were able to verbalise why they came to a particular judgement.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.2	The majority of students make rapid progress.	Most students make sustained progress.	Some students make sustained progress.	Too few students make sustained progress.
Evidence	Students in the Health and Social class were able to complete a unit of work due to the clear planning and teaching of the tutor. Students in the Mechanics class made sustained progress by carrying out an MOT checklist on the cars. In the other lessons seen and from analysing data, students do make sustained progress across the provision.			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

GOLD		SILVER	BRONZE	COPPER
2.3	Teachers plan lessons very effectively to maximise student learning. Learning tasks are differentiated and varied. Learning is challenging with tasks matched to students' needs.	Teachers use effective planning to help students learn well. Most learning tasks are differentiated and varied.	Teachers' planning is not yet good because they are not using lesson time effectively. Too few learning tasks are differentiated and varied. There is an over-reliance on one teaching method.	Teaching is poorly planned. There is little evidence of differentiation and learning tasks are too similar across the provision. Learning tasks are not challenging and are not matched to students' needs.
Evidence	All lessons seen had been planned very effectively in order to maximise student learning. Lesson plans and schemes of learning were available for each session. Students had a variety of tasks to complete in each lesson and the work was appropriately challenging whilst matched to student ability. The SPEECH lesson enabled students to discuss, debate and write a response to a risk-taking situation. The unit of work that was being completed in the Health and Social class was the culmination of several lessons worth of work.			

GOLD		SILVER	BRONZE	COPPER
2.4	Teachers manage student behaviour highly effectively with clear rules that are consistently enforced. Teachers are determined that students achieve well. They have consistently high expectations of all students.	Students focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge students. Teachers expect and encourage all students to work with positive attitudes so they can make good progress.	Clear rules are not consistently enforced. Teachers do not adopt a consistent approach to encourage all students to work with positive attitudes.	Student behaviour is not managed effectively which impacts negatively upon learning. Teachers do not have high expectations of all students' attitudes to learning.
Evidence	Class Dojo is used effectively as are the Behaviour Support tutors. This helps reinforce the positive learning ethos at the provision. Tutors set clear rules, especially in the vocational subjects where health and safety are paramount. Relationships between staff and students are very positive and students are clear that staff are there to support and challenge them in their learning. There was only one example of low-level disruption seen and this was dealt with immediately, effectively and calmly. Trackers in student folders demonstrate that both staff and students have a good understanding about the quantity and quality of work being completed. Tutors use the tracker to hold conversations with the students about their progress. This demonstrates how tutors have consistently high expectations of all students.			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.5	Teachers identify and support any student who is falling behind, and enable almost all to catch up. They identify students' common misconceptions and act to correct them.	Teachers identify and support effectively those students who start to fall behind and intervene quickly to help them improve their learning. Teachers tackle misconceptions and build on students' strengths.	Teachers do not always intervene quickly enough to help those students who are falling behind. Teachers do not always tackle common misconceptions.	Students or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Teachers do not tackle common misconceptions.
Evidence	During the Mechanics lesson, the tutor made deliberate errors to challenge the students to recognise the mistakes that had been made. Students were (mostly) able to point out why the errors were there and so learn from potential mistakes. During the SPEECH lesson, the tutor was quick to recognise that some students would struggle to access the independent learning task so had provided a range of options for the students to choose from. Evidence from the work sample showed that tutors highlight mistakes and expect students to re-visit them and act upon them.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.6	Teachers check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.	Teachers usually check students' understanding effectively in lessons, so offering timely support.	Teachers do not employ a consistent method in lessons to effectively check students' understanding in class.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such progress is limited.
Evidence	In each lesson seen, all tutors were very proficient in checking student understanding. The whole provision traffic light system was evidenced and it was used effectively with students able to work independently or ask for clarification. Mini-plenaries were used effectively and in some lessons, students worked in small groups and had to explain to a wider audience what they had learnt from a practical task. Lesson objectives and lesson aims are shared with all students in all lessons and teachers were able to refer to the objectives to check that students knew when they had achieved their particular learning objective. This was evidenced in all lessons which demonstrates how well teachers and leadership have worked together so that all students know that their learning will be checked in all lessons at all times.			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

GOLD		SILVER	BRONZE	COPPER
2.7	Teachers embed reading, writing, communication and numeracy.	Teachers develop students' reading, writing, communication and numeracy.	Teachers miss opportunities to develop students' reading, writing, communication and numeracy.	Students cannot communicate as well as they should, so they do not make sufficient progress because they are unable to access the curriculum.
Evidence	Teachers use their whiteboard and classroom displays very effectively. Key words are highlighted every lesson and displays compliment the learning environment. Examples of numeracy were evidenced in the Mechanics and Construction lessons whilst examples of literacy were evidenced in all lessons. There is a marking policy which teachers adhere to and is used across the provision which encourages consistency for staff and students.			

GOLD		SILVER	BRONZE	COPPER
2.8	Teachers provide incisive feedback and students use this feedback effectively.	Teachers give students feedback in the majority of lessons enabling the students' to make progress.	The provision's assessment policy is not consistently used across the provision and this affects the quality of feedback.	Weak assessment practice means that teaching fails to meet students' needs. There is a lack of evidence of feedback being given or acted upon.
Evidence	Plenaries were used consistently by all teachers at the provision and in each lesson, links were made to prior learning. The work sample demonstrated that teachers give feedback in line with the marking policy. Some students had acted upon written feedback to improve their work and there were examples of students giving self-assessment alongside teacher feedback.			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.9	Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	Most students commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.	Too few students commit to improving their work. Not enough time is given for them to embed new skills in their learning environment.	Students are not interested in the learning tasks. Students do not act on feedback from the teacher to improve their opportunities to learn.
Evidence	The work sample demonstrated that teachers give feedback in line with the marking policy. Some students had acted upon written feedback to improve their work and there were examples of students giving self-assessment alongside teacher feedback. Due to effective teacher planning, students were able to have time in lessons to practice new skills.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.10	Teachers provide adequate time for practice to embed student knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students.	In lessons, teachers develop, consolidate and deepen students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further.	Teachers do not have a consistent approach to plan for sufficient time in lessons for students to consolidate their learning.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such, progress is limited.
Evidence	Effective plenary sessions coupled with effective planning translated into strong lessons where students were able to develop skills and knowledge. In the SPEECH lesson, students were able to bring in prior learning to help them understand the topics covered in greater depth. In the Health and Social lesson, students had been effectively prepared for them to complete their unit assignment independently. There were opportunities in the Mechanics and Construction lessons for students to put into practice the skills they were learning.			

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.11	Students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.	Students develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills.	Students are rarely given the opportunity to learn from mistakes. Too many students are unwilling to find out information to develop skills, understanding and knowledge.	Students are not resilient and scared of failure. This limits the opportunities they are willing to take to learn new skills and concepts.
Evidence	Evidence from lessons includes students questioning the tutors about a particular topic and asking relevant questions to improve their understanding and learning about a topic. The work sample showed that students are given the opportunity to improve upon their work – most students had responded favourably to feedback by their teachers.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
2.12	Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the provision. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience.	Teachers challenge stereotypes and the use of derogatory language in lessons and around the provision. Teachers promote equality of opportunity and diversity in teaching and learning.	Teachers miss opportunities to promote equality of opportunity and diversity in teaching and learning.	Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of students.
Evidence	Resources used by teachers demonstrated that they were aware of the need to embrace diversity and to challenge stereotypes. Teachers were quick to pick up on one student's use of derogatory language and other students expected this. The SPEECH project allows students to explore the topic of identity and the work evidenced in their folders showed that they had learned a lot about different communities and different cultures. All around the provision are displays promoting diversity and tolerance and this is replicated in the classrooms.			

**EVALUATION GRADE**

**SILVER**

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.1	Students are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their Provision.	Students are confident and self-assured. They take pride in their work, their Provision and their appearance.	Too few students are confident and self-assured learners. There is a lack of pride shown in work and in their Provision.	Students' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
Evidence	There were many examples of students being confident in their learning during the evaluation visit. They were keen to answer questions and talk about the practical nature of the tasks they were undertaking. Each year provision leaders hold an annual Awards Evening which celebrates the successes of the students (staff and students can vote in some categories) and students have the opportunity to attend the Prom. Each term Pupil Voice gathers information about how the students are finding the provision and the results are very positive. This was substantiated by the NCSEP student questionnaire. The SPEECH sessions have encouraged students to be more vocal about their ideas and opinions and discuss topics in a mature and sensitive manner.			

GOLD		SILVER	BRONZE	COPPER
3.2	Students value their education and rarely miss a day at school. No groups of students are disadvantaged by low attendance.	Students value their education. Non-attendance is decreasing and where students are absent or persistently absent, there is robust follow up. No groups of students are disadvantaged by low attendance.	Attendance is not yet good as some groups of students are disadvantaged by low attendance.	Attendance is consistently low for all students or groups of students and shows little sign of sustained improvement.
Evidence	<p>Attendance data is meticulously tracked and analysed. It is compared termly, annually and like for like from the previous year's data. Attendance is tracked by groups and figures are as follows: Total attendance stands at 78.06%. For Term 1, the total attendance was 80.92% for males, 72.01% for females. Both these figures are slightly lower than the equivalent period last year. FSM students have 82.22% attendance compared to non-FSM of 73.75%; SEN have 74.96% compared to non-SEN of 81.68%; LAC stands at 73.6% compared to non-LAC at 79%. Compared to the same time last year, only FSM students have increased their attendance from 77.41% in 2015 to 82.22% in 2016. Persistent absenteeism is below 90% and in all categories, this is the case. Leaders have action plans in place for students with low attendance and liaise with the commissioner and the EWO.</p> <p>Notes from FUEL:</p> <p>Attendance would have been 88.83% including authorised. 66.67% of pupils made attendance progress compared to their previous school attendance with an overall 11.9% average improvement. A further 19.44% would have made progress including authorised absences; this included one pupil who broke both wrists at the beginning of the academic year, one pupil with a broken jaw and another pupil with a fractured foot.</p> <p>Home visits are conducted after 2 days of absence in all cases and are continued daily if pupil fails to attend and attendance meetings with parents are also conducted where attendance targets are set and rewards given for meeting targets.</p>			



## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
3.3	Students' positive conduct reflects the Provision's effective strategies to promote high standards of behaviour. Students are self-disciplined. Incidences of low-level disruption are extremely rare.	Students' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.	Students' have inconsistent positive attitudes to their learning. There are some examples of low-level disruption.	A significant minority of students show a lack of respect for each other or staff and a lack of self-discipline. Students ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the Provision.
Evidence	There were many examples of positive student attitudes during the evaluation visit. Unstructured time demonstrated how the positive ethos at the provision permeates throughout. Students ate with staff (healthy food is cooked on site) and staff were a constant presence at break and lunch-times. There are staff supervision zones to ensure students are making the right decisions and behaving appropriately. There is a Games Room which is used really well by the students and they can challenge staff to table tennis matches. Behaviour mentors are deployed to work alongside the most challenging students and this enables all students to learn more effectively. Behaviour logs record that there are low-level incidences of poor behaviour and these are sanctioned. In Term 1 there were 12 fixed term exclusions and 2 permanent exclusions. Verbal abuse by students was the category with the most incidents (12 in Term 1) followed by non-cooperation (8 in Term 1).			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
3.4	Students can explain accurately and confidently how to keep themselves healthy. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.	Students know how to keep themselves healthy. They can identify risk and know how to stay safe from abuse and exploitation.	Some students know how to keep themselves healthy. Some students can identify risk. There are missed opportunities to identify more vulnerable groups.	A significant minority of students do not understand how and why to live healthy, positive lives both physically and emotionally.
Evidence	The provision was running a Healthy Eating Week and encouraging students to eat fruit and take the healthy option at lunchtime. Healthy food is cooked fresh on site every day and students appreciate this. From a curriculum viewpoint, students receive age appropriate healthy relationship lessons through the SPEECH programme and some students take the Health and Social classes. PPE is highlighted in Mechanics and Construction. Students have access to the David Lloyd gym and the provision offers a programme for Sports Leaders. Students receive lessons about Internet safety and staff are trained in CSE and E safety.			

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.5	The Provision's open culture actively promotes all aspects of students' welfare. Students are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations. Students have an excellent understanding of how to stay safe on-line and of the dangers of inappropriate use of mobile technology and social networking sites.	The Provision's open culture promotes all aspects of students' welfare. Students are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about safe and positive relationships and how to prevent misuse of technology.	Students are safe and they feel safe.	Students or particular groups of students are not safe or do not feel safe at alternative placements.
Evidence	The provision was running an Internet Safety Day and each student group were able to have an hour workshop on internet safety during the course of the day. This had been planned in for weeks (scheme of learning seen). Risky situations and how to avoid them or make better choices are run through the SPEECH lessons. Work folders supported this in detail. Computers are locked so students cannot access particular sites and there is a technician who regularly checks internet security. Student response via the questionnaire indicated that the majority were clear about the dangers of social networking sites. Students in a PSD lesson were discussing the merits of using social networking sites in relation to holding a party. They responded maturely and were very aware of the unwanted attention this could cause.			

GOLD		SILVER	BRONZE	COPPER
3.6	Students work hard with the Provision to prevent all forms of bullying, including on-line bullying and prejudice based bullying. Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	Teachers promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the Provision to tackle and prevent the rare occurrences of bullying.	There are missed opportunities to promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being.	Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
Evidence	There has been one recorded incident of bullying at the provision since September 2016. Everything is tracked and consequences explained. Cyber-bullying awareness is part of the SPEECH project and this was evidenced from work folders. There was one example of one student using derogatory language during a lesson and this was dealt with calmly and effectively by staff. At unstructured times students continued to speak appropriately to each other and to staff.			

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
3.7	Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in provision and in wider society.	Students' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.	Students' spiritual, moral, social and cultural development shows that they know how to be a good citizen in modern Britain.	Students' spiritual, moral, social and cultural development is not sustained.
Evidence	There are many opportunities for students to develop their understanding about SMSC at the provision. Some examples include: supermarket bag packs for charity events, car washing to raise money for activities, events for Comic Relief, Sport Relief and Children in Need. The provision puts on an annual Fun Day for families and students are instrumental in organising and running this event. The learners are vigilant about the building and are encouraged to look after it. The SPEECH project and trip to the Holocaust Museum illustrate how the students are taking more of an active role in developing their understanding of being a good citizen.			

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
3.8	High quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment or training.	Students use impartial careers guidance to make choices about the next stage of their education, employment or training.	Careers guidance is available but has too narrow a focus therefore limiting students' aspirations for the future.	Careers guidance is not effective which does not prepare students for the next stage of their education, training or employment.
Evidence	There are links with Futures as well as links to the home schools to ensure that students have a range of careers guidance on offer. The provision incorporates careers advice and guidance within the SPEECH project. As the provision offers a range of vocational and academic subjects, students have a clear understanding about what the next stage of their education, employment or training would be like. Students are taken to Ruddington, Central College for taster sessions; Work Pays come to deliver information about pathways to traineeships and apprenticeships. There are 19 Year 11 students currently accessing the provision and 16 have completed college applications and 7 have had offers from colleges.			

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>COPPER</b>
3.9	Students have a firm understanding of how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.	Students have an understanding of how their education equips them with the behaviours and attitudes necessary for success in the next stage of education, training or employment and for their adult life.	A minority of students fail to see how their education will equip them with the necessary skills to be successful in the next stage of their development.	Students fail to see how their education will equip them with the necessary skills to be successful in the next stage of their development.
Evidence	Destination information from Summer 2016 shows that 75% students went on to college, 6% joined the RAF, 13% did an apprenticeship and 6% were undecided. Information gathered via the student questionnaire and by talking to a handful of students on the evaluation visit suggested that most students do have an understanding of why achieving their qualifications are important. Student behaviour and attitudes to learning were very positive throughout the day and student success is celebrated by all at the provision.			

**EVALUATION GRADE**

**SILVER**

## OUTCOMES FOR STUDENTS

GOLD		SILVER	BRONZE	COPPER
4.1	Throughout each year group and across the curriculum, current students make substantial and sustained progress, considering their different starting points.	Across almost all year groups and in a wide range of subjects, current students make consistently strong progress, considering their different starting points.	Across almost all year groups and in a wide range of subjects, current students do not make consistently strong progress, considering their different starting points.	From their different starting points, the proportions of students in different year groups making or exceeding expected progress in English or in mathematics are consistently low and show little or no improvement.
Evidence	Data analysis from Term 1 (Autumn 2016) shows the following: Mechanics L1 = 73% on target; 13% exceeding target; Mechanics L2 = 100% on target; Construction L1 = 100% on target; Health & Social Care L1 = 50% on target; L2 = 100% on target; Childcare L1 = 100% on target; Functional Skills English Entry L2 = 100% on target; Entry L3 = 75% on target; L1 = 100% on target; Functional Skills Maths Entry L2 = 100% on target; L1 = 80% on target; SPEECH = 76% on target.			

GOLD		SILVER	BRONZE	COPPER
4.2	The progress across the curriculum of disadvantaged students, disabled students and those with special educational needs currently on roll matches or is improving towards that of other students with the same starting points.	In a wide range of subjects, the progress of disadvantaged students, disabled students and those with special educational needs currently on roll is close to or is improving towards that of other students with the same starting points.	The progress across the curriculum of disadvantaged students, disabled students and those with special educational needs currently on roll is significantly below that of other students with the same starting points.	Progress in any key subject or key stage indicates that students are underachieving considerably.
Evidence	Data analysis from Term 1 of a comparison of pupils on target shows: Males = 90.48%    Females = 87.5% FSM = 82.67%    Non FSM = 92.5% SEN = 86.67%    Non SEN = 75.56% LAC = 100%    Non LAC = 84.44% In every category, this is an improvement on last year's figures at the same point in time.			

## OUTCOMES FOR STUDENTS

GOLD		SILVER	BRONZE	COPPER
4.3	The attainment of almost all groups of students is broadly in line with school expectations or, if below, is improving.	Where attainment overall is low, it shows consistent improvement. It is matching home school expectations.	Where attainment overall is low, it does not show the capacity to rapidly improve.	The Provision's performance regularly falls below the school's expectations. Performance is not tracked at all.
Evidence	There are half termly reviews sent to all schools/commissioners so that they can easily track attainment. Some commissioners request weekly reports and these were evidenced alongside the half termly reports. From the data analysis (4.1 and 4.2) it is clear that the vast majority of students are on target to attain the qualifications commissioned by referrers. Exam results from Summer 2016 would substantiate the effectiveness of the provision's data tracking, monitoring and analysis.			

GOLD		SILVER	BRONZE	COPPER
4.4	Students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.	Students are well prepared for the next stage of their education, training or employment and have attained relevant qualifications.	Most students are prepared for the next stage of their education, training or employment and most have attained relevant qualifications.	Too many students have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.
Evidence	Exam results from Summer 2016 were excellent. Mechanics Level 1 had 100% pass rate with 70% exceeding target; Mechanics Level 2 had 100% pass rate. Construction Level 1 had 100% pass rate with 83% exceeding target. Health & Social Care Level 1 had 100% pass rate with 80% exceeding their target; Health & Social Care L2 had 100% pass rate. Health & Beauty Level 1 had 100% pass rate. Functional Skills English: Entry Level 3 had 100% pass rate; Level 1 had 100% pass rate. Functional Skills Maths: Entry Level 3 had 100% pass rate; Level 1 had 100% pass rate. ICT Level 1 had 82% pass rate; PSD Level 1 had 91% pass rate; Workskills Level 1 had 100% pass rate; Business Level 1 had 100% pass rate. Also link to 3.8			

## OUTCOMES FOR STUDENTS

GOLD		SILVER	BRONZE	COPPER
4.5	Students develop an advanced range of skills, such as, reading, writing, communication and numeracy.	Students develop a good range of skills, such as, reading, writing, communication and numeracy.	Students develop competent skills in reading, writing, communication and numeracy.	Too few students develop a good range of skills in reading, writing, communication and numeracy.
Evidence	<p>Term 1 tracking data demonstrates the following groups of students on target with Maths:</p> <p>Male 100%/Female 50%            FSM 83.33%/NFSM 100%            SEN 75%/NSEN 100%            LAC 0%/NLAC 100%</p> <p>Term 1 tracking data demonstrates the following groups of students on target with English:</p> <p>Male 83.33%/Female 100%            FSM 100%/NFSM 100%            SEN 83.33%/NSEN 100%            LAC 100%/NLAC 88.89%</p> <p>There are half termly assessments in each subject and practice exam papers are used wherever possible. BKSb baselines are done for all pupils placed from schools and pupils from Unity placed on the provision's Functional Skills programme, they have been asked by Unity not to baseline their pupils who do functional skills elsewhere as the pupil would have to undertake the assessment twice, for those pupils, Unity provide the provision with their baseline results.</p> <p>For ten minutes every day students are encouraged to read and this is evidenced through Class Dojo.</p>			

**EVALUATION GRADE**

**GOLD**