

QUALITY REVIEW AND DEVELOPMENT REPORT

ASSESSMENT OBJECTIVES

Managing Assessment: Verification of assessment outcomes

Quality Objective:

A.1 There is a robust, consistent and transparent approach to verification that:

- enables internal verification to drive and maintain assessment standards.
- utilises the outcomes of Edexcel Standards Verification and Quality Review and Development to inform and enhance internal verification.

Quality Measures:

In order to do this, you will need to:

- A.1.1 have identified an appropriate Lead Internal Verifier for each Principal Subject Area who is trained and accredited or seeking accreditation within a defined time scale, where this is required by the qualification.
- A.1.2 deliver an internal verification process that is compliant with awarding body and regulatory requirements.
- A.1.3 ensure that each Lead Internal Verifier is appropriately prepared and clear about their responsibilities in relation to the standardisation of assessment across a Principal Subject Area; incorporating both pre-assessment standardisation activities and the standardisation of assessed learner work.
- A.1.4 have processes for dealing with weaknesses in assessment, whether highlighted internally or externally.
- A.1.5 collate sufficient evidence of assessment and verification activities to demonstrate that, over time, both processes are effective in upholding national standards.
- A.1.6 have cover for absence and succession plans in place for Lead Internal Verifiers.
- A.1.7 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims.
- A.1.8 utilise the outcomes of our external monitoring to improve internal systems, processes and assessment outcomes.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Assessment practice

Quality Objective:

A.2 Assessment strategy, processes and management underpin an assessment system that:

- delivers valid and reliable outcomes.
- reflects national standards.

- leads to the safe certification of learner achievement.

Quality Measures:

In order to achieve this, you will need to:

- A.2.1 have clearly defined assessment roles and personnel.
- A.2.2 have clearly defined assessment procedures that are operational at all assessment locations and across all assessors, units and learners.
- A.2.3 have assessment recording documentation that is clearly understood by assessors and learners, and is utilised consistently across the centre.
- A.2.4 use assessment methodology that leads to valid and reliable assessment outcomes, which are in line with regulatory and standards setting body requirements.
- A.2.5 provide equal access to assessment for all learners.
- A.2.6 have adequate support mechanisms for assessors.
- A.2.7 comply with our testing requirements as appropriate.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Assessment recording**Quality Objective:**

A.3 All assessment must be recorded in such a way that:

- assessment evidence is clearly measured against national standards.
- learner progress can be accurately tracked.
- the assessment process can be reliably verified.
- there is clear evidence of the safety of certification.

Quality Measures:

In order to achieve this, you will need to:

- A.3.1 store assessment records securely and safely.
- A.3.2 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards.
- A.3.3 retain assessment records for centre and awarding body scrutiny for a minimum of three years following certification.
- A.3.4 have current learner evidence available for centre and awarding body verification processes.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Malpractice and appeals

Quality Objective:

A.4 Learner appeals and learner/staff assessment malpractice:

- policies and procedures are sufficiently rigorous to meet awarding body and regulatory requirements.
- investigations are robust, free from bias, conducted in line with policy and accurately documented.
- outcomes are fair, consistent, in line with policy and accurately recorded/communicated to all stakeholders.

Quality Measures:

In order to achieve this, you will need to:

A.4.1 have policies and procedures for dealing with learner appeals and learner/staff malpractice that are in line with our guidance and operational requirements.

A.4.2 have a means for ensuring all learners and staff are aware of:

- what constitutes an appeal and what is considered assessment malpractice.
- the related processes for instigating an appeal or investigating malpractice.
- the possible outcomes that may be reached.
- the consequences of outcomes.

A.4.3 demonstrate how the potential for assessment malpractice informs programme planning and delivery.

A.4.4 have robust systems for recording and managing all assessment appeals and malpractice.

A.4.5 have a process for reporting serious assessment malpractice to us.

Vocational Programmes:

All quality processes are in place and effective
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Managing Assessment: Registration and certification

Quality Objective:

A.5 Administrative processes and procedures must ensure that all registrations and certificate claims:

- are accurate and timely.
- reflect a learner's course of study and level of achievement.
- are reported to us where they are inaccurate or unsafe.

Quality Measures:

In order to achieve this, you will need to:

A.5.1 have a procedure for the timely and accurate registration of learners that is operational and monitored.

A.5.2 have a mechanism for the checking of the accuracy of learner registrations.

A.5.3 follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.

A.5.4 have a procedure for checking certificates received against assessment records, prior to issue.

A.5.5 investigate and report all inaccurate, early/late and fraudulent registrations or certification claims, via

internal senior management, to us.
A.5.6 provide unit certification claims for learners where appropriate.

Vocational Programmes:

All quality processes are in place and effective

MANAGING ASSESSMENT - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

Vocational Comments:

A.1 There is a clear organisational structure for BTEC provision across the centre. The Deputy Headteacher, who is also the Quality Nominee, has overall responsibility. There are 6 Lead Internal Verifiers, 3 of whom have already gained accreditation. All six Lead IVs were interviewed during the visit. All are enthusiastic and have settled into their Lead IV role; they are clear about their roles and responsibilities and are well-supported by the Senior Leadership Team. Additional team members act as IVs. Dedicated time is set aside for IV. IV is monitored by the Quality Nominee. IV of both assignment briefs and of assessment decisions takes place in a timely manner. Standard IV documentation is used across all programmes. IV is rigorous in all programme areas, with IVs recording constructive feedback and clear actions where necessary. There is a clear procedure for the dissemination, discussion and monitoring of action plans and/or recommendations of SV and other reports. Although all NSS reports for 2009-10 resulted in a release of certification on the first sample, thus demonstrating good understanding of BTEC assessment requirements, second samples were required for three PSAs in 2010-11. The centre acted positively by arranging additional training and staff development.

A.2 Following additional training by Lead IVs and the Regional Manager, assessors are now clearer about their roles and how to devise assignments that are fully fit for purpose. For 2011-12, the range of assessment methods in Science has been broadened and a local FE college is leading a series of workshops in Dance. It is anticipated that such methodology will deliver valid and reliable outcomes, as well as further enhancing the learners' vocational experience. Access to assessment is fair with no learners being disadvantaged.

A.3 Both electronic and paper-based learner records are kept up to date and are stored securely. Evidence of learner work is available and the centre has a good understanding of the need to retain and store this securely for the duration of the programme. There is also a clear understanding by the Quality Nominee and Examinations Officer that assessment and IV records must be retained for three years. Learner achievement is being tracked effectively; learner achievement is now recorded in terms of assessment and grading criteria met. The tracking system also holds data for predicted unit grades, minimum target grades and value-added.

A.4 Appeals procedures are in place and are clearly documented in course handbooks. These, together with other policies and procedures such as those on plagiarism form part of the learners' induction programme. Consequences of plagiarism and malpractice are also reinforced in classroom discussions.

A.5 The centre has effective systems for ensuring that registration is timely and accurate. The Examinations Officer registers all learners via EDI following checks by Curriculum Leaders. When certificates are received they are checked and securely stored prior to issue.

QUALITY REVIEW AND DEVELOPMENT REPORT

LEARNING OBJECTIVES

Managing Learning: Maintaining quality

Quality Objective:

L.1 There are effective systems and procedures developed and agreed by managers, which are:

- regularly reviewed and updated.
- readily available to all staff and learners.
- operational throughout the organisation.

Quality Measures:

In order to achieve this, you will need to:

L.1.1 identify a range of key quality systems that are:

- supported by policy.
- appropriate to centre size and the qualification requirements.
- supported by senior managers.
- implemented by assessment and delivery teams.

L.1.2 have policies and procedures for managing:

- equality and diversity.
- health & safety.
- special consideration & reasonable adjustment.
- recognition of prior learning

L.1.3 regularly review and evaluate centre policies.

L.1.4 effectively manage accurate and consistent internal and external communications that ensure the accurate and timely dissemination of key messages to all stake-holders.

L.1.5 have continuous compliance with our published policies, procedures and regulatory requirements.

L.1.6 assure us that BTEC and NVQ qualifications on the NQF or QCF are not delivered outside of the UK without our approval.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Roles and team working

Quality Objective:

L.2 Roles are clearly identified and appropriate people appointed in order to ensure:

- effective centre management.
- accurate administration of learner activity.
- high quality teaching and delivery.
- valid assessment and consistent verification.

Quality Measures:

In order to achieve this, you will need to:

L.2.1 identify an individual with overarching organisational responsibility for quality to act as our contact (Quality Nominee).

L.2.2 identify an individual or team with overarching responsibility for the:

- enrolment and registration of learners.
- tracking of learner achievement.
- administration of controlled assessments (where appropriate).
- safe claiming and distribution of learner certificates.

L.2.3 give delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.

L.2.4 set aside time, on a regular basis, for programme teams to have formal minuted meetings to discuss teaching, assessment and verification activities and strategies.

L.2.5 ensure that the organisational structure reflects a culture of quality assurance and improvement.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Programme review, evaluation and improvement

Quality Objective:

L.3 Effective continuous improvement systems are in place and operational for the cyclical review, evaluation and improvement of programme delivery and assessment that involves:

- delivery and assessment staff.
- senior management.
- learners.

Quality Measures:

In order to achieve this, you will need to:

L.3.1 identify senior staff to lead on quality review and improvement processes.

L.3.2 have a cycle of programme review and evaluation to assure the quality of the learning experience.

L.3.3 consult with learners, staff and other stakeholders as part of all programme review processes.

L.3.4 demonstrate that the outcomes of review process:

- inform change.
- drive continuous improvement.
- ensure that all learning and assessment provision remains effective and fit for purpose.

L.3.5 demonstrate continuous compliance with our centre and qualification approval criteria and quality requirements.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

Managing Learning: Learner recruitment

Quality Objective:

L.4 Learners are recruited with integrity onto appropriate programmes that will:

- meet their needs.
- enable and facilitate learning and achievement.
- enable progression.

Quality Measures:

In order to achieve this, you will need to:

- L.4.1 provide relevant programme information, guidance and advice, to enable informed learner choice.
- L.4.2 publish entry and selection criteria.
- L.4.3 demonstrate that learners are recruited with integrity.
- L.4.4 carry out comprehensive learner induction that:
 - addresses programme and organisational requirements .
 - explains learner facilities.
 - identifies learners' development needs.
 - develops an Individual Learning Plan.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Learner support and review

Quality Objective:

L.5 Learners are supported, monitored and their progress continually reviewed in order to:

- provide constructive feedback.
- enhance progression.

- maximise achievement.
- identify progression.

Quality Measures:

In order to achieve this, you will need to:

- L.5.1 publish a learner review process that is clear, equitable and open equally to all learners.
- L.5.2 identify learner development needs and provide appropriate support to assist progression and achievement.
- L.5.3 engage learners through effective teaching and assessment methodology that fosters a sense of individual responsibility.
- L.5.4 review learner progress and develop agreed action plans through a process of constructive feedback and dialogue.

Vocational Programmes:

All quality processes are in place and effective

MANAGING LEARNING - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

Vocational Comments:

L.1 Effective systems are in place for managing learning. Policies and procedures underpin the relevant systems in terms of day to day centre operations and are reviewed annually by the QN before being ratified by the Governing Body. There is good evidence to demonstrate that the centre is committed to continuous improvement. The school's policies and procedures, which are regularly reviewed and updated, are readily accessible via the centre's intranet. The school has accessed a range of training from Edexcel and the RM. Staff demonstrate a good working knowledge of BTEC policies and procedures.

L.2 The centre has a clear structure with appropriate lines of communication and devolved responsibility for effective curriculum delivery. The organisational structure reflects a culture of continuous quality assurance and improvement. The Quality Nominee has a good understanding of the demands of BTEC and continues to develop sound procedures to facilitate effective programme delivery. The QN attends regional QN briefings. He has a good overview of the tracking of learner progress and achievement and of resource management. INSET was provided in January, May and September 2011 to clarify expectations and ensure consistency for learners studying BTEC courses. There is a cross-school BTEC Group which meets half-termly to review centre BTEC roles, implement BTEC quality assurance procedures, monitor and review BTEC policies and documentation, carry out standardisation across programme areas and facilitate the sharing of good practice. Cross-school meetings also provide support for teams new to BTEC. Team meetings are included in the school calendar; meetings are well-attended and are minuted with ensuing action plans.

L.3 The centre's review system plays a significant role in raising standards. There are fortnightly Curriculum Leader meetings, half-termly departmental meetings, half-termly BTEC meetings and inset days. There is a Self-Evaluation Framework, which drives lesson observations. Programme review takes place

annually.

L.4 The centre operates a successful options programme. Learners receive interactive options guidance using the 'Fast Tomato' on-line system. There is an annual Options Evening where parents can meet with representatives from the various vocational areas. Learners have a comprehensive induction programme. Excellent support and monitoring of learners is embedded within the centre's ethos. There are very good procedures for identifying and providing learner support. Liaison with parents is good with Parents Evenings, termly reports and meetings with individual parents when necessary.

L.5 The centre is keen to seek the views of its learners and has a School Council which meets regularly. Minutes are posted on the school's website. There are also cycles of learner questionnaires. The centre has a strong Positive Behaviour System, the results of which are evident as one tours the centre. The centre sets aspirational value-added targets and uses their 'Optimum' scheme to excellent effect, whereby every learner identifies 3 challenges - two of them personal targets and one a community challenge or project. Learner success and achievement are celebrated, for example on notice-boards and at the Merit Assembly. Learner progression is excellent with over 90% of all Year 11 learners progressing to further education institutions with which the school maintains very good links.

QUALITY REVIEW AND DEVELOPMENT REPORT

RESOURCE OBJECTIVES

Managing Resource: Staff resources

Quality Objective:

R.1 The delivery and assessment of our programmes is enhanced by an appropriate programme team that is:

- appropriately qualified in the art of teaching and assessment.
- vocationally competent to teach and assess the subject.
- given sufficient time to effectively fulfil all aspects of the role.
- effectively engaged in quality improvement.

Quality Measure:

In order to achieve this, you will need to:

R.1.1 demonstrate that staffing on programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.

R.1.2 have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.

R.1.3 give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities.

R.1.4 ensure that external experts who deliver and assess on programmes are familiar with the specification and assessment requirements.

Vocational Programmes:

All quality processes are in place and effective

Managing Resource: Staff induction and development

Quality Objective:

R.2 Induction and continuous professional development ensures the staff is:

- up to date with national trends and standards in teaching and assessment.
- aware of industrial trends and developments.
- conversant with all organisational procedures and policy.

Quality Measure:

In order to achieve this, you will need to:

R.2.1 induct all staff new to the centre and/or programmes in:

- local educational policies and procedures.
- team and programme management structures and accountabilities.
- vocational assessment philosophy.
- regulatory and awarding body requirements.

R.2.2 ensure ongoing staff development that meets the needs of the organisation and the delivery and assessment of our programmes.

R.2.3 evaluate staff induction and development provision to ensure:

- equal access for all staff.
- that it remains fit for purpose.
- that it delivers against its outcomes.

Vocational Programmes:

All quality processes are in place and effective

Managing Resource: Physical resources

Quality Objective:

R.3 There is adequate provision of physical resources that will:

- support general learning and assessment.
- enhance subject specific and technical learning and assessment.
- ensure learner and staff safety.

Quality Measure:

In order to achieve this, you will need to:

R.3.1 have specialist and general resources available that are sufficient for learner volumes.

R.3.2 have appropriate and fair access arrangements for all students regardless of ability or disability.

R.3.3 monitor all resources regularly to ensure they are fit for purpose and safe to use.

R.3.4 consider the provision of general and subject specific resources when planning the introduction of new programmes.

R.3.5 ensure that, when used, external resources are fit for purpose, appropriate and safe.

Vocational Programmes:

All quality processes are in place and effective

MANAGING RESOURCE - OVERALL JUDGEMENT**Centre is Meeting All Quality Objectives:**

Yes

Vocational Comments:

R.1 All teaching staff hold teaching qualifications and some also have valuable vocational experience. The staff have the appropriate experience and expertise for running programmes at this level. All relevant staff have been CRB checked. Staff are happy with the support they receive. Curriculum Leaders take responsibility for quality assurance and any issues or concerns are reported to the Quality Nominee.

R.2 New staff follow an induction and support programme and are offered a mentor. The centre's Senior Management Team provides excellent support for all staff, who are actively encouraged to undertake personal development training to enhance their skills and knowledge. All BTEC teams are endeavouring to enhance the vocational aspects of the programmes by use of visiting speakers and visits. Workskills learners are provided with suitable placements. The Optimum Employability skills is effective in enhancing the learners' vocational experience. For example, the club captain of Scunthorpe United FC is planning to visit the BTEC groups in Year 11 to talk about Leadership Skills and answer questions. A four-day residential Outdoor Education, tied into a BTEC Sports unit is planned. Sports learners also gain valuable vocational experience by organising sports days, tournaments, etc for local primary schools. Art learners benefit from visits to The Deep interactive project in Hull. The Science department is working with the Police liaison officer to deliver a lesson on forensics. There is good liaison and sharing of good practice, for example through a local Science network.

R.3 Physical resources are presently adequate. More resources have been allocated to departments following last year's new formula funding. Almost £100,000 went directly to Curriculum Leaders which was a one-off spend of their choice with the only stipulation that it had a direct positive impact on students and their learning. In Drama, Apple Macs have been purchased and the students themselves have been editing their own work which is having a significant positive impact. Dance now has a much better sound system and works from iPads rather than CDs. The school is also studying the architect's plans for the new Sports Hall, Art rooms and Dance studio and also major refurbishment to the Drama studio and Science labs. The new build will have an inspirational 120 square metre library on two floors with a spiral staircase. It will have new ICT facilities, over 9000

books and independent break-out rooms appropriate for BTEC type study and project work. The build will take approx 30 months, starting Spring 2012 and all BTEC students will receive their own personal IT device to support their learning. This will clearly have a very positive impact on their learning and ability to research via wifi.

The school has invested in a Construction workshop that will be trialled with Year 9 teaching groups in DT lessons this academic year. Subject to numbers being viable, the school will investigate the possibility of offering a Level 2 Extended Certificate in Construction from Sept 2012.

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN

General Comment

This 11-16 school, with almost 1,200 learners, is clearly committed to continuous improvement. The staff are enthusiastic and have a strong desire to do well. They have the interests of their learners at heart and are constantly investigating ways in which they can enhance the learning experience.

The Quality Nominee, Headteacher and everybody met during the visit were extremely helpful and co-operative.

Areas of good practice

Rigorous IV systems
Positive Behaviour System
Aspirational value added targets
;Optimum; system to challenge learners
Rigorous tracking of learner achievement
Celebration of learners; success and achievement
Excellent learner progression

Date of Initial Submission:

02/12/2011