



Helston Community College Self-Evaluation 2015-16

Context

Helston Community College is a very large, rural, comprehensive Secondary School based on three sites. It became a Foundation School in 2009, and is a member of a Co-operative Educational Trust. We are currently in the process of conversion to a Co-operative Multi-Academy Trust with our 14 partner schools.

The College is ambitious for all its students, and the ethos is solidly built upon social justice and co-operative values. We have adopted “Promoting Aspiration, Encouraging Ambition and Ensuring Achievement” as our guiding principles, underpinned by our co-operative values. We want our students to flourish and become self-motivated learners, confident individuals and responsible citizens.

The College draws students from an extensive rural catchment area in West Cornwall. 35% of our students travel to the College by contract or service buses. The proportion of students known to be entitled to Free School Meals is below average at 8.5% (Years 7-11), with 21.1% of KS3 and KS4 students identified as disadvantaged, but it is felt that this indicator does not recognise the depth of rural deprivation experienced in the College, but rather is a factor of a traditional community with a high level of pride and a significant “cash” based economy, with pockets of significant wealth. The vast majority of students are from a white British background.

The prior attainment on entry of the 2016-17 year groups is as follows (prior attainment figures show the percentage in each PA band):

NC Year	Low	Mid	High	APS
Year 11	10.0	49.3	40.8	APS is above national but not sig + (RAISEonline)
Year 10	11.6	50.6	37.8	APS is in line with national (RAISEonline)
Year 9	8.5	51.2	40.4	APS is in line with national (RAISEonline)
Year 8	7.3	47.4	43.5	APS likely to be in line with national (HCC data)

Year 7 (HCC data) with national and Local Authority comparators:

Reading	76.0% at or above the expected standard in reading (national: 66%)
	APS: 103.5 (national: 103.0, LA = 102.9)
Writing (TA)	76.2% at or above the expected standard in writing (national: 74%)
Maths	72.3% at or above the expected standard in maths (national: 70%)
	APS: 103.3 (national: 103.0, LA: 102.1)
Overall	59.3% at or above the expected standard in reading, writing and maths (national: 53%, LA: 51%)

The leadership and management of the College is good.

Leadership at all levels in the College has led on raising expectations, underpinned by a comprehensive approach to monitoring and accountability. Our overarching strategy is to improve our professionalism, focusing on quality first teaching, and thereby outcomes for children.

Extensive data systems enable close scrutiny of achievement, progress, behaviour, attendance and attitude to learning. All activities are increasingly impact-assessed, and fed back to staff and governors to help inform future strategies. Data informs RAG meetings (English, Maths, Science), which examines the progress of groups and individual student achievement, along with the impact of actions taken. Structured conversations (which include governors) drill down into achievement, progress, teaching and learning, behaviour and leadership. The meetings offer both challenge and support, and is one mechanism by which leaders are held to account for their areas of responsibility. Both monitoring systems draw on all levels of leadership, and have contributed to a greater understanding of the data, using it to inform long, medium and short-term planning.

All the above inform the College Quality Improvement Plan (QIP).

Governors have key responsibilities and meet regularly with SLT links, challenging our provision in areas such as safeguarding, pupil premium and Post 16. Minutes of meetings indicate that governors:

- scrutinise and question academic achievement and progress
- evaluate progress against the QIP
- review and challenge performance-related pay recommendations
- undertake HT appraisal supported by the School Improvement Partner
- review and scrutinise policies and curriculum plans, for example.

Governors can articulate succinctly the key priorities of the College and how these are being addressed. They seek the views of stakeholders outside of the leadership team - e.g. school improvement partner, safeguarding consultant, student council, and external school to school reviews. Governors are involved in self-evaluation, planning, monitoring - they are partners in this through structured conversations; committee meetings; meetings with the SIP. Governors scrutinise finances and ensure sound financial planning.

Safeguarding is effective, and processes are continually under review. Senior leaders and governors use the S175 process to review practice annually, and identify actions for improvement accordingly. Safeguarding Leads work as a team to co-ordinate support across all key stages. Patterns are monitored at a College and individual level, and actions put in place to anticipate and address emerging issues. Regular training sessions and staff meetings keep safeguarding and equality issues to the fore, e.g. Prevent; CSE; FGM; transgender; data protection issues and Tier 1 and 2 training for all. Safeguarding leads work effectively with external agencies, and they are not afraid to challenge if they feel needs are not being met. Processes for recording safeguarding incidents are clear and known, and used by staff. Safeguarding Leads monitor patterns, and put actions into place to anticipate and address emerging issues. Staff are diligent at keeping registers, so children at risk via truancy are quickly identified, and appropriate action is taken by our highly effective attendance officer. Our students feel safe and well informed about personal welfare issues, as indicated in our student survey. The College works well with at risk students, and liaises effectively with multi agency teams to support these students (case studies are available).

The College ethos is underpinned by the co-operative values which promote tolerance - equality; equity; democracy; honesty; caring for others; and social responsibility. Our rewards, community leadership programme and assemblies are all linked to these values, and the values are integral to the language of the College. Student surveys indicate that they believe the values are important. PSCH days, assemblies and tutor time promote British Values. These activities encourage open discussions, and staff are skilful in leading such discussions. Students are actively involved in programmes which help them engage with the co-operative values, e.g. the student council; the Co-operative Trust's student forum (SKIP); local civic and charitable work; international exchanges, international students in classes, and partnership working (the College holds the international award for its work with other countries); a cultural exchange programme with a school in a multi-cultural northern English setting. The College has a supportive chaplaincy team, drawn from a wide spectrum of local churches. Their work in assemblies focuses on the co-operative values and awareness of spirituality. They meet regularly to discuss their work with the Head Teacher.

The Student Council provides regular feedback on College provision. Whole College student surveys and student voice groups provide feedback on teaching and learning, and other aspects of College provision.

The College is an orderly, calm place, and this is often remarked on by visitors. Behaviour logs are regularly scrutinised for any emerging patterns or underlying issues, and appropriate action, including raising the bar, is implemented. A recent 'school to school review' indicated that "Helston students are a credit to the school, there was a noticeable calm and courteous feeling throughout our visit".

Across a broad range of outcomes, the College achieves above national averages. Progress outcomes are steadily increasing, and are on an upward trajectory, e.g. the most recent Progress 8 score places the College in the top 30% of schools, and the disadvantage gap narrowed, which clearly demonstrates the impact of the strategies being deployed (refer to Outcomes section). This is supported by a personalised curriculum, which challenges and stimulates learners at all key stages, and prepares students well for each transition point and next steps in their journey (see Outcomes and destinations data). Teaching, Learning and Assessment is Good as evidenced by outcomes, learning walks and observation records, stakeholder feedback - which drive further improvement (refer to Quality of Teaching Learning and Assessment).

The SEF is an honest document based on robust analysis of data. Leaders and the vast majority of staff are open and honest about what needs to be done, and take their own work and performance seriously. Staff have very high expectations of themselves and others. Sometimes this, alongside other external demands, impacts on workload, so the College has established a Staff Welfare group to act as an additional layer of support. Staff collaborate to work on the development of teaching and learning through the Action Learning Sets, and feed back to other staff through their faculty workshops. Whole school CPD, including Learning workshops and staff meetings, address development priorities.

The quality of teaching, learning and assessment in the College is good.

Teachers have a good understanding of the subject areas they teach, and the vast majority of staff are subject specialists. Lesson observation records show that teachers have high expectations of students and good subject knowledge. Outcomes indicate that the vast majority of students make good progress (see Outcomes). However, reducing in-school variation is a key driver for further improvement.

Learning Walks, work scans and a recent 'school to school' review indicate increasingly sound feedback being provided, enabling students to improve and deepen their learning. Appropriate and challenging homework can be evidenced by the above, and through our online 'HWDiary' records.

The information given to parents/carers and stakeholders about learning programmes, assessment and outcomes is excellent. On-line access to student progress records enable parents and carers to closely track their child's progress at termly intervals, rather than just end of year. Parent feedback on this system has been very positive. Reports to parents and carers focus upon individual strategies for improvement, and classroom interventions implemented. Parent Information Evenings, with a teaching and learning focus, have high rates of attendance, and enable parents/carers to be clear about relevant curricular and assessment criteria. Whilst the progress checks and reports show what the child must do, there is further advice and guidance offered through Parent-Teacher Conferences. HWDiary and subject-based strategies, like the 'Yellow Card' in maths, help to structure independent learning.

Co-operative values are strongly promulgated within the formal and hidden curriculum, and can be evidenced by an improving trend in multi-cultural awareness in attitudinal surveys. Several international links provide students with exposure to other cultures, and there is a programme of exchanges with an urban multi-cultural intake school in Yorkshire. Assemblies promote equality and diversity, and there is a high student participation rate in community events and charity fundraising.

The English and Maths departments have time dedicated specifically for literacy and numeracy alongside their core curriculum in Years 7 and 8. There is a whole College approach to marking for literacy, and the English team are supporting other faculties in the use of PEE paragraphs to answer extended examination questions. The Read, Write Inc. phonics programme is being used effectively, and is impacting upon standards - this can be evidenced in the increasing reading ages of students.

Transition from KS2 to KS3 is exemplary, with a programme that eases student social transition and benchmarks level of performance on entry. Developing core subject liaison with primary schools provides a clearer understanding of individual student potential. Year 6 teachers provide a piece of the student's best independent work to go in their Year 7 books. The DSEnCo is involved in Year 6 annual reviews. A member of SLT (transition link) visits all schools, with the Student Champion governor, to gather information and to answer student questions. A transition project with taster sessions runs through the autumn and spring terms. There is also a week-long 'Summer School' catch-up programme in term time, which we fund. Transition between KS3 to KS4 and KS4 to KS5 is good, with clear processes, backed up by publications, option information evenings, and taster lessons. Effective IAG and coursing enables coherent student choice.

The new mastery curriculum actively plans for a focus upon deep learning and mastery. There is clear consolidation before progression across most of the curriculum. This has been observed in schemes of learning and in lessons; students attest to feeling challenged. Student feedback was unanimous that the mastery curriculum had been introduced to help students get better grades, learn more and understand more (evidenced in an independent external review). Intervention activities, generated as a result of RAG meetings, target student progress issues in the core subjects, and the intention is to extend this across all subjects. Covey charts are being increasingly used in some areas to sharpen focus when supporting students.

The College effectively promotes a learning culture that inspires students and prepares them for their next steps; this can be seen in the well-developed and embedded PSCE curriculum. It provides a strong focus upon enterprise, financial education and British / co-operative values. A strongly personalised curriculum results in good learner outcomes, high HE progression rates, low NEET rates, and increasing apprenticeship take up rates.

The personal development, behaviour and welfare is good.

The conduct of students is good, and they respond positively to the College's expectations for behaviour (including respect for others), which are consistently reinforced. As a consequence, the College operates in an orderly environment, which facilitates the focus upon both academic progress and personal and social development. The College's culture is grounded upon British and co-operative values, which are promoted to students, and prepares them well for adult life.

Incidents of bullying are low - students are advised of who to speak to in times of need (tutor, HoP, teachers, SLT, nurse, counsellors). Year 8 Anti-Bullying Champions offer support to their peers, a whole College focus on Anti Bullying is conducted during the Anti-Bullying Week, and through the PSCE curriculum, students learn about the harm bullying has on others. The Flexible Learning Zone provides a safe haven for our most vulnerable students.

There is an increasing focus upon raising awareness of e-safety, and practical techniques to help them to stay safe and healthy. Students learn this through PSCE sessions, assemblies and the tutorial programme. Staff are also trained in e-safety, and parents are updated at parent information evenings. Following a detailed 360 review, further developments are planned for this academic year. The result is that students (and staff and parents) have a good understanding of the issues involved.

Students are proud of their achievements, and the vast majority of the students have an excellent Attitude to Learning (ATL), as evident in the rewards system and the average ATL scores. The number of sanctions is overshadowed by the number of co-operative value (CV) Points and Student of the Month Awards received by the students. There is evidence of low-level disruption in some lessons, and this is being addressed through classroom management training and SLT support. Staff receive regular CPD training on behaviour management.

Learning walks, learning observations, and reports to parents, evidence that students have a good attitude towards learning across the College, leading to good and improving progress in most areas as shown by achievement data. Students are keen and confident to talk about their work and share their successes.

The PSCE programme develops a good understanding of the meaning of safe and positive relationships, enabling students to be clear about the criteria. There is an increasing focus upon emotional and mental health, and the College employs a full-time nurse and two counsellors to support student wellbeing. In Post 16, students have access to Outlook Southwest, which provides support with mental health issues. Healthy living and eating is promoted through the food technology, science and physical education curriculum. In addition, the canteen offers a healthy menu to our students.

The students are proud of their achievements, which is demonstrated in their participation in the wide range of enrichment activities on offer. The Student Council, prefect system, Duke of Edinburgh and Community Award programme provide opportunities, which actively promote a culture of achievement. The House System provides a sense of pride and community spirit. The Post 16 students are positive role models for younger students in their roles as mentors and ambassadors.

Also, through our student coaching programme, a group of Year 7 students have supported students from a local primary school.

Attendance is closely monitored throughout all three key stages. The College employs an Attendance Officer, who has excellence tracking systems in place (e.g. RAG spreadsheets, Student Support Plans and Attendance Clinics with parents). The AHT for Inclusion and the DSEnCo meet fortnightly with the Attendance Officer to review student attendance, and appropriate support is put in place to improve attendance. Persistent absence was below national for 2014/15 at 5.0%; latest figures for 2016 under the new, more stringent, guidelines is 12.7% (national 12.4%). There is a continual focus on closing the gap between FSM6 students and non-FSM6, and for 2016 the gap for absence was 3%, which is an improvement from the previous year. Despite our efforts, the level of absence and persistent absence for FSM-6 and SEND students needs to reduce further.

Promotion of the College's co-operative values underpin the SMSC development of students, which is evidenced by high participation rates in community (eg. Flora Day), Student Voice and charity fundraising events. The College Chaplaincy Team works closely with the College (e.g. delivering assemblies) and the range of cultural activity within the College (both curricular and extra-curricular e.g. trips and visits) is wide-ranging and engaged with by students. As a result, SMSC development is good, and rooted in the culture and ethos of the College (see College Facebook and Website posts for illustration).

The College employs an independent careers advisor. Students are provided with high quality guidance at all major transition points as part of a coherent careers education programme e.g. Year 11 students are invited to Post 16 taster lessons to sample the range of subjects on offer, and to help students decide what is best for them. Students are also interviewed individually by the careers advisor to discuss the broad range of progression opportunities available to them. This is followed by a more in-depth discussion with a member of the Post 16 team to discuss their appropriate pathway. The Local Enterprise Partnership reviewed our provision recently, and highly commended the College for its work with industry and employer engagement.

Throughout Post 16, a variety of seminars, work experience and tutorials provide advice and guidance about the Higher Education options, and independent advisors/providers also work with students to provide information about apprenticeship routes.

The outcomes for students at the College are good.

The unvalidated Progress 8 figure for the 2016 Year 11 cohort is significantly positive at +0.18; this is in the top 30% of schools nationally, and follows the trend of the previous year, where the College achieved a significantly above national Value Added figure of 1009.6. The College has exceeded the Progress 8 floor standard in 2016, having previously exceeded all three floor standards in 2015. The unvalidated headline measures for 2016 are as follows:

Progress 8	+0.18	(significantly above national)
Attainment 8	50.7	Local Authority 49.7, National 49.3
% A*-C EM	56.7%	Local Authority 63.8%, National 62%
eBacc entered	19%	Local Authority 32.1%, National 39%
eBacc achieved	13%	Local Authority 18.3%, National 24%

While the percentage of students achieving A*-C in English and maths is below national, this reflects both the overall prior attainment of the cohort (which was below national), and the significantly weaker prior attainment in English of the boys in this year group. Despite the lower prior attainment of the 2016 cohort, the College has maintained the same Attainment 8 figure (50.7) achieved in 2015, and is above both the Local Authority and national figures for Attainment 8 in 2016.

Progress 8 values for boys, girls, low, mid and high prior attaining students are all positive, as is the Progress 8 figure for more able students (double Level 5 at KS2). The Progress 8 figure for disadvantaged students is negative, but not significantly below national. It shows an improvement compared to 2015, having increased from -0.24 in 2015 to -0.11 in 2016.

The Progress 8 figure for SEND students is also negative; while this figure is lower than in 2015, it includes seven students who were unable to access a full Progress 8 curriculum. Four of these students successfully completed vocational courses in lieu of one or two Progress 8 qualifications; this has provided them with a relevant and appropriate work-related qualification.

Progress 8 figures for student groups:

Boys	+0.05	More Able	+0.18
Girls	+0.30	High PA	+0.21
Disadvantaged	-0.11	Mid PA	+0.18
SEND	-0.38	Low PA	+0.21

For most of the groups listed, the outcomes for 2016 continue the trends shown in 2015, where boys, girls, disadvantaged students, low, middle and high prior attaining students and SEND students all achieved Value Added figures at least in line with or above national, with a number of outcomes significantly above national. The progress of students identified as SEND Support, however, are of concern, particularly middle ability students within this category.

The disadvantaged attainment gap has continued to narrow in 2016, and is now 13% (based on the % A*-C EM measure). This continues the improvement seen previously where the disadvantaged attainment gap narrowed from 40% in 2014 to 26% in 2015. Based on the previous expected progress floor standards, the disadvantaged progress gaps in Maths and English have also continued to close. (English EP gaps: 31% in 2014, 14% in 2015, 11% in 2016; Maths EP gaps: 32% in 2014, 27% in 2015, 8% in 2016). For Maths, this is also reflected in the new Progress 8 measure, with the maths Progress 8 gap for disadvantaged students narrowing significantly from 0.61 to 0.28. The disadvantaged progress gap for the eBacc subjects has also narrowed significantly from 0.62 to 0.29. This has led to the overall Progress 8 disadvantaged gap narrowing.

The attainment gender gap has widened in the 2016 outcomes, although this reflects the gender gap seen in the KS2 English prior attainment data, where girls achieved on average more than a sub-grade higher than boys in their KS2 English SATs. (Girls KS2 English APS 27.7, boys KS2 English APS 25.5). We are keeping a strong focus on improving the progress of boys, so that this gap reduces.

While the overall progress of students is positive from all starting points, there is some variation in the progress figures in English and maths for the high, mid and low prior attainment groups:

English Progress 8	Maths Progress 8
High PA +0.08 (+0.08)	High PA +0.21 (+0.21)
Mid PA -0.06 (+0.03)	Mid PA -0.05 (+0.06)
Low PA -0.20 (+0.01)	Low PA +0.24 (+0.41)

In both English and maths, progress has improved for students with high prior attainment, and in maths, it has also improved for students with low prior attainment. In 2015, all students with KS2 data took exams in English Language, English Literature and Maths, whereas in 2016, there were five students in the year group who did not complete exams in all three of these subjects; removing these students from the data results in the positive progress figures shown in the brackets.

While the attainment measures for disadvantaged students in English and Maths have changed since 2015, a comparison expressed in terms of grade difference is still possible. In 2015, APS data from the RAISEonline report indicated a gap of almost a whole grade in English attainment between disadvantaged and non-disadvantaged students at HCC, and a more significant gap in excess of 1.5 grades in Maths attainment at HCC. Using the 2016 Attainment 8 measure, the English gap has reduced slightly to 3/4 of a grade, and the Maths gap has reduced more significantly to 2/3 of a grade.

At Key Stage 5, the Unvalidated Level 3 Value Added report indicates that the College has achieved Academic and A-level Value Added scores, which are in line with national (both 0.01) and an Applied General Value Added score significantly above national (0.59). However, we have spotted an issue of under-performance in A levels for students with prior attainment averaging grade B. Since spotting this, we have increased our focus on tracking prior attainment groups, and will develop strategies to deal with emerging issues.

The College offers a broad curriculum, with students able to select from a range of options at KS4 and KS5, with an additional mini-options process at Year 9 for art, design and technology subjects. At KS4, students can select from a range of academic and vocational courses, including GCSEs, BTECs, and work-related, applied learning qualifications. At KS5, students choose from a range of Academic, Applied General, Tech Level and vocational qualifications. This broad range of options ensures that students can select appropriate and relevant qualifications for their chosen educational route or career path.

To increase levels of student reading, the College has introduced reading as part of the tutorial programme. The library has also been repositioned in order to make it more accessible to students. Students at all levels are encouraged to read from a range of sources, such as blogs, newspapers, journals etc. The College has made reading a key focus for 2016-17.

Based on our most recent data entry (pre-mock October forecast grades) the current Year 11 cohort (2016-17) is forecast to achieve:

- P8 -0.05
- A8 53.1
- % 4+ in English and maths 73.4%, % 5+ in English and maths 55.6%
- eBacc entered 20.1%
- eBacc achieved 15.6%

Key on-going priorities for further development are the progress of SEND students, the progress and attainment of able disadvantaged students, narrowing the attainment gender gap, and further promoting reading. In order to address these priorities, the College carries out termly Structured Conversations and RAG meetings, attended by Heads of Progress, Heads of Faculty, members of SLT and Governors. Data dashboards are produced each term (more frequently for Years 11-13) to inform these processes. The Structured Conversations enable middle and senior leaders to interrogate performance data closely, and determine what actions and interventions are required. The RAG meetings allow for in-depth discussions at individual student level and provide the opportunity for relevant members of staff to determine the required interventions to help individual students make progress.

Student progress and accuracy quotients are part of the appraisal process. The College is reviewing its communication systems to ensure that prior attainment data and targets for new students are uploaded to SIMS rapidly when students join the College, and when they transfer to different courses.

Post 16 provision in the College is Good.

Leaders have very high expectations of the Post 16 provision at the College, and this is communicated to all staff and students. Student progress is monitored closely, and progress data checks are collected every 6 weeks. Where students are falling behind, close support and action plans are implemented, usually in liaison with parents, to provide steps to close the gap. Students are supported in College by tutors and Heads of Progress, and individual study support is provided by a Study Skills Co-ordinator, who works to assess students' study needs. Where appropriate, referrals are made to the Dyslexia and Autism Champions, who provide additional strategies for students managing transition and challenging Level 3 workloads. High expectations are set with regard to attendance, and average attendance is 90%. The individual student threshold for concern is set at 92%, and students falling below this are challenged and supported to remove the barriers to their attending. The two Heads of Progress for Post 16 are currently addressing the attendance concerns regarding individual students affecting the average. Attendance is monitored daily by an attendance officer, and parents are contacted with regard to every absence. Weekly attendance figures are collated and reviewed by the Director of Post 16.

Students eligible for FSM make good progress, and in 2016, there were 6 students eligible for FSM who were finishing their course. Of these 6 students, 3 progressed to university, 2 took up places at FE colleges, having completed Level 2 courses, and 1 has taken a gap year to consider their options. EFA bursary money is effectively deployed to provide access to educational opportunities to enhance learning and broader experiences, such as study visits to London, and international fieldwork opportunities to Iceland and New York.

Students progressing into Post 16 are given considerable opportunities to consider their study programme - with introductory activities and a 'Taster Day', where students can experience a number of Post 16 lessons. This is followed by an initial coursing discussion on an individual basis, where provisional subject combinations are discussed and advice provided. Students who require further IAG are referred to the careers advisor, and have follow up meetings with the Post 16 team. Following the publication of the GCSE results, a subsequent coursing discussion is held, and individual study programmes are built for students with prior attainment as a guide, although not a constraint. Where maths and English are not secured at a grade C, these are built into the curriculum, either as the GCSE for students with an E or above, or a stepping stone for those with less than an E grade. Retention is broadly good, 95% of Level 3 learners returned to Year 13 in September 2016, with the majority of students that leave mid-year progressing to local apprenticeships.

Broader personal and social skills are developed through the Post 16 community, inter-tutor group competitions, and regular lunchtime sporting opportunities. The Post 16 enrichment programme develops social and leadership skills through schemes such as Duke of Edinburgh and student mentoring. All students are expected to undertake meaningful work experience, and in 2016, all students were enrolled on a week's experience/higher education summer school. This week of work experience develops employability skills, and informs decisions about future pathways. Broader PSICHE is delivered through Briefing and Tutorial sessions, raising awareness about RSE, personal safety, independent living and self-responsibility. Seminar days, delivered in conjunction with a variety of universities, allow students to make decisions about higher education. These are combined with university visits, finance workshops, and budgeting tutorials, to help prepare students for independent living. In July 2016, the Post 16 tutor team undertook training with Martin Griffin from A-Level Mindset to launch a new tutor programme based on developing independent learning skills, and better equipping students for the challenges of Level 3 education. This has led to a restructuring of the tutorial programme, and the delivery of sessions, which is currently being monitored and will be evaluated as we progress through the year.

Level 2 students receive IAG about apprenticeships and further study routes, and tutors use their significant industry contacts to help students progress into apprenticeships or employment. In September 2016, the students following the Level 2 Construction pathway undertook a National Citizenship Service project, involving a residential, as well as a community project. The skills developed through this course will undoubtedly boost employability skills for these students. In addition, 9 students following this programme are enrolled on a programme with Cornwall Marine Network, developing marine engineering skills, which is followed by a period of work experience with a local marine engineering company. The aim of the programme is to provide students with the opportunity to progress into engineering apprenticeships with CMN.

Progress on Level 3 courses is significantly above average for the range of applied courses provided at the College. Students from a wide range of prior attainment bands follow these courses, and make significant progress. Value added on the academic pathways is in line with the national average but there is an improving picture forecast for 2017. Learners with the highest prior attainment make exceptional progress on Level 3 courses. Value added is not significantly above average on the academic pathway due to the variation between subjects, and this in-subject variation must be reduced through the action plans set for individual subjects. We are also focusing on improving the progress of certain prior attainment bands.

In March 2016, an independent review of Post 16 took place with the SIP and two other Heads of Sixth Forms from local schools. This review supported the College view that Post 16 provision is good, and supported our action plans for reducing within College variation. This review was used to develop the Post 16 Action Plan, which has been shared with Governors and SLT, and a teaching and learning action plan which has been shared with HOFs.

The overall effectiveness of the College is Good.

The College ethos is underpinned by the co-operative values, which promote tolerance and map effectively across to the British Values. Co-operative values are strongly promulgated within the formal and hidden curriculum.

Governance is robust. Governors can succinctly articulate the key priorities of the College, and how these are being addressed. They systematically challenge the leadership of the College, and triangulate their judgements through external agencies, stakeholder voice, and regular meetings with key staff. Safeguarding is robust.

Leaders at all levels are ambitious for the students. They are self-motivated, creative, and systematic in monitoring the impact of their actions and amending their plans accordingly.

The College effectively develops a learning culture that inspires the vast majority of students and prepares them for their next steps - this can be seen in the well-developed and embedded PSCH curriculum. It provides a strong focus upon enterprise, financial education and British / co-operative values. A strongly personalised curriculum results in good learner outcomes, high HE progression rates, low NEET rates, and increasing apprenticeship take up rates.

Across a broad range of progress outcomes, the College achieves above or significantly above national. The unvalidated Progress 8 figure for the 2016 Year 11 cohort is significantly positive at 0.18; this is in the top 30% of schools nationally, and follows the trend of the previous year where the College achieved a significantly above national Value Added figure of 1009.6. The College has exceeded the Progress 8 floor standard in 2016, having previously exceeded all three floor standards in 2015.

Progress 8 values for boys, girls, low, mid and high prior attaining students are all positive, as is the Progress 8 figure for more able students (double Level 5 at KS2). The Progress 8 figure for disadvantaged students is negative but not significantly below national. It shows an improvement compared to 2015, having increased from -0.24 in 2015 to -0.11 in 2016, and the gap has therefore narrowed.

The Progress 8 figure for SEND students is negative, and is lower than in 2015. The latest data dashboard for 2016 identifies the progress of SEND Support students as a significant concern, particularly those of middle ability. This particular group's performance was skewed by a couple of students, but requires close attention. There is an action plan in place to improve our SEND provision.

Progress on Level 3 courses is significantly above average for the range of applied courses provided at the College. Students from a wide range of prior attainment bands follow these courses, and make significant progress. Value added on the academic pathways is in line with the national average, but there is an improving picture forecast for 2017. Learners with the highest prior attainment make exceptional progress on Level 3 courses. Value added is not significantly above average on the academic pathway due to the variation between subjects, and this in-subject variation is being addressed through a rigorous Post 16 action plan, along with specific improvement plans for individual subjects.

Teachers have a good understanding of the curriculum areas they teach, and there are very few staff who teach outside their subject specialism. Lesson observation records show that teachers have high expectations of students and good subject knowledge.

The new KS3 curriculum provides a strong foundation for KS4, and focuses upon deep learning and mastery. There is clear consolidation before progression across most of the curriculum. This has been observed in schemes of learning and in lessons, and students attest to feeling stretched and challenged. Transition from KS2 to KS3 is exemplary, with a programme that eases student social transition and benchmarks level of performance on entry.

Personal development, behaviour and welfare is good. The conduct of students is good, and they respond positively to the College's expectations for behaviour (including respect for others), which are consistently reinforced. As a consequence, the College operates in an orderly environment, which

facilitates the focus upon both academic progress and personal and social development. The College's culture prepares them well for adult life.

Learning walks, learning observations, and reports to parents, evidence that students have a good attitude towards learning across the College, leading to good progress in a number of areas as shown by achievement data. Students are keen and confident to talk about their work and share their successes.

Attendance across the College is in line with the national average, however further work is being undertaken to promote better attendance by disadvantaged students, SEND students and those who are persistently absent.