

## ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: Regent College  
Date of visit: 16 January 2007

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

### Achievement and standards

Was the target long course success rate of 75% achieved in 2005/06?

- The long course success rate target was exceeded. Note: the college is now categorised as a high widening participation sixth form college (HWPSFC)

Has the improving trend in the long course success rate for learners aged 16 to 18 continued in 2005/06? Is this success rate now above the national average?

- This improving trend has continued. The long course success rate for learners aged 16 to 18 increased to 79%, 4% above target. This is above the national average for HWPSFC, but just below that for all sixth form colleges (SFC).

Has the difference between the long course success rate and the national average continued to narrow in 2005/06?

- This has continued. The difference has decreased from 9% below the national average in 2003/04 to only 2% below in 2005/06.

In 2004/05, most success rates for learners aged 16 to 18 were at or above the national averages, except in sector subject areas 9 and 10. Did these rates improve in 2005/06 to above the national averages?

- Both these success rates increased significantly in 2005/06 and are now above HWPSFC national averages, but are below SFC national averages.

Did the success rates in GCE AS history, government and politics and media studies improve in 2005/06 to national averages?

- These success rates all improved significantly in 2005/06. The success rate for government and politics is above both HWPSFC and SFC national averages, whereas the success rates for history and media studies are both above the HWPSFC national averages, but below the SFC national averages.

Did the high key skills retention rates evident at the last AAV lead to much improved key skills success rates in 2005/06? Are they now at the national averages?

- The college sustained the high key skills retention rate throughout the year, but the overall key skills success rates declined to 32% in 2005/06. However, the number of learners achieving a full key skills qualification increased by 38% to 231. Success rates in application of number and information technology both increased significantly. However, the communications key skill success rate declined considerably in 2005/06. This was mainly due to the non-completion of portfolios. College managers are committed to resolving the issues with the communications portfolio completion and deadline dates in 2006/07. Managers are also working to address the low success rates in GCSE English and in GCE AS English language and literature.

## Quality of education and training

Were all teachers observed teaching in 2005/06? Did the lesson grade profile continue to rise? Have the teaching and learning in English for speakers of other languages (ESOL) improved? Are key skills lessons and tutorials observed and if so are their grade profiles similar to the overall profile?

- Regent College and University of Leicester observers observed all teachers teaching in 2005/06, except for a very small number of part-time teachers of adult provision. More of the ESOL teachers are now substantive employees and more have gained relevant ESOL qualifications. However, the grade profile for ESOL lessons remained the same. The overall grade profile did rise; the college believes teaching and learning have improved. Managers moderated some lesson observation grades downwards, because they considered the judgements over-emphasised teaching rather than learning. Observers observe both one-to-one tutorials and group tutorials, but they do not grade them. Observers do not observe key skills separately, since teachers integrate most key skills within lessons. Consequently, there is not a separate key skills observation profile.

## Leadership and management

What part does the college play in the local 14 to 19 strategy? How effective is this strategy in improving learners' experiences?

- The college is very involved in the "Post-16 Board", which comprises three sixth form colleges, two general further education colleges and the relevant

schools with sixth forms linked to Leicester city. This is effective and currently focuses on proposals for the new specialised diploma and curriculum mapping. The “Education Improvement Partnership” also has a focus on the new diploma. Challenges include breaking down the 14 to 16 and 16 to 19 elements to co-ordinate the 14 to 19 strategy overall. So far, the college believes that the outcomes of this partnership have had little effect on learners. The college is also involved in the “14 to 19 Partnership”. The college believes that there has been insufficient direction and coordination to provide outcomes which have had a major effect on learners. The college is in the “West of Leicester” consortium and collaborates with New College over sixth form provision. The college is also working with Wyggeston and Queen Elizabeth 1 college on minority subject collaboration and enrichment provision and with Gateway College on peer review and self assessment. The “LIAISE” collaboration provides learners in Years 10 and 11 with common marketing materials and more consistent advice and guidance on post-16 opportunities. Regent college is involved productively with many partners and is engaged in several pilot projects to develop new initiatives.

Is the college compliant with the recent requirements to verify staff identity, qualifications and criminal records and provide a current list of evidence?

- The college is taking the necessary actions to comply with these requirements and those of the Child Protection Act. Managers ensure that the external agencies the college uses also meet the requirements. The college is aware of the necessity to include child protection information at induction of new staff throughout the year. Managers have not checked the backgrounds of longer serving staff.

How well does the college rate its provision for learners against the Every Child Matters (ECM) outcomes? What action is the college taking to improve learners’ experiences in these areas?

- The college self-assesses its provision as good for “making a positive contribution” and satisfactory for the other four outcomes. Managers are aware that the main improvements needed are with “being healthy” and “achieving economic well-being”. The college is part of the “Healthy College Network”, which provides a useful focus and structure for improvements. Learners have been keen to promote ideas and they raise issues effectively through the tutor representative, student council and student governor fora. This process and ethical discussions led to healthier drinks being available. The college is developing personal safety, street dance and self-defence

activities as well as a sports/fun day and health awareness and fitness-testing day. It has applied for funding to provide staffing to focus on health matters for learners from Black and minority ethnic backgrounds and for females. Managers have designed the tutorial programme to support learners in their learning, progress and academic development. Since tutorials have not been designed to cover the ECM outcomes, there are gaps in coverage such as mental health, sexual health and drugs awareness. Mentors cover these issues in one-to-one sessions and workshops. Most full-time learners on GCSE and GCE courses receive insufficient information on how to achieve economic well-being.

Any other observations from the visit not identified in the pre-visit analysis:

- The college has done much to aid learners' progress and success. They have adopted a holistic symbiosis of academic data and target setting with pastoral and personal support and tutoring. This results in a live and on-line individual learning plan, which contains both targets and pastoral matters. Teachers use data increasingly well and engage in six tracking events each year; but one-to-one learner reviews take place formally three times each year. Teachers are aware sooner than previously of learners at risk of under-achieving and make more informed and effective interventions as a result.