



**NORTHERN
COLLEGE**

Self-Assessment Report 2017-2018

Begin. Discover. Succeed.

Context

The College

Established in 1978, The Northern College is a residential College dedicated to the education and training of adults who are without formal qualifications and are seeking to return to learning. It also offers training for those who are active in community and voluntary groups as well as in trade unions.

The Northern College delivers its teaching, learning and assessment in a grade 1 listed building, located just outside Barnsley in South Yorkshire, and offers residential accommodation and a Children's Centre to enable improved access and learning opportunities for many of its students.

The Northern College mission is to provide outstanding adult residential and community education for the empowerment and transformation of individuals and communities

Courses are available from entry level through to higher level studies. The structure of the curriculum enables opportunities for progression:

- The Community and Partnership Directorate engages with individuals and groups through outreach work and projects, delivering predominantly low level non-accredited residential provision to engage and motivate adults in learning. This team also offers a range of courses for trade union representatives.
- The Foundation Learning Directorate offers a wide range of short residential courses, both accredited and non-accredited to encourage and support progression in learning. The areas of study include provision in English and Maths, Computing and Social Studies.
- The Access to HE and Higher Level Programmes offers long accredited residential provision including a Level 2 Pre-Access Programme, Level 3 Access provision focused on Computing and Social Studies, and a range of Teacher Education from non-accredited through to Degree level higher education.

The College continually looks to develop new provision to meet local, regional and national demand alongside meeting its mission. An example of which, in 2017-2018 the College introduced the Free Thinking Programme for survivors of modern slavery giving them the skills to progress into legitimate employment or onto further education. This programme supports Barnsley's local priority 2, keeping adults safe from harm.

The College attracts students predominantly from the Yorkshire area, but also engages with students from across the country due to the range of provision and the residential offer. The residential offer enables people, whatever their home location, a deep learning experience. In 2017-2018, 61% of students were from South Yorkshire, 26% from West Yorkshire and 13% had national postcodes. 30% of students were from Barnsley.

The Town – Barnsley

The resident population in Barnsley is quite static and stood at 239,300 in 2016, an increase of only 1,500 since 2014, and only a 7.5% increase since 2005.

The population breakdown is:

- 0-19 years - 55,200 (23%)
- 20-64 years - 139,300 (58%)
- 65+ years - 44,800 (19%)

Since 2005 the 0-19 population group has shown the least growth at 1.3%, the 20-64 population group has grown by 5.7% and the 65+ population group has shown the most growth at 23.2%.

Projected growth of the population is 4.1% by 2020:

0-16 years – 46,400 a projected growth of 6.1%

16-64 years – 152,200 a projected growth of only 1.4%

65+ years – 49,000 a projected growth of 11.3%

Department for Work and Pensions (DWP) figures report that 2,172 new non-British arrivals in Barnsley have been issued with a national insurance number (NINO) during 2015-2016. This is an increase of 65 individuals compared to the 2014 figure. There is a concentration of these new arrivals around the urban centre of Barnsley. Of these new arrivals 1,164 (54%) were from Romania, 543 from Poland (25%) and the remaining 21% from other countries.

The 2011 Census shows that only 2.1% of the population of Barnsley is from Black, Asian and Minority Ethnic (BAME) groups. Only 2.3% of households have someone over the age of 16 where English is not the main language compared to 11.2% in Yorkshire and the Humber, and 14.6% nationally.

Educational Attainment

Barnsley has seen a continuous improvement in participation and results for compulsory education, but the data below evidences that adult attainment is still below national rates across the levels.

- At Key Stage 4, 59.7% of Barnsley students have achieved a grade 4 or better (equivalent to a C grade) in both English Language/Literature and Maths, which is above the national average for all schools of 59.1%
- Post 16 participation is 96% against a national average of 95%
- Progression to Higher Education is at 68%, ahead of the national average of 60%
- The number of 16-18 year olds not in education, employment or training (NEET) has improved significantly, with the rate currently standing at 5.9% versus a national average of 7%
- The number of adults who have no qualifications is 8.8%, the national average is 7.7%
- The number of adults who are qualified to level 1 is 82.7%, the national average is 85.4%
- The number of adults who are qualified to Level 2 is 71%, the national average is 74%
- The number of adults who are qualified to Level 3 is 51.6%, the national average is 57.2%
- The number of adults qualified to Level 4 is 31.8%, the national average is 38.6%

Employment

- Outside of the public sector, the important employment sectors are manufacturing, wholesale and retail, business services, logistics and construction. Logistics and ICT have experienced the biggest recent business growth
- Barnsley has a relatively high employment rate (73.4%) and an improving employment outlook in recent years
- However, job opportunities remain low, with an average of 74 jobs per 100 working-age residents and many well qualified residents commute for work
- The rate of people who are neither working nor not looking for work is relatively low, however a high proportion (37%) of these are due to long-term sickness. This relates directly to the high proportion of residents who are claiming benefits
- Employers in low wage sectors still dominate the economy. Nearly half of all employed residents are working in lower level occupations and workplace earnings are the second lowest in the Sheffield City Region at £520.80 per week against a national average of £552.70

How The Northern College meets Local Priorities

The Barnsley Metropolitan Borough Council Corporate Plan 2017-20, 'Working Together for a Brighter Future - a Better Barnsley', outlines local priorities in 3 key areas:

1. Building Barnsley's economy
2. Creating a healthier, safer and better educated population
3. Helping people to get the most out of where they live, now and in the future

Priority 1 has outcomes relating to 'creating more and better jobs' and 'increasing skills to get more people working'. The Northern College has mapped the shorter curriculum offer to the top 10 skills identified by Task Force Barnsley, all the courses on offer incorporate the employability skills our local employers want to help students improve their skills and help them to get into work, or improve employment options.

Priority 2 has outcomes relating to 'children and adults are safe from harm' and 'people are healthier, happier, independent and active'. The Northern College promotes information about the Prevent agenda and Safeguarding in all courses delivered. Health and wellbeing is integrated into our curriculum, short course and accredited longer course provision includes learning modules relating to health, independence and wellbeing. Our activities include physical, mental and creative options for students to take part in.

Priority 3 has outcomes relating to 'volunteering and contributing towards stronger communities'. Our Community and Partnership Learning team undertake outreach work to support communities, deliver courses to community groups and to people who struggle to access learning opportunities, and our curriculum offer includes volunteering opportunities and accredited qualifications.

Self-Assessment

The College requires that academic and support departments produce self assessment reports making judgements of their areas, and setting actions to follow up any required improvements. The reports, judgements and action plans are moderated by a group including members of the Leadership Team, and final grades are agreed.

The College SAR summarises, under each area of the inspection framework, the key strengths and areas for improvement coming through from departmental SARs, and key actions that the College will address during the 2018-2019 year.

In summary, the purpose of this SAR is to:

- Identify areas of good and outstanding practice
- Identify areas that require improvement
- Identify what can be done to improve further
- Develop a College-wide action plan for improvement (Appendix 2)

The key principles of Self-Assessment are that:

- Judgements are fair, evidence-based, and accurate
- The process is transparent
- The process leads to positive actions to address areas for improvement
- The process helps to develop all who are involved in it

The SAR uses the criteria for evaluation as expressed by the 2015/16 Common Inspection Framework:

Grade 1: Outstanding, Grade 2: Good, Grade 3: Requires improvement, Grade 4: Inadequate.

A summary review of the 2016-2017 SAR action plan can be found in Appendix 3.

Summary Grades	
Overall effectiveness	1
Leadership and management	1
Quality of TLA	1
Personal Development, Behaviour and Welfare	1
Outcomes for Learners	1

Overall Effectiveness	Grade: 1
Key Judgements	
<p>1. Inspirational leadership and governance have driven the College to deliver its ambitious vision of providing outstanding adult residential and community learning and having the highest ambitions for students. This results in a culture focused on student success with high standards and achievements.</p> <p>The Governing Body are highly skilled and experienced, effective in challenging the Leadership Team and ambitious for the College moving forward. The Leadership Team, supported by Governors, have demonstrated ambition for the future by driving through a challenging new College strategy aimed at ‘Transforming the Future – Creating a Vision for 2022’, with a keen focus on innovation, diversification and income development in preparation for the medium term threats and opportunities resulting from the devolution of adult funding. The Board has challenged Leadership Team ambition in terms of income development and diversification, and the development of appropriate digital ambitions, and supported development and innovation by taking carefully assessed risks to kick start new provision through seed funding from reserves e.g. Free Thinking Programme. The Board has also appointed a new Principal with a focus on extending the College’s reach and diversifying income streams.</p>	
<p>2. Student achievements and successes are outstanding.</p> <p>Overall achievement rate of 96.6% for all students (retention 97.7% and pass 98.9%). Data relating to three-year trends indicates a steady increase from 2016-2017 across all College programmes. Achievement in each qualification type is above national rate, and significantly above in Access to HE +6.7% (86.5% v 79.8%), Basic Skills Maths and English +7.8% (83.5% v 75.7%) and GCSE Maths and English +19.7% (100% v 80.3%).</p> <p>‘The team’s rigorous application of the Centre’s well established and proven recording and reporting mechanisms has been sustained. This EQA visit found that XXXX had again kept his learners well informed of their progress and achievements – feedback was supportive and specific to the numerous activities. IQA procedures were fully endorsed.’ (NOCN EQA report)</p>	
<p>3. Teaching inspires and challenges students, many of whom come to College having experienced multiple difficulties and disadvantages, and with few or no qualifications, but who make rapid progress going on to meet and often exceed learning goals.</p> <p>2,298 students enrolled having no prior qualifications and met an overall achievement rate of 96.3%, and the overall achievement rate for 1,901 students declaring a disability or learning difficulty has risen from 93.8% in 2016-2017 to 96.0% in 2017-2018, a 2.2% increase.</p> <p>‘Students are developing excellent transferable skills, communicate well with the tutor and each other. They are developing good presentations skills, clear personal goals and targets and have a developing sense of themselves as independent learners’. (Observation of Teaching and Learning (OTLA) Feedback)</p> <p>‘An enormous thank you for allowing XXXX to reach her academic potential! She is now at the University of Kent! 3 years ago she was in a dark space thinking she would never get to University. You have all helped her enormously. Thank You!’ (Parent Feedback)</p>	

'The class activities were delivered in a way people with a learning disability understand and were able to contribute, everyone was given the opportunity to be themselves and engage with fellow service users and try new things.' (Stakeholder Feedback)

4. The College has a clear mission which links to live strategic objectives and is supported by an outstanding financial health rating enabling investment in resources and learning environments that impact positively on student experience.

Financial Health - The Education and Skills Funding Agency (ESFA) have provided an assessment grade, based on the College's financial planning, as:

- Outstanding for 2017/18 (the latest outturn forecast year)
- Outstanding for 2018/19 (the current budget year)

The Leadership Team and Governors approved the development of the Free Thinking Programme for survivors of modern slavery, due to student need and the link to the strategic aims, even though this is not fully publicly funded and students/charitable stakeholders cannot afford to contribute towards the cost.

The level of student support is high, recognising the importance for students and their success on programmes.

'Back to work today and I have a buzzing, energised volunteer team. So many smiling faces. Lots of extra confidence. The Forest School Programme is such a brilliant addition to The Northern College - it allowed our group to be outdoors, taking managed risks, enjoying the natural environment, increasing our connectedness as a team and to our environment - exactly what XXXX as a growing charity group is all about.' (Stakeholder Feedback)

5. The residential learning experience engenders a sense of 'place, space and community' leading to a deeper, more holistic and inclusive learning opportunity for students.

Residential education plays a powerful role in deepening learning experiences for adults. The experience is particularly valuable for those who have faced extraordinary personal and societal challenges. The College generates a sense of safety, security, retreat and refuge for people often stepping out of difficult home lives. The absence of rigid formality helps learning. Pastoral and academic support is substantial, vital and highly valued by students. It is provided not only by tutorial staff, but also informally by all support and operational staff. The small size of the College means students can get to know tutors and feel they can approach them as equals.

'The main aspect was the atmosphere, I came on a tour and I was dreaming of the College for a week, it had that much of an effect in the way it relaxes you. It was very quiet and totally different to an FE College in the sense that it's always hustly bustly and very hectic.... the College is much more student focused....it took out the distractions that come with real life.' (University of Nottingham Report Oct 2017 'How Residential Adult Education Transforms Learning and Lives' – Student Comment)

'Because we're residential, we get to know each other a lot more, become really close, like a little family. I've found that people will come up to me and say, are you coming to the party in the bar later? I'm like, no, no, I don't go to the bar. And like, no it doesn't matter, you don't have to drink, come and join us! Whereas normally people wouldn't invite me because as soon as they see the hijab.....' (University of Nottingham Report Oct 2017 'How Residential Adult Education Transforms Learning and Lives' – Student Comment)

'I have thoroughly enjoyed seeing the progress made each week our clients have returned, they are not only proud to display the tangible things they have learned, whether this is academic or creative, but you can see the intangible changes in their emotions and a real development in their character.' (Stakeholder Feedback)

'This course has given its students unique access to education at a level they can understand which instills in them confidence, creativity and character. It values their opinions, experiences and talents and gives them an identity outside of their situation; an opportunity to make new friends and develop skills for their career and wider life.' Three students have found work since graduation from the Free Thinking programme. (Stakeholder Feedback)

6. The development of peer relationships and support for students is outstanding.

In the residential setting, experiential learning from the group – ongoing discussion and debate after classes and in informal interactions – leads to an intensity of learning experience and real intimacy. 93% of students stated that their experience at College improved how they work in a team and built relationships with others. 58% of Access to HE students received services from the Learning Support Team, with 100% rating the resources and classroom support as excellent or good.

'So you've got 20 year olds and 30 year olds through to 50 and 60 year olds.... you communicate with all of them....in the big wide world no 20-year-old is going to entertain a 58-year-old – but in this environment, where you're all learning and you're all put in the same class, you're on the same level. I'll be looking at others to support me – and that's what happens, they do! And they gather round you, like cotton wool!' (University of Nottingham Report Oct 2017 'How Residential Adult Education Transforms Learning and Lives' – Student Comment)

'It plays a vital role in shaping you for university life because you've still got that independence, you're away from your family and you meet a range of students from different backgrounds, and always being in close contact with them, you learn to be open-minded and respect their attitudes to life and it breaks down barriers that would otherwise have stayed put.' (University of Nottingham Report Oct 2017 'How Residential Adult Education Transforms Learning and Lives' – Student Comment)

7. Strong partnerships impact very positively on students gaining access to provision at the College and through working together providing individuals opportunities to improve their life chances.

Community and outreach provision is developed in partnership with stakeholders to ensure it meets community need and is aligned to regional and local priorities. An annual Stakeholder Event is held at the College to enable partners, stakeholders, and employers to participate in evaluating College provision and celebrate success. A Steering Group made up of third sector charities, referral partners and law enforcement agencies was established to construct the Free Thinking Programme and discuss the specialist support needs for survivors of modern slavery students. The College's Local Authority provision in Sheffield and Leeds has built up an outstanding reputation with BAME contacts, resulting in over half (55%) of all students being from a BAME origin.

8. The College provides excellent individualised, person-centred and 'scaffolded' support for students.

The focus on student welfare, within and outside of the learning environment, alongside an atmosphere that supports personal resilience and a sense of well-being is central to the student experience. Students feel listened to and say that knowing help is available if needed supports them to gain confidence.

The number of students studying at the College who have declared a learning difficulty or disability has increased from 44% to 48% in 2017/2018.

The achievement rate for SLDD students across all college areas was 96.1% for the 2017/18 academic year. 80.56% of Level 2 Diploma students were LLDD, over 35% of Access to HE students declared a learning difficulty or disability, though the actual number of Level 3 students accessing ALS was around 60% and 52.61% of short course students reported that they accessed classroom support during their time at the College.

'As well as academic support and advice I have found my personal tutor willing to offer advice on anything else I feel I need to talk about. Her honesty about my work and progress has been really helpful and ensured I worked to my full potential.' (Student Feedback)

'The learner support team are great. They are really helpful and willing to help in any way they can. The offices for the support team are always open and it is very reassuring to know that they are there if I need them. I honestly don't think I would have completed my diploma without their support.' (Student Satisfaction Survey)

9. English and Maths skills development is effectively planned and embedded in the whole curriculum offer and as a result students make good progress in developing these skills.

The appropriate level of English and Maths skills development is built into the development of all provision across College. In 2017-2018 all staff took part in a developmental observation and 100% of lesson plans contained planning for the development of Maths and English. Planning for English and Maths is monitored through the observation process with only 2 out of 46 (4%) of observations highlighting a requirement for further development.

'Activities were appropriate for the group and enabled them to grown in confidence and understanding/development of English skills.' (OTLA feedback)

'English and Maths is effectively embedded into all of the course provision. Planning is excellent.' (OTLA feedback)

10. Student feedback is extremely positive regarding all aspects of College life.

'... the staff, not only the tutors but cleaners, canteen, grounds men, make you feel so at home and welcome and very safe.' (Student Feedback)

'I will soon be starting a job... I don't think I would have been confident enough to have done this without my time at Northern College.' (Student Feedback)

'The canteen staff recognised us from previous years - were so inclusive and friendly. Allowing our team members their independence and supporting their choices.' (Stakeholder Feedback)

As a result, the year end student destination survey reports – 93% of students feel more confident, 97% can now set clear goals and ambitions and 95% feel motivated to progress further with their learning.

Areas for Improvement for 2018-2019

1. The BAME composition of staff and Governors needs to increase to be more diverse and closer match that of the student body (L&M)
2. Marked work is not consistently returned to all students promptly (L&M and TLA)
3. Improved methods for capturing a higher proportion of progression and destination data (L&M and O4L)
4. Observations of teaching and learning evidence that a minority of teaching is not outstanding and further development is required (TLA)
5. In a few cases, the range, quality and use of teaching resources does not support an outstanding learning opportunity (TLA)
6. Some students do not make good use of the support offered and the facilities available to make positive changes around healthy living (PDBW)
7. The College does not consistently use the learning opportunities that religious holidays and celebrations provide to enhance the overall student experience (PDBW)

Leadership and Management	Grade: 1
Key Judgements	
<p>1. The College Leadership Team pursue excellence by setting and regularly monitoring demanding targets with the highest ambitions for students and a relentless focus on continuous improvement. This results in a culture focused on student success with high standards and achievement.</p> <p>Ambitious whole College and area performance indicators (PIs) and targets are revised annually and monitored regularly by the Leadership Team. Appropriate action is taken where PIs are not being achieved. For example, the College set a BAME student target of 20%, and developed a range of provision with stakeholders to meet local and regional priorities and therefore attracting a new student cohort. Governors annually review the PIs they receive in the Integrated Performance Report, and receive updates at every Board meeting, and spend time interrogating the data to enable full discussion and appropriate challenge with the Leadership Team.</p> <p>Every area of the College, both academic and support, is responsible for leading developments through a quality process during the year, culminating in a detailed self-assessment report and action plan. All actions are monitored for follow up through line management, College meetings and by the Leadership Team.</p>	
<p>2. The Governing Body are highly skilled and experienced, are effective in challenging the Leadership Team and ambitious for the College moving forward.</p> <p>The Governing Body has demonstrated ambition for the future by driving through a challenging new strategy aimed at ‘Transforming the Future – Creating a Vision for 2022’, with a keen focus on innovation, diversification and income development. The strategy focuses on the need to respond to the medium term threats and opportunities resulting from the devolution of adult funding. Governors have taken a lead in ensuring the approach to monitoring the effectiveness and impact of new strategies are robust and timely, and continue to challenge efficiencies in performance e.g. strong focus on class size, no-shows, recruitment, HE etc.</p> <p>The Board is leading the College’s ambitions with regards to maximising partnership opportunities, particularly in relation to the National Trust and has a keen focus on continuing to develop financial strength and stability in order to ensure the College continues to have potential for the future and capacity to maximise and develop strategic ambition.</p>	
<p>3. There has been an effective focus on the improvement of teaching, learning and assessment (TLA) at the College over a number of years and the range of observation supports improvement. Staff are highly qualified and have good participation in professional development. CPD plans are developed based on the outcomes from the observation of TLA, learning walks and peer reviews.</p> <p>The developmental observation process works well as a means of improving practice. 100% of staff took part in a developmental observation and resulting individual action plans are agreed and effectively monitored through line management and appraisal. Two external observers are engaged to add external knowledge and rigour to the process, and three moderation events took place and demonstrated good consistency in feedback and report writing.</p> <p>Tutors that engage in peer observations comment that the process supports the development of good practice and sharing of new ideas. Comments from tutors include:</p> <p>‘It was valuable to observe an experienced tutor.’</p> <p>‘I have learned a lot about using effective, skilled questioning to support students access their own learning in independent ways.’</p> <p>‘In future I will be more willing to split up pairs and small groups if it is for their benefit and for the overall good of the group.’</p>	

CPD planning for TLA for individuals and across College is directly linked to the improvement areas identified from developmental observation, learning walks, peer observation and the peer review of learning materials.

'Tutor has acted on previous areas for development, and also the pre-observation discussion about the content of this session.' (OTLA feedback)

In 2016-2017 trends from developmental observations identified the use of ICT in teaching and learning as an area of development. A range of CPD activity was attended by tutors including the use of interactive whiteboards, iPads and Book Creator as a teaching resource and weekly ICT tutor support sessions. No areas of development relating to the use of ICT as a teaching and learning resource were identified in 2017-2018 developmental observations.

4. The self-assessment process is thorough, honest and rigorous, involving the views of students, staff, external quality reviewers and stakeholders. The findings result in active Quality Improvement Plans which are driven in directorates to secure improvements.

Following a review of the rigour and quality of self-assessment and resulting action plans involving all College Managers, the process was updated in 2017-2018 resulting in well written and impactful academic reports reflecting key strengths and areas of development.

Departmental, directorate and whole College action plans are effectively driven to ensure continuous improvement in provision, for the benefit of students and the student experience. Plans are monitored by the Quality Systems Coordinator and findings reported into the Leadership Team.

Ongoing training has been undertaken with Managers to improve the effectiveness of reporting, and support and guidance is provided to ensure the content of action plan links to students and the impact on the student journey.

5. The College is highly responsive to the needs of its partners, students and their communities, whilst supporting national, local and regional priorities. Meeting the College mission, learning programmes are designed in response to need, and are highly effective in supporting underrepresented adults and those without previous formal qualifications.

The College's focus is on reaching those adults that are underrepresented in education and the statistics for 2017-2018 demonstrate its success in reaching this group: 67% of enrolments were from students with no qualifications above level 1, 19% of enrolments were from BAME students, 48% of enrolments were from students declaring a learning difficulty or disability and 78% were unemployed or unwaged. Student outcome data evidences that a high majority of these students were successful in achieving their desired learning outcomes.

Strong partnerships with local authorities, third sector organisations and trade unions ensure that the College uses external knowledge and demand to regularly review and refresh the curriculum to meet the needs of its students and transform communities, particularly in the areas of significant deprivation and worklessness.

Short course and community provision runs throughout the year, including at weekends, and can be quickly adapted to meet the needs of student groups and communities.

6. The performance of different groups of students is carefully and systematically monitored with swift action where any gaps in performance are evident. This results in there being little difference in the levels of achievement by different groups.

The College collects, monitors and analyses a wide range of data relating to equality and diversity performance. This includes data about staff and student applications and recruitment; student retention, overall pass and overall achievement rates by age, gender, ethnicity, disability and prior qualifications. This data is produced on a weekly and/or monthly basis and is reviewed in fortnightly College Management Meetings and monthly in a Leadership Team meeting. The same data is also reviewed via the Equality and Diversity Committee and Quality Committee; and results in there being little difference in overall achievements by different groups.

Actions to address areas for improvement are monitored through the Quality Committee, the Academic Standards Committee and Support Standards Committee. The Equality and Diversity Committee met four times in 2017-2018 and monitored the progress of the Equality and Diversity Quality Improvement Plan.

Student outcomes demonstrate that the College is very effective in ensuring that no particular group of students is disadvantaged or significantly underachieves.

The achievement rate for LLDD students across all College areas was 96.1% in 2017-2018 compared to 96.6% for all students.

Areas for Improvement for 2018-2019

1. The BAME composition of staff and Governors needs to increase to be more diverse and closer match that of the student body (L&M)
2. Improved methods for capturing a higher proportion of progression and destination data (L&M and O4L)
3. Marked work is not consistently returned to all students promptly (L&M and TLA)

Key Judgements

1. Teaching is tailored to meet the needs of adult learners, with an appropriate mix of challenge and support to encourage critical thinking and debate. Courses are intensive and demanding and lead to students being motivated and exhilarated and wanting to progress to further learning.

Staff and students note the importance of critical thinking, debate and challenge as important within their adult learning experience. Students recognise a change in their perceptions, convictions and behaviours regarding political, economic and social structures as well as their internalised views on identity and their capacity for self-reflection. Tutor engagement and debate enables students to harness the course content and make use of their own experiences and understanding of inequality and social justice to add a richness to the learning.

'I think the important thing is debating stuff that you don't agree with. Like having to debate for capitalism makes you question your own views – I think that's important about what this place does – you might have a view, but you can't stand by it unless you've challenged it.' (University of Nottingham Report Oct 2017 'How Residential Adult Education Transforms Learning and Lives' – Student Comment)

'Our specialism is our students.' (Staff comment)

'A collaborative and supportive atmosphere, in which learners support each other and respect each other's contributions' (OTLA feedback)

2. Teaching challenges students, many of whom come to College having experienced multiple disadvantages and with few or no qualifications, but who make rapid progress going on to meet or exceed their learning goals.

Students with no qualifications make excellent progress and have high achievement rates overall – 96.3% compared to 96.6% for all student groups.

Students with disabilities and/or learning difficulties receive excellent support that encourages independence and sustained improvements in relation to self-confidence and self-esteem leading to excellent progress and achievement. Tutors inspire and challenge students and plan for individual needs exceptionally well and teaching strategies and resources reflect and value the diversity of students' experience, helping them to develop their understanding of people and communities beyond their immediate experience to challenge stereotypes.

'The College has changed my life and made me feel confident to be myself, I am now going to university which is something I always thought was out of my grasp. The teaching staff are amazing and the learning setting is equally as amazing. I will be sad to leave.' (Student Feedback)

'The Teacher Ed team have always been innovative and highly committed to their learners and the extended team have wide experience and complementary skills sets will enable this ethos to continue.' (City and Guilds EQA Report – AET)

'Tutor feedback to learners, especially where development or progression is identified, is in cases exemplary.' (CERTA EV Report Foundation)

3. Sessions are pacy and purposeful making use of students' enthusiasm and curiosity, and driving good use of their time in College.

Many courses take place over three days and are, by necessity, intensive and demanding with learning compressed into a limited timeframe. OTLA feedback states:

'A well-paced and organised session with a good balance of activities that enthuse and motivate students.'

'Very well-paced session that ensures all learners are focused.'

'Pacy purposeful atmosphere where all learners are kept on task.'

4. Support is outstanding at the College. Learning support and enabling technologies are used particularly well to create an inclusive learning environment where the large number of students declaring a disability or learning difficulty achieve almost as well as other students. Pastoral and tailored support offered by tutors and all staff from across the College is critical for many students. Students comment that they are 'being listened to' and know that help is on hand if needed. Support clearly contributes to the excellent achievement rates for all students.

The achievement rate for students declaring a learning difficulty or disability was 96.1% compared to 96.6% for all students.

The Additional Learning Support (ALS) department continues to invest in assistive technology and equipment, purchasing new iPads, mobility scooters and coloured overlays. These purchases give students with learning difficulties, disabilities and health issues the best chance of success whilst studying at the college.

'This course has given students unique access to education at a level they can understand, values their opinions, experiences and talents and gives them an identity outside of their situation. Freedom to think outside of their history, their status and what they have gone through.' (Stakeholder Feedback)

'Excellent fostering/nurturing relationships to enable very different vulnerable adults to work together effectively.' (OTLA Feedback)

97% of short course students and 100% of L2 Diploma students receiving ALS rated the support as excellent or good.

100% of L3 Diploma students commented that resources and equipment, support for note taking and classroom support were excellent or good.

5. The residential environment effectively supports students to learn, progress and develop independently by making use of time outside taught sessions for study, with tutors or learning support staff, in peer groups or using VLE resources.

Many students form self-study groups to continue their learning with peers in the evening. The Library and Learning Resource Centre is open in the evening to encourage students to make the most of being resident for extended study and IT is available to borrow with Wi-Fi across the entire campus meaning that parents with children can continue their studies in their study bedrooms.

'Thank you so much for all the amazing hard work you've put into the course. Our clients have grown so much. I've loved seeing them take steps of independence and realise their futures are of so much hope compared to their pasts.' (Stakeholder Feedback)

'The staff are so well qualified for any questions you may have; this is especially useful at night till 8.00pm.' (Student Feedback regarding the Library)

6. English and Maths skills development is effectively planned and embedded in the whole curriculum offer and as a result students make good progress in developing these skills.

The College achieved a growth bid for English and Maths provision, exceeding the target of 70 additional enrolments on Functional Skills by 54%. Due to the embedding of English and Maths skills across the curriculum, a high number of existing students were able to progress into and succeed in this provision. English and Maths provision has focused on developing entry level skills to enable students to progress to level 1.

The new GCSE Maths was piloted resulting in an overall achievement rate [grades 3 to 6] of 100% (compared with 96.1% nationally) and 75% for grades 4 to 6, an outstanding result (20% higher than the achievement rate for grades A-C in year 2016/17 and 23.7% higher than for across 17+ providers nationally).

'Very good development of English and Maths skills to develop subject specific language and numeracy skills in 'mean'.' (OTLA feedback)

'A very thorough initial assessment with signposting to English and Maths provision. The pre-course sessions ensured that the students were fully prepared to begin learning.' (OTLA feedback)

7. Recognising and Recording Progress and Achievement (RARPA) processes are excellent and students benefit from a rigorous and consistent approach to assessment in non-accredited learning, in a similar way to accredited.

The quality assurance of non-accredited courses mimics that of accredited provision. Courses are monitored using a quality cycle for internal verification based on a risk rating sample. This has resulted in a robust focus on RARPA as a tool for monitoring the learning journey and progress of students.

100% of non-accredited courses are included in the verification sample and findings are used to determine staff training and development, standardisation activities and themes for quality improvement. The process for RARPA verification drives quality improvement. The Northern College process for RARPA internal quality assurance was shared as good practice with a Learning Consortium.

8. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses and student views and opinions are challenged and changed as a result of regular group discussions.

The College offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society.

TLA assessment and the wider college environment promote and exemplify the College's commitment to equality and diversity. Publicity images, learning materials and displays across the College are representative of the College's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. Regular displays in the College's main entry point promote awareness of diversity issues and an annual equality and diversity calendar is circulated to identify key dates and celebrations to inform classroom practice and the student activities programme.

Specific courses seek to build understanding of equality and diversity issues, rights and responsibilities, and to develop wider cultural and religious considerations. In addition, there is a strong equality and diversity focus across the College's mainstream curriculum including modules relating to stereotyping and discrimination, citizenship, values and diversity and diversity and society.

Student observations collected at the 2018 Equality and Diversity Forum stated that:

'We are more tolerant, understanding, open-minded, positive, patient, accepting and mindful.'

'We are more likely to challenge discriminatory behaviour and stand up for ourselves and others.'

'The Northern College develops tolerance in everyone – it's amazing'

'The course has opened my mind to new ways of thinking.' (Short Course Student Feedback)

OTLA evidence highlights the promotion of equality and diversity through teaching and learning:

'Clear focus on equality and diversity as a core element of the course.'

'Excellent integration of the promotion of equality and diversity.'

'Tutor works hard to develop values of respect and tolerance.'

'Positive discussion of faith and similarities and differences that students respond very well to, discussing it respectfully.' (OTLA feedback)

9. British Values are thoroughly embedded within teaching and learning practice and effectively encourage students to ask questions and to challenge fixed views so that they engage in critical debate and questioning, contributing to their moral and social development and reducing the likelihood of radicalisation.

Prevent, British Values and Safeguarding (including on-line safety) are all firmly embedded into the student induction at the start of each course. All students are informed who the safeguarding leads are in the College with their names prominently displayed, and how to raise a concern. Discussion and debate are a common feature of Community Learning courses and this is regularly used as an opportunity to further reinforce messages relating to extremism, personal safety, equality and diversity and treating others, and themselves, with respect.

In 2016-2017 staff took part in three developmental CPD sessions to embed British Values into teaching and learning. This was also the theme for the paired peer review of learning materials, of which 96% of staff took part. In 2017-2018 all staff had a developmental observation and 95% of those observations included explicit planning and content regarding British Values.

Areas for Improvement for 2018-2019

1. Observations of teaching and learning evidence that a minority of teaching is not outstanding and further development is required (TLA)
2. In a few cases, the range, quality and use of teaching resources, including digital, does not support an outstanding learning opportunity (TLA)
3. Marked work is not consistently returned to all students promptly (L&M and TLA)

Key Judgements

1. The College provides an outstanding residential learning environment in which students, many of whom have experienced considerable disadvantage, improve their confidence and aspire to achieve, taking care and pride in their work and becoming independent learners.

The residential environment encourages a sense of inclusivity, safety and tranquility, allowing students from many different backgrounds the space and freedom to learn and achieve their goals.

'I write to thank you and all of the dedicated staff at The Northern College. We have been overwhelmed by the capacity that you and your colleagues have to cater for the very particular needs of our service users. As you are aware, our service users are people who have largely been out of any form of education, or have struggled and been unhappy in educational establishments. They have largely lost their confidence and under normal circumstances would not consider venturing back into any form of formal learning. Allowing us to visit the amazing space that is The Northern College and meeting you and your colleagues helps enormously in terms of reassuring the women that they will be supported and guided during their time with you. It inspires them to think outside of their normal day-to-day environment and allows them to 'dare to dream' that there might be something out there for them to reach for - further training, education and employment. The breadth and scope of the range of subjects that you provide caters for such a wide range of interests that it is easy to find something for everyone, and the wonderful location and immaculate living accommodation makes it irresistible and provides your students with the stimulation that will project them into brand new spheres. Thank you again.' (Stakeholder Feedback)

'For some, simply coming away from home and spending time with their families in a group setting has been a significant achievement and a few months ago they wouldn't have had the confidence to try at all. For others, further along in their recovery, the chance to come to The Northern College with their families has had a powerful impact upon them, cementing their family relationships and reigniting a passion for learning that they thought lost.' (Stakeholder Feedback)

2. Outstanding individualised and specialist learning support for students.

'Clear and thorough identification of individual needs so that students with a range of support needs could participate fully.' (OTLA Feedback)

Feedback from students about the quality of additional learning support is excellent. 97% of students who used additional learning support resources such as laptops rated the service as excellent or good, 98% of students rated the classroom support and the general advice and support that they received as excellent or good, 97% of students rated the Intervention Support Worker as excellent or good. Similarly, 100% of Level 2 Diploma students rated the additional support they had received as excellent or good with student comments including 'Everyone has been fantastic no problem was too small at times they went far beyond to help ... Superb!' (Level 2 Diploma student), 'Exceptional.' (Short course student)

On the Access to HE Diploma, 100% of students who benefitted from additional learning support, such as a dedicated Learning Support Worker, note-taker, assistive technology and/or general advice and support rated these as excellent or good.

'The learner support team are great. They are really helpful and willing to help in any way they can. The offices for the support team are always open and it is very reassuring to know they are there if you need them. I honestly don't think I would have completed my diploma without their support.' (Access to HE student)

3. Student feedback is outstanding.

'Nothing much to say... But...I am graduating with First Class Honours! Pinching myself! Thank you so so, so much!' (Student Feedback)

'I've tried going to other colleges and not been able to complete one single course but here it's different, they have empowered me, given me the confidence to see it through and that's why I come here – the attitude and values of the place.' (Student Feedback)

'I feel that The Northern College completely prepared, equipped and primed me for university life in general, moreover for the work that was to be expected of me. The whole experience has been totally refreshing, empowering and has greatly improved my internal thought process. I feel, and am told quite often, like I am flourishing to full capacity now and I am so uplifted that I often have to pinch myself to appreciate just how far I have come. I am so very grateful that The Northern College came into my life and changed my outlook on my livelihood. I would encourage absolutely anyone who is doubting themselves in any aspect of their life to feel that fear and the nerves and do it anyway. The Northern College is the place to do it as you will be so well supported, empowered and encouraged to thrive, at your own pace and in a completely secure environment.' (Student Feedback)

'I got my level 3 diploma a few years ago. You guys and gals really opened my eyes and gave me self-belief and purpose. Since then I have pursued my dream. I'm in my 3rd year at uni doing an archaeology degree. I've been on digs in the UK and in Italy. Dream come true. If you ever need anyone to give a talk or something I would be delighted. And it's all your fault. You gave me this confidence and I will be eternally grateful.' (Student Feedback)

99% of students rated the quality of teaching and learning as excellent or good in the Foundation Directorate

4. Information, advice and guidance (IAG) is outstanding. Students make good use of the rapid and impartial information, advice and guidance available to support them to plan their next steps.

Student Services plays a pivotal role in the College, supporting the wider social and emotional needs of students. IAG is central to the service, providing help with Student Finance including loan applications and grants, as well as guidance regarding moving on to higher education. The College works closely with the National Careers Service to ensure students have access to broad, current and impartial advice and guidance. The College received a successful Matrix Continuous Improvement Check in February 2018.

IAG is individualised, with Student Services working closely with the ALS team, combining IAG and support meetings for students where appropriate. This has the advantage of assuring students that they are on a course which they will be able to enjoy and complete, with the support of the ALS team, as well as being a course which should help them to progress and achieve their overarching goals.

'My life before The Northern College lacked direction and focus, I was described as a spinning compass yet since attending The Northern College I strongly feel that it has navigated me onto a positive patch and given me an amazing platform to build from, not only academically but personally as well.' (Student Feedback)

5. There is a strong emphasis on appropriate behaviour both inside and outside taught sessions. This effectively supports students, many of whom have experienced significant life difficulties, to develop personal responsibility and appropriate behaviours towards others. These skills improve their effectiveness in learning and life, and support students to become more employable.

All staff within the College have a true focus on the wellbeing, progress and achievement of students. Clear policies and displays regarding expectations enable staff and students to feel empowered to challenge attitudes and behaviours as appropriate. This leads to a feeling of confidence and ownership of behaviours.

Short course provision has a strong emphasis on CHANGE (Confidence, Health & Happiness, Aspiration, New Thinking, Getting Involved, Empowerment). Student survey feedback evidences excellent progress towards the outcomes:

98% felt more confident

96% felt the course improved their sense of health and wellbeing

99% felt motivated to progress with their learning

99% felt the course helped them to think in different ways

95% felt the course encouraged them to do more for others

98% felt more able to study independently or develop skills to make changes in their lives

As a result of their courses, 98% of students would recommend the course to a friend, 98% of students considered that staying at the College helped their learning and 99% felt safe on campus.

6. The Community Learning Programme is highly effective in working with partners to improve the health and well-being of individuals who have drug or alcohol addiction and/or who have mental health problems, and in reintegrating students to play an important role in their communities.

The XXXX Recovery Day was attended by 40 students. This was a collaborative event that brought together nine national organisations to discuss and develop resources for the recovery world. The training received 100% achievement and 100% of students rated the course as excellent or good.

'I feel like I've moved forward and that I can keep going, a feeling that I haven't felt in a long time or should I say years. Coming to this course has made me see a lot more clearly and I've set goals, another thing that I haven't done in a long time.' (Peer Mentoring Student Feedback)

'This has given me an opportunity to reflect on some of the work that The Northern College and ourselves have been engaged in over the past 3 years. I feel that it is important to acknowledge the significant contribution that you and The Northern College has made in preparing people and equipping them for accredited learning. Notable successes included: two cohorts of the ILM Level 2 course in Team Member Skills, that both achieved a 100% retention and pass rate. This was significant given the personal challenges and mental health issues that students faced.' (Stakeholder Feedback Recovery College)

7. Students say they feel safe in College and show a good understanding of how to raise any concerns due to clear and strong College policies which are effectively communicated and used when necessary.

Clear 'on call' responsibilities and cover, with oversight by members of the Leadership Team 24 hours per day, are implemented to ensure that the safety of students is paramount at all times.

Safeguarding is promoted well to students, staff and visitors through posters and a quick reference guide attached to identity badges.

In student surveys, 99% of students said they felt safe or very safe, with comments such as 'safe place to learn', 'The Northern College develops tolerance in everyone, it's amazing.' (Student Feedback)

8. Enrichment activities are well-planned to promote a healthy lifestyle.

Student enrichment activities are designed to improve health, sociability, equality and diversity. Activities met the following objectives:

Fit with Equality, Diversity and Inclusion and/or religious or significant events (35)

Designed for children as well as adults (119)

Family-specific (designed for interaction) (24)

Improving health and wellbeing (49)

In 2017-2018, students took part in specific health and wellbeing enrichment activities, a rounders match with staff and students, garden walks, football in the grounds and a celebration event which showcased College provision. A community garden was developed in early 2018, through which the Activities Co-ordinator works with students to grow vegetables, promote healthy eating, and healthy exercise utilising the garden space.

Student activities were highlighted as a real College strength in the year end Student Council Feedback. This represents a distinct improvement on past provision which was often poorly attended. As well as learning new skills, representatives made particular reference to the wellbeing and health aspects of all activities in terms of combatting isolation.

'I like to come to crafts as I find it relaxing and therapeutic it breaks up the evening, gets others together and talking when you may not have met these people otherwise. A great variety of activities and something for everyone to do.' (Student Feedback)

9. English, Maths and ICT skills are effectively developed across the curriculum alongside other employability skills to support improved opportunities into further study and work.

English, Maths and ICT programmes have been designed by innovative, creative and highly experienced teaching staff alongside resources that are used across the College to embed these skills across the curriculum. There is a range of courses which offer students superb opportunities to explore and develop their skills in communication, functional Maths, teamwork, leadership, taking responsibility, reflective thinking, problem solving, independent enquiry and employability, linking in with the top 10 skills identified by employers in Barnsley.

Areas for Improvement for 2018-2019

1. Some students do not make good use of the support offered and the facilities available to make positive changes around healthy living (PDBW)

2. The College does not consistently use the learning opportunities that religious holidays and celebrations provide to enhance the overall student experience (PDBW)

Outcomes for Learners See Appendix 1 for Data Tables	Grade: 1
Key Judgements	
<p>1. Overall achievement rates are outstanding.</p> <p>Overall achievement rate of 96.6% for all students (retention 97.7% and pass 98.9%). Data relating to three-year trends indicates a steady increase from 2016-2017 across all College programmes.</p> <p>Achievement by sector subject area is on or ahead of national rates in every area, and significantly ahead in Science and Maths, Languages, Literature and Culture, and Business, Management and Law.</p> <p>At 96.5%, Access to HE achievement is 16.9% ahead of GFE national rate (79.6%) and 28.5% ahead of QAA key statistics (68%).</p>	
<p>2. Students, many of whom enter with few or no qualifications, make rapid progress in the residential learning environment.</p> <p>67% of enrolments were from students with no qualifications above Level 1 (compared with 61% in 2016-2017). Students with no or low level qualifications did at least as well as better qualified students (overall achievement 96.6%, those with no prior qualifications 96.3%, those with entry level qualifications 100%). Those students with qualifications at Level 1 on entry had a 95.5% overall achievement rate compared to 88% in 2016-2017. Data relating to three-year trends indicates a steady increase in achievement for those with no or low level qualifications across all College programmes.</p> <p>‘Clear and thorough identification of individual needs so that students with a range of support needs could participate fully.’ (OTLA Feedback)</p> <p>‘I felt challenged, but supported.’ (Short course student Feedback)</p> <p>‘For many students being able to stay on-site enables them to concentrate and focus on the learning experience, instead of being pre-occupied with childcare, or the daily commute, or having to cook and clean for themselves. Having a room to retreat to, with a desk, bed and shower, after a day of intensive learning is perceived as an important aspect of the sense of being in a sanctuary for learning.’ (University of Nottingham Report Oct 2017 ‘How Residential Adult Education Transforms Learning and Lives’)</p> <p>‘I am writing to you today to give you feedback of my personal experience of The Northern College and the course I attended. I was blown away at the beautiful setting and surroundings of The Northern College. From the moment I arrived right until I left the experience was a completely positive one and I would like to thank all the staff for making me feel so welcome.’ (Student Feedback)</p>	

3. Learning opportunities are carefully and effectively planned to suit the needs of adult learners, particularly those who have experienced disadvantage, so that they can progress at an appropriate pace from short introductory courses to more substantial study which lead to relevant qualifications and progression or into the workplace.

The Local Authority Corporate Plan, 2017-2020, 'Working Together for a Brighter Future - a Better Barnsley', outlines the local priorities in three key areas:

1. Building Barnsley's economy
2. Creating a healthier, safer and better educated population
3. Helping people to get the most out of where they live, now and in the future

Priority 1 has outcomes relating to 'creating more and better jobs' and 'increasing skills to get more people working'. The Northern College has mapped the shorter curriculum offer to the top 10 skills identified by Task Force Barnsley, all the courses on offer incorporate the employability skills our local employers want to help students improve their skills and help them to get into work, or improve employment options.

Students regularly progress from the Short Course offer to the Level 2 Diploma (Pre-Access programme), and 80% of this group progress to Access to HE with an ambition to go on to university.

4. Progression, particularly to higher education, from the Access to HE Diploma is very good.

Of those Access to HE students that responded (80%):

- 86% progressed into University provision
- 6% went into an Apprenticeship
- 3% progressed into employment
- 3% are working voluntary

90% of students studying the Pre-Access Level 2 Diploma progressed into Further Education, with 80% of these enrolling onto the Access to HE at The Northern College.

'There is a strong focus on progression and students are keen to make changes in their lives and progress further with their learning.' (Stakeholder Feedback)

5. Students with mental health conditions, learning difficulties and/or disabilities, and those recovering from drug and alcohol abuse are effectively supported to become more independent and make positive progress.

Community Learning, Wellbeing and Development and Local Authority work is targeted provision that reaches individuals who are the most disadvantaged in communities. The team works with an extensive range of partner organisations including drug and alcohol agencies, mental health services, refugee support groups, criminal justice agencies, specialist social landlords, and a range of new and emerging voluntary and community organisations. As a result of adverse experiences and a lack of opportunity, people often require more support to break down real and perceived barriers to learning. This is achieved through building strong relationships with partner organisations and individuals, and developing positive, accessible pathways into College. The day visit and bespoke course offer continues to work effectively, ensuring provision is created to meet specific student need. Effective IAG ensures that students' progress onto further study in College.

'Good opportunities for students to develop as independent learners as well as to work collaboratively.' (Stakeholder Feedback)

6. There are no significant variations in the achievements of different groups of students.

Although the College did not achieve its enrolment target for students from BAME communities, at 19% of all enrolments, this proportion is above the regional population average. At 67%, the proportion of enrolments from students with no qualifications above level 1 is high. Looking at indicators of economic and social disadvantage holistically the College continues to recruit from substantially disadvantaged backgrounds and communities.

48% of enrolments were from students declaring a learning difficulty or disability compared to 45% in 2016-2017 (18% above College target), 78% were unemployed or unwaged compared to 77% in 2016-2017 (28% above College target).

There were no significant achievement gaps between different groups of students. For students from different ethnic backgrounds, achievement rates ranged from 100% to 82.9% (White/Black Caribbean – 41 students, 2 students were not retained and 3 did not pass) and 87.5% for Chinese students (1 student not retained). These are notably lower than whole College overall achievement rates, but relate to a statistically small number of students (6).

Students with additional learning needs do as well as, and sometimes slightly better than, those without as exemplified by the overall achievement of dyslexic students at 96.5%, the same as students declaring no disability or learning difficulty. Students with severe learning difficulties (5) and students with multiple difficulties (3) had an overall achievement rate of 100%.

7. Achievement rates for English and Maths GCSE are high and well exceed national rates.

100% of English and Maths GCSE students passed their qualification.

75% of Maths GCSE students achieved a grade 4 or above, compared to 29.7% of 17+ students nationally.

58.3% of English GCSE students achieved a grade 4 or above, compared 39.8% of 17+ students nationally.

Areas for Improvement for 2018-2019

1. Improved methods for capturing a higher proportion of progression and destination data (L&M and O4L)
2. Continue to monitor the achievement of all BAME groups, no matter how small, to ensure no notable differences in achievement (L&M)

Appendix 1 – Data Tables

Overall Retention, Pass & Achievement Rates 2017-2018

Qualification	Year	Leavers	Ret %	Pass %	Achievement %	National Rate 16-17 %	+/- (%)
Access to HE	15/16	67	88.1	91.5	80.6		
	16/17	57	87.7	96.0	84.2		
	17/18	52	90.4	95.7	86.5	79.6	+6.9
Award	15/16	1109	98.6	98.4	97.1		
	16/17	500	95.8	95.2	91.2		
	17/18	484	97.1	98.1	95.2	93.4	+1.8
Basic Skills English and Maths	15/16	42	100	76.2	76.2		
	16/17	46	100	58.7	58.7		
	17/18	109	100	83.5	83.5	75.7	+7.8
Certificate	15/16	173	93.1	91.9	85.5		
	16/17	156	28.2	90.9	25.6		
	17/18	58	100	94.8	94.8	91.8	+3.0
Diploma	16/17	16	100	93.8	93.8		
	17/18	11	100	100	100	83.2	+16.8
GCSE English and Maths	15/16	24	100	100	100		
	16/17	23	100	95.7	95.7		
	17/18	24	100	100	100	80.3	+19.7
Non-Regulated	15/16	3039	98.6	98.7	97.3		
	16/17	3438	97.1	99.0	96.2		
	17/18	3258	97.7	99.7	97.4	95.7	+1.7
Diploma	16/17	35	97.1	97.1	94.3		
	17/18	23	100	95.7	95.7	96.7	-1
Overall Outcomes							
	17/18	4019	97.7	98.9	96.6		

Overall Achievement by Sector Subject Area (SSA) 2017-2018

	Course Year	Leavers 2014/15	Achievement 2014/15	Leavers 2015/16	Achievement 2015/16	Leavers 2016/17	Achievement 2016/17	Leavers 2017/18	Achievement 2017/18	GFE 2016/17	+ / - GFE 2016/17
SSA2 Science and Mathematics	All length	57	93%	70	98.6%	18	94.4%	12	100%	80%	+20
SSA6 Information and Communications Technology	All length	411	97.8	180	97.2%	8	100%	50	94%	91%	+3
SSA11 Social Sciences	All length	55	76.4	80	82.3%	47	80.9%	37	84%	79%	+5
SSA12 Languages, Literature and Culture	All length	8	87.5	5	100%	6	83.3%	12	100%	82%	+18
SSA 13 Education and Training	All length	167	95.8	120	82.0%	126	91.3%	0		89%	
SSA 14 Preparation for Life and Work	All length	1869	95.7	1120	95.4%	24	87.5%	184	88%	88%	0
SSA15 Business, Administration and Law	All length	696	97.3	500	97.0%	239	95.4%	249	99%	88%	+11

Note: This table reports on Adult Education Budget enrolments only. It compares The Northern College Achievement Rate by Sector Subject Area to the GFE and

Access to HE Achievement Rates 2017-2018

The Northern College 2017/18	GFE and Tertiary Colleges 19+ (2016/17)	QAA Access to HE Key Statistics (2016/17)	Minimum Threshold 2017/18
96.5%	79.6%	68%	70%

GCSE Maths 2017-2018

Overall	Grade 4 or above		Minimum Threshold all Grades
The Northern College	The Northern College	National 19+	National
100%	75%	29.7%	75%

GCSE English 2017-2018

Overall	Grade 4 or above		Minimum Threshold all Grades
The Northern College	The Northern College	National 19+	National
100%	58.3%	39.8%	75%

Postcode Analysis by Region

Area	Number	%
South Yorkshire	2479	61%
West Yorkshire	1031	26%
National	533	13%
Barnsley	1208	30%

3 Year Participation Trends

17/18 Targets	Whole College				Access to HE				Level 2 Diploma			
	Target	15/16	16/17	17/18	Target	15/16	16/17	17/18	Target	15/16	16/17	17/18
% Males	45	47%	41%	42%	45	46%	38%	43%	40	37%	51%	22%
% Females	55	49%	59%	58%	55	54%	62%	57%	60	63%	49%	78%
% Enrols from Ethnic Minorities	20	14%	18%	19%	20	22%	27%	20%	12	0%	0%	0%
% Enrols by students declaring LDD	30	38%	45%	48%	20	35%	35%	29%	20	52%	83%	86%
% Enrols by students who are unemployed/unwaged	50	58%	77%	78%	50	84%	78%	66%	65	100%	94%	100%
% Enrols by students with no qual above L1	50	57%	61%	66%	40	46%	33%	54%	50	59%	51%	42%
% Retention	97	99%	98%	98%	90	88%	87%	90%	95	100%	98%	92%
% Achievement Rate	95	97%	96%	97%	83	81%	84%	87%	90	94%	94%	92%

17/18 Targets	Short Courses				GCSE English				GCSE Maths			
	Target	15/16	16/17	17/18	Target	15/16	16/17	17/18	Target	15/16	16/17	17/18
% Males	45	49%	41%	42%	40	0%	17%	58%	40	21%	35%	17%
% Females	55	51%	59%	58%	60	100%	83%	42%	60	79%	65%	83%
% Enrols from Ethnic Minorities	20	14%	18%	19%	18	0%	17%	17%	18	21%	29%	33%
% Enrols by students declaring LDD	30	40%	46%	48%	30	40%	50%	67%	30	11%	24%	25%
% Enrols by students who are unemployed/unwaged	50	61%	79%	78%	50	100%	83%	75%	50	47%	59%	58%
% Enrols by students with no qual above L1	50	60%	63%	67%	50	80%	50%	58%	50	58%	35%	83%
% Retention	97	99%	99%	98%	95	100%	100%	100%	95	100%	100	100%
% Achievement Rate	95	97%	97%	97%	90	100%	83%	100%	90	100%	100	100%

17/18 Targets	Teacher Education			
	Target	15/16	16/17	17/18
% Males	30	31%	38%	43%
% Females	70	60%	62%	57%
% Enrols from Ethnic Minorities	15	18%	13%	4%
% Enrols by students declaring LDD	30	21%	30%	30%
% Enrols by students who are unemployed/unwaged	25	41%	44%	43%
% Enrols by students with no qual above L1	N/A	20%	31%	54%
% Retention	90	99%	99%	96%
% Achievement Rate	90	84%	90%	87%

Achievement Rates by Student Group

Students by Age Group 2017-2018

Age group	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
16-18	12	91.7	100.0	91.7
19-20	75	98.7	98.7	100.0
21-24	231	95.2	96.5	98.7
25-30	410	94.9	96.8	98.0
31-36	627	96.0	96.5	99.5
37-42	617	97.2	98.1	99.2
43-48	586	95.7	98.0	97.7
49-54	624	97.1	98.1	99.0
55-60	418	97.4	98.1	99.3
61-66	256	97.7	98.0	99.6
67+	163	98.8	98.8	100.0
Total	4019	96.6	97.6	98.9

Students by Disability 2017-2018

Disability category	Leavers Overall	Achievement Overall %	Retention Overall %	Pass Overall %
no information provided by the learner	23	91.3	95.7	95.5
no difficulty/disability/health problem	2095	97.1	98.0	99.1
has difficulty/disability/health problem	1901	96.0	97.3	98.7
Total	4019	96.6	97.6	98.9

Students by Gender 2017-2018

Gender	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
Female	2322	96.8	97.5	99.2
Male	1697	96.3	97.8	98.5
Total	4019	96.6	97.6	98.9

Students by Ethnicity 2017-2018

Ethnic Group	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
White British	3214	96.5	97.6	98.9
Irish	17	100.0	100.0	100.0
Other White	132	98.5	98.5	100.0
White/Black Caribbean	41	82.9	87.8	94.4
White/Black African	9	100.0	100.0	100.0
White/Asian	9	100.0	100.0	100.0
Other Mixed	21	95.2	95.2	100.0
Indian	41	97.6	100.0	97.6
Pakistani	91	95.6	96.7	98.9
Bangladeshi	31	100.0	100.0	100.0
Chinese	8	87.5	87.5	100.0
Other Asian	40	95.0	97.5	97.4
African	130	95.4	98.5	96.9
Caribbean	26	96.2	96.2	100.00
Other Black	21	100.0	100.0	100.0
Arab	86	98.8	98.8	100.0
Other	44	100.0	100.0	100.0
Not Provided	58	98.3	100.0	98.3
Total	4019	96.6	97.6	98.9

Students by Prior Attainment 2017-2018

Qualification Level	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
n/a	13	100.0	100.0	100.0
Entry Level	8	100.0	100.0	100.0
Full Level 2	513	96.7	98.2	98.4
Full Level 3	399	97.5	98.7	98.7
Level 1	374	95.5	96.3	99.2
Level 4	280	98.6	99.3	99.3
Level 5	78	97.4	97.4	100.0
Level 6	8	100.0	100.0	100.0
Level 7+	1	100.0	100.0	100.0
No qualifications	2298	96.3	97.3	98.9
Not known	38	100.0	100.0	100.0
Other qualification level not known	3	100.0	100.0	100.0
Other quals below Level 1	6	66.7	66.7	100.0
Total	4019	96.6	97.6	98.9

Appendix 2 – 2017-2018 Quality Improvement Plan (QIP)

Issue	Link to Ofsted Criteria	Action	Expected Outcomes	Responsibility	Review Points	Completion Date
The BAME composition of staff and governors needs to increase to be more diverse and closer match that of the student body (19% in 2017-2018)	L&M	Continue to promote posts with a focus on underrepresented groups, using appropriate advertising and social media sites	A higher percentage of BAME job applicants leading to higher numbers of BAME staff (currently 5%)	Vice Principal (HR lead), Leadership Team	Leadership Team	Immediate Action to be reviewed monthly
		Work closely with partner organisations that reach out to BAME groups	A higher percentage of BAME job applicants leading to higher numbers of BAME staff (currently 5%)	Vice Principal (HR lead), Leadership Team	Leadership Team	Immediate Action to be reviewed monthly
		Consider 'growing our own' from the increasingly diverse student population	A higher percentage of BAME job applicants leading to higher numbers of BAME staff (currently 5%)	Vice Principal (HR lead), Leadership Team	Leadership Team	Immediate Action to be reviewed monthly
		The Board Search Committee will be implementing a targeted campaign, and will continue to consider BAME representation when recruiting new members	A higher percentage of BAME governors (currently 0%)	Clerk to Board Governors	Board of Governors	Immediate Action to be reviewed monthly
Marked work is not consistently returned to all students promptly	L&M	Ensure that student work turnaround processes and monitoring reports accurate report activity	Meet the College PI for the return of marked student work within 21 days	Vice Principal (MIS lead)	CMM Leadership Team	January 2019
	TLA	Ensure that appropriate action is taken within Directorates to ensure marked work is returned promptly to students	Meet the College PI for the return of marked student work within 21 days	Academic Directors for Curriculum	CMM Leadership Team	January 2019
		Review methods for capturing progression and destination data for all students	Agreed and consistent methods for capturing student progression and destination data	Vice Principal, ADs for Curriculum and Student Support	Leadership Team	January 2019
		Produce regular report to detail internal student progression from course to course within College	Agreed and consistent methods	Vice Principal (MIS lead)	CMM	Monthly from January 2019

Limited methods to collect and analyse internal and post College student progression and destination data	L&M		for capturing student progression and destination data			
	O4L	Work closely with stakeholders to track post College progression/destination to further education, higher education and work	Understanding of internal progression in each Directorate Improved and consistent post College student data	ADs for Curriculum and Student Support	Directorate Team Meetings	Immediate
		Implement a process for capturing destination data an agreed period after leaving the College	Improved destination data after students have left the College	Vice Principal, ADs for Curriculum and Student Support	Leadership Team	July 2019
		Use positive progression and destination case studies as inspiration to current students	Display student case studies including progression data	Vice Principal (Marketing lead)	Marketing Management Group	January 2019
Some students do not make good use of the support offered and the facilities available to make positive changes around healthy living	PDBW	Further develop extra curricula enrichment activities to promote healthy living	More students involved in activities promoting healthy living	AD for Student Support	Team Meetings/CMM	Immediate
		Develop links with external advisory and support groups who can attend College to offer information and advice to students on lifestyle choices	Improved information and guidance for students	AD for Student Support	Team Meetings/CMM	January 2019
		Work closely with the National Trust to develop activities for students (and staff) in the grounds	Joint activities developed and engaged in	Principal, AD for Student Support	NC/NT Participation Group	July 2019
		Encourage current students to get involved in the promotion of healthy living and displays around College	Peer advice and support encourages more students to get involved	AD for Student Support	Student Union Meetings/ Student Forum	January 2019
		Review the catering offer to ensure appropriate healthy living options are always available	Improved range of healthy living options	Head of Estates and Facilities	Catering Team Meeting, Leadership Team	January 2019
Observations of teaching and learning evidence that a minority of teaching is not outstanding and	TLA	Rigorously and consistently identify areas for improvement in the Observation of Teaching & Learning (OTL) documentation	Areas for improvement clearly identified	ADs for Curriculum	Academic Standards/ Directorate Team Meetings	December 2018
		Resulting individual Tutor Action Plans should reflect development needs and staff supported to improve	Tutors supported to improve using a	ADs for Curriculum	Academic Standards/ Directorate Team Meetings	Monthly

further development is required		through team guidance & training, and internal/external CPD	range of methods & resources			
		All individual Tutor Action Plans are closely monitored and reviewed by Tutor Managers and ADs throughout the year	Supportive and regular line management leading to improvement	ADs for Curriculum	Academic Standards/ Directorate Team Meetings	Monthly
		Ensure whole College CPD plan recognises and provides opportunities to address identified TLA development areas	College CPD focuses on key improvement areas	Vice Principal (HR lead)	CMM	December 2018
In a few cases, the range, quality and use of teaching resources, including digital, does not support an outstanding learning opportunity	TLA	Continue the peer review of materials activity in 2018-2019	Sharing of good practice and identification of areas for improvement	AD for Foundation	Observation of Teaching & Learning/ Academic Standards	Monthly
		All tutor managers will be trained and supported to develop content for a blended/online course or module	Development of high quality resources on Canvas	ADs for Curriculum and Student Support	Observation of Teaching & Learning/ Academic Standards	January 2019
		All accredited courses or modules to have online course material on Canvas	Lead on overseeing digital development of resources	ADs for Curriculum and Student Support	Digital Strategy Action Plan/Leadership Team	July 2019
		Identify team level digital champions	Lead on overseeing digital development of resources	ADs for Curriculum and Student Support	Digital Strategy Action Plan/Leadership Team	January 2019
		Share good practice in use of resources in team meetings/academic staff meeting	Further development of integration of digital literacy in all programmes	ADs for Curriculum	Directorate Team Meetings	December 2018
		Pilot a shadowing/sharing good practice exchange for tutors with Fircroft and Ruskin Colleges	Increased variety and quality of resources used in classes.	AD for Foundation	Leadership Team	July 2019
		Ensure the College calendar recognises and highlights religious holidays and celebrations	Improved understanding and recognition	Vice Principal (Marketing lead)	Marketing Management Meeting	December 2018
		Develop TLA planning documentation to include learning opportunities linked to important religious dates and events	More diverse TLA content and learning encouraging more	ADs for Curriculum	Curriculum Planning/Leadership Team	January 2019

The College does not consistently use the learning opportunities that religious holidays and celebrations provide to enhance the overall student experience	PDBW		BAME students and staff			
		Regular displays and extra curricula enrichment activities celebrate religious and other events that improve student's understanding of equality, diversity and inclusion (EDI), using student voice and case studies as appropriate	Improved understanding and recognition of EDI opportunities leading to more BAME students and staff engaging at College	AD for Student Support	CMM/Team Meetings	December 2018
		The catering offer reflects religious events and holidays	Improved understanding and recognition of EDI opportunities leading to more BAME students and staff engaging at College	Head of Estates and Facilities	Catering Team Meeting/Leadership Team	January 2019
Very small numbers of Black Caribbean and Chinese students achieve less than other BAME groups	O4L	Continue to monitor retention and pass rates for different BAME groups of students	No significant variances in achievement rates for BAME students	ADs for Curriculum	CMM/Team Meetings	July 2019
		Implement differentiated actions as appropriate	No significant variances in achievement rates for BAME students	Leadership Team	Leadership Team	July 2019

Appendix 3 – Review of 2016-2017 Quality Improvement Plan (QIP)

Issue	Link to Ofsted Criteria	Action	Expected Outcomes	Responsibility	Monitoring	Completion Date	Progress
The BME composition of staff and governors does not match that of the student body	L&M	Continue to advertise posts with a focus on under-represented groups	A higher percentage of BME job applicants leading to higher BAME staff numbers	Vice Principal	Leadership Team	July 2018 (for immediate actions). The impact may take longer to achieve	<p>Job adverts explicitly state that applications from under-represented groups are welcomed</p> <p>We are now advertising vacancies on local University internal websites (Sheffield, Sheffield Hallam and University of Huddersfield) to try and attract both students and graduates to college vacancies. An analysis of applicants for 2017/18 is still to be undertaken.</p> <p>The Community & Partnership Learning team now send vacancies out to their networks and this has led to an increase in the number of BAME applicants</p>
		Plan a teacher education course focused on recruitment from BAME groups who may join college staff at a later date	A higher percentage of BME job applicants leading to higher BAME staff numbers	AD for Access and Higher level programmes	Leadership Team	July 2018 (for immediate actions). The impact may take longer to achieve	Teacher Education Team felt it was more appropriate to identify strategies for increasing BAME applications on all programmes, rather than a specific cohort of students. Targeted work being undertaken by team and Marketing - improvements on Level 2 Diploma, Teacher Education, ICT and English and Maths as at October 2018.
		The Board Search Committee to consider BAME representation on the Board when recruiting new Board members	A higher percentage of BAME governors	Clerk to the Board	Board of Governors	July 2018 (for immediate actions). The impact may take longer to achieve	The Search Committee continues to consider BAME representation on the Board, and have approved a targeted recruitment campaign for 2018-2019

The average class size of 11 is below the target set and wasteful of resources	L&M	Continue to text and phone students to remind them of course Over offer on openly recruited short courses Take action when students fail to show for booked courses	An average class size of 12	ADs for Curriculum	Leadership Team/CMM	July 2018	Action in this area continues and the average class size is now 11.7, an improvement of 0.7. Administrative arrangements with Trade Union partners ensures that reps are reminded of required numbers when they are booked onto courses. Average class sizes in TU Ed now significantly exceeds the target
The achievement of some BME groups has declined. This represents very small numbers of students, nonetheless must be monitored regularly during 2017/18, in particular the White/Black Caribbean group	L&M O4L	Monitor the achievement of different groups on a monthly basis and pursue any areas where there is a gap in achievement	Reduced achievement gaps between different groups of students	AD for Access and Higher level programmes	CMM	July 2018	Monthly achievement report produced for CMM – achievement gaps relating to ethnicity are reviewed and further investigation to identify potential course or programme area issues is undertaken by Academic Director for Access to HE. For example, current achievement rate of 82.6% for White/Black Caribbean students (23) represents 3 students not completing their courses or outcomes unknown. There are no significant achievement gaps relating to ethnicity for the year end 2017-18 and where small differences are present these relate to 4 students and are linked to retention.
Whilst improvements have been made, there is an ongoing need to ensure that all students have work returned promptly and that monitoring of turnaround times is accurate and effective	L&M	Plan appropriate monitoring of turnaround so that records are accurate	Meet the PI for return of work within 21 days	Vice Principal	Leadership Team/CMM	January 2018	All areas have improved and meet the 21-day turnaround, resulting in an overall college turnaround of 16 days
		Take action to ensure that work is promptly returned to students		ADs for Curriculum	Leadership Team/CMM	July 2018	New turnaround tracking system devised by Academic Director for Access to HE and HLP. This should mean that tracking and reporting of turnaround for level 2 and level 3 provision is in place and first reports will be December 2018. These statistics are checked fortnightly and where it appears that breaches have occurred they are investigated and where necessary rectified without delay

Students' understanding of the aims of the Prevent agenda is weak	L&M TLA	Posters and displays giving information about Prevent	A good understanding amongst students about what the Prevent agenda is and aims to do	ADs for Curriculum	Academic Standards	January 2018	Posters are now on display
		Embed information about Prevent within provision	A good understanding amongst students about what the Prevent agenda is and aims to do	ADs for Curriculum	Academic Standards	July 2018	Review Learning for Life activities to further extend understanding of Prevent. Feedback from the Equality Forum 2018 demonstrates that students have a good understanding of Prevent Identify potential training materials to use with students Prevent and British Values now specifically features in all provision in the Community & Partnership Learning Directorate
The records of observations of teaching and learning show that not all teaching is outstanding and there is an ongoing need for further development	TLA	Continued use of observations to identify areas for improvement	A higher proportion of excellent observation findings meaning an improved and more consistent experience for students	AD for Foundation, Principal	Academic Standards	January 2018	OTLs started early in the autumn and are almost complete.
		Closer monitoring and support for Individual Tutor Action Plans	A higher proportion of excellent observation findings meaning an improved and more consistent experience for students	AD for Foundation, Principal	Academic Standards	July 2018	Tutors are supported to complete actions plans by line managers and the quality coordinator
		Staff development opportunities linked to areas for improvement	A higher proportion of excellent observation findings meaning an improved and more consistent experience for students	AD for Foundation, Principal	Academic Standards	January 2018	The College has invested in an online CPD platform called HOW2 to support development

<p>Whilst students develop well as independent learners their previous experiences can mean that they need to develop stronger resilience, this is an area for development in 2017/18</p>	<p>TLA</p>	<p>Peer review to focus on this issue</p> <p>Associated sharing of good practice and staff training</p> <p>Student resilience to be measured by satisfaction surveys and focus groups</p>	<p>Improved student resilience</p>	<p>AD for Foundation, Principal</p>	<p>Academic Standards</p>	<p>July 2018</p>	<p>Peer reviews are focusing on this topic</p>
<p>Some students smoke and can drink excessively. Whilst acknowledging that the College is working with adults making their own life choices, who often attend for a very short time, there is an ongoing need to provide support for those who wish to make positive changes and education around healthy living in general</p>	<p>PDBW</p>	<p>Links with external advisory and support groups who can come to provide information and support to students on lifestyle choices</p>	<p>Increased awareness in the student body about ways to improve health and well-being</p>	<p>AD for Student Support</p>	<p>CMM</p>	<p>January 2018</p> <p>Measuring long term impact beyond the college may be difficult</p>	<p>There has been a significant increase in the number of students attending student activities this academic year. The satisfaction rate is also extremely high. This is covered in the Student Services annual report</p>
		<p>Regular displays encouraging healthy lifestyles around college</p>	<p>Increased awareness in the student body about ways to improve health and well-being</p>	<p>AD for Student Support</p>	<p>CMM</p>	<p>July 2018</p>	<p>Support groups such as Luminar (against domestic abuse) have held information and support sessions in college</p>
		<p>Put on a programme of healthy or health related enrichment activities</p>	<p>Increased awareness in the student body about ways to improve health and well-being</p>	<p>AD for Student Support</p>	<p>CMM</p>	<p>July 2018</p>	<p>20 activities to date have had a health related element e.g. Fit 2 Dance, evening walks, drug & alcohol awareness workshops</p>
		<p>Assess the effectiveness by numbers attending, responses to questionnaires and focus groups</p>	<p>Increased awareness in the student body about ways to improve health and well-being</p>	<p>AD for Student Support</p>	<p>CMM</p>	<p>July 2018</p>	<p>Significantly, feedback from students strongly suggests that that any engagement with activities can act as a welcomed distraction way from unhealthy lifestyle choices such as excessive drinking and can improve the residential experience by providing a sense of community and reducing feelings of isolation</p>

<p>Links with partner agencies are not always effective in providing information about student progression routes</p>	<p>TLA PDBW</p>	<p>Choose a sample of those partner agencies which offer most College students and devise a strategy for collecting information about progression</p>	<p>A robust sample of information on student progression from partnership activity</p>	<p>AD for Community and Partnership Learning</p>	<p>Academic Standards</p>	<p>July 2018</p>	<p>Conversations are ongoing with Leeds City Council for them to provide Northern College with progression data for their residents who start their journey with us. They are installing a new tracking system that should allow this to happen. This could provide a model to be replicated with other partners. Regrettably there is a significant level of concern in all local authorities regarding post GDPR data sharing. I am not at all certain that this is achievable in the short to medium term</p>
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