St Piers College

Unique Reference Number	141241
DfE number	**936/7907**
Local Authority	**Surrey**
Type of Provider	**Independent Specialist College**
UKPRN	**10004502**
Category	**19+**
Date of summary record	**November 2017** [updated]

Self-Evaluation Summary
2016-17

Organisation-wide Strategies for Young Epilepsy

STRATEGY 1:   To create a sustainable centre of excellence for SEND education, residential care and health services on the Lingfield campus that is widely recognised for the delivery of outstanding outcomes for young people with epilepsy and associated conditions.

STRATEGY 2:   To be the national champion of children and young people with epilepsy by influencing policy, improving public awareness and offering support to them, their families and professionals.

STRATEGY 3:   To deliver and support pioneering health, education and social care research that will make a difference to young people with epilepsy, their parents and carers and to our practice in delivering services.

STRATEGY 4:   Over time, to grow and diversify our service delivery through local bases and nationally through direct delivery and partnership working.

Quality Improvement Strategy 2017-2020: 3-Year Breakthrough Goals

1. Develop educational partnerships with local authorities / boroughs, regional and national bodies.
2. Remodel St Piers' education business model.
3. 16+ Learning Centre offers flexible personalised learning pathways.
4. St Piers operating as a Government-approved Academic Centre of SEND Excellence.

Key Focus Areas: 2017/18
1. **Quality innovation and research of learning.**
2. **Person-centred provision design.**
3. **Social values and social returns on investments.**
4. **Equity and inclusion.**
5. **Autism spectrum conditions and challenging behaviours.**
6. **Specialist service outreach.**

College Characteristics

- St Piers College is a residential and day provision for students aged 19 - 25 with Epilepsy or other neurological conditions and associated special educational needs and disabilities. Many young people have additional needs, requiring physical and medical support. This is provided by a high quality trans-disciplinary team at Young Epilepsy including consultant registrars, specialist nurses, educational psychologists, occupational, physiotherapy and speech and language therapists, teachers, learning support assistants, student support workers, residential care staff and neuro-psychiatrist.

- St Piers College operates within the overall organisation of Young Epilepsy and maintains a strong relationship with other on-site Young Epilepsy providers such as St Piers School and the Neville Childhood Epilepsy Centre which accommodates a Medical and Research Centre with links to Great Ormond Street Hospital. This range of services provide an integrated package of education, support and care for all students. This means that all students have a highly qualified and experienced staff team surrounding them. That team is committed to providing outstanding learning environments and excellence in teaching and support, whatever complex needs the individual young person may have.

- All students have a statement of special educational needs or an Education Health and Care Plan representing a wide-ranging population including severe learning disability, autistic spectrum conditions, social, emotional and mental health difficulties, challenging behaviour, specific cognition and learning disabilities, physical disabilities and highly complex needs. The college makes specialist provision for those with epilepsy and its students on the autistic spectrum and many more who are taught within class groups also have specialist interventions.

- St Piers College holds Silver Work Experience Quality Standard [UK Commission for Employment & Skills] and was judged as 'Good' in its previous Ofsted inspection [January 2014].

- Student mobility is high, reflecting the unique characteristics of the students and their very specific learning needs. More students than average start the college at times other than at the end of Key Stage 5. A small number leave the college to access other specialist settings if required or cannot return due to local authority restrictions with funding.

- Category of Need: Currently, 49% of the NOR have a diagnosis of Autism Spectrum Conditions, 10% have social, emotional and mental health and 12% have speech, language and communication difficulties. 4% of students have visual impairments and 3% have physical disabilities. In terms of cognition and learning, around 25% of students have severe learning difficulties with a further 12% having moderate learning difficulties.

- Current NOR is 111. There are approximately one-third as many boys (66) as girls (45): this is a consistent trend [girl-boy ratio is 1:1.5] for college. Overall, college numbers have decreased over the past three years [2014/15 – 121 / 2015/16 – 119]. Proposed NOR for September 2018 is 105-115, reflecting the trend.

- Most students are of White British heritage [78%] with a small proportion from minority ethnic heritage [3% Asian, 5% Black, 1% White Irish and 9% Dual ethnicity] and a very few who speak English as an additional language.

- The social and economic backgrounds of the students vary but are below average overall. IDACI figures range from 0.097 [Surrey] to 0.307 [London Borough of Enfield].

- The last inspection of St Piers College was in January 2014.
- The overall effectiveness of education was found to be good [2].

SMARTER Next steps for the College:

A. **Initial Assessment development:** to ensure all students are appropriately assessed prior to and upon entry to College, to ensure programmes of learning are realistic and meaningful and offer value for money and meet social values.

B. **Improve the quality of teaching and students' achievement** by making sure that, in all sessions and activities:
   i. Lecturers and class team plan and provide work that is at the right level of challenge for the students
   ii. Work for students contributes towards achieving the targets set on their ILPs and EHCPs, where appropriate
   iii. Guidance is given to students about how they can improve their work and skills, during lessons and in marking [use of Assessment for Learning (AfL) strategies].

C. **To further develop and enhance the vocational aspects of the 16*-25 curriculum.** Ensuring that all accredited and non-accredited courses are suitably demanding for students of all abilities, and particularly the more able, offering challenge and opportunities for further training, apprenticeships and employment.

D. **To review the 16*-25 curriculum** relative to the proposed 5-25 provision model, to meet the needs of the changing profile of the students, including any significant adaptation to the curriculum, specific trans-agency support, modification of the physical environment, special resources and levels of individual care and support.

E. **Provide appropriate monitoring, support and guidance to the staff new to leadership** and management roles, to ensure that they are effective as leaders as quickly as possible.

F. **Recruitment and retention of key staff** who are suitably qualified to enhance the teaching and learning across all areas of the college, and can contribute to the development of the 5-25 curriculum in due course.

* Linking 16-19 curriculum with 19-25 curriculum

Since January 2014, the College has responded purposefully to the following 2014 Ofsted recommendations.

1. **Increase the number of learners progressing into paid or voluntary employment by:**
   a. further developing the skills and expertise of support staff
   b. enhancing the links with the communities and employers to which learners will return when they leave college.
2. **Increase the proportion of good and outstanding teaching and learning by:**
   a. further systematically sharing the most effective practice
   b. clearly recording the progress learners make and the skills they develop in non-accredited provision
   c. clearly communicating to students how they can improve.
3. **Sustain the strong drive to develop the provision by:**
   a. maintaining the focus on improving the quality of the learners' experience
   b. further developing the skills and expertise of teaching and support staff.
4. **Develop and ensure planning becomes embedded:**
   a. that new developments are evaluated
   b. any necessary changes are made with considered purpose.

A] Overall effectiveness: the quality & standards of education

Current grade	2
Last inspection grade [2014]	2

Overall effectiveness of education at St Piers College is good

STRENGTHS

a. Teaching is good throughout the college.
b. The students achieve well in relation to the complex difficulties that they face: 96% of students who finished a course in 2016/17 achieved a qualification.
c. Behaviour, inclusion, pastoral and safeguarding are outstanding in the college. Attitudes to learning are often exemplary. Conduct outside lessons is mostly impeccable.
d. Senior leadership and middle leadership & management are both good and have the capacity to be outstanding by 2020. This extended leadership group have an accurate understanding of the strengths of the college and the areas identified for development.
e. Findings of self-assessment / evaluation are used to develop capacity for sustainable improvement.
f. Outstanding range and practice of effective integrated therapies such as Occupational Therapy, Physiotherapy, Speech & Language, Educational and Clinical Psychology, Neuro-Psychiatry and Play Therapy all support learning and inclusion. Intensive Interaction and Sensory Integration are effective tools utilised to support in an educational and therapeutic manner.

Evidence

I. **The quality of teaching, learning and assessment**
   a. St Piers provides a rich, impressive range of subjects, with ambitious and exciting activities and opportunities that form an outstanding basis for learning and teaching, through well-designed and individualized curriculum arrangements.
   b. Monitoring of teaching shows that teaching is good and is improving because of effective leadership and management support, focused training and new, appropriately identified resources.
   c. Teaching is not outstanding because AfL [Assessment for Learning] strategies are not fully embedded causing some lessons not to be as finely tuned to meet individual's personalised needs.
   d. Students achieve well, with no groups disadvantaged by being at St Piers.
   e. Students who have the capacity, demonstrate independence and the ability to transfer skills to other environments.
   f. Achievement in many vocational and practical subjects is good.
   g. Students of all abilities and needs achieve well, including those with complex and severe learning difficulties and autism spectrum conditions. This is due to good teaching, the interesting and broad range of subjects and activities, and the excellent support given to help students overcome their personal difficulties.
   h. Students' attitudes to learning in almost all sessions are excellent: They are keen to learn.

i. Most students achieve an appropriate range of academic, vocational and practical accreditations at the end of their time in college as agreed during initial assessment for each student: This prepares them well for further education, work or training.

j. Parent surveys show that almost all parents and carers are very happy with their son's / daughter's progress. Where a concern is raised, senior staff resolve in a timely manner.

II. **An overview of all the other key judgments**

a. The work of the new senior leadership team and extended leadership team is transforming the college and improving the students' futures and staff's career opportunities.

b. A newly devised student assessment system is helping to ensure students receive personalized support and interventions helping them overcome their barriers to learning.

c. The St Piers Education Team provides a highly inclusive environment where students are able to learn effectively.

d. The college actively promotes British Values: an Equality & Diversity calendar encompasses a wide range of events, activities and themes, helping to raise students' understanding of what it means to live in modern Britain today.

e. Careful thought has gone into recent college developments to ensure that they reinforce each other and add up to sustainable, wide-scale improvement with noticeable impact on outcomes.

III. **Provision and promotion of students' spiritual, moral, social and cultural [SMSC] development and their physical well-being**

a. Relationships between staff and students are excellent.

b. Almost all parents, carers, staff and students are happy with the college's work.

c. The behaviour of students is outstanding because they are provided with interventions and support personalized by a trans-disciplinary team.

d. Students communicate that they feel safe at college and enjoy learning about themselves.

e. The effectiveness of safeguarding means that all staff are aware of, and understand their responsibilities and so students say they feel safe and parents and carers feel that the college keeps their sons and daughters safe.

f. The college's work to keep students safe and secure is outstanding: the organisation has a dedicated, specialist Safeguarding and Compliance Manager who liaises with the Safeguarding Lead in the college. Staff receive direct delivery of training for procedures in preventing suspected radicalization and extremism.

g. Policies, procedures and training are effective and comply with all statutory legislation and all leaders, managers and governors adhere to relevant statutory responsibilities relative to working with vulnerable young adults.

h. St Piers leadership and management, including the Education Governing Body, ensure safer recruitment in line with DfE guidance and statutory requirements.

i. St Piers has a commendable single central record which covers all staff [including supply/agency staff] and members of the Education Governing Body and Trust Board.

Acknowledged Barriers to Learning

a. The quality of teaching is not yet outstanding because assessment for learning [AfL] strategies and active teaching methods are not thoroughly embedded and approaches to teaching are not yet consistent. Student Support Workers' deployment and direction is also not yet consistent across the college.

b. Some accredited and non-accredited learning routes are not appropriately relevant to the needs of all students, especially in relation to knowledge and skills in alignment with their personalized learning outcomes.

Main **Priorities** for removing BtL

a. Raise the overall quality of teaching from good to outstanding through effective Assessment *for* learning strategies and consistency of approach to teaching and learning practices.
b. Improve the quality of differentiated curricular planning and delivery, so that effective application of communication, reading, writing and mathematical knowledge and skills is always well-promoted and clearly evident.
c. Develop the capacity of Student Support Workers to support learning and teaching across a range of complex needs.
d. Develop more external partnerships for quality assurance across a regional context, including Challenge Partners and Teaching School Alliance membership.

Practical actions to be taken

a. Re-evaluate / audit whole-college strategic planning for literacy and numeracy.
b. Learning walks to look at rate of progress and new learning opportunities for all students.
c. Use 'hexed' evidence from informal / formal learning reviews, work scrutiny, learning walks, progress data and EHCP outcomes to inform session planning guidance and linked SMARTER appraisal targets for all staff involved in education in college and residential settings.
d. Reviewing and refining the middle leadership tier with an appropriate Leadership Skills Continuing Professional Learning Programme, coherent with a Leadership Skills Development Matrix.
e. Extended Leadership Team to lead training and professional development around Assessment for Learning [January 2018 / Spring Term].
f. Outreach development and professional services offered to mainstream and SEND local schools and colleges: working in partnership with London Boroughs and Local Authorities.
g. Continue to develop working partnership with Challenge Partners, London & SE Hub [The Bridge, London] and Teaching School Alliance to facilitate improvement of teaching, learning and assessment.

B] Effectiveness of leadership and management

Current grade	2
Last inspection grade [2014]	2

Effectiveness of leadership and management is good

STRENGTHS

a. Senior and extended leadership is good and moving towards outstanding.
b. The capacity of leadership is also good with a clear ability for progressing rapidly to outstanding by 2020.
c. St Piers is a community and is unified through vision, mission and core values and has high ambitions of what it wants to achieve.
d. Monitoring and quality assurance of standards by the Senior Leadership Team is accurate and rigorous and aligned with external professional judgements, including Local Authority monitoring visits and educational consultants.
e. Professional Learning development for staff is a strength of the wider organisation.
f. Whole-college self-evaluation is progressively more effective and collegiate in approach.
g. Students are safe and well cared for: safeguarding and protection of vulnerable young adults is highly effective and individual targets for health and wellbeing are set across the college and residential settings.
h. Relationships between college, parents/carers and professionals from trans-disciplinary teams are highly operational and very effective.
i. Key improvement initiatives are meaningful and representative of student and staff needs: they are successfully implemented and rigorously monitored by leadership.

Evidence

I. Leaders and managers at all levels [including governors]:
a. Demonstrate a clear and ambitious vision for St Piers. The specific mission and core values support the vision and mission of the college; this association helps shape our culture and reflects what we value and is centred on supporting vulnerable young adults achieving outstanding outcomes. It is communicated effectively to staff, parents/carers and students and other professionals who we work in partnerships with and is aligned to the whole-organisation's first strategy.
b. Are creating a culture of high expectations, aspirations and educational quality in which the highest achievement of progress and attainment in academic and vocational work is recognised as critically central to our holistic pedagogical approach. The Education Governing Body [EGB] is engaged and continues to develop the level of challenge it provides to the college.
c. Prioritise refining arrangements aimed at improving outcomes for all students, including highly vulnerable students and those with complex needs and disabilities.
d. Precisely monitor, analyse and evaluate the progress of key groups of students through bespoke assessment systems, to ensure that none fall behind their peers and most meet and some exceed expectations and aspirational targets. Progress and attainment data informs assessment and is used to inform more accurate planning. Governors are responsible and effective at holding college leaders to account for this through a range of highly focused individual support and monitoring visits and Education Governing Body [EGB] meetings, driven by an EGB strategic development plan which is consistently updated and reported on.

e. Model high expectations for social behaviour among students and staff, so that honesty, accountability, passion and belief are the standards, in line with our core values which underpin our vision and mission.
f. Sustain and promote understanding of rigorous and accurate self-evaluation, informed by the views of students, parents/carers, staff and professionals from trans-disciplinary & integrated teams, which leads to effective planning securing continual improvement.
g. Ensure that the review and redesign, application and evaluation of the curricula delivers scope and balance of meaningful and relevant development of skills for life-long learning.
h. Supplement the 19-25 curriculum with extra-curricular opportunities where students extend their knowledge and understanding and improve their skills in a range of artistic, creative, commercial and sporting activities, and support ongoing development of the 5-25 curriculum to help create a personalised inclusive education framework consisting of 'focused pathways' driven by needs, disabilities and difficulties and outcomes.
i. Ensure provision of appropriate opportunities for students' SMSC development, together with a promotion of fundamental British values in a way that our students understand.
j. Are proactive in identifying, securing and sustaining effective improvements to teaching, learning and assessment.
k. Ensure St Piers College has a professionally motivated, respected and effective teaching and support staff.
l. Provide rigorous, high-quality and identified continuing professional learning [CPL] for lecturers and support staff at all stages of their careers, and utilize a detailed performance management schedule to stimulate active practice and evidence-based research enquiry throughout the college, aligned with the School and the development of the new 5-25 provision model.
m. Engage in constructive dialogue with parents, carers, other stakeholders and agencies to support all students and further improve provision.
n. Ensure developing more effective use of funding, measuring impact on student outcomes and how effectively governors hold them to account for this.
o. Work together to demonstrate the effectiveness of governors' work in discharging their core statutory duties.
p. Promote equity and equality and raise better understanding of, and respect for, people of all faiths (and those of none), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within St Piers and more widely in the local and regional community.
q. Ensure safeguarding and compliance is effective and evaluate the efforts to raise awareness and keep students safe from the dangers of abuse, sexual exploitation, radicalization and extremism.
r. Facilitate governors to challenge the college leadership using independently acquired knowledge and detailed analysis and evaluation.

Acknowledged Barriers to Learning

a. St Piers new 5-25 curriculum still in development: to be fully implemented for the 2018/19 academic year.
b. All governors need to understand their role and responsibilities in relation to effective governance of specifically-identified areas relating to the college's provision.
c. Access to independent Careers Education Information Advice and Guidance [CEIAG] for students, especially the more able students who require meaningful and realistic pathways / transitions into training, further education, voluntary work and employment prospects.

Main **Priorities** for removing BtL

a. Further develop capacity of Extended Leadership Team to align with 5-25 developments.
b. Continue to develop the capacity of Middle Leadership to evaluate, work with, and improve the effectiveness of the teams they lead so that the quality of provision continues to increase and achievement rises further.
c. Develop the new 5-25 curriculum, in relation to college so that it is highly organised and thoroughly cohesive with school provision.
d. Awareness of change management impacts on staff and students: leadership demonstrate transparency and understanding of anxieties during the change process.
e. Develop clear transitional CEIAG pathways aligned with 14-19 pathways in school.

Practical actions to be taken

a. Review Leadership structure: roles and responsibilities.
b. Review HR capacity procedures for effective recruitment of identified staffing needs.
c. Review whole-staffing structure: line management and performance management practice to be better aligned to 5-25 provision model.
d. Specific, identified leadership training through NCTL and SSAT professional development programmes.
e. Formalize Management and Leadership Succession Planning 2017-20.
f. Curriculum areas team structure / staffing reviews.
g. Greater strategic precision at an appropriate pace to ensure planned progress and completion of expected outcomes.
h. Leadership to ensure that new curricula and assessment systems are relative, informative and fit for purpose and easily operational: build on existing capacity to analyse, evaluate and use student achievement data.
i. Review St Piers' mission and vision statements and their strategic and operational [practical] realisation across the 5-25 model and the organisation.
j. Embed areas of research-based Continuous Professional Learning [CPL], including internal and external training via performance management.
k. Ensure rigorous link between CPL and College Quality Improvement Plan priorities.
l. Review external consultant CEIAG Advisor role: consider moving role in-house and training identified staff / team accordingly.
m. Develop communication systems (formal / informal) for staff support.
n. Frequently advertise to all staff the Health & Wellbeing support systems in place.
o. Explore Pathway Leads [Senior Lecturers] being remunerated in line with School senior colleagues.
p. Self-assessment review for 2017/18 cycle: December 2017 – March 2018 – July 2018.

C] Quality of teaching, learning and assessment

Current grade	2
Last inspection grade [2014]	2

The quality of teaching, learning and assessment is good

STRENGTHS

a. Teaching across the college is mostly good and some teaching is outstanding. A minority of teaching requires improvement.
b. All lecturers and most support staff have high expectations.
c. Most teaching and learning support creates a positive climate and actively engages the students in learning.
d. Support and intervention strategies are generally effective creating a positive and inclusive learning climate.
e. There are no current significant achievement gaps between groups of students.
f. There is a clear curriculum model in college which links effectively to the waking day curriculum for those students who are residential.
g. There are three distinct learning pathways for students to ensure students' learning needs are fully met with both internal and external learning opportunities.
h. There is a wide range of opportunities to apply knowledge and skills through group and individual activities.

Evidence

a. Effective performance management verifies that Competency Standards are being consistently met.
b. Lecturers and support staff have high expectations of learning and behaviour for all students.
c. Most lecturers and all specialist staff have deep knowledge and understanding of the specialist areas they teach or lead / coordinate.
d. Teaching is characterised by excellent relationships between staff and students.
e. Lecturers plan sessions well.
f. Management of students' behaviour across the college is outstanding. All staff challenge stereotyping and the use of any disparaging and offensive language.
g. Lecturers plan time in their sessions for students to practice / 'overlearn' so that they have secure knowledge, skills and understanding.
h. Students needing extra support because their progress is below expected are routinely identified and supported appropriately.
i. Formative feedback which students receive is effective in helping them to make rates of progress which lead to good or better attainment. Staff give careful attention to individuals' particular needs to help them learn effectively. Such strategies ensure that these students learn as well as their peers and have equitable opportunities to achieve.
j. The 'waking curriculum' is used as a link with the adult residential homes. It provides challenge and consolidates past and future learning in line with each student's outcomes identified in their EHCPs and helps in the transference of skills.
k. Development of literacy skills including reading, writing and communication is embedded across college learning programmes, as are mathematics / numeracy skills where appropriate.

l. In all learning, good opportunities are given to reinforce students' literacy and numeracy skills. Phonics continue to be taught to students when identified as necessary to aid reading progression.

m. Learning environments have needs-focused, attractive learning-displays including key words and concepts to support subject progress and literacy.

n. Students' past work is displayed to encourage and inspire.

o. Learning areas are well-designed for learning, they are welcoming, interesting and help inspire students to learn. The atmosphere in sessions is very positive.

p. Most students enjoy the challenge of learning and are keen to improve.

q. The majority of students are resilient to failure: building resilience is a key focus for student learning at St Piers.

r. Many residential students opt in to extra-curricular opportunities and extended day activities.

s. Information to parents / carers, informing them about how their son/daughter is doing is shared through annual / transition reviews, end of year reporting, qualification attainment confirmation, and via communication books, telephone conversations, face-2-face meetings, termly newsletters and trans-disciplinary meetings.

t. Almost all parents and carers agree that their sons/daughters are taught well.

Acknowledged Barriers to Learning

a. Assessment for learning is not used consistently well to inform appropriate next step planning to enable suitable progress rates for some students.

b. The range of Differentiation Strategies used by staff teams across college sessions is too narrow and those used are not consistently effective.

c. A minority of support staff do not use information consistently when working with students.

d. Vocational learning requires more staff with specialist teaching skills.

e. Levels of some students' resilience limits maximal rates of progress.

Main **Priorities** for removing BtL

a. Ensure staff are deployed, trained and supported effectively in alignment to students' needs and disabilities.

b. New approach to literacy, numeracy skills, ICT and computing skills development.

c. Develop and implement 'Shared Learning' Targets across the college and in to residential settings.

d. Revised SSW induction programme is put in place and reinforced through a mentoring, coaching and supervision programme as part of continuous professional learning and performance management.

e. Learning walks provide evidence that SSW practice is supporting the drive to 'outstanding'.

f. Ensure required updates and amendments are made to the new system for planning for learning of EHCP Learning Outcomes across college and residential areas, use of the Profiling tools [Student Learning Profile / Engagement Profile], to assess and support planning for progression of skills, are fully embedded throughout teaching and learning sessions, all staff across departments are fully trained and are working closely together to ensure transdisciplinary planning for and achievement of students' Learning Outcomes.

g. Monitor the impact of assessment for learning strategies, particularly in Literacy, numeracy, ICT and computing in line with the development of new assessment systems, so that by Spring 2018 they are consistently well embedded and highly effective throughout the college.

h. Improve where necessary, lecturers' use of active learning strategies to help develop students' resilience.

i. Ensure all staff are able to identify and remove barriers to learning through effective differentiation and next step planning.

j. Ensure curriculum offer, both accredited and non–accredited courses, and specialist teaching skills requirement supports individual student aspirations and achievement of EHCP Learning Outcomes.

k. Ensure specialist learning facilities are both high quality provision and fully utilized.

Practical actions to be taken

a. CPD focus on Assessment for Learning & Assessment as Learning.

b. Further staff development around Shared Learning Targets [ShaLT].

c. Learning Walks to focus on 'personalising learning'.

d. Identify what 'outstanding' learning and teaching looks like across the college.

e. Challenge lecturers and their teams to be more creative and take risks.

f. Effective coaching, mentoring and action-research to improve teaching expertise and pedagogy.

g. Review of feedback guidelines which is implemented and adhered to consistently.

h. Develop a consistent approach to work scrutiny and moderation, relative to needs of cohort and not necessarily generic.

i. Functional skills to be mapped across both college and residential learning.

j. Development of the residential learning programme led by education.

k. Review of curriculum offer, both accredited and non-accredited courses, and specialist teaching skills requirement to support individual student aspirations and achievement of EHCP Learning Outcomes, ensuring students have a broad and balanced relevant curriculum / pathways offer.

l. Review and redesign ICT / computer technology strategies around personalised learning accessibility.

m. Upgrade of horticulture learning facilities, including commercial opportunities.

n. Employ specialist lecturers including farm animal care and functional skills.

o. Share teaching specialist skills across college and school to enable an outstanding 5-25 curriculum and provision.

p. Review and revise transitions action planning to better inform more meaningful sustainable destination outcomes for leavers.

q. Negotiate extended, personalised work placements to develop employability skills and development of 'Work Skills Centre'.

r. Develop core commercial business ventures on-site based around vocational studies.

s. Develop practicable, student-centric risk assessment processes.

t. Use of past students' successes and feedback around what could have been better, to help inform future planning and improvements.

u. Partnership working with FE providers and employers re: developing required skills for FE learning and securing employment, including traineeships, apprenticeships and volunteering work.

v. Explore opportunities around a growth in partnership working between organisations: consider FE lecturers / support staff moving between college and school and teachers and school support staff working across college and community-based learning centres.

w. Redesign initial Baseline Assessment processes. Update and amend Learner Profile and Engagement tools; monitor to ensure their use is fully embedded throughout teaching and learning sessions and that planned learning offers sufficient challenge; implement transdisciplinary CPD programme.

x. Create new 'Timeframe of ARR' [assessment-recording-reporting] / Quality Assurance Framework

y. 'Hexing' of teaching, learning and assessment data / outcomes. [Lesson Observation-Work Scrutiny-Data/learning walks / outcomes/ levels of Learning/EHCP learning outcomes].

z. Share new 5-25 curriculum model with staff for feedback and input: focus on personalized learning.

aa. Review students' learning styles via tutors.

bb. Formal Learning Reviews: November / December 2017 focus on 'what's going well' and 'even better if.

D] Personal development, behaviour and welfare

Current grade	1
Last inspection grade [2014]	N/A

Personal development, behaviour and welfare are outstanding

STRENGTHS

a. Excellent outward-facing interagency links with Great Ormond Street Children's Hospital, and other health and care partners.
b. Conduct is good and almost all students behave well all of the time.
c. Attitudes to learning are exemplary.
d. The views of stakeholders are positive.
e. Bullying, in all its forms, is rare. Any instances of bullying or discrimination are dealt with and resolved swiftly.
f. The college actively promotes equality, equity and diversity: Students develop a wide understanding of rights and responsibilities and the differences between people in college and their own community.
g. Nearly all students feel safe at college.
h. Behaviour management strategies and core values are consistently embedded.

Evidence

a. Most students are confident learners who demonstrate exemplary attitudes to learning.
b. Most students are engaged in learning, interested in the tasks, and work hard to complete their work in the time available. Some are able to discuss and debate relevant and contemporary issues in class and assembly, and also through Student Council meetings.
c. All students show respect for others' ideas and opinions.
d. Students' pride in the college is demonstrated through excellent conduct, manners and punctuality. Students are friendly and sociable with one another and adults, and polite and welcoming to visitors.
e. Skilled and highly consistent behaviour management by all key staff and most of the other members of staff makes a very strong contribution to an exceptionally positive climate for learning.
f. Students' attendance for 2016/17 was 93%: this is a percentage point improvement on the previous year. Improvement is required and is a whole-college priority, facilitated through the combined work of the leadership team and trans-disciplinary team involvement, including staff from the residential settings.
g. Most absence is caused by illness or because of significant medical conditions, including seizures. The number of persistently low attenders has decreased.
h. Punctuality to college and to sessions is excellent with students arriving on time and settling quickly.
i. Behaviour and safety in lessons and around St Piers is outstanding overall. Almost all of the students behave well all of the time.
j. In most sessions, students' behaviour and willingness to cooperate is exemplary.

k. Most students listen well to each other's contributions, try hard and remain interested and actively involved throughout the session.

l. A few students have social, emotional and behavioural difficulties and occasional incidents will arise; these are few in number and are relative to the individual's complex needs. Behaviour and safety strategies are continually reviewed in keeping with our dynamic student cohort.

m. All students receive appropriate and needs-specific advice and guidance from internal and external professionals and the integrated trans-disciplinary team, to help them understand how their education equips them with the behaviour and attitudes necessary for the next stage of education, training or employment.

n. Students are continually involved with the college to prevent all forms of bullying, including online and prejudice-based bullying through curriculum-based opportunities and also via the Student Council agenda. Students are made aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.

o. Bullying in all its forms is rare and dealt with highly effectively. Almost all parents and carers say that their son / daughter is well looked after at college. Staff, parents and carers say any such incidents are dealt with well by the college.

p. St Piers' culture promotes all aspects of students' welfare so that they feel safe at all times: The College's work to keep students safe and secure is outstanding. Staff and the Safeguarding and Compliance Team spend a great deal of quality time on this, and work as well as possible with social services, local authorities and other external services to protect students and keep them safe.

q. Staff consistently show great care and concern for students' well-being.

r. Parents and carers and students are positive about the college's ability to keep them safe, for example, through internet-safety, health and safety, and personal, social and health education. This contributes very well to their personal development. All surveys and questionnaires show that the vast majority of parents, staff and students are unreservedly positive about both behaviour and safety. Parental attendance at Annual Reviews is extremely high.

s. Students' relationships with staff is good and they trust staff to help resolve concerns they have through a range of appropriate and effective pastoral, behavioural and academic support systems that are closely monitored.

t. Some students can explain or express how to keep themselves healthy - physically, emotionally and mentally. Some students are confident in staying safe from abuse and exploitation, including online media, but many of our vulnerable students receive constant support to keep them safe.

u. St Piers actively promotes opportunities for SMSC development so that students are equipped to be thoughtful, caring citizens. Support for students' spiritual, moral, social and cultural development is widely evident.

Acknowledged Barriers to Learning

a. Medical and social and mental health issues for some students still limit acceptable attendance levels: Attendance for these few identified students needs to improve.

Main **Priorities** for removing BtL

a. Continue to review strategic behaviour management planning relative to inclusion, so that by summer 2018 it is consistently well embedded across the college and fully understood by all members of staff.

b. Continue to develop effective strategies for improving attendance so that the overall level is maintained above national average figures by Easter 2018 and beyond.

Practical actions to be taken

a. Continue to review the impact of behaviour management policy and procedures, including recognition, rewards and agreements.
b. Monitoring Review of Student Attendance: analysis and evaluation to inform policy and procedures.
c. Internal partnership working with integrated care services around inclusive working practices and individual education planning.
d. Re-visit the core values to better understand impact on personal development, behaviour and welfare.
e. Evaluation of the impact of the Equality and Diversity Calendar and activities promoting fundamental British values.

E] Outcomes for learners

Current grade	2
Last inspection grade	2

Outcomes for learners are good

STRENGTHS

a. Taking in to account our students' severe and complex special educational needs and/or disabilities, most gain meaningful and relative skills and progress to become more independent in their destinations.
b. Achievements towards qualifications and EHCP Learning Outcomes are at least good.
c. Performance gaps between different cohorts of vulnerable students are statistically negligible.
d. Students develop a range of functional skills relative to their needs.

Evidence

a. Students make good rates of progress during their learning compared with their starting points. There is little or no difference between particular groups of students.
b. Students achieve their learning outcomes, including accredited and non-accredited qualifications, and achieve challenging targets, occasionally exceeding the relevant requirements: There is no significant variation in the achievement of different groups of students.
c. Almost all students enjoy learning and make progress relative to their prior attainment and potential over time. Students who are capable of doing so, progress to further learning and/or employment opportunities, relevant to their personalised career / transition planning, in line with SEND national socio-economic growth priorities.
d. Some students use mainstream partnership links to meet their personalised aspirations.
e. Most students who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations.
f. All students are gaining and consolidating knowledge, understanding and skills relative to their personalised needs and destination routes.
g. Most students, including the most-able, do work that deepens their knowledge, understanding and skills or go on to study different content, rather than simply undertaking more work at the same level: lower-attaining students receive the identified support they need.

Acknowledged Barriers to Learning

a. Complex educational and medical needs and social deprivation.
b. Attendance of a few identified students.
c. Missing knowledge and skills gaps of a few students.
d. Greater academic challenge and aspirational attainment / achievement for all students.

Main **Priorities** for removing BtL

a. 'Differentiation' linked to category of need and personalised learning preferences.
b. Greater 'personalisation' / equity of learning access.
c. Wider range of accredited and non-accredited learning and destination pathways.
d. Increased access to alternative options of curriculum provision.
e. Rapid development of Duke of Edinburgh programme and partnership / site development at Weirwood Reservoir, Forest Row.

Practical actions to be taken

a. More accurate (pre)destination data is captured in Summer Term 2017, and follow up takes place in September, January and March of the following academic year.
b. Students' progress to be monitored regularly through team progress meetings to ensure timely interventions can be implemented for those at risk of not making expected progress.
c. Design and embed more learning opportunities through commercial ventures: monitor impact of learning on identified, realistic learning outcomes.
d. Increase numbers of students most likely to access further learning or employment progressing into mainstream learning or employment: Development of improved progression pathways in East Surrey /South London sub region.
e. Review and embed new accredited and non-accredited qualifications and destination pathways structure across college but also 16-25.
f. Review 'Differentiation' practice and deliver whole-staff training.
g. Explore students' Learning Styles: train staff.
h. Provision mapping to move online to Bluehills. Create database to analyse impact of provision on outcomes and to be able to monitor spend more accurately.
i. Case Studies of all students to present the 'holistic picture' of provision and achievement.
j. Ensure the recording and reporting processes capture all personalised learning: that they show impact and highlight 'meaningful' next steps / transitions towards destination outcomes.
k. Students' engagement in learning: Zones of Initiative/Engagement to be explored and trialed across selected cohorts.
l. Develop partnership links with each student's local authority providers of further education, training, supported and independent living and employers / businesses.
m. Secure investment required for Weirwood Reservoir / DoE site and programme development via Young Epilepsy Fundraising Team: basic equipment and facilities are key focus.

F] Effectiveness of provision for learners with high needs

Current grade	2
Last inspection grade	N/A

Effectiveness of provision for learners with high needs is good

STRENGTHS

a. The new Leadership Team are improving provision and are very ambitious in pursuing excellence.
b. Students are safe and feel safe. They are thoughtful, caring and respectful citizens. Some students take responsibility for keeping themselves safe and healthy.
c. Students are punctual to sessions and attend very well.

Evidence

a. Leadership and managers [and governors] use the funding for students with high needs well, so that their individual learning programmes challenge the students to develop their independence and prepare them for their future.
b. Students participate in good quality and individually tailored learning programmes that build on their prior attainment.
c. All specialist trans-disciplinary support, including care, speech and language development, welfare and behaviour management, occupational therapy and physiotherapy etc. is extremely well-coordinated.
d. Most students develop their skills in English and/or mathematics well relative to their starting points.
e. The choice of accreditation and careers guidance helps learners progress towards further learning, vocational training, employment and independent living, where appropriate. Some students will not progress in to these areas but career guidance and support helps them transition in to other needs-appropriate pathways.
f. Identification and recording of students' progress and attainment [achievement] supports destination outcomes for all students.
g. Most staff have appropriate expertise to support individual students and / or explicit groups.
h. Learning resources, including assistive technology, are used to support students to overcome their barriers to achieving their learning and destination outcomes.
i. All students have opportunities to develop their independence at personal levels, improve their communication skills and make relevant personal choices and decisions.
j. Students develop skills to enhance their employability chances [where appropriate] and independence in their everyday lives in real-life situations, including work experience, and how well they take an active part in the local community around Lingfield and surrounding areas.
k. Compliance and arrangements for safeguarding students are effective.

Acknowledged Barriers to Learning

a. Monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development is not fully interconnected.
b. Measures for identifying and recording students' progress and attainment need to be more rigorous and purposeful in-keeping with new commissioning expectations.
c. Careers guidance needs to be more realistic to ensure students undertake learning programmes that build on their prior attainment and enable them to develop clearer and more representative plans for their future.

Main Priorities for removing BtL

a. Move teaching practice across the college from good to outstanding.
b. Develop and embed creative and skills-based learning pathways geared towards independence, community inclusion, employment and training and health.
c. Outcomes reflect aspirations through SMARTER learning and planning.
d. Teaching must enable aspirational learning and ensure rapid and substantial progress across all areas of the college's learning programmes.
e. Learning programmes build on each student's prior attainment and enable them to make progress and move on to a higher level of qualification / attainment.
f. Students' employability skills are developed through a greater range of options from in-college to out of college via community links with other employers and organisations.
g. Develop high-quality impartial careers guidance to ensure all students follow personalised learning programmes which help them to develop clear and ambitious, yet realistic plans for their future. Students understand the options available to them.
h. More aspirational personalised programmes lead to higher rates of paid employment where appropriate, including supported internships, traineeships and apprenticeships and/or greater independence in their everyday lives.

Practical actions to be taken

a. Improved partnership working with each student's local authority providers of education, health, care / housing and business / employment / training.
b. Creation of a specific pathway into supported apprenticeships with East Surrey College and regional employers for the 2018 academic year.
c. Engagement with LEP (Coast to Capital) building on the placement protocols set up with East Surrey Hospital.
d. Give more credence to Vocational Profiling.
e. Develop Employability Baseline.
f. Introduce Vocational & Working Interviews.
g. Further develop Employers' Skills Index.
h. Embed principles of Preparing for Adulthood [PfA] Scheme.
i. Consider employing Job Coach/es to help deliver Systematic Instruction.
j. Development of land-based partnership links with Plumpton College.