SELF ASSESSMENT REPORT

UKPRN 10001778

CROYDON COLLEGE

2023/24

Croydon College SAR 2023-24

THE COLLEGE AND ITS CONTEXT

The London Borough of Croydon is the largest of all the London boroughs in terms of population, with approximately 390,800 residents (ONS Census 2021). Our college serves some of the most disadvantaged resident. Indices of Deprivation highlight two areas where Croydon is particularly deprived, Housing and Crime. Of the 220 Lower Super Output areas in Croydon 38% are in the top 5-10% nationally, impacted by a very high level of homelessness (14th of 317 Lower Tier Authorities). Croydon has 12 Lower Super Output areas in the top 10% most affected by Crime nationally, and 3 in the top 5%. Croydon has the highest proportion of Looked After Children (LAC) of all local authorities, in addition, many of the unaccompanied young people who are dispersed into the responsibility of other local authorities are housed in Croydon. Most unaccompanied young people have very low levels of prior education.

Croydon is a very diverse borough, with 48.4% of residents identifying as white, 22.6% as Black, 17.5% as Asian and 7.6% as multiple or mixed ethnicities.

Croydon has the 7th largest proportion of young people in London Educational attainment in Croydon is relatively low. Key Stage 4 attainment 8 scores are consistently below London and national average, and English and maths attainment of GCSE at Grade 5 or above is consistently below London and national average at 44.6%. The proportion of people with a level 2 or level 3 qualification at the age of 19 is consistently lower than London average. 16% of adults hold no qualification, this is the average for London. The low level of prior attainment is reflected in 65% of young people continuing English and maths.

In spite of these difficulties there is a strong sense of locality, a vibrant voluntary and community sector, and a huge willingness of all stakeholders to work together to build a better future for the community.

The college is shaped to meet these local needs and each campus reflects the community it serves:

- Coulsdon campus is a sixth form campus with predominantly A level provision and Applied General Qualifications for learners aiming to progress to Higher Education and Higher Apprenticeships.

- Croydon campus, in East Croydon, provides a wide range of courses from entry level to level 6 including apprenticeships across a wide range of vocational areas, further education from entry to level 3 and Higher Education and Higher Apprenticeships. Regardless of prior attainment levels, Croydon campus focuses on supporting learners to achieve and progress towards their desired career.

The college is truly multicultural, the ethnic profile of the college is even more diverse than the community

we serve with 37% of learners identifying as black, 28% as white, 11% as multiple or mixed, and 14% Asian.

THE COLLEGE AND ITS STUDENTS

Below is a profile of our learners by campus and age.

Coulsdon Campus 16-18

At the Coulsdon campus there were 971 learners aged 16-18, of which 186 studied at Level 2 (19%) and 785 level 3 (81%). These were made up of a mixture of A level and BTEC programmes with 51% of learners continuing to study English and/or maths (National Average 39%) and 17% continued to study both. The cohort comprised 30 funded High Needs learners, 25 looked after children and 5 care leavers. A significant number of learners lived over 5 miles away from the campus with the average journey to college of 5.59 miles. Free School Meals were provided to 119 Learners which is 12.3% of the cohort and 346 learners were in receipt of a Bursary or Care to Learn, 35.6% of the cohort.

Where they had them, the Average GCSE score for 16-18 funded learners was 4.09. For English and Maths GCSEs only, the average score was 4.4. Of the cohort, 3% of the learners did not have any GCSE prior attainment on record. 3% of the learners did not have prior attainment in English or maths at GCSE level.

Croydon Campus

16-18 cohort

At the Croydon campus there were 1,686 learners aged 16-18, of which most studied at lower levels - 47% entry and Level 1, 22% Level 2 and 31% Level 3. Course studied were wide ranging: 318 learners studied ESOL programmes (19% of learners at the campus); 72% of learners continue to study English and or maths (52% study both) compared to 48% nationally. 43% of all 16-18 enrolments are on English and maths, on which we achieved well against national benchmarks.

There were significant levels of need within the cohort: 12% were looked after children (44% on ESOL programmes) and 5% care leavers. There were 205 High Needs Learners: 80 in SEND and the remainder in the wider college. 274 Learners at Croydon campus were in receipt of Statutory Free College Meals, which is 16.3% of the cohort and 855 learners were in receipt of Bursary or Care to Learn, 51% of the cohort.

Qualifications on entry were lower than national rates with an average GCSE score for 16-18 funded learners, where they have them, is 3.15. For English and maths GCSEs only, the average score was 3.43. Of the cohort, 38% of the learners did not have any GCSE prior attainment on record and 39% of the learners did not have prior attainment in English or maths at GCSE level;

Adult cohort

There were 2664 Adults most of which study at low levels: 74% entry and Level 1, 21% Level 2 and only 5% Level 3. ESOL programmes accounted for 32% of all enrolments, and a further 22% studied English and maths. There are high levels of support needs within the cohort where 70% of discretionary learner support was for childcare and 3% of total GLA AEB budget was spent on childcare support. In addition to this 420 of adult learners had ALS requirements which represents 16% of adult enrolments.

Higher Education

In 2023-24 there were 280 Higher Education Learners, 111 of which studied directly with the college and 169 through the University of Roehampton. There were high levels of progression for Access learners to HE and an increasing provision for Level 4 apprenticeships.

14-16 Cohort

There were 19 learners aged 14-16 funded by the local authority studying Key Stage 4 alternative provision in English language and maths. The majority of these learners were looked after children,

most of whom arrived in the country unaccompanied. Learners were fully supervised on campus and presented with significant needs due to the prevalence of previous trauma.

<u>**Apprentices**</u>

There were 274 Apprentices, 75% of which studied and worked in engineering and construction, the other 25% in professional services ranging from pensions administration to teaching assistants. The programmes ran at levels 2,3,4 and 5 with a majority at Level 2 and 3. There is a steady growth of apprenticeships at levels 4 and 5.

COLLEGE JUDGEMENTS

Judgement/ Provision	Headcount	Grade
Overall effectiveness		**2**
Quality of Education		2
Behaviours and Attitudes		2
Personal Development		2
Leadership and management		2
Education Programmes for Young People	2679	2
Education Programmes for Adults	2911	2
Apprenticeships	274	2
High Needs	237	2
Meeting skills needs		Reasonable

<u>**The Quality of Education**</u> **is good** because:

- **Leaders plan a highly ambitious curriculum** in line with the needs of the local borough and national skills gaps. Skills analysis and engagement with key stakeholders is used to effectively design the curriculum so that learners develop the knowledge, skills, and behaviours to move to employment or further study. An example of this can be seen in many of the Diplomas across the college where units have been selected based on interaction with local employers to determine and confirm needs; as well as regular reviews to specifications to assess for currency in both the job market and further study. Examples include Fashion (selection of units) Motor Vehicle (introduction of hybridization), SEND (building in entrepreneurial skills via enterprise projects) at the Croydon campus and Creative courses across both sites (change of awarding body).
- **Sequencing of learning is effective** to allow learners to incrementally develop the knowledge and skills required to be successful in their next steps. Learners build on knowledge progressively by learning basic concepts before moving on to more complex tasks. As a result of well-planned sequencing and strong CIAG 89% of learners are able progress to sustained positive destinations (22/23 sustained destinations)
- Disadvantaged and SEND learners take **ambitious programmes which prepare them for their next steps** and to take an active and increasingly independent role in their communities. All SEND students work towards sustainable employment outcomes via an enterprise element in the curriculum, aligning their skills development to local business needs. This led to the development of a Croydon University Hospital internship providing high quality work in both administration and maintenance which is set to grow in 24/25.
- Learners benefit from highly qualified industry experts bringing their expertise to the classroom and as a result they **develop significant new knowledge and skills from their starting point**s. Within Creative courses delivered at the Coulsdon campus, there have been multiple employer engagements throughout the year that have led to student led productions, student outreach programmes within the local community i.e., performing and

support at care homes and employment opportunities with local and national production companies (Elstree studio's, Netflix). At the Croydon campus learners on health programmes have benefited from additional Awards in Dementia and Medication Administration, enhanced content in welding above the requirements for domestic work, whilst others have successfully achieved additional qualifications in Access and highly successful competitions for eSports further extending their knowledge and skills in preparation for successful qualifications and career progression.

- The **majority of learners benefit from effective teaching and learning** activities that use **recall and retrieval** practices to embed key concepts and practice for fluency. This has had the impact of increasing pass rates particularly for young learners (+6%p). On Health and care programmes at Croydon teachers make effective use of practice tests to prepare for exams resulting in a 95% pass rate. In English and maths mocks identify areas for reteaching and revision leading to continued improvements in GCSE Maths and English pass rates (+4%p at 92.5%) and high grades (+4.2%p). Given the low level of GCSE achievement on entry at the college, learners still make good progress to secure +0.8 grade increase for English and Maths progress. A level delivery has made effective use of retrieval practices such as peer marking, peer teaching and a variety of targeted practice tests leading to much improved confidence and understanding as seen in exam attendance and outcomes, which improved significantly. A/ AS Level pass rates increased 32p% to 91% and A*-C grades by 26p% (84% achievement). BTEC Level 3 High grades increased by 13%p to 55% and Level 2 by +9%p to 50%.

- The **quality of teaching is good in the vast majority of the college so that learners make good progress** and there have been increases in achievement rates. EPYP achievement up to 82.3%, this includes an overall L3 achievement increase of +10.6%p to 80.2%. BTEC Ext Cert IT L2 at the Coulsdon campus increased from 66% in 22/23 to 100% in 23/24 as a result of staff development to improve the quality of teaching and learning and implementation of management interventions. Across both campuses there has been a notable increase in achievement across science courses, child development, media and communication, business management and maths. Learners remain positive about their teaching and learning with 93% agreeing they enjoy their course (+7%p).

- Learners undertake a **range of World of Work activities** that enable learners to develop industry related knowledge, skills, and behaviours to prepare them for success. These include work placement linked to curriculum intent, employer activities and assignments linked to their future goals, start-up workshops for potential new businesses, Industry Week at Coulsdon and an enterprise led curriculum in SEND.

- The **quality of teaching for High Needs learners remains strong** in discrete provision and is improving in the wider setting as teachers are increasingly able to adapt to the needs of neurodiverse learners. As a result, High Needs learners in the wider setting achieve better than their counterparts (+3.5p%) and rates are above NART.

- Learner benefit from **well-developed English and maths provision**. They attend in line with national rates and develop knowledge and skills from starting points to achieve well. Basic skills achievement remains above NART at 73% and GCSE high grades continue to rise at both campuses. They are in line with provider types for English and exceed national rates for Maths (AOC benchmark 2023)

Areas for development
- Overall achievement and pass rates have increased as well as high grades in A level (+26p%) and Maths and English GCSE (+4.2p% with 0.8 grade progress) in some departments learners can be further stretched to achieve increasing levels of high grades – Apprenticeships, A Levels in History, English and Sociology.
- Whilst the majority of teaching and learning is good in a small minority of teachers do not always identify gaps of learning. At Croydon: motor vehicle at levels 1 and 2, engineering at level 2, L3 Foundation IT, Hairdressing, Sport and Access. At Coulsdon: Criminology, BTEC Creative Media L3 and A levels in Geography and Politics. These teams will be supported through rapid improvement action planning in 24/25.

- ESOL retention due to UK dispersal policies, particularly for adults, has impacted achievement rates for 23/24 academic year. Leaders will develop enhanced strategies to support students remotely going into 24/25 with a review of sequencing and frequency of assessments so that learners can still attain some accreditation.
- Continue to extend the opportunities for well-planned work-placements and employer led activities.
- Continue to strengthen the capacity for teachers to understand and use strategies to support SEND learners to make good progress.

<u>Behaviours and Attitudes</u> is good because:

- **There is a positive provider culture with high expectations for learners** reinforced through ground rules and teachers modelling behaviours expected of learners. Consequently, most learners exemplify positive behaviours and where there are incidents of poor behaviour these are deal with swiftly to minimize impact on learning.
- All staff have **high expectations for attendance and punctuality** as a result attendance is improving and met college the target of 83.6% (+3.5%p) through close monitoring and interventions by managers and through improvements in teaching and learning. Punctuality is good in most lessons.
- **Most Learners are well prepared for learning and show good attitudes** through positive engagement in lessons, keeping effective notes and class workbooks and the use of feedback to rework and improve their performance. Learners consistently arrive to college well prepared for learning. The vast majority of learners show a commitment to their studies and ongoing development, as seen in attendance at exams. This has increased by over 5p% to 90%.
- **The college is a calm and positive place for learners**. There is an established culture of inclusivity and respect embodied through the FREDIE principles and vast majority agree that the college promotes respect for those of different, religions, faiths and beliefs.
- **Learners feel safe and build positive and trusting relationships** with each other and staff. This has been reinforced through increased visibility of staff, confrontation of poor behaviour and effective consultation (FEC summary). Learners say that the college is the safest place in the area (Matrix)
- **Apprenticeship assessors work collaboratively with employers** and learners to rebook learning where appointments are missed, as a result attendance in most Standards is high.
- **Learners are increasingly taking part in social action projects and competitions** to develop their skills for progression and engage with their communities. For example, ESOL and Coulsdon learners maintain an allotment, a foodbank supports local charities, Spring clothes swap for Earth Day, eSports learners won the League of Legends tournament, learners took part in Metropolitan University 'The Big Writing Challenge' securing a runner up place and one learner won Construction Apprentice Award 2023.

Areas for development
- Whilst attendance at study programme English and maths increased and is above national levels at 76% (+4p%) compared to 76% average for FE (AOC) this does not yet meet college target. Where learning is missed, teachers act swiftly to provide opportunities to catch up and as a result impact on progress is minimised.
- Implement campus wide strategies for managing and improving punctuality.
- Attendance to tutorial at the Coulsdon campus needs to improve. This will be achieved through a restructure of staffing, redesign of the curriculum and diagnostic assessment of prior knowledge to maximise new learning for engagement.
- Management of low-level behaviour on the Coulsdon campus needs to improve for a minority of learners so that they wear lanyards, remove hats and attend class on time and for the whole lesson. This will be achieved through the updated Attendance Policy and implementation of the Positive Behaviour Charter.

<u>Personal development</u> is good because:

- **The Curriculum extends beyond the academic and vocational** and provides learners with broader development opportunities of wellbeing and talents examples include sports events such as the five a side tournament with the Police, Croydon's got Talent, gaming clubs and societies to allows learners to develop long term relationships and expand their interests. Learners have also been able to undertake aspirational visits such as Wimbledon Stadium, Strictly Come Dancing and a Turing trip to Spain.
- **A well-planned development curriculum including a comprehensive tutorial framework** enhanced to respond to local issues (e.g., knife crime) has increased learners' awareness of how to be safe within their communities so that they can make positive choices. Sport learners took part in a community football match at Crystal Palace as part of the 'Cut it Out' initiative, female learners took part in workshops about how to be safe on trains, self-defence classes, lessons on how to forge positive relationships and consent and sessions on fake news enabled learners to recognise how radicalisation and extremist views are spread online and in the media.
- **Learners are well prepared for future success** and have access to well-developed IAG service delivered by professionally qualified careers advisors. This reaches across careers and employability, seeking to raise aspirations and ensure learners are aware of local opportunities as well as those further afield. There is close co-operation with curriculum areas and their tutors to ensure that learners receive information and advice which can be contextualised to the appropriate career pathway (Matrix 2024). A SEND specific careers advisor provides all High Needs learners with tailored IAG to enhance their progression to positive destinations. There is also effective engagement with external careers advisors (e.g., Reed, sector-based careers days, HE fairs).
- **The tutorial curriculum is closely aligned to the skills required for progression** and core employability skills are an essential part of this programme. These include teamwork, leadership, communication, resilience, creative thinking and problem solving. These have been identified as key for the local labour market.
- **Learners develop an understanding of British Values and Equality and Diversity** through the tutorial curriculum and FREDIE principles to be able to make positive choices and flourish in society.
- The college provides **effective support and guidance** for learners to make positive choices to stay healthy, both physically and mentally. Counselling services are well utilised, external organisations provide expert sessions such as Street Doctors, NHS Trail blazer partnership for mental health and 'Off the record' visits both sites as does the Talk Bus. Learners also have the opportunity to take a course on Emotional literacy and Mental Health with the council.

Areas for development
- Leaders will extend opportunities for adults to participate in enrichment activities outside of their curriculum areas to help them develop broader interests, forge wider positive relationships with others and develop confidence. They will also extend RSE to the adult community through age-appropriate information on healthy relationships.
- More learners in the SEND department to undertake external work placements having been well prepared through internal enterprise activities.
- Increase the opportunities for distance learners to remain safe in their communities through information that reflects local risk. Newsletters will share contextualised safeguarding information gathered from national Prevent specialists.
- Improve the attendance to Tutorial at Coulsdon through curriculum specialist tutoring and benchmarking prior knowledge to introduce more new knowledge for improved engagement.

<u>Leadership and Management</u> is good because:

- Leaders and governors have a **clear and ambitious vision** for providing high quality, inclusive education to all. Consultation with governors, staff and students has established a clear strategy for implementation in 2024 embedding core mission and values of Creating Careers by striving to be the best we can be.
- Leader and managers are **highly ambitious for all learners** and setting clear plans for improvement which have led to significant improvement in the Quality of Education. At Coulsdon campus overall achievement has improved significantly from 69.1% to 82.4% which is now 2.2% above NART.
- **Leaders and managers design a broad and inclusive curriculum** to recognise starting points of students and to reflect the needs of the local community, e.g., over 50s digital programme though JCP, extending the SEND curriculum for enterprise and employment, and introducing GCSE provision at Coulsdon to strengthen level 2 provision for progression to level 3.
- **Leaders effectively quality assure teaching and learning setting up impactful CPD** to improve practice. Staff are engaged in developing good practice through teach meets, early helps, cross college CPD and individualised coaching. For example, a focus on using retrieval practice in Engineering led to improved teaching and learning with a subsequent 6% increase in pass rates, and in Coulsdon led to a 32p% increase in A/ AS level pass rates with a 26p% improvement in A*-C grades.
- **Leaders and managers know the strengths and weaknesses of the organisation and departments and take action** to make continued improvements. Performance management of programmes and monitoring achievement through robust Quality Assurance systems is effective for the majority of learners leading to swift intervention to improve outcomes. Markbook is used well to track progress and predicted achievement is scrutinised and verified so that predicted achievement is more accurate.
- **Leaders focus on strengthening the quality of teaching and learning**. Skills scans identifying areas of need are used to provide teaching and learning qualifications at levels 3, 4 and 5 where needed. Assessor and Verifier qualifications also contribute to effective assessment practices. Bringing in experts to support with TLA has had a significant impact at Coulsdon in improving teaching practices.
- **Strong governance has been strengthened through more streamlined access to shared data i**mplementing a governor dashboard, highly effective student governors and establishing a link governor model. This has helped governors to understand their roles fully within the organisation and ensure robust scrutiny of data and management processes to ensure accuracy, validity, and challenge where appropriate.
- **Safeguarding is effective**. Staff and learners describe the college sites as being safe and are confident of being kept safe through safeguarding policies and procedures (Matrix 2024). The safeguarding team are fully trained to level 3 including the Vice Principal Young People and High Needs, Head of Safeguarding and safeguarding link governor. The college works closely with the Police, LADO and counter terrorism. The college is proactive in responding to consultations with experts, students and staff, taking swift action. This has resulted in a change to campus entry to enhance security and increased access to CCTV. Systems for identifying learners in need of welfare and safeguarding intervention are effective so referrals through MyPT are dealt with promptly allocating positive behaviour mentors, therapeutic input, or other relevant services. The cross-college Safeguarding Monitoring Group ensure that practices are effective and consistent.

Areas for development
- Continue to strengthen leadership at middle management level through training at Heads and Deputy Head levels, so that all managers consistently and confidently use data, monitor the performance of teams and individuals, implement effective staff development, and take swift and effective action where performance falls below expected standards.

- Improve the consistency of programme management at course level so that all tutors and managers effectively monitor learner attendance, progress and risk implementing timely interventions to improve retention to 90% for all programmes.

Contribution to Meeting Skills Needs

- Leaders have established strong partnerships with local stakeholders to drive the skills agenda in the Borough to ensure learners study curriculum content that meets employers demands and develops the skills learners need for progression and successful careers. For example, Croydon Bid are supporting leaders to secure links with local employers to promote work experience opportunities and apprenticeships to support early careers and to respond to employers' succession planning and organisational growth. Further intended impact is to promote high quality corporate business placements to enthuse learners' aspirations and ambitions for high achievement.
- Successful Access to Nursing programme which gives access to the Degree is run in partnership with Roehampton University. This was developed in response to the needs of the local NHS trust. It has expanded from Adult Nursing to Child Nursing last year and this year we are opening Mental Health Nursing. The NHS is very positive about this provision, which enables then to recruit train and retain local staff
- Through the South London LSIP Partnership, the college collaborates with the South London Partnership, other local colleges, adult learning services and local authorities to support the LSIP priorities detailed in the LSIP annex for South London. For example, a partnership on the delivery of an Electric Vehicle Green Skills Project, and currently collaborating through 2 further projects, one in retail for our SEND learners and the other equipping 2 new classrooms in the Building Information Modelling (BIM) curriculum for expanding degree-level apprenticeships. Collaboration with the South London Partnership is rapidly developing plans to promote our green skills agenda to recognise regional needs
- The introduction of Croydon Skills Forums will ensure that employers are involved in the design, sequencing, delivery and adaptation of the curriculum including a new apprenticeship plumbing pathway.
- Leaders and staff identify and engage effectively with disadvantaged communities through their established network of community partners and stakeholders. As a result, a high proportion of adult learning supports ESOL provision.
- Croydon Council recognise the strength of local collaboration and are working with leaders to design and adapt apprenticeship content to support housing officers, and staff who work in customer facing roles. Further collaboration intends to widen participation for Send and HN learners to increase opportunities for work placement to enhance their employability skills.
- Collaboration with the South London Partnership is rapidly developing plans to promote our green skills agenda to recognise regional needs. Whilst it is too soon to report on impact, relationships are strong and stakeholder commitment is strong.

Areas for development

- Use employer and stakeholder engagement to increase the access to high quality learners work experience opportunities and apprenticeships to support early careers and to respond to employers' succession planning and organisational growth. Further intended impact is to promote high quality corporate business placements to enthuse learner's aspirations and ambitions for high achievement.
- Further strengthen Croydon's visibility in schools to promote T Level, A Level, Study Programme & Apprenticeships opportunities and to facilitate careers sessions with local schools to support them to meet their provider access obligations and to extend careers information to younger children.