



COLLEGE **SELF-ASSESSMENT REVIEW** 2024/2025

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 residents. 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 seventh 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 39% of learners identifying as black, 27% as white, 11% as multiple or mixed, and 15% Asian.

STRATEGIC PLAN

Our vision, as an anchor institution, is a diverse, ambitious community in which every student can create a career which achieves their potential and contributes to the world. We will achieve this by transforming lives in Croydon and the surrounding areas through equipping students with the knowledge, skills, and capabilities to create careers and play their part in society.

Our Mission is to *Create Careers* by helping our students and staff create their future careers. To achieve this, we strive to be the best we can be and embody **our key values**:

COURAGEOUS We are ambitious for our students, staff, and college.

COLLABORATIVE We support one another and are stronger together.

CREATIVE We are imaginative and innovate to improve.

CARING We are a diverse, vibrant community and care for every individual.

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 1004 learners aged 16-18, of which 152 studied at Level 2 (15%) and 851 level 3 (85%). These were made up of a mixture of A level and BTEC programmes with 53% of learners continuing to study English and/or maths (National Average 39%) and 19% continued to study both. The cohort comprised 31 funded High Needs learners, 28 looked after children and 6 care leavers. A significant number of learners lived over 5 miles away from the campus with the average journey to college of 5.25 miles. Free School Meals were provided to 112 Learners which is 11.4% of the cohort and 183 learners were in receipt of a Bursary or Care to Learn, 18.2% of the cohort.

Where they had them, the Average GCSE score for 16-18 funded learners was 4.3. For English and Maths GCSEs only, the average score was 4.03. Of the cohort, 6% 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 1,701 learners aged 16-18, of which most studied at lower levels - 48% entry and Level 1, 21% Level 2 and 31% Level 3. Course studied were wide ranging: 322 learners studied ESOL programmes (19% of learners at the campus); 74% of learners continue to study English and or maths (54% study both) compared to 48% nationally. 44% 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: 13% were looked after children (51% on ESOL programmes) and 3% care leavers. There were 220 High Needs Learners: 91 in SEND and the remainder in the wider college. 274 Learners at Croydon campus were in receipt of Statutory Free College Meals, which is 17.5% of the cohort and 655 learners were in receipt of Bursary or Care to Learn, 38.5% 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 3.04. For English and maths GCSEs only, the average score was 3.32. Of the cohort, 37% of the learners did not have any GCSE prior attainment on record and 42% of the learners did not have prior attainment in English or maths at GCSE level.

Adult cohort

There were 2525 Adults most of which study at low levels: 74% entry and Level 1, 20% Level 2 and only 6% Level 3. ESOL programmes accounted for 35% of all enrolments, and a further 20% 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 ASF 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 2024-25 there were 309 Higher Education Learners, 113 of which studied directly with the college and 196 enrolled with 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 29 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.

Apprentices

There were 249 Apprentices, 72% of which studied and worked in engineering and construction, the other 28% 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
Overall effectiveness	
Quality of Education	
Behaviours and Attitudes	
Personal Development	
Leadership and management	
Education Programmes for Young People	1701
Education Programmes for Adults	2525
Apprenticeships	249
High Needs	251
Meeting skills needs	

Judgement area or provision type	Judgement
Quality of Education	Good
Behaviours and Attitudes	Good
Personal development	Good
Leadership and management	Good
Meeting Skills Needs	Reasonable
Education Programmes for Young People	Good
Adult Learning Programmes	Good
Apprenticeships	Requires Improvement
Provision for learners with High Needs	Good

The Quality of Education 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. For example, learners in Business and IT now take cyber security, incident management, and digital marketing units as part of their qualification in response to employer feedback and local LMI data.

The curriculum selected and developed by leaders and managers broadens learners' experiences to both the world of work and wider opportunities **preparing them well for their next steps**. Programmes are further strengthened by highly effective interactions with employers and other stakeholders to extend learners' experiences to both world of work and wider opportunities. In this way, it can powerfully address the social disadvantages experienced by many of them. This is a particular strength across both campuses where visits, employer set projects and work-related activities help learners to develop **significant new knowledge and skills from their starting point**. In Travel and Tourism learners have benefited from visits to Virgin Atlantic and Gatwick Airport and working on their live briefs, Engineering learners took part in a Game Changers Event at Roehampton University, Construction learners are sponsored by a local employer to complete CSCS cards, competitions take place with other colleges such as the Motor Vehicle Pit Stop Challenge and Creative students worked collaboratively with Netflix and the Theatre Network.

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. Delivery is founded in evidence-based sequencing such as the Focussed 15 and the Mastery curriculum in maths. Progression pathways in the Access department enables learners to develop basic IT, employability skills and hone academic literacies across foundation, Pre Access and Access programmes thereby serving as a conduit for some of the most disadvantaged learners to progress to higher study. Recent visits from alumni in the Metropolitan Police and local hospitals were from learners who began at the college to learn English in the ESOL department. Pathways at the college are well defined and as a result 89% of learners are able to progress to sustained positive destinations (23/24 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 resulted in positive destinations (84%) for 23/24 learners and only 2% of the negative destinations were actually looking for employment/ volunteering. Pathways to the wider college settings are adapted for SEND learners and those that require further support to transition take Personalised Learning Programmes (Entering Vocational Study). In 24/25 12 learners were effectively supported and progressed into full vocational qualifications.

The **quality of teaching is good in the vast majority of the college** as evidenced through the evaluation of teaching and learning which showed that 90% of teachers demonstrated performance at or above the expected standard. Coaching was effective in improving TLA where standards were not met and revisiting classes showed sufficient improvements in 78% of cases. In areas where progress was insufficient coaching continued, and managers implemented performance measures. Learners value the quality of provision stating that teachers know their subject well (98%), present topics clearly (94%) and provide effective feedback (95%). QDP July 2025.

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 led to excellent pass rates, particularly for young learners: IT, Business, Creative (95%) and Health and Social

(93%) at Croydon and vocational programmes at Coulsdon (94%). First time exam pass rates on BTEC L3 programmes jumped 10% at Coulsdon and 9% at Croydon as a result of targeted interventions and effective retrieval strategies. Notably, intensive coaching support in Motor Vehicle to embed these strategies moved pass rates from 69% to 94% and overall achievement increased by 27%.

In the **English and maths departments learners experience strong teaching and learning** to achieve well. Routines and well formulated assessment and feedback are used effectively to identify areas for reteaching and revision leading to high pass rates (92.8%) and increasing high grades (+3%p). Changes to the delivery of the English curriculum at Coulsdon increased learner engagement through revised focus and resources, leading to improvements in achievement (+3%p and 8% above NART) and high grades (+5%p to 36%) to sit well above national average for sixth form colleges (AOC 2025). At Croydon, the maths team are proactive in evidence-based research taking part in national conferences, maths mastery projects and embedding research so that achievement is very high at 87.3% (+5% above NART) and high grades sit well above the national average for FE (AOC 2025). The English and Maths Hub is a key resource that provides tailored support to learners, promoting stretch and challenge while driving improved achievement. Through targeted interventions and personalized learning strategies, the Hub helps learners overcome barriers, deepen their understanding, and build confidence in core skills.

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. Overall rates continue to increase, and high needs learners achieved 89.8% (up 2.6%p). In the wider setting HN learners achieved 88.4% (up 3.2%) compared to 87.6% for learners with no HN. SEND provision has maintained 100% achievement. In the wider setting learners with HN do particularly well in Business, Travel, and IT (100% achievement), ESOL 16-18 (100%), Uniform services (100%), HSC (100%) and Engineering (91%). As recognised by Ofsted in 2024 *'Learners with high needs have good attendance and are punctual to their lessons. They demonstrate positive attitudes to their learning and accept others' differences. Staff give learners with complex emotional needs effective support to help them self-regulate and take part in lessons. Learners on life and enterprise courses gain employability and business skills through a range of enterprise projects and work-related activities, such as working in their own shop and for their coffee delivery service. Learners improve their independence through their studies and time at the college.'*

As a result of strong teaching and learning **achievement rates have continued to increase** year on year.

- **Overall achievement** has increased to 88% (+5%) which is above the college target of 84%, above QAR National Achievement Rates (NART) by 3.8% and above predicted achievement (84.5%).
- **16-18 Achievement** has increased to 86.6% (+3.7%) which is above the college target of 84%, above QAR NART by +4.4% and above the 84.5% prediction.
- **Adult achievement** increased to 89.5% (+5.8%) which is above the college target of 85% and above QAR NART by 2.1%. This has exceeded predicted achievement.

On the Croydon campus

- **Overall achievement** on the Croydon campus has improved to 88.7% (+5.7%) which is 3.5% above QAR NART.
- **16-18 Achievement** has increased to 87.4% (+5.5%) which is +4.5% above QAR NART.
- **Adult achievement** has increased to 89.6% (+5.9%) which is +2.2% above QAR NART.



Increases in achievement have been facilitated by increasing retention rates to 94% through improved teaching and learning working hand in hand with robust programme management. SEND learners all achieved, 94% of Health and Social/ Early Years learners, 93% of ESOL 19+, and Distance Learning, Access, ESOL 16-18, Creative, Business and Digital all achieved over 88%. All areas exceeded the college target of 84% except Construction where the impact of hard to fill vacancies in Plumbing and Brickwork had a negative impact on learner pass rates.

BTEC high grades at level 3 have remained in line with 23/24 at 32%. Health and Social Care saw an increase of 17.5% to 57%. In the Creative, Business and IT department Art and Design high grades dropped to 32% having been higher than college average in 23/24. Business and IT have increased their high grades compared to last year, but these are lower than college average at 25% (mainly for Foundation Diplomas). As a campus, Croydon level 3 BTECs 35% achieved their target grade which has not changed since 22/23 (for qualifications in ALPS) and will be a focus for improvement in 25/26.

High grades for Apprentices have improved significantly from 8% to 31% in 24/25 due to improvements in teaching and learning, use of recall strategies and strengthened processes for preparing learners for EPA.

On the Coulsdon campus

- **Overall achievement** on the Coulsdon campus improved to 85% (+1.8%) which meets QAR NART.
- **16-18 Achievement** has increased to 85.1% (+1.9%) which is 2.6% above QAR NART.
- **Adult achievement** has decreased to 77.4% (-2.6%) which is -10% below NART (31 learners)

Coulsdon campus shows year on year improvements in term of achievement rates which can be attributed to increase in retention and pass rates. This is both at level 2 (89.5% up 4%) and at level 3 (81.9% up 1%). 16–18-year-old perform well but a relatively small cohort of 19+ achieve less well, particularly in maths and English resits.

BTEC and other vocational programmes: all departments have had significant improvements. In VF4 achievement rose to 85.7% (+10%) notably for courses in Performing Arts and L3 Media Studies. In VF3, achievement rose to 87% (+5%) and is particularly strong for level 3 diploma programmes (Health and Social, Business and Travel and Tourism). In VF2 achievement rose to 85.5% (+7%) with excellent performance in Applied Science Diplomas, Criminology Diploma and Engineering. High grades are increasing year on year to reach 86% (+7%) in 24/25. This is fairly evenly spread across the campus and above 75% in Computer Science, Applied Science Ext Dip and Business Extended Diploma. As with the overall achievement, the lowest rates of high grades are found in Music, Creative Media, Psychology and Sport. The Extended Certificates running across 2 years perform less well than other qualification types. Value added for vocational programmes overall is improving with 50% achieving their target grade which is an improvement of 17% since 22/23.

Areas for development

The majority of teaching and learning is strong; however, a minority of teachers are **not yet consistent in their approach** and will form 25/26 rapid improvement areas. At Croydon: Hairdressing, Bricklaying and Plumbing. At Coulsdon: A Levels, Sport and IT. In these teams, evaluation of teaching and learning has identified the areas for improvement relate to consistent implementation of routines for learning and managing behaviour, formative assessment and feedback and teaching for recall.

Whilst overall achievement level 3 is strong, for **A levels too few learners achieved at C**, and above which impacted on progression to first choice Universities. A Level achievement was impacted, in part, by reduced retention rates moving from 1-year programmes to 2-year. However, in some key subjects teaching and learning needs to improve (History, Politics, English). As a result of inconsistent moderation and tracking, predicted achievement was not accurate enough to identify areas of risk for intervention on some courses.

Value Added measures are above average in Foundation Diplomas and Extended Diploma programmes in Business and Computing (Coulsdon) and H&S and Creative Media (Croydon) and for the majority of BTEC programmes at Croydon is average. However, in the majority of A levels and a minority of L3 BTECs in Coulsdon progress is below average. Strengthening the frequency, quality, and use of formative feedback alongside strategies for recall and retrieval will help improvements. Whilst the number of credits at distinction level for Access learners is improving it is not yet at target.

The ability of teachers to effectively employ **adaptive teaching strategies** to support additional needs and disadvantaged learners is improving year on year. However, rates of achievement for learners who declared a learning difficulty or disability (LLDD) increased by 5.2% to 85.1% but is still 3% below the rate for learners with no LLDD. The areas for targeted development are A Level and Applied Science, Health and Professional (Coulsdon), Construction and English and maths (Croydon).

Retention on Apprenticeship programmes is significantly impacted by historic withdrawals with end dates in 24/25. For learners who started in prior to 23/24 CIAG was not sufficiently effective to place learners on the correct courses and data errors during onboarding meant that a minority of learners were not able to achieve. As a result, achievement dropped to 51.6% and is projected to reach 55% in 25/26 if learners are retained and achieve. From 26/27 the issues that led to the withdrawals have been dealt with so achievement is then expected to return to national rates.

Behaviours and Attitudes 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. On the Croydon campus the conduct rules continue to be well embedded and there has been a significant improvement on the Coulsdon campus in 24/25 so that learners wear lanyards and demonstrate respect for others. Where there are incidents of poor behaviour these are dealt with swiftly to minimize impact on learning.

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. Most learners arrive to college well prepared for learning and the vast majority show a commitment to their studies and ongoing development, as seen in attendance at exams which has increased by over 5p% to 90%. As recognised by Ofsted in 2024 learners 'demonstrate positive attitudes to learning' and 'staff challenge learners appropriately about any behaviour that does not meet these standards in and out of the classroom. Learners and apprentices are polite, courteous and respectful. They mix well in communal areas, such as the canteen and common room.'

The college is a calm, positive and inclusive 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 take an active role in celebrating diversity as is exemplified by their vibrant and joyful Black History Month performances at Coulsdon.

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). 'Learners and apprentices say that as soon as they walk into college, they feel safe. They have a good understanding of the risks present in the local area and staff have helped them to develop their resilience and knowledge of how to protect themselves from issues, such as mobile telephone theft' (Ofsted 2024).

Areas for development

Not all staff have **high enough expectations for attendance and punctuality**, so attendance did not meet the 86% target and was maintained at 84%. This is in line with the latest AOC attendance report (2024) where rates nationally were 84%. There is a discrepancy between campuses where Croydon attendance reached 85% whilst Coulsdon reached 81%.

There is also a discrepancy between vocational **attendance and at English, Maths and Tutorial** for study programme learners. Attendance at Coulsdon was English 71%, maths 67% and tutorial 71% and on the Croydon campus English was 74%, maths 80% and tutorial 84%. This is compared to AOC national rates for 16-18 which are higher at 79% (English) and 74% maths (2024 report).

Not all **learners attend their lessons on time** so a consistent approach to managing punctuality needs to be embedded across both campuses.

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 3Rs.

In a minority of classes learners' **attitude to learning** could be strengthened for young learners through a more structured approach to developing study skills so that they are able to maintain effective notes, folders and become more able to take responsibility for independent learning.

Personal development is good because:

The curriculum extends beyond the academic and classroom in all areas of the college and provides learners with broader development opportunities to support employability, teamwork, motivation and confidence. This strength can be seen through a comprehensive programme of vocationally relevant activities that broaden experiences particularly for the most disadvantaged learners. IT learners took part in an Investment 20/20 event, maths learners developed financial literacy through Sainsbury's Talk Finance Insight event, English learners write and publish a termly maths and English newsletter (The Croydon Chronicles), ESOL learners maintain an allotment, visited the British Museum and Frylands Teambuilding Activity centre, Business learners visited Wimbledon and the Courts of Justice and Creative learners benefit from visits to Strictly Come Dancing, galleries and theatre productions.

Learners increasingly have access to **competition and social action projects** to develop their skills, work collaboratively and become active members of their community. eSports learners won the annual student League of Legends tournament in July, Maths learners on the Croydon campus are actively engaged in a range of external activities - Big Idea Challenge and the MEI FE Maths Challenge/ Big Writing Challenge, Health and Care learners work with local care homes and ESOL learners fundraise for a local food bank and other charities.

On the Croydon Campus enhanced tutorial framework developed learner knowledge and confidence to manage issues faced locally and has increased learners' awareness of how to be safe within their communities so that they can make positive choices. 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 misogyny and fake news enabled learners to recognise how radicalisation and extremist views are spread online and in the media. Others were delivered by organisations such as Street Doctors, and those focused on topics including anxiety and motivation, gambling awareness, money management, Ben Kinsella Knife Foundation, and Positive Mindset growth have equipped students with valuable life skills and increased their awareness of real-world challenges. These experiences have contributed to their personal development, resilience, and readiness for adulthood.

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).

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. 95% agree that Coulsdon campus encourages respect for others of different faiths and beliefs and 97% on the Croydon campus (QDP 2025). In 24-25 the college successfully secure reaccreditation with the National centre for Diversity at silver standard.

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. Ongoing collaboration with CGL (drug and alcohol support), Mentivity, P4YE and weekly Croydon drop-ins provide regular support for learners.

Areas for development

The **tutorial framework** needs to be revised making it more relevant to young learners on the Coulsdon Campus so that they engage more fully to improve attendance so that they make full use of development opportunities to progress to their next steps and become active, healthy citizens. Every learner will develop the confidence, resilience and ambition needed to progress into their chosen careers and contribute positively to society.

Develop the **enrichment curriculum** so that more learners take up opportunities to develop their interests and experiences outside of their current lives. The programme will be inclusive, accessible and well-resourced, ensuring that all learners are able to fully engage and thrive. It will be shaped by a strong and genuine student voice, working in close collaboration with curriculum teams, support services and external partners to reflect the diverse needs and context of our local community.

Develop an **Aspire curriculum** that moves beyond interests and leisure activities so that all 16-18 take part in a wide-ranging enrichment programme that advance their employability, academic skills and talents to raise aspirations and be well prepared to progress to ambitious next steps.

Leadership and Management is good because:

The college has successfully improved inspection result by 2 grades to achieve a **strong Good Ofsted rating** in October 2024. As stated in the FE Commissioner Annual report 2024-5, 'Leadership and governance have been pivotal. A clear strategic vision, rigorous quality assurance, and investment in staff development and resources have driven improvement'.

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 of Creating Careers by striving to be the best we can be. Four core values are effectively embedded in college life and are celebrated through awards and monitored through appraisals.

Leaders and managers know the strengths and weaknesses of the organisation and departments and are highly ambitious for all learners. In conjunction with improvements in TLA, 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 in all areas of the college bar one. For example, as a result of rapid improvement plans Engineering improved achievement from 74% to 90%, Hair and Beauty improved from 45.8% to 90.5%, Sport and Public Services improved from 78% to 88% and vocational programmes at Coulsdon improved from 79.5% to 86.2%. All are now 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 through 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. A cohort of NEETs joined the college in January and successfully completed an Award in Health and Social Care, many of whom remained in the college for level 3 in September 25.

Through the Academy of Teaching Excellence Leaders focus on strengthening the quality of teaching and learning through an ongoing qualification offer. Skills scans identifying areas of need are used to provide teaching and learning qualifications at levels 3, 4 and 5 where needed. There is a robust offer of development opportunities that focus on role qualifications, vocational upskilling, subject specific pedagogy qualifications and research groups alongside qualifications that strengthen assessment practices. In 24/25, 14 teachers have taken the L5 Diploma in Teaching, 10 have completed internal verifiers awards and 5 achieved the Assessors award. This will continue to be strengthened in 25/ 26 with the L5 Skills Teacher apprenticeship and the Level 3 Award in Education providing a route for non-teachers to progress into teaching roles.

Through the Academy of Teaching Excellence Leaders effectively quality assure teaching and learning and use this information to design effective professional development for teachers and support staff. Evaluation of TLA through class visits, learning walks and 360-degree reviews is quality assured through a programme of dual observations with the quality team and specialist ALS staff and moderation of 100% of reports produced. The resulting TLA map I used by departments to design tailored development opportunities at team and individual levels. A suite of mentors and coaches effectively provide 1:1 coaching where performance is not yet at standard leading to improvement in 78% of cases. As a result, 90% of teachers are judged to meet the Croydon Standards of Great Teaching. Intensive coaching and TLA support in Motor vehicle increased pass rates by 26% to reach 95% due to improvements in recall and retrieval students learnt more and remembered more and were then well equipped to pass their exams.

Leaders effectively plan development for governors, leaders, and managers to ensure that performance and learner experience is rigorously upheld through effective management systems and actions. A new management programme ensured that leadership was well equipped to understand and implement HR procedures, recruit and induct staff effectively, employ coaching

strategies for development and effectively lead and evaluate teaching and learning. Ongoing support was provided through a community of practice and team meetings enabling shared good practice and problem solving.

Leaders engage well with staff and take actions to improve wellbeing. The college signed up to the AOC Mental Health Charter and made effective use of the Charlie Waller/ AOC self-evaluation tool. All staff have access to mental health awareness training through the TES online platform including information on general mental health awareness and a course for supporting students in education environments. Mental health first aiders are in place and well trained and staff have access to counsellors, support and advice through Carefirst.

Strong governance has been further supported through a link governor model to add further opportunities for support and challenge. 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. Learners describe the college sites as being 'a safe haven' (Ofsted 2024) and are confident of being kept safe through safeguarding policies and procedures (Matrix 2024). The safeguarding team are fully trained, governors attend annual training, and all staff attend WRAP updates. The college works closely with the Police, LADO and counter terrorism and is proactive in responding to consultations with experts, students and staff by taking swift action. Learners welcome the measures taken to ensure safety such as security arches and classroom screenings. Restructuring of the safeguarding team and review of systems has enabled closer scrutiny of CPOMS to significantly reduce the number of open cases and successfully employ interventions to retain learners, successfully refer to new placements or support in the small minority of cases where learners were not retained. The strengthened CPOMS categories will ensure accurate data reporting to identify trends.

Areas for development

Harassment, Bullying, and Discrimination: To strengthen our safeguarding and inclusion practices, we have introduced a new 'Report and Support' mechanism that allows students to report incidents anonymously. This system ensures that all concerns regarding harassment, bullying, and discrimination are captured in a consistent, secure, and accessible way. Going forward, we will use the data from this mechanism to monitor trends, identify patterns, and implement targeted interventions to create a safer and more inclusive college environment. This approach enables us to respond proactively to issues and continuously improve student well-being and equality outcomes.

Careers and Destinations: Over the past year, we have delivered a wide range of careers guidance activities, including one-to-one advice, group workshops, HE events, employer talks, and CV/portfolio support. These activities have successfully raised awareness of progression options, supported UCAS and apprenticeship applications, and inspired learners to explore a broad range of career pathways. We have also begun to develop structured monitoring of learner engagement and destinations data, which has highlighted areas for improvement, particularly in consistent reporting, capturing full cohort coverage, and tracking outcomes for disadvantaged learners. Moving forward, we are enhancing our data collection processes to ensure more robust monitoring, evidence of impact, and targeted interventions to further improve learner progression and employability outcomes.

Strengthening **data management and swift performance interventions for Apprenticeship** will support improvements in retention and achievement. By rigorous application of right apprentice/ right employer/ right programme apprentices will be well placed to achieve. Clear tracking of

progress towards training plans through staged milestones will enable more effective interventions where apprentices are at risk of falling behind or experiencing barriers through their employment.

Contribution to Meeting Skills Needs is reasonable because:

Leaders have established strong partnerships with local stakeholders in the Borough and beyond to understand their needs and ensure learners study curriculum content that meets their demands by developing the skills learners need for progression and successful careers. Eight Skills Forums were held in 24/25, involving 39 employers. Feedback from participating employers has been consistently positive, highlighting the relevance, quality, and value of the College's approach to employer engagement. As a direct result of these engagements, the college secured a range of opportunities for 2025/26, including Work Experience (WEX) and Work-Related Activity (WRA) placements across multiple sectors. For example, RMBI care are providing high quality work experience placements, contributing to curriculum planning and through their Skills Bootcamp Pledge of Support have committed to co designing course content, facilitating care home visits, and offering guaranteed interviews and Work Experience placements for learners completing relevant programmes.

Effective management of these opportunities has enabled 54% of learners to attend external workplaces and 63% took part in work related activities including trips, guest speakers, and live briefs aligned with industry standards. These experiences have been instrumental in developing employability skills and enhancing curriculum relevance. The college is ambitious for high needs learners as 68% attended work placement and 68% took part in work related activities.

Curriculum champions for employer engagement have strengthened links with employers through increased collaboration during employer and stakeholder events leading to better communication between the World of Work team, curriculum areas and employers. As a result of employer feedback curriculum developments created stronger alignment between learners' skills development and employer expectations, and increased visibility of employer engagement within curriculum planning and delivery.

Leadership is focused on sustaining and growing the impact of employers on the skills development of our learners through the Skills for Successful Careers Strategy. This aligns curriculum, personal development and enrichment opportunities with the skills employers have identified as required in for local, regional, and national skills gaps. Learners benefit from a range of rich learning experiences through their programmes of study enabling them to progress to positive destinations of their choice (89% positive sustained destinations 23/24).

Successful Access to Nursing programme gives access to the Degree which is run in partnership with Roehampton University. This was developed in response to the needs of the local NHS trust. Roehampton expanded from Adult Nursing and Child Nursing in 24/25 by opening Mental Health Nursing. The NHS is very positive about this provision, which enables them 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. Through successful bids, 2 boot camps have been approved for 2025/26 in Health and Social Care and Early years to meet local priorities. Engagement with the Southwest London Integrated Care Partnership is strong, contributing to regional civic development and expanding our stakeholder reach. Strategic relationships are being developed with key employers e.g., Morgan Sindall, to deliver construction training to 48 adults with secure progression to trades apprenticeships and the college is collaborating with Southern Rail/GTR to develop apprenticeship pathways.

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. Collaboration between London Metropolitan University, National Theatre, MEI and Croydon College has contributed to the efforts of meeting the skill demands of the labour market. Essential soft skills like problem-solving, creativity, numeracy, and effective communication, as well as critical thinking, resilience, and collaboration, are thoughtfully integrated into the delivery of all English and math curricula as well as the enrichment activities.

Areas for development

Develop relationships with stakeholders and employers to grow apprenticeship numbers to address skills gaps.

Use established networks to increase access to work placements in Engineering, Motor Vehicle and Science, Construction and Hair and Beauty.

Continue to strengthen the impact of stakeholder on the curriculum e.g. through endorsements and sponsored programmes.

Demographic categories: Achievement

High Needs and Learning Difficulty

High Needs achievement has increased to 89.8% which is 2.6% above the rate of those with no High Needs. Retention is much higher at 99%. SEND provision has maintained 100% achievement and in the wider setting learners achieve in line with their peers with no high needs.

In the wider setting learners with HN do particularly well in Business, Travel, and IT (100% achievement), ESOL 16-18 (100%), Uniform services (100%), HSC (100%) and Engineering (100%). Areas with achievement rates below college overall level are A Level and Applied Science (85%), Health and Professional at Coulsdon (71% - small number of learners) and Construction (77.8%).

Learners who declare a learning difficulty, disability, or issue with mental health (LLDD) may or may not have high needs funding. In 24/25 427 learning aims were registered for High Needs learners whereas 2782 were registered to declared LLDDs. The achievement rate has increased by 6.5% to 86.3% which is 2% below the rate for learners with no LLDD. Last year the difference was -4%. The same areas of strength above apply to LLDD along with Distance Learning, ESOL 19+ and Croydon Art and Design. In addition to the areas with lowest achievement above English and maths and Engineering have rates lower than the college overall achievement.

Regarding the category of LLDD, mental health has the lowest rates of achievement for a significant group of learners (78%)

Gender

There is no significant difference in achievement rates for male and female learners. Females have achievement rate +2% above males which has reduced from a difference of 4% last year.

Disadvantage: Bursary, FSM and IMD

Compared to the last 2 years, where learners in receipt of bursary achieved more highly than those who did not, in 24/25 bursary learners achieved the same and those with FSM achieved the same as those without.

Measures of deprivation (IMD): The most significant increases in achievement rate have occurred in the 20-30% and 30-40% ranges which are up by 7% each on 24/25 achievement rates. The most deprived learners (0-10%) have achieved slightly below average rates (-2%) and this is across both campuses. At the other end of the scale there is also discrepancy with average rate and learners achieve slightly less well -1.9% for 80-90% and 90-100%. For other areas of the ratings the difference is less than 1.5% either way.

LAC and care leaver

The achievement rate of Looked After Children (LAC) increased by % in 24/25. There is still a difference in achievement compared to non-LAC learners (-5%) and this gap has grown since 24/25 due to the quicker improvement in non-LAC retention and pass rates. LAC learners achieve well in the majority of programmes though A levels, Construction, English and Maths are not yet at college achievement average. The largest proportion attend ESOL 16-18 where achievement is 85.4%. Achievement here is affected by lower retention rates due to dispersal and disruption in the lives of young LAC learners.

For Care Leavers rates of achievement have significantly improved over the last 3 years to 83% (+10.5% since 24/25). This is due to rapid improvements in retention rate through better support. As a result, the difference between care Leaver and non-Care Leaver is reducing year on year and is now -5%.

Ethnicity

Of the significant size ethnic groups achieving above average are African (91.1%), Chinese (94%), Arab (89.1%), Indian (89.3%), Other Asian (87.8%), Pakistani (88.6%), Other White (88%) and Caribbean (87.3%).

The lowest achieving groups are White/ Black Caribbean (82.1%), White/ Black African (83.7%), Other Black (86%), Other mixed (86.6%) and White British (86.3%)

The spread of lower achievement can be found:

- White/ Black African: E&M (Croydon), ESOL 16-18.
- White/ Black Caribbean: Construction and Engineering, Coulsdon, Access, E&M
- White British: Coulsdon, Construction, E&M, Access

Qualification Achievement Rate
Education & Training
Headline
Overall Measure

Reports:

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- [13. Learning Difficulty](#)

1. Headline

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Leavers	12,360	12,204	11,976	2,023,410	2,884,910
Achievement %	80.3 %	83.0 %	88.0 %	85.5 %	85.2 %

2. Sector Subject Area - Tier 1

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
01 - Health, Public Services and Care	Leavers	1,155	1,101	1,070	236,520	321,430
	Achievement %	86.0 %	86.2 %	89.9 %	87.4 %	86.5 %
02 - Science and Mathematics	Leavers	1,246	1,277	1,323	229,460	302,720
	Achievement %	73.2 %	86.6 %	86.8 %	81.0 %	82.0 %
04 - Engineering and Manufacturing Technologies	Leavers	200	185	208	85,390	101,480
	Achievement %	67.5 %	70.8 %	90.9 %	88.1 %	88.2 %
05 - Construction, Planning and the Built Environment	Leavers	272	297	309	102,840	133,280
	Achievement %	78.7 %	76.1 %	78.3 %	84.8 %	86.1 %
06 - Information and Communication Technology	Leavers	276	360	372	55,250	100,460
	Achievement %	75.7 %	75.8 %	83.1 %	85.7 %	85.0 %
07 - Retail and Commercial Enterprise	Leavers	228	232	308	85,100	114,560
	Achievement %	79.8 %	64.7 %	89.0 %	89.1 %	88.2 %
08 - Leisure, Travel and Tourism	Leavers	233	181	204	49,420	72,210
	Achievement %	79.0 %	82.3 %	84.8 %	88.4 %	87.9 %
09 - Arts, Media, and Publishing	Leavers	573	498	501	108,050	157,980
	Achievement %	75.7 %	81.5 %	86.2 %	89.5 %	89.3 %
10 - History, Philosophy and Theology	Leavers	27	11	11	7,090	20,610
	Achievement %	70.4 %	81.8 %	63.6 %	82.1 %	87.6 %
11 - Social Sciences	Leavers	180	137	240	29,480	55,820
	Achievement %	62.8 %	75.2 %	79.6 %	79.9 %	82.7 %
12 - Languages, Literature and Culture	Leavers	754	904	938	162,760	195,490
	Achievement %	80.0 %	84.4 %	88.6 %	82.2 %	82.6 %
13 - Education and Training	Leavers	179	14	1	22,500	36,710
	Achievement %	96.6 %	78.6 %	100.0 %	91.9 %	90.9 %
14 - Preparation for Life and Work	Leavers	6,396	6,538	5,988	718,060	1,056,100
	Achievement %	83.2 %	83.8 %	89.4 %	85.7 %	84.6 %
15 - Business, Administration and Law	Leavers	641	469	445	101,980	166,520
	Achievement %	66.3 %	81.2 %	83.1 %	84.2 %	85.5 %
X - Not Applicable	Leavers	0	0	58	-	60
	Achievement %			98.3 %	-	98.4 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

4. Qualification Type

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
A Level	Leavers	330	241	346	71,190	172,190
	Achievement %	70.9 %	84.6 %	71.7 %	80.5 %	84.1 %
Access to HE	Leavers	138	128	120	13,950	15,770
	Achievement %	94.2 %	89.1 %	94.2 %	77.9 %	76.8 %
AS Level	Leavers	400	0	2	15,590	19,000
	Achievement %	52.8 %		100.0 %	72.8 %	73.3 %
Award	Leavers	1,979	1,591	1,115	196,300	315,050
	Achievement %	90.0 %	88.6 %	88.9 %	93.0 %	91.8 %
Basic Skills Maths and English	Leavers	2,042	1,806	1,714	192,710	270,250
	Achievement %	73.7 %	72.7 %	80.9 %	69.5 %	68.0 %
Certificate	Leavers	2,123	1,943	1,904	360,920	517,650
	Achievement %	78.2 %	82.3 %	88.0 %	86.4 %	86.1 %
Diploma	Leavers	1,318	1,557	1,812	342,050	435,420
	Achievement %	81.1 %	78.7 %	87.9 %	84.8 %	84.1 %
ESOL	Leavers	2,368	2,715	2,549	222,650	323,540
	Achievement %	84.5 %	87.1 %	93.4 %	89.0 %	88.0 %
GCSE Maths and English	Leavers	1,527	1,953	1,903	315,350	355,470
	Achievement %	78.7 %	84.7 %	88.9 %	82.0 %	82.1 %
GCSE Other	Leavers	0	0	102	8,120	9,620
	Achievement %			74.5 %	82.5 %	82.4 %
Other Non-Reg	Leavers	78	140	285	259,410	409,390
	Achievement %	94.9 %	99.3 %	96.8 %	94.7 %	93.6 %
Other Reg	Leavers	57	130	124	10,410	21,000
	Achievement %	91.2 %	83.8 %	87.9 %	74.7 %	74.4 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

5. Level

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Level 1 (including Entry)	Leavers	6,740	6,826	6,475	853,660	1,244,370
	Achievement %	84.9 %	85.3 %	90.2 %	87.5 %	87.0 %
Level 2	Leavers	3,182	3,590	3,416	778,600	1,002,980
	Achievement %	77.5 %	80.4 %	86.1 %	83.6 %	83.3 %
Level 3	Leavers	2,438	1,788	2,040	362,160	584,570
	Achievement %	71.2 %	79.8 %	84.2 %	83.9 %	84.2 %
Other (including X, M & Unspecified)	Leavers	0	0	45	24,460	45,610
	Achievement %			100.0 %	96.4 %	95.6 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

6. Subcontractor

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Not subcontracted or not known	Leavers	12,132	12,102	11,976	2,023,410	2,884,910
	Achievement %	80.1 %	83.0 %	88.0 %	85.5 %	85.2 %
THE SKILLS NETWORK LIMITED	Leavers	228	102	0	2,023,410	2,884,910
	Achievement %	89.5 %	92.2 %		85.5 %	85.2 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

7. Age

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
16-18	Leavers	6,208	5,672	6,244	1,088,930	1,414,150
	Achievement %	76.8 %	82.3 %	86.6 %	83.4 %	82.9 %
19 +	Leavers	6,152	6,532	5,732	934,480	1,470,760
	Achievement %	83.8 %	83.7 %	89.5 %	87.8 %	87.4 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

8. Gender

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Female	Leavers	6,823	7,037	6,876	1,052,750	1,546,120
	Achievement %	81.8 %	84.5 %	89.1 %	85.6 %	85.5 %
Male	Leavers	5,537	5,167	5,100	970,660	1,338,790
	Achievement %	78.3 %	81.0 %	86.6 %	85.3 %	85.0 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

9. Ethnicity Group (QAR)

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Asian	Leavers	1,853	1,816	2,039	2,023,410	2,884,910
	Achievement %	82.1 %	82.0 %	88.5 %	85.5 %	85.2 %
Black	Leavers	4,386	4,766	4,611	2,023,410	2,884,910
	Achievement %	79.2 %	84.4 %	89.0 %	85.5 %	85.2 %
Mixed	Leavers	1,414	1,400	1,333	2,023,410	2,884,910
	Achievement %	75.1 %	80.2 %	85.0 %	85.5 %	85.2 %
Not App/Known	Leavers	536	539	429	2,023,410	2,884,910
	Achievement %	78.7 %	84.2 %	91.4 %	85.5 %	85.2 %
Other	Leavers	993	886	797	2,023,410	2,884,910
	Achievement %	83.7 %	82.5 %	87.7 %	85.5 %	85.2 %
White	Leavers	3,178	2,797	2,767	2,023,410	2,884,910
	Achievement %	82.1 %	82.7 %	87.1 %	85.5 %	85.2 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

10. Ethnicity

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
African	Leavers	2,421	2,761	2,541	145,740	207,330
	Achievement %	82.8 %	86.4 %	91.1 %	87.4 %	86.7 %
Arab	Leavers	336	296	248	49,190	68,480
	Achievement %	81.8 %	81.1 %	89.1 %	85.9 %	85.7 %
Bangladeshi	Leavers	106	93	120	39,760	63,520
	Achievement %	81.1 %	78.5 %	85.0 %	88.8 %	88.3 %
Caribbean	Leavers	583	629	623	30,770	47,390
	Achievement %	76.3 %	80.4 %	87.3 %	84.9 %	84.8 %
Chinese	Leavers	89	104	142	10,010	17,830
	Achievement %	89.9 %	93.3 %	94.4 %	90.9 %	90.7 %
Gypsy/Irish Traveller	Leavers	14	15	4	3,410	4,230
	Achievement %	78.6 %	86.7 %	100.0 %	73.3 %	72.8 %
Indian	Leavers	235	305	307	40,910	66,430
	Achievement %	79.6 %	85.6 %	89.3 %	88.4 %	88.4 %
Irish	Leavers	31	35	19	5,370	8,700
	Achievement %	71.0 %	77.1 %	78.9 %	85.3 %	86.1 %
Not Provided	Leavers	536	539	429	45,440	68,330
	Achievement %	78.7 %	84.2 %	91.4 %	84.7 %	83.2 %
Other	Leavers	657	590	549	96,130	125,290
	Achievement %	84.6 %	83.2 %	87.1 %	86.3 %	85.6 %
Other Asian	Leavers	1,068	1,007	1,049	75,400	104,760
	Achievement %	81.7 %	80.3 %	87.8 %	86.3 %	86.2 %
Other Black	Leavers	1,382	1,376	1,447	41,540	56,030
	Achievement %	74.2 %	82.3 %	86.0 %	84.7 %	84.0 %
Other Mixed	Leavers	505	494	447	38,200	53,030
	Achievement %	73.1 %	80.2 %	86.6 %	83.5 %	83.3 %
Other White	Leavers	1,565	1,435	1,369	187,670	278,000
	Achievement %	84.8 %	85.5 %	88.0 %	87.5 %	87.3 %
Pakistani	Leavers	355	307	421	88,920	138,820
	Achievement %	83.1 %	81.1 %	88.6 %	86.5 %	86.6 %
White British	Leavers	1,568	1,312	1,375	1,053,180	1,476,060
	Achievement %	79.6 %	79.7 %	86.3 %	84.6 %	84.4 %
White/Asian	Leavers	290	381	306	25,320	35,210
	Achievement %	80.3 %	85.6 %	87.3 %	84.5 %	84.6 %
White/Black African	Leavers	208	139	166	17,000	24,820

	Achievement %	81.3 %	71.2 %	83.7 %	84.5 %	84.4 %
White/Black Caribbean	Leavers	411	386	414	29,470	40,660
	Achievement %	70.8 %	78.2 %	82.1 %	81.6 %	81.3 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

11. Disability

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Asperger's	Leavers	54	44	33	2,023,410	2,884,910
	Achievement %	77.8 %	93.2 %	90.9 %	85.5 %	85.2 %
Hearing	Leavers	59	90	79	2,023,410	2,884,910
	Achievement %	84.7 %	81.1 %	86.1 %	85.5 %	85.2 %
Medical	Leavers	405	445	501	2,023,410	2,884,910
	Achievement %	75.1 %	76.4 %	89.0 %	85.5 %	85.2 %
Mental health	Leavers	480	455	345	2,023,410	2,884,910
	Achievement %	72.1 %	73.6 %	80.9 %	85.5 %	85.2 %
Mobility	Leavers	71	89	92	2,023,410	2,884,910
	Achievement %	88.7 %	93.3 %	92.4 %	85.5 %	85.2 %
Multiple	Leavers	64	96	109	2,023,410	2,884,910
	Achievement %	89.1 %	78.1 %	80.7 %	85.5 %	85.2 %
n/a	Leavers	307	279	328	2,023,410	2,884,910
	Achievement %	79.5 %	83.2 %	82.6 %	85.5 %	85.2 %
No disability	Leavers	10,367	10,298	10,052	2,023,410	2,884,910
	Achievement %	80.7 %	83.6 %	88.5 %	85.5 %	85.2 %
Not known/not provided	Leavers	173	45	50	2,023,410	2,884,910
	Achievement %	86.1 %	82.2 %	94.0 %	85.5 %	85.2 %
Other	Leavers	247	231	202	2,023,410	2,884,910
	Achievement %	76.5 %	84.8 %	86.1 %	85.5 %	85.2 %
Physical	Leavers	40	62	91	2,023,410	2,884,910
	Achievement %	75.0 %	72.6 %	84.6 %	85.5 %	85.2 %
Profound/Complex	Leavers	9	6	2	2,023,410	2,884,910
	Achievement %	88.9 %	50.0 %	100.0 %	85.5 %	85.2 %
Temporary	Leavers	21	1	6	2,023,410	2,884,910
	Achievement %	100.0 %	100.0 %	66.7 %	85.5 %	85.2 %
Visual	Leavers	63	63	86	2,023,410	2,884,910
	Achievement %	79.4 %	93.7 %	87.2 %	85.5 %	85.2 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

12. Difficulty Or Disability

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Has difficulty/disability/health problem	Leavers	2,782	2,795	2,856	548,310	780,320
	Achievement %	78.6 %	79.9 %	86.3 %	83.1 %	82.5 %
No difficulty/disability/health problem	Leavers	9,578	9,409	9,120	1,426,440	2,027,780
	Achievement %	80.7 %	84.0 %	88.6 %	86.4 %	86.3 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

13. Learning Difficulty

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Autism	Leavers	262	367	462	2,023,410	2,884,910
	Achievement %	82.1 %	85.6 %	87.9 %	85.5 %	85.2 %
Dyscalculia	Leavers	14	21	19	2,023,410	2,884,910
	Achievement %	85.7 %	81.0 %	84.2 %	85.5 %	85.2 %
Dyslexia	Leavers	489	542	513	2,023,410	2,884,910
	Achievement %	75.5 %	78.8 %	86.5 %	85.5 %	85.2 %
Moderate	Leavers	359	331	304	2,023,410	2,884,910
	Achievement %	80.8 %	77.9 %	90.1 %	85.5 %	85.2 %
Multiple	Leavers	112	107	146	2,023,410	2,884,910
	Achievement %	82.1 %	71.0 %	85.6 %	85.5 %	85.2 %
n/a	Leavers	307	279	328	2,023,410	2,884,910
	Achievement %	79.5 %	83.2 %	82.6 %	85.5 %	85.2 %
None	Leavers	10,427	10,193	9,783	2,023,410	2,884,910
	Achievement %	80.3 %	83.6 %	88.3 %	85.5 %	85.2 %
Not Known/Not Provided	Leavers	173	45	50	2,023,410	2,884,910
	Achievement %	86.1 %	82.2 %	94.0 %	85.5 %	85.2 %
Other	Leavers	159	244	286	2,023,410	2,884,910
	Achievement %	81.8 %	76.2 %	84.3 %	85.5 %	85.2 %
Other Spec	Leavers	32	46	63	2,023,410	2,884,910
	Achievement %	78.1 %	84.8 %	88.9 %	85.5 %	85.2 %
Severe	Leavers	26	29	22	2,023,410	2,884,910
	Achievement %	96.2 %	86.2 %	86.4 %	85.5 %	85.2 %
Total	Leavers	12,360	12,204	11,976		
	Achievement %	80.3 %	83.0 %	88.0 %		

ProAchieve Version: 25.2.1.14

Criteria:

E&T Summary (CL) = (Default) 10001778 - 20/21 - 24/25 - Rules - 6Wks - 5 Year Inspection
Summary with QAR Rules Applied (20/21 - 24/25)
Hybrid End Year = 24/25
National Achievement Rate Type (E&T) = GFEC & TC