

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DETAILS

Report Status: Submitted

Centre Name: NOTTINGHAM GIRLS' ACADEMY

Centre Number: 28258

Principal/Head of Centre: MR PETER HOLYK

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Quality Nominee: RIZWAN AHMAD

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Centre Type: School

Centre Quality Reviewer Number: 516014

Centre Quality Reviewer: MR FISH

Date and Time Review Started: 02/03/2015 09:00

Date and Time Review Completed: 02/03/2015 15:00

Who was the Review With?: Rizwan Ahmad

First Year of Delivery?: No

Number of Subsites at Centre: 0

Are there any collaborative, partnership or consortia arrangements recognised by the Edexcel System?: No

Does the centre operate any overseas provision?: No

If collaborative, partnership, consortia or overseas agreements exist, please provide details:

QUALITY REVIEW AND DEVELOPMENT REPORT

ASSESSMENT OBJECTIVES

Managing Assessment: Verification of assessment outcomes

Quality Objective:

A.1 There is a robust, consistent and transparent approach to verification verification and the management of any BTEC external assessment undertaken at the centre, that:

- enables internal verification to drive and maintain assessment standards.
- utilises the outcomes of Edexcel Standards Verification and Quality Review and Development to inform and enhance internal verification.
- ensures that BTEC regulations are followed.

Quality Measures:

In order to do this, you will need to:

- A.1.1 have identified and registered an appropriate Lead Internal Verifier for each Principal Subject Area who is trained and accredited, or seeking accreditation within a defined time scale, where this is required by the qualification.
- A.1.2 deliver an internal verification process that is compliant with awarding body and regulatory requirements.
- A.1.3 ensure that each Lead Internal Verifier is appropriately prepared and clear about their responsibilities in relation to the standardisation of assessment across a Principal Subject Area; incorporating both pre-assessment standardisation activities and the standardisation of assessed learner work.
- A.1.4 have processes for dealing with weaknesses in assessment, whether highlighted internally or externally
- A.1.5 collate sufficient evidence of assessment and verification activities to demonstrate that, over time, both processes are effective in upholding national standards.
- A.1.6 have cover for absence and succession plans in place for Lead Internal Verifiers.
- A.1.7 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims.
- A.1.8 utilise the outcomes of our external monitoring to improve internal systems, processes and assessment outcomes.
- A.1.9 ensure that adequate centre and learner preparation is made to meet the requirements relating to any externally set assessment within an Edexcel BTEC qualification.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Assessment practice

Quality Objective:

A.2 Administrative processes and procedures must ensure that all registrations and certificate claims:

- are accurate and timely.
- reflect a learner's course of study and level of achievement.
- are reported to us where they are inaccurate or unsafe.

Quality Measures:

In order to achieve this, you will need to:

- A.2.1 have a procedure for the timely and accurate registration of learners that is operational and monitored.
- A.2.2 have a mechanism for the checking of the accuracy of learner registrations.
- A.2.3 follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.
- A.2.4 have a procedure for registering learners for any externally set assessment that forms part of an Edexcel BTEC qualification. This procedure should take account of any requirements for the re-assessment of learners that may be in force.
- A.2.5 have a procedure for checking certificates received against assessment records, prior to issue.
- A.2.6 investigate and report all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management, to us.
- A.2.7 provide unit certification claims for learners where appropriate.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

Managing Assessment: Assessment recording

Quality Objective:

A.3 Assessment strategy, processes and management underpin an assessment system that:

- delivers valid and reliable outcomes.
- follows Edexcel regulations and requirements currently in force for external assessment, where this is appropriate
- reflects national standards.
- leads to the safe certification of learner achievement.

Quality Measures:

In order to achieve this, you will need to:

- A.3.1 have clearly defined assessment roles and personnel.
- A.3.2 have clearly defined internal and/or external assessment procedures that are operational at all assessment locations and across all assessors, units and learner, as appropriate.
- A.3.3 have assessment recording documentation that is clearly understood by assessors and learners, and is utilised consistently across the centre.
- A.3.4 use assessment methodology that leads to valid and reliable assessment outcomes, which are in line with regulatory and standards setting body requirements. For internal assessment, this should be decided by the centre based upon advice given by Edexcel. For external assessment, the centre will follow the Edexcel regulations and requirements currently in force.
- A.3.5 provide equal access to internal and/or external assessment for all learners, as appropriate.
- A.3.6 have adequate support mechanisms for assessors.
- A.3.7 comply with the Edexcel externally set assessment and testing requirements currently in force, as appropriate.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Malpractice and appeals

Quality Objective:

A.4 All assessment must be recorded in such a way that:

- assessment evidence is clearly measured against national standards.
- learner progress can be accurately tracked.
- the assessment process can be reliably verified.
- there is clear evidence of the safety of certification.

Quality Measures:

In order to achieve this, you will need to:

- A.4.1 store all assessment records securely and safely relating to both internally and externally set assessments.
- A.4.2 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards.
- A.4.3 retain both internal and external assessment records for centre and awarding body scrutiny for a minimum of three years following certification.
- A.4.4 have current learner evidence available for centre and awarding body verification processes.

Vocational Programmes:

All quality processes are in place and effective

Managing Assessment: Registration and certification

Quality Objective:

A.5 Learner appeals and learner/staff assessment malpractice:

- policies and procedures are sufficiently rigorous to meet awarding body and regulatory requirements.
- investigations are robust, free from bias, conducted in line with policy and accurately documented.
- outcomes are fair, consistent, in line with policy and accurately recorded/communicated to all stake-holders.

Quality Measures:

In order to achieve this, you will need to:

- A.5.1 have policies and procedures for dealing with learner appeals and learner/staff malpractice that are in line with our guidance and operational requirements.
- A.5.2 have a means for ensuring all learners and staff are aware of:
 - what constitutes an appeal and what is considered assessment malpractice.
 - the related processes for instigating an appeal or investigating malpractice.
 - the possible outcomes that may be reached.
 - the consequences of both internal and external outcomes.
 - the process that exists to enable learners to make an appeal with Edexcel relating to the external or internally awarded assessment outcomes.
- A.5.3 demonstrate how the potential for assessment malpractice informs programme planning and delivery.
- A.5.4 have robust systems for recording and managing all assessment appeals and malpractice.
- A.4.5 have a process for reporting serious assessment malpractice to us.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING ASSESSMENT - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

Vocational Comments:

A1 The Centre has all QCF IVs in place. Those new in position have undertaken the standardisation test. The NQF programmes have LIVs registered. Standardisation exercises have been completed and have then been used for training in departmental meetings and ticked off. The IV schedule is written in conjunction with the Assessment Plan. A wider range of IVs is used to increase experience and to utilise expertise over the range of programmes offered. Documentation is issued regarding the role of internal verification and is reinforced at BTEC meetings, as well as being available electronically. Throughout the academic year there are calendared quality processes focusing on assessment and learning that work in tandem with BTEC processes. These include learning walks and lesson observations focused on assessment, followed by regular work scrutiny and moderation conducted by middle and senior leaders. A comprehensive CPD programme is then used to target areas requiring improvement.

Succession planning is at the heart of capacity building within the Academy, which includes and Aspirant Leaders/ CPD programme. In addition to the identification of LIVs for both QCF and NQF programmes, contingencies are in place to allow for illness, movement or other factors within departments that may impact on key roles. Trackers are used in all subjects. Regular QA checks by HoDs and SLT are made to ensure trackers are kept up to date. Examples of trackers on Sharepoint were demonstrated and were confirmed by the teaching staff.

SV and QRD reports are passed on to LIVs to action any points raised are shared and discussed in calendared BTEC meetings and individual meetings with the QN. Students are taught all specified unit content to ensure that they are fully prepared before undertaking external examinations. Formative assessment is used to check progress during the teaching and learning stage. The Exams Officer, LIVs and assessors are carrying out comprehensive preparation for the external assessment models for each programme area.

A2. Registrations take place in late September. The Exams Officer leads on this activity ensuring that all learners are registered within the deadlines. Cross checking occurs between the HoDs and the Exams Officer. The Exams Officer requests completed and signed off student trackers for each programme from LIVs / Programme Leaders before making claims via Edexcel Online. The deadline is set at least 3 weeks before the Edexcel deadline to allow for any additional checks which may be required. Programme Leaders are encouraged to forward tracing as soon as cohort complete, in order to avoid end of year bottlenecks.

The timing of external summative assessment for each programme is planned to provide the opportunity of reassessment where appropriate. Lists of students identified as ready for the planned external assessment is provided to the Exams Officer by programme leaders. Claims for certification made by the Exams Officer are sent to HoDs who check against their trackers prior to authorising release. Any indication of inaccurate or unsafe registration and/or claims is flagged to the QN and the Exams Officer for investigation and reporting to Pearson, as per the Malpractice policy. Individual units are claimed when a learner leaves the Academy before the end of their study period and is not re-registered elsewhere.

A3. Assessment roles are outlined in the centres own ¿Key Centre Staff, Procedures and Processes¿ documentation and is reflected in the Assessment plans. The Assessment policy is in place and the IV procedure ensures that standards are met and maintained. Assessment plans for all programmes give the dates to be followed, with the IV plan running in conjunction with this. A consistent Assessment form is in place on BTEC programmes. Assessment methodology is maintained in line with Pearson guidance to ensure consistency and rigour. Training and materials are updated via calendared or ad hoc meetings and SharePoint. Equal access is provided to all students with the use of assessment plans deadline dates and the use of intervention schemes, where appropriate. Exam procedure for external BTEC examinations follows school policy for every external examination in line with JCQ requirements.

A4. The Exams Officer provides secure storage for all external assessment as per QCA guidelines. Progress trackers are kept up to date and are reviewed through QA sessions. The Exams Officer provides secure storage for all assessment for 3 years, in addition to copies kept by Programme leaders. Current learner work is available for verification processes at all times and was available during the QRD review.

A5. The Appeals. Malpractice and plagiarism policies are in place and are communicated to the relevant stakeholders. There have been no instances of student or staff malpractice during this year.

QUALITY REVIEW AND DEVELOPMENT REPORT

LEARNING OBJECTIVES

Managing Learning: Maintaining quality

Quality Objective:

L.1 There are effective systems and procedures developed and agreed by managers, which cover both internal and external assessment processes as appropriate and are :

- regularly reviewed and updated.
- readily available to all staff and learners.
- operational throughout the organisation.

Quality Measures:

In order to achieve this, you will need to:

L.1.1 identify a range of key quality systems that are:

- supported by policy.
- appropriate to centre size and the qualification requirements.
- supported by senior managers.
- implemented by assessment and delivery teams.

L.1.2 have policies and procedures for managing:

- equality and diversity.
- health & safety.
- special consideration & reasonable adjustment.
- recognition of prior learning

L.1.3 regularly review and evaluate centre policies.

L.1.4 effectively manage accurate and consistent internal and external communications that ensure the accurate and timely dissemination of key messages to all stake-holders.

L.1.5 have continuous compliance with our published policies, procedures and regulatory requirements.

L.1.6 assure us that BTEC and NVQ qualifications on the NQF or QCF are not delivered outside of the UK without our approval.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Roles and team working

Quality Objective:

L.2 Roles are clearly identified and appropriate people appointed in order to ensure:

- effective centre management.
- accurate administration of learner activity.
- high quality teaching and delivery.
- valid assessment and consistent verification.

Quality Measures:

In order to achieve this, you will need to:

L.2.1 identify an individual with overarching organisational responsibility for quality to act as our contact (Quality Nominee).

L.2.2 identify an individual or team with overarching responsibility for the:

- enrolment and registration of learners.
- tracking of learner achievement.
- administration of controlled assessments (where appropriate).
- administration and conduct of any Edexcel external assessments that form part of an Edexcel BTEC programme.
- safe claiming and distribution of learner certificates.

L.2.3 give delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.

L.2.4 set aside time, on a regular basis, for programme teams to have formal minuted meetings to discuss teaching, assessment and verification activities and strategies.

L.2.5 ensure that the organisational structure reflects a culture of quality assurance and improvement.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

Managing Learning: Programme review, evaluation and improvement

Quality Objective:

L.3 Effective continuous improvement systems are in place and operational for the cyclical review, evaluation and improvement of programme delivery and assessment that involves:

- delivery and assessment staff.
- senior management.
- learners.

Quality Measures:

In order to achieve this, you will need to:

- L.3.1 identify senior staff to lead on quality review and improvement processes.
- L.3.2 have a cycle of programme review and evaluation to assure the quality of the learning experience and the internal and external assessments that form part of that learning experience.
- L.3.3 consult with learners, staff and other stakeholders as part of all programme review processes.
- L.3.4 demonstrate that the outcomes of review process:
 - inform change.
 - drive continuous improvement.
 - ensure that all learning and assessment provision remains effective and fit for purpose.
- L.3.5 demonstrate continuous compliance with our centre and qualification approval criteria and quality requirements.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Learner recruitment

Quality Objective:

L.4 Learners are recruited with integrity onto appropriate programmes that will:

- meet their needs.
- enable and facilitate learning and achievement.
- enable progression.

Quality Measures:

In order to achieve this, you will need to:

- L.4.1 provide relevant programme information, guidance and advice, to enable informed learner choice.
- L.4.2 publish entry and selection criteria.
- L.4.3 demonstrate that learners are recruited with integrity.
- L.4.4 carry out comprehensive learner induction that:
 - addresses programme and organisational requirements .
 - explains learner facilities.
 - identifies learners' development needs.
 - develops an Individual Learning Plan.

Vocational Programmes:

All quality processes are in place and effective

Managing Learning: Learner support and review

Quality Objective:

L.5 Learners are supported, monitored and their progress continually reviewed in order to:

- provide constructive feedback.
- enhance progression.
- maximise achievement.
- identify progression.

Quality Measures:

In order to achieve this, you will need to:

- L.5.1 publish a learner review process that is clear, equitable and open equally to all learners.
- L.5.2 identify learner development needs and provide appropriate support to assist progression and achievement.
- L.5.3 engage learners through effective teaching and assessment methodology that fosters a sense of individual responsibility.
- L.5.4 ensure that learners are aware of, and prepared for, the internal and external assessment requirements of their programme, as appropriate.
- L.5.5 review learner progress and develop agreed action plans through a process of constructive feedback and dialogue.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING LEARNING - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Yes

Vocational Comments:

L1 All quality systems are embedded and supported by policies and BTEC systems which create uniformity across the whole Academy. Examples of policies included in the 'Managing Learning' portfolio are available to all staff electronically. All policies are reviewed and evaluated annually. The email system is used for internal communication, along with the central teacher resource folder which is created on the school network to allow access to all policies and documentation. SharePoint is the internal electronic package that provides consistent instruction to all staff at each step of the student journey. The Academy does not deliver any qualifications outside of the UK. L2. The QN is allocated time to support the role which ensures that QA requirements are identified and audited at key milestones throughout the year. Enrolment and registration of learners is the responsibility of HoDs, who are supported by teachers and facilitated by the Exams Officer. Teachers are responsible for tracking the progress of students and recording achievement. Regular checks take place within the QA system by LIVs, HoDs and the QN. Administration of examinations is managed in line with school policy on exams as per QCA requirements. Safe claiming and distribution of certificates is co-ordinated by the EO in liaison with HoDs and SLT for distribution. Consistent assessment documentation is used in the centre, but departments are given the autonomy to develop their programmes in order to use their own subject specialist knowledge to best advantage. BTEC provision is a standing agenda item in department meetings and in training day timetables. BTEC quality meetings are a feature of the centres meeting calendar. Subject teams are experienced and well respected practitioners. Those who are relatively new to QA are buddied with a more experienced member of staff.

L3. The QN is an Assistant Principal and a member of the SLT team who works closely with LIVs and other SLT regarding QA procedures and improvements. General improvements include the creation of a hub on SharePoint whereby staff can access relevant documentation and proformas in regards to NQF and QCF qualifications. Student Feedback forms in addition to staff discussion in calendared meetings allows for the review of courses and delivery. INSET courses for staff are used to ensure that they are delivering new courses or qualifications in the best possible way. Compliance to QA systems is demonstrated by external reports by SV and OFSTED, in addition to audits by Academy staff. Regular reviews aim to ensure that SV samples are released first time. The QA process is ongoing via calendared and ad hoc meetings in addition to drop in sessions. Policies are updated and shared with staff regarding the new quality requirements. E.g. new NQF requirements.

L4. Open evenings, subject assemblies, taster days and individual option meetings (including sessions for external 6th form applicants) allow the maximum information to be passed to students when choosing courses. This is also supported by impartial advice by Futures Nottingham. Entry and selection information is included in the prospectus and course information sheets produced for open evenings. Students are guided to ensure that they only select courses which will support their learning and progression needs. Induction procedures are in place for the start of all courses. The 6th form has a full induction week, including subject specific sessions. Each student is issued with course guidance and a timetable for completion guide, and made aware of their targets throughout the course. Examples were seen during the visit.

L5. A learner review is included as part of the formative feedback used with students after each 'chunked' section of work. The Academy also have 'Student Voice' meetings for all learners to express concerns or suggestions. Rigorous QA procedures at department and pastoral level ensure that intervention needs are identified and support mechanisms put in place. (e.g. pupils are assigned learning mentors, afterschool support sessions, booster sessions etc). A variety of teaching techniques are used to address different learning styles. Regular observations as part of the school development plan and the individual personal development process ensure that standards are maintained. Recent lesson observations of staff reflected that 95% of teaching is good or better. An increasing amount of lessons were outstanding and none were inadequate. OFSTED and DFE reports validate these findings.

QUALITY REVIEW AND DEVELOPMENT REPORT

RESOURCE OBJECTIVES

Managing Resource: Staff resources

Quality Objective:

R.1 The delivery and assessment of our programmes is enhanced by an appropriate programme team that is:

- appropriately qualified in the art of teaching and assessment.
- vocationally competent to teach and assess the subject.
- given sufficient time to effectively fulfil all aspects of the role.
- effectively engaged in quality improvement.

Quality Measure:

In order to achieve this, you will need to:

- R.1.1 demonstrate that staffing on programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.
- R.1.2 have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.
- R.1.3 give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities.
- R.1.4 ensure that external experts who deliver and assess on programmes are familiar with the specification and assessment requirements.

Vocational Programmes:

All quality processes are in place and effective

Managing Resource: Staff induction and development

Quality Objective:

R.2 Induction and continuous professional development ensures the staff is:

- up to date with national trends and standards in teaching and assessment.
- aware of industrial trends and developments.
- conversant with all organisational procedures and policy.

Quality Measure:

In order to achieve this, you will need to:

- R.2.1 induct all staff new to the centre and/or programmes in:
 - local educational policies and procedures.
 - team and programme management structures and accountabilities.
 - vocational assessment philosophy.
 - regulatory and awarding body requirements.
- R.2.2 ensure ongoing staff development that meets the needs of the organisation and the delivery and assessment of our programmes.
- R.2.3 evaluate staff induction and development provision to ensure:
 - equal access for all staff.
 - that it remains fit for purpose.
 - that it delivers against its outcomes.

Vocational Programmes:

All quality processes are in place and effective

Managing Resource: Physical resources

Quality Objective:

R.3 There is adequate provision of physical resources that will:

- support general learning and assessment.
- enhance subject specific and technical learning and assessment.
- ensure learner and staff safety.

Quality Measure:

In order to achieve this, you will need to:

- R.3.1 have specialist and general resources available that are sufficient for learner volumes.
- R.3.2 have the required facilities and resources required by Edexcel for the conduct of external assessment, where this forms part of a BTEC programme.
- R.3.3 have appropriate and fair access arrangements for all students regardless of ability or disability.
- R.3.4 monitor all resources regularly to ensure they are fit for purpose and safe to use.
- R.3.5 consider the provision of general and subject specific resources when planning the introduction of new programmes.
- R.3.6 ensure that, when used, external resources are fit for purpose, appropriate and safe.

Vocational Programmes:

All quality processes are in place and effective

QUALITY REVIEW AND DEVELOPMENT REPORT

MANAGING RESOURCE - OVERALL JUDGEMENT

Centre is Meeting All Quality Objectives:

Vocational Comments:

R1. Staffing is reviewed by senior and middle management, and new recruit are taken on when needed. Support is provided for new staff. A review of the Professional Profile records showed that expertise is strong within the vocational areas, and most staff have industry experience in their chosen field of expertise. Staff have protected time for planning. The Academy utilises classroom supervisors and supply staff to minimise the demands of cover. External experts from local organisations have been used, and they are familiar with the specification requirements.

R2. The new staff induction programme is thorough and links to CPD needs. Staff induction and development is evaluated at SLT level. Staff are encouraged to attend training events organised by Pearson, in addition to the use of online training packages. Performance Development Reviews identify training and development needs.

R3. The Academy has benefitted from a multi-million pound rebuild and is well resourced. Specific items required were taken into account (e.g. media equipment and IT) and course needs are reviewed on an on-going basis. The centre has the required facilities for the conduct of external assessment. Feasibility studies for all new courses are given full consideration of the resources required for the student needs and successful delivery. External resources used are fully risk assessed.

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN

General Comment

In addition to the QN, the following people were involved in meetings during the day; Adrian Sharpe, Deputy/ Acting Principal; Rachel Harding, Fashion; Rany Ramadan, PE; Dianne Gregory, Exams Officer; Liz Short, Health and Social Care; Simon Cox, Creative Media and Applied Law; Andy Marshall, Science; Salma Syed, Business; Tony Gaskill, IT; Claire Hodgson, Travel; Jo Hawley, Sport and Performing Arts; Helen Napleton, Art and Design; Suzy Bates, Deputy Principal, PeterHolyk, Principal.

The centre is a smaller than average sized single sex academy in Nottingham. The majority of pupils are from a wide range of minority ethnic backgrounds. The largest group in the Academy are the Pakistani heritage pupils. The proportion of disabled pupils and those who have special educational needs is below average. The proportion supported by school action is above average. An above average proportion of the pupils are eligible for the pupil premium.

The centre has robust QA systems in place and there is commitment to effective quality Assurance from Senior management down. There is a clear structure and roles and responsibilities are defined and reviewed regularly. The visit was well planned and well supported by the Quality Nominee and the Senior Leadership Team. The practitioners were all familiar with the changes in the NQF provision and showed a good understanding of how it differed from the QCF provision. Assessment, Internal and External Verification in each course programme was clearly understood and demonstrated.

Areas of good practice

The Senior Management have an active role in the QA process and are familiar with the key issues affecting the BTEC provision. The CPD is strong and the teaching team are keen on sharing good practice. Evidence of sharing good practice was evident not only within the centre, but also with other parts of the Academy chain. Teaching staff were very comfortable with BTEC developments, which reflects well on the CPD instigated by the SLT and particularly by the Quality Nominee. The QN communicates clearly with all members of staff in an enthusiastic and proactive way.

Date of Initial Submission:

02/03/2015