QUALITY MANAGEMENT REVIEW REPORT

CENTRE DETAILS

Centre Name:	NOTTINGHAM GIRLS' ACADEMY
Centre Number:	28258
Principal/Head:	MR PETER HOLYK
Centre Email:	pholyk@nottinghamgirlsacademy.org
Quality Nominee:	ADRIAN SHARPE
Quality Nominee Email:	asharpe@nottinghamgirlsacademy.org
Quality Nominee Telephone:	0115 929 9401
Centre Type:	School
Centre Quality Reviewer Number:	MS G R BROWN
AA Number:	914570
Date and Time Review Started:	26/04/2016 09:00
Date and Time Review Completed:	26/04/2016 14:00
Who was the Review With?:	Adrian Sharpe
Is this Centre in its 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 MANAGEMENT REVIEW REPORT

LEARNER REGISTRATION DETAILS

Please confirm with the centre all active HN programme titles and the number of registered and active learners on each programme.

HN Programme Name	Current No. Registered Learners	Current No. Active Learners	No. Learners withdrawn from programme	Current / Proposed Maximum Registrations	Mode of Delivery	Certificate Claimed [full or partial]

This table should be completed during the review visit.

Centre's current BIS learner number cap (if applicable):

PEARSON

ACTIONS AND RECOMMENDATIONS

Progress Summary

Comment on any unresolved Essential Actions :

Comment on the progress of Recommendations since the last visit :

Centre Systems Changes

QUALITY MANAGEMENT REVIEW REPORT

CENTRE QUALITY INFRASTRUCTURE OBJECTIVES

Centre Management Systems

Quality Objective:

The Organisational structure is clearly defined and complies with Pearson approval requirements. The centre has agreed, effective systems, procedures and external assessment of BTEC provision that are:
- sufficient for current centre needs.
- regularly reviewed and updated.
- readily communicated and available to all staff and learners.
- operational throughout the organisation.
- managed by sufficient qualified staff.

Quality Measures:

1.1 identify a range of key quality systems that meet with Pearson and other regulatory requirements and are:
- supported by policies and procedures that are annually reviewed
- appropriate to centre size and the qualification requirements
- supported by senior managers and implemented by programme teams
- provided with adequate job descriptions and a centre organisation chart
- able to ensure arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning are appropriately recorded on Pearson systems
- ensure that the centre does not provide BTEC provision outside of the UK without a specific Pearson approval

1.2 have policies and procedures for managing:
- equality, diversity, safeguarding and health & safety
- arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning being appropriately recorded on Pearson systems
- special consideration and reasonable adjustment
- recognition of prior learning and the way this informs learner assessment
- the provision and learning experience of all levels BTEC provision

1.3 provide appropriately qualified and vocationally competent staff, who:
- have sufficient time to effectively fulfill all aspects of the role
- are provided with adequate induction that is appropriate to the level of BTEC provision being delivered
- have sufficient access to monitored annual continuous professional development.

1.4 have an adequate provision of safe and appropriate physical resources that are sufficient for the:
- needs of the curriculum and current learner volumes, together with a planning capability to review resource needs as provision increases
- conduct of all internal and external assessment
- appropriate and fair access for all learners regardless of ability or disability.

1.5 provide effective internal and external communications to ensure that staff, learners and other stake holders are correctly informed about all relevant aspects of BTEC programmes.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

Supporting Centre Roles & Team Working

Quality Objective:

Roles are clearly identified and appropriate people appointed in order to ensure:
- effective quality of centre management
- accurate administration of learner activity
- high quality teaching and delivery
- valid assessment and consistent verification

Quality Measures:

2.1 identify a Quality Nominee, who acts as a main contact point with Pearson for:
- over-arching organisational quality matters
- liasing about regulatory requirements
- updating centre contact details

2.2 ensure staff are informed and updated on quality requirements as required

2.3 identify a programme leader and team with appropriate shared responsibilities for assisting in the management of:
- enrolment and registration of learners .
- tracking and recording of learner achievement .
- administration and conduct of any Pearson BTEC programme external and/or controlled assessments .
- safe claiming and distribution of learner certificates .

2.4 provide senior manager oversight, whilst giving delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.

2.5 set aside structured time for programme teams to have formal meetings to discuss delivery, assessment, verification and other activities and strategies.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

QUALITY MANAGEMENT REVIEW REPORT

Learner registration & certification (Block)

Quality Objective:

Administrative processes and procedures must ensure that all registrations and certificate claims are:
- accurate and timely
- recorded, stored and auditable
- reflective of a learner's programme of study and level of achievement
- indicative of valid assessment and consistent verification

   Where any registration or certificate claim is found to be inaccurate or unsafe, this will be reported to Pearson

Quality Measures:

3.1 have appropriate operational and monitored procedures for the timely and accurate registration of learners on all BTEC provision at the centre, with a checking process of the accuracy of each registration and the identity of each learner.
3.2 have a procedure for registering learners for any BTEC externally set assessment. This procedure will take account of any re-assessment regulations currently in force.
3.3 check the maintenance of accurate and current attendance registers for every learner, whilst they are registered learners at the centre.
3.4 ensure timely and accurate certification claims, verified against assessment records. This will include provision of unit certification as appropriate. Certificates received will be checked against assessment records prior to issue.
3.5 investigate and report all inaccurate, early/late and fraudulent registration claims, via internal senior management to Pearson.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

Annual Programme Evaluation & Review (Block)

Quality Objective:

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

The centre needs to assure and annually confirm that programmes continue to meet our centre and qualification approval criteria and quality requirements.

Quality Measures:

4.1 identify senior staff to lead on quality review and improvement processes.
4.2 have a cycle of programme review and evaluation to assure the quality of the learning experience and the internal and any external assessments for each BTEC programme.
4.3 consult with learners, staff and other stakeholders as part of all programme review processes to inform how the programme has positively impacted upon the learner experience.
4.4 demonstrate that the outcomes of the review process:
- inform change
- drive continuous improvement
- ensure that all learning and assessment provision remains effective and fit for purpose.
4.5 demonstrate continuous compliance with Pearson centre recognition and qualification approval criteria and quality requirements as part of the annual evaluation and review process.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

Centre Record Systems

Quality Objective:

The centre must ensure the systematic, accurate and secure maintenance of all assessment, learner and other quality management records and record systems. All aspects of centre quality management must be recorded in such a way that:
- an audit trail of assessment records supports safe certification by providing evidence of consistently accurate assessment against the correct standards; reliable verification; and demonstrates learner progress
- an audit trial of centre quality management processes is being maintained
- all centre BTEC programme records are made available and auditable to Pearson representatives upon request

Quality Measures:

5.1 store all centre records securely and safely relating to learners and the various aspects of the quality management at each stage of the learner process through the centre
5.2 have all centre records, including current learner records of assesment feedback, available for Pearson verification processes and other forms of scrutiny.
5.3 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against the current programme specification.
5.4 retain both internal and any external assessment learner and cohort summary records for centre and awarding organisation scrutiny for a minimum of three years following certification.
5.5 have all current learner evidence available for centre and awarding organisation verification processes. Assessed learner work is to be retained for twelve weeks after the issue of certificates.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

PEARSON

OVERALL JUDGEMENT: CENTRE QUALITY INFRASTRUCTURE

Centre is Meeting All Quality Objectives: Yes

QO. **Summary of strength and weaknesses:**
1

> The centre maintains a comprehensive range of policies and procedures which are annually reviewed and supported by the Senior Management Team and Governing Body. They are appropriate to the centre size. The policies were available during the visit and have been designed to ensure full compliance with the demands of awarding and regulatory bodies. All quality systems are embedded and supported by policies and BTEC systems that work in tandem with whole school policies to create uniformity across the whole Academy. Examples of policies are included in `Centre Quality Infrastructure' portfolio and available to all staff electronically. All policies are reviewed and evaluated annually. A senior manager has designated oversight of implementation at operational level where staff roles are clearly defined and understood. Policies include equality, diversity, safeguarding, and health & safety policies as well as assessment, internal verification, malpractice and appeals and these can be found in the centre management portfolio. Policies are reviewed, and where changes made, updated. For example, assessment policy updated in light of new assessment rules and procedures introduced for BTEC courses. Policies are updated each academic year to ensure that they remain salient.
> An up to date organisational chart was seen and there are clear job description for the teaching, assessments and administrative roles which impact on learners on these programmes. The teaching staff are qualified teachers employed within their subject specialisms and receive regular continuous professional development (CPD) to enhance their skills .All staff receive adequate time for their role through PPA time or management time to complete program leadership roles. There are no distance learning or consortium or collaboration arrangements which effect delivery of Pearson courses at this centre. The centre does not provide BTEC provision outside of the UK. The facilities at this school are good and provide a safe and appropriate environment in which to deliver the BTEC courses which they offer. There is regular replacement of resources at the beginning of term to ensure effective delivery of courses. New course resources are budgeted for. ICT requirements are planned for to deliver courses and systems maintained on an on-going basis. A Health and Safety officer employed on site to carry our required checks.
> Feasibility studies for all new courses include full consideration of the resources required for student needs and successful delivery.
> Any external resources used are fully risk assessed and examples of this were available during the visit. 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, IT equipment, etc) and course needs are reviewed on an on-going basis.The facilities are appropriate for the needs of the curriculum and current and forecasted learner volumes. The school has well planned procedures in place for external assessments and support for learners with diverse needs to access internal and external assessments is in place.
>
> The email system is used for internal communication, along with a central teacher resource folder and the SharePoint hub created on the Academy network to allow access to all policies, documentation etc. This central location also allows for checking of resources, ensuring members of staff are fulfilling their specified roles. All BTEC policies and documentation releases are put on to the Academy network for staff to review and action as appropriate and the BTEC folder set up specifically to allow better communication, awareness and communication between LIVs.

QO. **Commentary on the adequacy of evidence seen/heard:**
1

> CPD calendar
> Organisational Chart
> School Policies
> Internal emails
> Meeting calendar
> Tour of school science facilities

QO. **Justify the action or Recommendation identified to mange weakness and/or make improvement:**
1

> n/a

QUALITY MANAGEMENT REVIEW REPORT

QO. **Summary of strength and weaknesses:**
2

> The Quality Nominee (QN) is very experienced and knowledgeable and confident about his role and attends networking meetings for experienced Quality Nominees. The contact details registered are correct. The Academy Trust support QNs with regular curriculum update meetings for all academies under their control, these are attended by a representative from Pearson.
> Staff are in place to cover the key responsibilities of enrolment and registration, tracking of learner achievement, internal and external assessment and claiming and distribution of certificates and all processers are working well. These staff were available during the visit and were clear about their roles. Administration of all assessment is in line with board and school policies. Although some standard and uniform features exist (trackers, feedback sheets etc.) departments are allowed to develop courses using their subject specialist knowledge to the maximum advantage. HODs and LIVs are responsible for programme review and improvements (e.g. through student feedback sheets, example shown in the portfolio or to utilise specialism of delivery staff)
> Departmental meetings and BTEC Forums are calendared. BTEC matters are a feature of individual department meetings.   The Trust also holds Curriculum update meetings attended by the QN and Examinations Officer, who disseminate back to subject teams

QO. **Commentary on the adequacy of evidence seen/heard:**
2

> Minutes of team meetings
> Registration of learners on Edexcel online
> Progress Tracking sheets

QO. **Justify the action or Recommendation identified to mange weakness and/or make improvement:**
2

> n/a

QO. **Summary of strength and weaknesses:**
3

> The exams officer is responsible for the registration and certification of learners. She is very experienced and uses edexcel online. HOD's provide Examinations Officer with list of entries. This is then entered and sent back to HODs for checking. Entries are cross referenced with class lists. Amendments sent to the Examinations Officer before final list produced for PMFs. The Examinations Officer will also produce a list of entries made on Edexcel Online for HODs and LIVs to check. The system is working well with all registrations and certifications accurately completed in a timely manner this year. There have been no appeals. Registration details are checked regularly the issue of interim certificates is another built in check which is good practice. The QN is responsible for ensuring no abuse or misuse of the system takes place. Any indication of inaccurate or unsafe registration and/or claims will be flagged with the QN by the Examinations Officer for investigation and reporting to the board as per our Malpractice Policy. Hardcopies of work are kept on site for 12 weeks after certification in case any appeals are made. Records of claims are kept for at least 3 years. Units are claimed where a student leaves the Academy before the end of their study and is not re registered elsewhere. Up to date records of learner attendance are kept.

QO. **Commentary on the adequacy of evidence seen/heard:**
3

> Registration of learners on Edexcel online
> Progress tracking sheets
> Registers of learner attendance

QO. **Justify the action or Recommendation identified to mange weakness and/or make improvement:**
3

> n/a

QUALITY MANAGEMENT REVIEW REPORT

QO. 4 **Summary of strength and weaknesses:**

> The Quality Nominee is a member of SLT who works closely with Lead Internal Verifiers, subject and pastoral staff regarding Quality Assurance procedures and improvements. There is a cycle of annual programme evaluation and review. This starts with detailed programme evaluation based on end of year results and includes comments from the learners about the quality of their learning experience which is good practice. The calendared BTEC Forums for LIVs and delivery staff make provision for on-going review and sharing of best practise in addition to one-to-one review meetings with the QN. Heads of Faculty have an annual meeting with the Principal to review results and course performance as well as progress of live cohorts, who are also monitored weekly in line management meetings.
> Examples of these programme reviews were seen and were very detailed and informative. Other quality assurance measures include teaching observations which assess the experience of the learners in the classroom. Each assessor is observed twice each year. This is good practice and observation reports include actions for improvement.
> Information from this review process inform change. Interventions may be put in place to improve the learner experience and the impact is monitored and tracked. Some courses have been taken off the curriculum as a result of things like poor take up, key delivery staff leaving etc. While others have been introduced due to high demand. Similarly the structure of delivery and units offered will change year on year due to the evaluation process.

QO. 4 **Commentary on the adequacy of evidence seen/heard:**

> Programme evaluations
> Self Assessment Reports
> Teacher Observation records

QO. 4 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

> n/a

QO. 5 **Summary of strength and weaknesses:**

> The Examinations Officer provides secure storage for all external assessment as per QCA guidelines. Programme leaders maintain password protected records of all assessment as per board guidelines. Paper copies are stored in locked departmental storage cabinets where applicable. All completed assignments are kept by the programme staff until 12 weeks after certification to prevent them being lost or shared by students. Formative progress trackers are constantly kept up to date and reviewed through QA and line management sessions. Faculties monitor progress in departmental meetings and put intervention into place when required. Registrations held in PMFs and centrally via the Examinations Officer who also holds secure electronic records of all certification. Summative progress trackers are also regularly updated as students complete a Unit.   This is also reviewed through QA and line management sessions. Faculties monitor progress in departmental meetings and put intervention into place when required. Work is annotated to flag evidence toward individual assessment criteria and the IV process ensures that feedback highlights and justifies the decision to award criteria. The Examinations Officer provides secure storage for all assessment for a minimum of 3 years as per board and QCA guidelines in addition to copies securely kept by Programme leaders. Current learner work is available for verification processes at all times. All completed student work, assessment decisions and feedback is kept on site. Each programme has a record of feedback stored electronically and keeps completed assignments in a central folder. Students will only have work in progress in their personal folders. Hard copies of completed and assessed student work are kept securely on site for at least 12 weeks after certification.

QO. 5 **Commentary on the adequacy of evidence seen/heard:**

> Learner Records
> Examples of Assessed Learner work

QO. 5 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

> n/a

QUALITY MANAGEMENT REVIEW REPORT

QUALITY OF LEARNER EXPERIENCE OBJECTIVES

Enabling Learner Enrolment & Induction

Quality Objective:

Learners are enrolled with integrity onto appropriate programmes that will:
- meet their needs
- enable and facilitate learning and achievement
- enable progression

Quality Measures:

6.1: appropriately publish programme information that is accurate and provides learners with a basis for making an informed choice about enrolment decisions.
6.2: enable appropriate structured discussion with the applicant, with appropriate guidance and advice, to enable informed learner choice.
6.3: access the applicant's learning needs, progression, aspirations and any additional on-programme support requirements.
6.4: provide opportunities to inform and engage applicants' parents/advocates where appropriate in the application and enrolment processes.
6.5: provide an appropriate learner induction that:
• explains the demands, structure, content and assessment requirements of their programme.
• informs learners of the learner appeals and malpractice procedures.
• clarifies the formal requirements and deadlines of both internal and any external assessment.
• explains learner facilities.
• identifies learners' development needs.
• develops an individual learning plan

Adequacy:	`All quality processes are in place and effective`
Action:	
Recommendation:	

Learner on Programme Support & Progress

Quality Objective:

Provide a support process appropriate to the level of study and learner need that assures the structured monitoring of individual learner progress, achievement and progression.

Quality Measures:

7.1: provide a learning experience that:
• engages learners through effective teaching and assessment processes that foster independent learning, and provides effective pastoral care to support learning.
• identifies learner development needs with appropriate support to assist progression and achievement.
• reviews learner progress and develops agreed action plans through a process of constructive feedback and dialogue.
7.2: provide a learner review process that is clear, equitable and open equally to all learners.
7.3: ensure strategies are in place to identify support mechanisms are in place and the provision of effective pastoral care that supports learning and achievement.
7.4: continuously improve and update learning and support material, including programme schedules and learner hand books.
7.5: have a reporting process that records each learner's achievements and progression to further study or employment

Adequacy:	`All quality processes are in place and effective`
Action:	
Recommendation:	

Managing Assessment

Quality Objective:

Provide a formalised approach to both internal and external assessment that:
- delivers valid and reliable assessment outcomes in line with national standards
- follows Pearson regulations and requirements
- leads to the safe certification of learner achievement

Quality Measures:

8.1: ensure current programmes of study comply with the requirements of Pearson and external regulatory and quality bodies.
8.2: have clearly defined assessment roles.
8.3: have clearly identified and auditable internal and/any external assessment procedures that are operational at all assessment locations and across all assessors, units and learners as appropriate. These procedures will
• provide equal access to both internal and any external assessment for all learners as appropriate.
• have a process that verifies each learners' identity and authenticity of each piece of work submitted for assessment
• meet Pearson's current requirements for conducting internal assessment and/any external assessment
8.4: maintain assessment recording documentation that is:
• clearly understood by learners and assessors
• used consistently across all centre assessment locations
• kept up to date
• regularly reviewed and tracked accurately against regulated standards
8.5: use an assessment methodology that leads to valid and reliable assessment outcomes against current national standards.

Adequacy:	`All quality processes are in place and effective`
Action:	
Recommendation:	

QUALITY MANAGEMENT REVIEW REPORT

Standards of Internal & External Assessment (BLOCK)

Quality Objective:

Provide an appropriate process to accurately manage internal and the external verification and the conduct of any external assessments by:
- following Pearson regulations and requirements
- utilising available standardisation materials to standardise all assessors and internal verifiers
- enabling the outcomes of internal verification and Pearson Standards Verification and Quality Monitoring Review to improve assessment and internal verification standards

Quality Measures:

9.1 appropriately register and accredit a Lead Internal Verifier for each sector as required and who:
- understands their responsiblities regarding the standardisation of assignments and assessed learner work.
- assures assessment standards amongst all assessors and internal verifiers.
- provides the required internal standardisation training for teaching staff.
9.2 deliver an internal verification process that is compliant with Pearson and regulatory requirements by establishing:
- an appropriate planning schedule that assures all assignment briefs are internally veirified annually and sufficient samples of learner work will touch all assessors and all taught unit assessment criteria annually
- a record of verification outcomes is maintained
- a process to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes.
- cover for absence and succession plans in place for lead internal verifiers.
9.3 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement certification claims.
9.4 facilitate the conduct of both remote and live standards verification by providing timely samples of learner work and responding to requests made for additional information, additional sampling material or further Pearson investigation.
9.5 ensure that correct centre and learner preparation is undertaken for both internally and externally set assessments. This will include both registering requirements and the provision of resources and facilities for the conduct of the assessment.

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

Managing Assessment Safeguards

Quality Objective:

All assessment must be recorded in such a way that the centre:
- policies and procedures meet Pearson and regulatory requirements.
- provides robust investigations, free from bias and conducted in line with policy
- ensures fair, consistent documented outcomes, which are in line with policy and accurately recorded/communicated to all stake-holders.

Quality Measures:

10.1 ensure learners and staff are aware of the:
- learner appeal process, learner compaints process(for learners on BTEC L4-7 programmes) and what constitutes assessment malpractice.
- related processes for instigating an appeal or investigating malpractice.
- possible outcomes that may be reached.
- consequences of internal and external outcomes.
- process for a learner appeal to Pearson relating to internal and external assesment outcomes.
10.2 provide learners with sufficient written information and practical instructions at the beginning of the programme to enable them to appreciate the nature of plagiarism and assessment malpractice and provide them with the study skills to research and prepare assignments
10.3 demonstrate how the potential for any assessment malpractice informs learner achievement, programme planning and delivery
10.4 have robust systems for recording and managing all assessment appeals, complaints(where applicable) and malpractice, including plagiarism.
10.5 have a process for reporting serious assessment malpractice, appeal and complaints(where applicable) to Pearson

Adequacy:	All quality processes are in place and effective
Action:	
Recommendation:	

QUALITY MANAGEMENT REVIEW REPORT

OVERALL JUDGEMENT: QUALITY OF LEARNER EXPERIENCE

Centre is Meeting All Quality Objectives: No

QO.6 **Summary of strength and weaknesses:**

> Learners are given excellent guidance and advice about the BTEC courses which are available to
> them. This includes discussions with pupils which takes place during tutor sessions and with
> subject specialist staff at options evenings for Year 9 and Year 11. Further discussion can take
> place in subject assemblies and informally with key staff prior to options being taken.
> Prospectus and course information sheets produced for open evenings include entry requirements
> and details of progression routes. Open evenings, subject assemblies and taster days (including
> sessions for external 6th form applicants) allow the maximum information to be passed to students
> when choosing courses. This process works well and is also supported by impartial careers
> advice from Futures Nottingham .
> Every Year 9 and Year 11 pupil has their progress tracked throughout the academic year and this
> process is thorough. Year 9s have Cognitive Ability Tests ahead of options choices to triangulate
> with other methods of assessment to ensure that learners are making the best choices. Each Year
> 11 will have an interview with the Principal near the start of the academic year, and an external
> Careers Advisor. Future aspirations and careers suitability are discussed at these meetings. 6th
> Form enrolment is conducted by Head of Faculty is early September. They verify results and check
> the needs and suitability of each candidate for their programmes of study.
>
> There is also an open door policy for parents who wish to talk to Heads of Year, Faculty or a
> member of SLT regarding the learner's choices. The BTEC induction is thorough.

QO.6 **Commentary on the adequacy of evidence seen/heard:**

> Options booklet
> Options evening on school calendar

QO.6 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

> n/a

QO.7

Summary of strength and weaknesses:

> BTEC classes are taught by experienced teachers and the observation records provided evidence of
> learners being engaged through effective teaching using a variety of innovative activities to
> engage learners. . Recent lesson observations of all staff reflected 96% of teaching is good or
> better, an increasing amount as outstanding and none as inadequate. Whole school review, Ofsted
> and DfE reports validate these findings which is excellent.
> Learner progress is reviewed regularly and this is reported to parents every half term.
> Individual tutorials by assessors and progress meetings at pastoral level captures the needs of
> all learners. Written formative feedback forms are used on all programmes, which all have an IV
> process agreed at the start of the course as part of the assessment plan. two one to one reviews
> with a Progress Leader which gives them an opportunity to reflect on their progress. There is
> good support to help learners with their progress. Teaching assistants help individual students
> in lessons and additional classes in `period 7' target learners who are not achieving their
> targets.

QO.7 **Commentary on the adequacy of evidence seen/heard:**

> Teaching observations records
> Learner Progress reports
> School intervention policy

QO.7 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

> n/a

QO.8

Summary of strength and weaknesses:

> There is clearly defined assessment procedure within this centre and the assessor role is clearly
> understood by staff. There is a consistent approach to assessment using, assignment brief
> produced by Pearson and centre devised assessments This assessment methodology is sound and
> allows for a range of assessments and good access to assessment for learners with different
> needs. The centre assessment policy is reviewed annually and is fit for purpose. Records of
> assessment are clear, up to date and used consistently.

QO.8 **Commentary on the adequacy of evidence seen/heard:**

> Assignment briefs
> Learner work
> Assessment records

QO.8 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

> n/a

QO.9

Summary of strength and weaknesses:

An experiences Lead Internal Verifier is in place in each subject area and standardization
activities have been completed successfully. The LIV's who were seen during the visit were able
to demonstrate good knowledge of the internal verification process and there was clear evidence
of robust verification of assessment decisions and assignment briefs, using Pearson forms. The
internal verifiers' comments support continuous professional development and maintain high
standards, which is excellent. Verification processes   included every unit, every assessment,
every learner and every assessor over the duration of each course.
The centre has a good relationship with their standards verifier and the outcomes from external
monitoring is shared among the team at the termly BTEC meeting and used to inform future
developments. The processes of external sampling for this year is underway.
The learners are well prepared for internal and external assessments with mock exams in place.
Pearson assessment rules are understood and followed.

QO.9 **Commentary on the adequacy of evidence seen/heard:**

OSCAR standardization material
Assessment and internal verification plans
IV documentation
BTEC meeting minutes

QO.9 **Justify the action or Recommendation identified to mange weakness and/or make improvement:**

n/a

QO.1
0

Summary of strength and weaknesses:

The Malpractice, Appeals and Plagarism policies and procedure are up to date and was seen. They
are communicated effectively to relevant stakeholders through the staff and student handbook.
The policies are rigorous and meets awarding body requirements. The policy is explained to
learners at induction and paper copy are shared with the learners. There have been no major
issues that the centre has been required to act upon.

QO.1
0
Commentary on the adequacy of evidence seen/heard:

Malpractice and appeals policy.

QO.1
0
Justify the action or Recommendation identified to mange weakness and/or make improvement:

n/a

QUALITY MANAGEMENT REVIEW REPORT

CENTRE DEVELOPMENT PLAN
General Comment
The Nottingham Girls Academy is sponsored by the Greenwood Dale Foundation Trust. It opened in September 2011 in the premises that were occupied by the Manning School for Girls. The Nottingham Girls Academy provides exceptional resources for our pupils who range in age from 11 to 19 years and enhance the quality of teaching and learning. The school offers a wide range of BTEC courses at level 2 and 3.
Date of Initial Submission: 03/05/2016

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QUALITY MANAGEMENT REVIEW REPORT

Re-Declaration
Centre Recognition Re-Declaration:
Qualification approvals Re-Declaration: