

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DETAILS

Report Status: Submitted

Centre Name: NOTTINGHAM GIRLS' ACADEMY

Centre Number: 28258

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Quality Nominee: RIZWAN AHMAD

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Centre Type: School

Centre Quality Reviewer Number: 983629

Centre Quality Reviewer: MRS K L PORTER

Date and Time Review Started: 26/04/2013 10:00

Date and Time Review Completed: 26/04/2013 14:30

Who was the Review With?: Quality Nominee

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:

Vocational Comments:

The Quality Nominee has the primary role of embedding good practice model for assessment and verification at this Centre which has been brought from another Centre within the Trust. This provides a robust, consistent and transparent approach to verification and the management of all BTEC assessment and verification undertaken at the centre. Most subject areas have an accredited Lead IV or are in the process of confirming this through sample. The courses are planned using a standardised approach to both delivery and assessment, with internal verification in place before during and after assessment. Standardisation takes place both within subject areas and across the Centre. In Travel and Tourism there is also standardisation with another Centre which is considered good practice where teams within a Centre are small. Learner tracking is detailed and formative and summative in nature. Progression is monitored closely and reported on regularly. All assignments require learners to sign a plagiarism statement and Code of Conduct around malpractice is explained explicitly at induction. There is a very experienced Exams Officer who supports the delivery team at all stages of the process and ensures efficiencies for the Centre and timely certification for the learners.

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:

Vocational Comments:

All policies have been reviewed recently as part of the continuous improvement at the Centre and the implementation of standard practice across Academies within the Trust. All staff are familiar with the policies and how to implement the key policies relating directly to assessment, verification and learners. The roles within the Centre are clearly identified and the Exams Officer and Deputy Principal have the primary roles in ensuring the Centre works to the required standards set by the awarding organisation. As part of implementing new protocols the continuous improvement plan is explicit and closely monitored. Learners are recruited with integrity and the growth in the Sixth Form Centre is evidence of the success of the process.

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:

All the BTEC team are vocationally competent and subject specialists. They are all delivering vocational learning alongside GCSEs and/or A level subjects and all subjects are treated with equal respect from all stakeholders at the Centre. The Staff Induction process provides specialist mentoring in vocational learning specifically and continuous development is in place to support all aspects of delivery of vocational learning at the Centre. The New Build which opens in May is an investment in physical resource and evidence was seen of investment in all aspects of resource

QUALITY REVIEW AND DEVELOPMENT REPORT

CENTRE DEVELOPMENT PLAN

General Comment

This is a smaller than average-sized single sex secondary academy. The majority of pupils come 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 (those supported by school action plus or with a statement of special educational needs). The proportion supported by school action is above average. An above average proportion of the pupils is eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. The academy meets the current government floor standards, which set the minimum expectations for pupils; attainment and progress. A few pupils who have social and emotional difficulties attend alternative provision at The Zone and Fairmead.

The academy opened in September 2011. The Principal took up his post in January 2012. He is supported by an Executive Principal. The sixth form opened in September 2012.

The academy is sponsored by the Greenwood Dale Foundation Trust. They are responsible for the governance of all the academies they sponsor. A Local Academy Council is appointed by the Trust. The Centre has provided sufficient evidence to confirm that they are working within the awarding organisation guidelines and that the policies in place to meet assessment objectives, learning objectives and resources objectives are robust. The decision to transfer good practice from another Centre within the Academy has been rewarded with a visit with no actions or recommendations. The Deputy Principal has had the primary role of moving the Centre forward in areas of Quality Improvement and the result is a sound system in place to support all aspects of assessment and verification. In addition there is a clear learner journey structure in place that has resulted in an increased intake into the Sixth Form Centre from both internal and external destinations. The investment in a new build which opens in May shows the commitment of resource to the development of learners at the Centre. The BTEC delivery team are experienced and dedicated to vocational learning. Some New Generation delivery is in place this year in two subject areas and the team have a clear strategy for sharing that practice to prepare for the 2013 intake. The team are informed, enthusiastic and passionate about their teaching and learner work shows clearly how learners benefit from these characteristics within the team.

Areas of good practice

A Quality Nominee who is dedicated to monitoring of process as well as implementation is a great asset to this Centre.

BTEC team who are already planning for New Generation as a team showing a commitment to quality teaching and learning

Date of Initial Submission:

28/04/2013