

# Wiltshire College & University Centre Schools Provision

## Quality Statement

### 1. Overview

The College's provision comprises two principal offers:

- **School Link**

One-day courses in a variety of vocational subjects, delivered by curriculum specialists. Students remain with their peer groups and spend a college day in their chosen curriculum area working towards industry-recognised qualifications.

Students typically attend for 2 years (years 10 and 11). By the end of the first year, they would usually have achieved an Award/Certificate, and at the end of the second year a Certificate/Diploma.

The provision operates over all four campuses, with courses available in:

- Construction trades
- Hair, Hospitality and Beauty
- Motor Vehicle
- Land-based (including Animal Care)

- **Full-time**

Full-time courses in a wide range of subjects appropriate to the individual's interest and ability. Students join mainstream college students in their vocational study groups, spending their three college days in the subject area, working towards qualifications relevant to the course.

Many students start this full-time provision in Foundation Studies, studying Functional Skills in Maths and English alongside practical skills accredited by Ascentis. However, if a student is taking GCSEs at school, and has a proven ability in a subject, they may begin their studies in their chosen curriculum area, working towards a Level 1 qualification.

### 2. The Quality of Education

#### **School Link**

- Most students (116 in 2019/20) that attend the College access the School Link provision outlined in section 1
- Outcomes for students are Outstanding (and above national averages) with 98% retained and 90% achievement.
- Teaching and Learning within the departments offering School Link courses is judged mostly Good or Outstanding, with effective planning and sequencing of teaching, learning and assessment.
- A high proportion of full-time students undertake meaningful work-related activity as part of their study programme.

- A high proportion (91.4%) of School Link students either continue to the second year of their two-year course, or progress onto further education at the College

#### **Full-Time**

- 62 (in 2019/20) students from school rolls attend the college on full-time study programmes, most of them within the Foundation Studies department.
- The highly individualised curriculum is designed to support students towards their progression destination, with 90% progressing to positive destinations.
- Again, there is effective planning and sequencing of teaching, learning and assessment, including an individualised RARPA programme for those within the Foundation Studies department.
- Retention (at 73.8%) and outcomes for students are consistently Good.
- Teaching and Learning is judged mostly Good or Outstanding with a high proportion of students undertaking meaningful work-related activity in the College's various enterprise ventures.

### **3. Behaviours and Attitudes**

- High expectations are set for attendance, behaviour and conduct through effective use of tutorial support and consistent implementation of the student code of conduct.
- School Provision Learning Mentors, as well as providing tutorial and pastoral support to students, also liaise with school inclusion officers to encourage high attendance and good behaviour.
- Most students work well in cooperating with staff and each other to ensure there is a safe and respectful culture with a zero tolerance of bullying and discrimination.

### **4. Personal Development**

- For most full-time students, a RARPA framework underpins delivery, providing a system to monitor students' broader development beyond qualificatory outcomes.
- All full-time students have access to personal tutors, who have overall responsibility for ensuring that their tutees remain on programme and engaged with their learning.
- There is effective use of tutorial support and consistent implementation of the student code of conduct.
- Students are offered additional support in identifying their progression / destination pathway by the end of the first half-term in October.
- School Provision Learning Mentors support students to integrate into college life, often from a position where students have become disengaged from their own education. Each mentor has a caseload of students, carrying out regular, scheduled 1:1s with each student to ensure that their progress is as expected.