

OSFC Self Assessment Report (SAR) 2025-26

(reporting on
2024-2025)

Transforming
the lives of
young people
through academic
excellence and
outstanding
support

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TO BE
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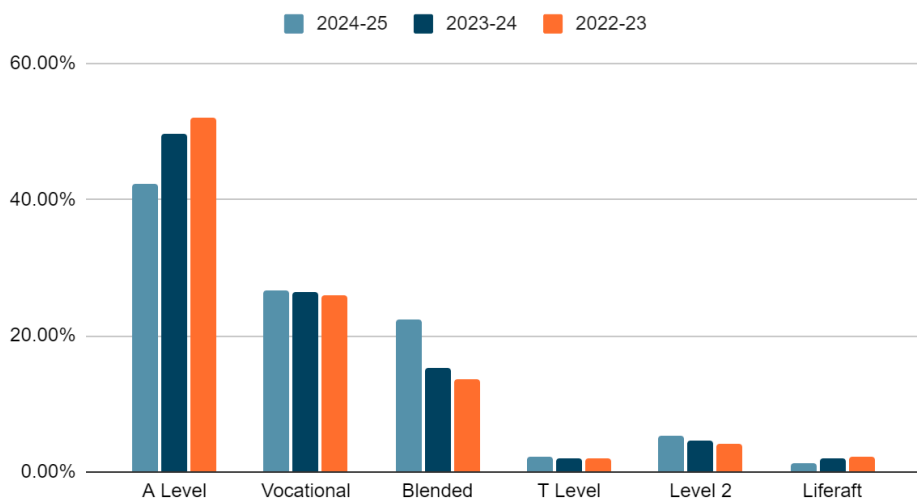
The College and the Oldham context

Oldham Sixth Form College celebrated its 30th anniversary in 2022 and has been consistently successful in its mission 'to transform the lives of young people through academic excellence and outstanding support' over this period. OSFC is a founding partner in The Pinnacle Learning Trust, which now includes two primaries, a junior school and a secondary school. The College is a Research School in recognition of its application of evidence-informed practice. Our Trust and Research School status, along with our strategic partner role as part of the local Teaching School Hub, provide another means by which the College achieves its mission in transforming the lives of young people locally. Staff within the College, and across the Trust, are committed to continuous professional development and the provision of exceptional teaching, learning and support for our students. This includes contributions to supporting other schools and colleges.

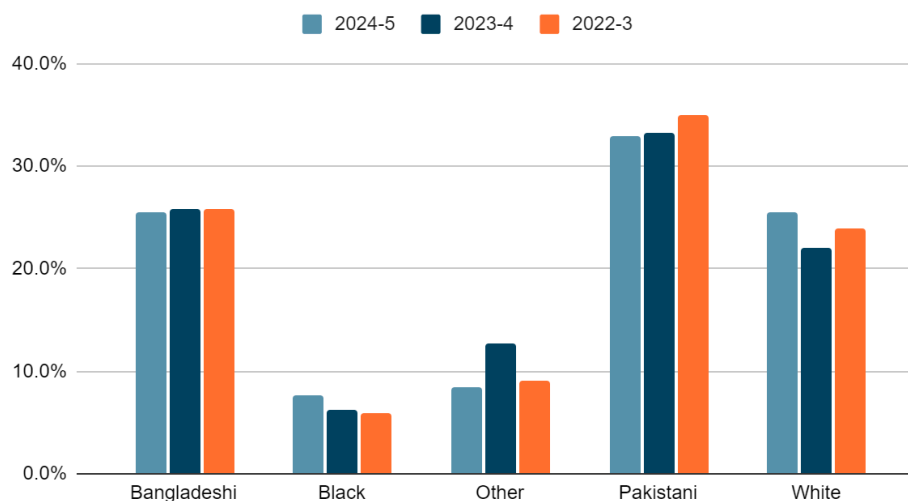
The college is one of 5 post-16 general educational providers in Oldham, alongside a GFE college and 3 school sixth forms. It is the largest provider of A Levels. It is a modern town centre campus of 4 buildings with 2324 16-19 students and 255 staff. Young people come to OSFC from 13 local partner schools and over 30 non-partner schools. The significant majority of students are on a Level 3 programme.

2025/26	2024/25	2023/24	2022/23	2021/22	Students
155	121	110	101	72	New Level 2 Students
1120	1032	1118	1157	1114	New Level 3 Students (Y12)
78	74	58	40	71	Level 2 students progressed to Level 3
11	19	17	26	4	Year 12 Restarts
1364	1246	1303	1324	1261	Total Year 12
3	1	4	7	1	Student enrolled directly into Year 13
1021	1074	1048	1046	1110	Year 12 students progressed to Year 13
3	3	12	3	1	Year 13 Restart
1027	1078	1064	1056	1112	Total Year 13
2391	2324	2367	2380	2373	Total number of Students

Enrolment by programme



Student ethnicity



Our A Level students study 4 AS Levels in Year 12, progressing to 3 A Levels in Year 13. 58% of students are female (58.4% 2023-4, 56.6% 2022-23, 56.7% 2021-22) and 42% are male (41.6%, 43.4%, 43.3%). In the academic year 2023-4 75.5% of OSFC students were from 'disadvantaged postcodes' (76.5% in 2022-3, 74.9% in 2021-22), and 48.7% (42.7% in 2022-23, 45.3% in 2021-22) were in receipt of Bursary.

Oldham is a town whose population consistently faces economic challenges. It has a population of 246,000 residents. 35% residents are BAME (rising to 51.5% among school-age young people) Oldham's population is younger than average – 22.7% aged under 15, compared to 18.5% England average. 26.2% of areas in Oldham are among the 10% most deprived in the country, and four wards are among the top 1% of the country's most deprived. The 2019 IMD found Oldham to be the 19th most deprived local authority in the country (out of 317). Youth unemployment is 9.3%, the highest in Greater Manchester. 5.7% of 16-17 year olds in Oldham are classed as NEET and not known. This is broadly inline with national and GM Educational attainment and progress in Oldham at the end of Key Stage 4 is well below the national average, albeit improving. Like the rest of the borough, OSFC students and their families were very badly affected by the Covid pandemic.

Mission: To transform the lives of young people through academic excellence and outstanding support.

Vision: We will transform lives by working together to develop the knowledge, skills and behaviours to thrive in education and employment, and to make valuable and lasting contributions to the local community and beyond.

Values: At **OSFC**, we want our students to **Belong, Aspire and Succeed** by being **Responsible, Respectful and Ready to Learn**

Strategic priorities (2023-6)

- Provide a consistent high quality teaching and learning experience
- Provide a relevant and stimulating curriculum
- Support the wellbeing of all staff and students
- Ensure the best possible outcomes and experience for all students
- Create a more sustainable college

Structure of OSFC

The senior leadership team (SLT) is made up of the Principal, three Vice Principals and three Assistant Principals. A team of seven Curriculum Area Leaders (CALs) provides strong and effective leadership of the Curriculum. Students are supported and monitored by an experienced team led by two Student Support Leaders (SSLs), Progress Tutors and a SENDCO and Additional Support Team. The DSL is supported by a DDSL.

The quality process at OSFC (see Appendix 1 for CAR Grade table)

An annual Curriculum Area Review (CAR) for each curriculum area and Pastoral Area Review (PAR) is at the core of the college's self review process, led by the SLT link for the curriculum area, supported by the CAL or SSL. The CAR and PAR consist of extensive Student Meetings, Course Leader Meetings, and Staff Focus Groups. In the 22/23 CAR process, as part of our enduring commitment to follow the research on teacher development, we piloted an approach with the Humanities department that replaced formal lesson observations with a process that involved teachers videoing excerpts of lessons and sharing them with colleagues using a platform called IRIS. This enabled teachers to explicitly focus on themes and areas for development with the support of their peers. This is now a central feature of the college's approach to professional development and led to the removal of formal observations from our quality processes. The CAR process is further informed by a detailed Curriculum Results Analysis (CRA) cycle which reviews student final outcomes and agrees improvements at Course level by Course leaders, and then in the Curriculum Area as a whole. These are scrutinised and agreed by the Principal, Vice Principal (Quality), Vice Principal (Curriculum), the Curriculum Area SLT link and the CAL. Student and course performance is then rigorously monitored through our CIP in December (following student monitoring in November) and March (following internal assessments and student monitoring in February). The follow up activities are informed by an analysis of student 'risk' that incorporates an algorithm made up of the full range of student performance metrics to best determine where and what type of intervention is required. There is also a high level of prominence given to using ALPS as an indicator of our relative performance with other institutions. Corridor walks take place with CALs and their SLT links to ensure there is a consistently high level of teaching and learning evident in curriculum areas. There is an ongoing commitment to the high value we place on adopting a positive culture of the college. While lesson observations have been removed from our routine quality processes, the college reserves the right to observe lessons in response to complaints, underperformance, or concerns identified through routine management of curriculum areas. Governors are involved in the validation process of the SAR, CARs and the PAR. B11, our Trust Improvement Partner, carry out 3 SiP visits a year in which they review aspects of our quality assurance and improvement processes, our Professional Development strategy, and our curriculum and pastoral provision.

'Leaders are committed to providing a high-quality education for students. They use a range of quality processes to monitor the quality of education students receive. Leaders carry out curriculum area reviews to identify areas of strength and areas of improvement' - Ofsted 2022

Quality of Education - Statement of intent. We offer an ambitious curriculum of unparalleled breadth to all students which is designed carefully in the context of Oldham and its surrounding areas and with the needs and aspirations of young people as its constant focus - taking into account local skills needs and the curriculum of local schools. The curriculum offered by A Levels, Applied Generals and T Levels ensures that students can progress successfully onto the widest range of degrees, degree apprenticeships, apprenticeships and employment opportunities. The Advanced Pathway, with its 4 AS programme in Year 12, ensures that students are fully prepared for A Level, with a strong and varied foundation. The Blended Pathway allows students to continue with a varied Level 3 programme, whilst often resitting GCSE Maths or English. The Vocational Pathway ensures that students can specialise in an area in which they are already particularly interested. The three year Foundation Programme provides a small cohort of students with a borderline GCSE profile the opportunity to pursue a year of Level 2 study before progressing onto one of the Pathways outlined above. The very small Life Raft programme ensures that students can complete Year 13 successfully, who would otherwise be unable to do so. In addition, an extensive non-qualification curriculum is available to all, and this underpins and enhances the student experience, and helps develop resilient and knowledgeable students who progress confidently onto purposeful and successful lives.

'Leaders have carefully considered their curriculum offer. For example, four AS-level courses are offered in year 12 with a choice of reducing this to three A levels in year 13 to provide breadth of curriculum and a greater learner choice. Vocational programmes, such as health and social care, are offered in response to local and regional need for skilled workers in a variety of health, public service, teaching and early years roles' - Ofsted 2022

The arrangements for safeguarding are effective.

- The robust safeguarding **review process** includes annual internal peer reviews, termly safeguarding reports scrutinised by governors and trustees, followed by meetings of the link governor and safeguarding trustee.
- The **Local Authority (sec. 175) audit** is completed annually and forms the basis of internal review.
- The **DSL and link governor** meet at least once a term and follow a set agenda to ensure compliance and challenge. The **SCR is checked monthly by HR**, regularly by the Principal and DSL, and as part of all internal and external reviews.
- Safeguarding and connected policies are in place, alongside a **DfE Prevent risk assessment and action plan**, and a mental health action plan.
- The external audit report by B11 from 2024 stated that:
'The college's provisions to safeguard students are strong and are well understood by staff and students. There are no safeguarding concerns. Recommendations given were no more than points for consideration and only serve to enhance the already excellent provision.'
- Strong **external links and communication** with appropriate agencies and the police takes place, and records are shared in a timely manner by schools through CPOMs and case conferences. The DSL is part of the local **Prevent Steering Group** and the **Oldham Wellbeing Group**. The DSL also works closely with the **Safeguarding Education Adviser** at **Oldham Children's Safeguarding Partnership** on training, resources and communication.
- We attend the local **network safeguarding meetings** and training to make sure we are fully aware of current context risks and available services. The complex safeguarding team works with us closely on **CCE and CSE awareness** and referrals, and we are members of a local group focusing on strategies to prevent domestic and honour-based violence in the area.
- Weekly Additional Support and safeguarding meetings involve the whole team.
- There are regular and tailored safeguarding training updates - particularly focused on identifying early warning signs of safeguarding issues, including **KCSIE updates, emerging risks and reporting procedures**.
- **CPOMS Logs** identify safeguarding issues and actions; all vital documents are securely stored.
- We have undertaken a range of CPD activities to ensure we are a **Trauma Informed College**, and have had bespoke sessions on embedding trauma informed practice delivered by a specialist post-16 trauma consultant.
- Sessions for students in tutorials are constantly adapted to focus on the most current contextual aspects of safeguarding, particularly with regards to the ever-changing world of online safety. We also focus on appropriate sexual behaviour, through sessions on consent and healthy relationships, including work on Incel ideology. This year we have had assemblies delivered by community police, which outline where students could fall into criminalised activity, through online behaviour, driving unsafely, and carrying a weapon.
- We continue to train staff in **Mental Health First Aid**, including all of our progress tutors and LSAs.
- An experienced team of practitioners are clear about the levels of intervention required to support and signpost students. This has been further developed through upskilling progress tutors to offer mentoring to students experiencing anxiety or feeling overwhelmed by their workload. They work closely with the broader pastoral team to effectively sign-post, intervene and gauge risk. We have also broadened our counselling provision to include online counselling for all students.
- Alongside staff, the student well-being ambassadors work to raise awareness and promote positive discussion around mental health in College. Their role continues to evolve and they are instrumental in organising a Wellbeing week for students. We are proud of the work they do and their engagement with this work is truly exceptional

- Our work with Care Experienced Learners has resulted in the NNECL Quality mark. This standard celebrates our work around transition, provision and future planning for these students, as well as close working with external agencies. It also highlights our inclusion of the student voice in decisions to strengthen the package of support offered to our Care Experienced Learners.

This safeguarding judgement is further bolstered by Ofsted in their October 2022 report:

Leaders have a strong focus on safeguarding at OSFC. They deal with and monitor safeguarding referrals and well-being concerns swiftly and effectively. Students are signposted to appropriate external agencies for support where necessary. The designated safeguarding lead and deputies are appropriately trained to carry out their roles. They have a detailed understanding of potential risks to students and provide staff with appropriate training to deal with these risks. For example, a postpandemic rise in honour-based and domestic violence, regionally and nationally, has resulted in additional training for staff to manage sensitive conversations and deal with disclosures effectively. Students are aware of the dangers posed by radicalisation and extremist views. They can articulate the risks and describe the behaviours in others that they need to be aware of. Students feel safe. They learn about important topics such as healthy relationships, forced marriage, consent and the dangers of meeting people online. Students feel confident to come forward for support if they have a concern. - Ofsted 2022

Key Judgements¹

1. **Students are retained, they succeed and they progress with the majority meeting or exceeding their target grades. A significant majority of students who retake GCSE Maths and/or English achieve a grade 4 by the end of their course.**

Level 3

A-level

Metrics	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starts	1822	1777	1513	1900	1810	1958	1785
Aps	6.0	5.9	5.9	6.0	6.2	6.1	5.9
Achieving	94.45	96.46	97.69	95.94	91.05	92.18	95.97
Retention Final	95.55	97.02	98.55	96.89	93.15	93.87	97.37
Pass Final	98.85	99.42	99.13	99.02	97.75	98.20	98.56
HG Final	43.65	50.29	53.45	54.97	41.28	44.72	52.42
Attendance Final				90.47	88.08	91.49	91.64

- Pass rate has **improved by 0.36%**
- High grades show an impressive **improvement of 7.7%** on top of last year's 3.26% increase - nearly **11% improvement** over two years
- We have **retained more students** (3.5%) on courses leading to an overall increase in achievement of 95.87%. An **increase of 3.79%**.
- Attendance has maintained its progress, with a **small increase of 0.15%**.
- For comparison, the national pass rate is 97.4%, North West is 97.8%, and Greater Manchester 98.1%. High grade equivalent is 55% nationally, 54.4% in the North West and 56.6% in Greater Manchester. However, given the lower prior attainment of many of our A-level students our data stands up well.
- Using both Nick Allen (Sixth Sense) and ALPS value added measures we have also seen improvements.

¹full evidence in Appendix 1, examples in text include, but are not limited to, excerpts from CAR and PAR reports

- The ALPS A-level performance table shows a positive shift from **grade 4 to grade 3**. Putting us in the **top 25%** of colleges nationally. This is due to an overall college score **increase of 0.02** - from 0.96 to 0.98 - indicating **10% more students** (2 in 20) achieving an average of a grade higher than our equivalent performance last year, and **25% more students** (5 in 20) achieving an average of a grade higher than in 2023 (0.93 to 0.98).
- In the vast majority of prior attainment bands, there is a **3 year upward trend** in achieved points/subject, with the only exception being band 10.
- Sixth Sense data also shows an improvement. We now have a significant positive trend in our **VA score of +0.06**, representing 6% (3/50) of students achieving a grade higher than would be expected on average. This is a **5% improvement compared to last year**, and a **12% improvement over a 2 -year period**.

Level 3 Certificate²

Certificates are the equivalent of a single A-level. As with other outcomes, the raw data would point to a number of gains despite having a marginally lower APS score.

- Achievement of this cohort has **improved by over 5%** aided by
- Improvements in **retention (up by over 2%)** and **pass rate (up by over 2%)** have contributed to this.
- Significant improvements can also be seen in **high grades which are up by nearly 8%**.
- Attendance for this group is slightly down on last year, but remains second highest over the last four years.

High grades are measured at Distinction grade and above, Nationally high grades stand at 41.6% meaning we exceed this by 3.6%.

Metrics	2021-22	2022-23	2023-24	2024-25
Starts	643	774	769	616
Aps	4.9	4.8	4.8	4.7
Achieving	87.40	83.46	85.17	90.42
Retention Final	93.31	91.60	92.33	94.64
Pass Final	93.67	91.11	92.25	95.54
HG Final	40.67	32.72	37.46	45.28
Attendance Final	89.13	86.95	90.57	90.08

² This year, reporting has been made more challenging, as the changes brought about by curriculum reform required us to register the majority of our single and extended courses as two year programmes, from single year programmes. Consequently, we do not have a formal dataset for the first year of the majority of vocational courses. As a result, the analysis of vocational data will focus on final outcomes at the end of a two year programme. When analysing Certificates and Diplomas these comparisons are made without the inclusion of Y12 courses that would have featured as part of the results analysis in previous years.

Level 3 Diploma

Diplomas are typically the equivalent of 3 A-levels, we also run the Double Award in Applied Science. Similar to the Certificates, the starting points for this group of students is a little lower than previous years with an APS of 4.4.

- Achievement is up **by nearly 4%**
- Aided by improved **Retention (up 2.6%)**, and **Pass Rate (up by 1.4%)**.
- Significant improvement can be found in the **High Grades with a rise of nearly 10%**.
- As with the Certificates, attendance has dropped by a tiny fraction but remains higher than in 21/22 and 22/23.

High grades are measured at Distinction, Merit, Merit (DMM) and above, Nationally high grades stand at 67.3% meaning we exceed this figure by around 7%.

The Value Added performance of our vocational provision is exceptionally high. ALPS scores indicate the vast majority of vocational programmes are in the top 25% nationally, with some in the top 10%. Our overall provision is graded as ALPS 2 with a score that places us firmly in the top 10% of providers nationally. This is supported through the Sixth Sense analysis where across all qualification types we are performing well in excess of the national average.

Metrics	2021-22	2022-23	2023-24	2024-25
Starts	837	734	755	551
Aps	4.4	4.5	4.5	4.4
Achieving	90.45	90.06	92.59	96.56
Retention Final	93.31	94.01	94.44	97.10
Pass Final	96.93	95.80	98.04	99.44
HG Final	73.75	65.80	64.80	74.02
Attendance Final	87.70	88.85	90.45	90.33

T-Level

Outcomes in T-level remain strong. High grades have improved on last year, attendance is up 2.5%, and Retention and Pass Rate are 100%

In Early Years, we achieved one of only twenty D*s awarded across all T-levels nationally. Nationally, 91.4% of students achieved a Pass or above, almost two-thirds (65.3%) of students achieved a Merit or above. The average pass rate in the 18 pathways awarded this year ranged from 97.8% (Legal Services) to 70.9% (Digital Business Services).

Metrics	2021-22	2022-23	2023-24	2024-25
Starts	16	11	19	24
Achieving	93.75	54.55	94.74	100.00
Retention Final	93.75	54.55	94.74	100.00
Pass Final	100.00	100.00	100.00	100.00
HG Final	33.33	66.67	16.67	50.00
Attendance Final	95.88	94.21	93.73	95.23

AS Level

Overall, results at AS level were not as positive as last year.

- Despite overall retention improving by over 1%, this did not have a sufficient impact on achievement, which has returned to a level close to 22/23, at 79.06%.
- Pass rate also saw a fall of around 5% and High Grades around 8%. These figures are much closer to levels we saw in 22/23.
- It is important to note that in the vast majority of cases, these outcomes will not be an impediment to progression for Y12 students - 94.57% of whom have continued into Y13 on a full A-level or Blended programme (this was 92.29% in 24/25). The majority of students who underperform at AS significantly improve at A-level, and our success with those who have failed at AS but continue with one of their U grades is extremely positive.

Metrics	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starts	2724	2265	2640	2424	2661	2451	2392
Achieving	80.81	85.84	87.77	84.33	78.16	82.79	79.06
Retention Final	92.88	95.50	96.48	91.75	93.27	94.66	95.78
Pass Final	87.00	89.88	90.97	91.91	83.80	87.46	82.54
HG Final	29.53	33.89	38.71	38.98	30.98	36.08	28.59
Attendance Final				90.53	90.26	92.97	92.79

Level 2

Our GCSE resits perform an essential facilitating function for the majority of L2 students who require additional GCSEs to progress to L3 and beyond, as well as many on L3 programmes who require the, to secure university places.

English³

- The main features of GCSE English improvement can be seen in relation to both **Retention and Pass Rate, with increases of over 3.9% and 1.4%** respectively.
- However, high grades have fallen by around 6.5%
- The MiDES report is helpful in providing some further context. We are in **Quartile 1** for 9-4 Pass Rate, with 'All Providers' averaging 22%, SFCs averaging 47%, and NW Colleges 23%
- We rank **22nd out of 217** colleges nationally for 9-4 Pass Rate and **15th out of 211** for Progress from Grade 3
- Worthy of note is the lower 9-4 Pass Rate in English GCSE nationally in 24/25

Metrics	2020-21	2021-22	2022-23	2023-24	2024-25
Starts	158	105	130	155	160
Achieving	96.84	92.38	96.92	93.54	98.75
Retention Final	96.84	93.33	96.92	95.48	99.38
Pass Final	100.00	98.98	100.00	97.97	99.37
HG Final	85.62	76.53	76.19	71.62	64.15
Attendance Final		83.20	84.95	86.68	89.95

³ High grades at GCSE equate to scores of grade 4 or above, pass rate is any grade other than a fail

Maths⁴

- Achievement has remained strong in GCSE maths despite a small drop in Pass Rate and Retention.
- A 4.2% drop in high grades is disappointing given last year's remarkable 20% improvement.
- This data also fails to take into account the progress made by students who come to college with a grade 2
- The MiDES report helps provide further context. We are in **Quartile 1** for 9-4 Pass Rate, with 'All Providers' averaging 16.4%, SFCs averaging 28%, and NW Colleges 18%
- We rank **17th out of 218** colleges nationally for 9-4 Pass Rate and **17th out of 217** for Progress from Grade 3
- We make an average of 0.64 of a grade progress with learners who have achieved a grade 2 - where 'All Providers' score -0.11, SFCs 0.17 and NW Colleges -0.08

Metrics	2020-21	2021-22	2022-23	2023-24	2024-25
Starts	203	193	230	226	194
Achieving	98.03	94.30	94.35	95.14	94.85
Retention Final	98.03	94.30	95.22	95.58	95.36
Pass Final	100.00	100.00	99.09	99.54	99.46
HG Final	52.26	30.22	32.88	52.31	48.11
Attendance Final		80.37	82.79	83.70	84.66

Other GCSEs

Other GCSEs include **Double Science, Sociology, Psychology, Photography, and Religious Studies**. These are incredibly important in ensuring students can build a GCSE profile that will propel them to the next stage of their education.

High grades across these have continued to grow with an impressive **7.5% increase** this year due to outstanding results in science (70% high grades), photography (100% high grades), RS (85% high grades), Sociology (58% high grades), and psychology (42% high grades). All of which are taught in a single year to students unfamiliar with the majority of the subjects.

Metrics	2020-21	2021-22	2022-23	2023-24	2024-25
Starts	70	59	73	106	130
Achieving	95.71	83.05	91.78	90.57	96.92
Retention Final	95.71	86.44	91.78	91.51	98.46
Pass Final	100.00	96.08	100.00	98.97	98.44
HG Final	77.61	52.94	44.78	65.98	73.44
Attendance Final		92.26	87.11	89.61	90.04

⁴ High grades at GCSE equate to scores of grade 4 or above, pass rate is any grade other than a fail

Level 2 Vocational

Certificate and First Certificates are L2 awards that are the equivalent of two GCSEs. The Certificates include Sport and Health and Social Care, these remain on coursework only qualifications. The First Certificates include Business and Travel programmes which include a number of exams as well as coursework modules

Certificates

2021-22	2022-23	2023-24	2024-25
35	52	52	43
97.14	94.24	96.15	100.00
97.14	98.08	96.15	100.00
100.00	96.08	100.00	100.00
85.29	80.39	90.00	100.00
91.30	91.50	91.25	92.72

First Certificates

Metrics	2021-22	2022-23	2023-24	2024-25
Starts	22	36	37	48
Achieving	72.73	88.89	78.37	87.49
Retention Final	77.27	88.89	91.89	89.58
Pass Final	94.12	100.00	85.29	97.67
HG Final	23.53	68.75	23.53	41.86
Attendance Final	87.97	90.47	91.63	91.41

Both qualification types play a significant role in enabling students to progress to either further study with us, or into other routes such as apprenticeships or other preferred courses. Around **80% of students who complete a level 2 programme are able to continue** their studies at OSFC onto a level 3 programme.

In Certificate courses that are predominantly coursework, achievement and high grades are phenomenally strong. This does not fully explain such amazing outcomes. Clearly, these are very well run qualifications, and enable students to build an academic foundation for further study. There is more variability in First Certificates, but Pass Rates and high grades are very high, and attendance is consistently strong, especially considering the majority of these students did not fulfill their potential at school.

Leaders have strategically implemented Level 2 provision in response to the needs of the local community, increasing accessibility and widening participation for students who may not previously have viewed post-16 academic study as attainable. Oldham's below-average KS4 attainment and higher levels of deprivation make this an essential aspect of the college's mission, and the rising number of Level 2 starters over recent years reflects growing demand and strengthened community confidence. This growth has been managed exceptionally well, with Level 2 outcomes remaining significantly above national benchmarks demonstrating that expanding Level 2 provision was both purposeful and impactful. It has removed barriers to participation, raised attainment for learners with lower prior achievement, and extended opportunity across the local community.

Progression

1. **914 students (2024: 756) progressed onto HE** - equating to 86% of a typically-sized Y13 (2024: 73%). This year's figures include ex-student applicants for the first time.
 - o OSFC students remain keen to stay close to home, with 608 (482) progressing to either MMU, Salford or Manchester i.e. 67% of HE entrants (63%).
2. **202 students have moved onto Russell Group universities** (22% of HE entrants). This is a significant increase on last year's very respectable 133 (18%).
3. The **majority of students progress to the destination of their choice** with most (85%+) progressing to university, and with around 20-25% of HE entrants gaining places on competitive courses at highly competitive universities.
4. The **most popular universities** in 2025 were:

No.	University	No.	University	No.	University
1	MMU 314 (242)	4	Huddersfield 64 (53)	7	Leeds 15 (4) & UCLAN 15 (13)
2	Salford 184 (161)	5	Liverpool 23 (14)	9=	Bradford 14 (17) & Leeds Beckett 14 (13)
3	Manchester 110 (80)	6	University of Law 17 (16)		

5. Every year, around **100 gap year students will apply to university**. The college supports their applications, providing guidance and references. Gap-year students apply for a wide variety of courses and, in 2025, there were successful applicants to a wide range of universities, including Russell Group universities, and for competitive courses, such as Medicine, Dentistry and Law.
6. High profile progression
 - o The college's Oxbridge applicants have had an **offer-rate (36%)** well above national averages (15-20%).
 - o In 2025, 9 students received offers and **7 have progressed to either Oxford or Cambridge University**. They will be studying, respectively, History (2), Medicine (1), Engineering (1), Chemistry (1), English Literature (1) and Law (1) - underlining the strength of teaching and learning across the curriculum.
 - o In 2025, **202 students have moved onto Russell Group** universities, while **19 students have progressed onto Medicine or Dentistry**, highlighting the value of the Aspiring Medics' Programme.
 - o Equally, over the last decade, Law has been the most popular degree course for OSFC students and **88 of the 2025 leavers are now Law undergraduates** with the help of the Aspiring Lawyers' Programme. In 2025, the other most popular degree courses were **Nursing/Midwifery (93), Accounting (74) and Computing (71)**.

'The help from the college was truly outstanding. Being enrolled on outreach programmes for Cambridge and Oxford really motivated James to believe it was a genuine possibility. The information, advice and guidance that we received on the application process was simply incredible. We genuinely feel this level of attention could not have been bettered by any elite private school in the country. We are so proud of James's achievements and will be eternally grateful for OSFC's support.' - **Parent Feedback**

2. Leadership at all levels is highly effective and underpinned by a clear and ambitious vision that prioritises excellence for all. Senior leaders provide strategic clarity and a strong sense of direction, ensuring that all staff understand the importance of their role in achieving the college's aims at both curriculum and classroom level. Cross-college departments are aligned in purpose, creating a coherent and collaborative approach that drives continual improvement in the quality of education and student outcomes.

- All leaders' contributions are aligned to the college's strategic intent and its shared commitment to high expectations and student success. Clear processes, consistent communication, and transparent decision-making enable staff to work confidently within a well-defined framework. This is distilled through college, curriculum and cross-college CIPs that explicitly identify and target areas for improvement. Aspirational target setting and timely intervention strategies, informed by rigorous data analysis, ensure that students remain on track to achieve excellent outcomes.
- Leadership development is a clear strength. Staff at all levels are encouraged and supported to develop their expertise through participation in accredited programmes, NPQ awards, SFCA courses, the Trust Leadership Course, Ofsted Training, as members of governing bodies, through leadership coaching, and structured sharing of good practice events. These opportunities ensure a strong leadership pipeline and a culture of professional ambition and reflection.
- Evidence from professional development records, curriculum review documentation, and *EduRio* feedback reflects high levels of staff confidence in leadership effectiveness, with a **7% improvement in leadership dynamics** over the past year. Staff consistently report that they benefit from clarity of vision, strong professional support, and high expectations. From Senior Leaders and Curriculum Area Leaders to Course Leaders and classroom practitioners, there is a shared commitment to collaboration, excellence, and continuous improvement.

3. Leaders have deliberately nurtured a culture in which staff feel valued, supported and professionally fulfilled, resulting in exceptionally high, and nationally recognised, levels of satisfaction.

- Annual staff survey outcomes reveal a workforce that is not only committed but profoundly positive about the college, with job satisfaction rising to 89% and 94% of staff recommending OSFC as a good place to work.
- Collegial trust and respect are embedded, evidenced by 98% of staff feeling comfortable asking a colleague for help and 94% feeling respected by peers, while safety scores reach an exceptional 99%.
- This collective endorsement has been externally validated through the 24/25 **National EduRio Staff Choice Award**, demonstrating that OSFC's culture is not only positive but sector-leading.
- These outcomes illustrate that leaders' sustained focus on wellbeing, communication and professional empowerment has created a highly motivated workforce proud to belong and committed to delivering excellence.

4. Leaders have effectively devised an ambitious and broad curriculum that is purposeful and has clear aims.

- The college offers the **broadest possible range of AS/A Level programmes**, and prides itself in retaining an extensive Arts programme including 5 Arts - Fine Art, 3D Design, Photography, Textiles, and Graphic Design.
- We have a strong and growing Modern Foreign Languages provision with Spanish (12 in A-level and currently 23 at AS), French (7 in A-level and 9 in AS), Italian (10 in A level and 7 in AS), and German added this year with an initial cohort of 3 at AS (the only local college to offer German), along with Mandarin as an enrichment option. A-level PE also continues to be a popular choice, attracting students from outside traditional catchment areas due to lack of provision across Greater Manchester and recently bolstered by the unveiling of The OSFC Sports Campus. In addition, we have recently added Geology back into our curriculum offer with a cohort of 6 at AS and 4 at A-level.

- o We have continued with a select number of Applied General Qualifications. Extended programmes include Health and Social Care, Business, Applied Science, Sport, Art & Design, and IT. Many have Single alternatives that supplement our Blended pathway - Double Applied Science, Sport, IT, Travel & Tourism, Business, Law, Health and Social Care. We have introduced AAQ single qualifications for 25/26 in IT and Health.
- o Our T-Level provision has proven to be a consistent strength. Digital T-Level is an outstanding course and consistently performs exceptionally; consistently well above national average. The Early Years pathway now runs alongside Health and Social Care provision and provides a unique and specialist route into this area of work. This is now joined with T-Level Health, which has had a successful year 1 following specification amendments brought about by the calamitous national assessment issues in its first iteration.

5. Leaders have developed a coherent and logically sequenced curriculum that enables students to build knowledge and skills cumulatively. Curriculum plans are regularly reviewed and refined to ensure that learning builds on prior knowledge, supports long-term retention, and prepares students effectively for progression into higher education, training, or employment. For example:

- o The Science curriculum is deliberately structured to build knowledge and skills cumulatively. It offers traditional A Levels in Biology, Chemistry and Physics, alongside specialist and applied pathways such as Electronics, Applied Science and GCSE Science. The sequencing of learning and delivery models has been carefully designed and is reviewed annually to respond to student and staff feedback, outcomes and progression goals. For example, in Physics, quantum physics is now introduced earlier in the year, enabling a spiral curriculum approach that allows students to revisit and deepen understanding over time. In Electronics, innovative links with Huddersfield University ensure students are upskilled in their maths to ensure they can access engineering programmes.
- o In Sport, Performing and Expressive Arts, the curriculum is coherently planned and sequenced to ensure learners develop knowledge and skills in a structured, progressive way. Students understand the rationale behind lesson and homework design and can explain how this supports active recall and long-term memory. The sequencing of learning ensures that students acquire practical and theoretical skills that prepare them for further study or employment. A range of assessment approaches provides ongoing feedback and personalised support, helping learners to monitor their progress and refine their performance.
- o Leaders in Psychology, Health and Education have carefully planned programmes of study that are well sequenced and build logically on prior knowledge. Learning is consolidated over time through revisiting key ideas and applying them in increasingly complex contexts. Vocational and academic courses are designed with progression in mind, ensuring learners develop the knowledge, skills and behaviours required for success in higher education or employment. Optional units are selected to provide both breadth and relevance, including choices informed by learner voice and aligned to degree-level study or professional pathways.
- o Curricula in Humanities and English are coherently planned and sequenced to ensure that learners develop their understanding in a logical and progressive way. In History, the structure of learning builds from foundational knowledge to complex thematic analysis, helping students connect topics across time periods. In English Literature, the curriculum challenges learners through engagement with demanding texts, concepts and ideas, encouraging the development of critical thinking and interpretation skills that prepare them for advanced study.

6. Leaders have designed a professional development programme that is bespoke, reflective and evidence-informed, ensuring that staff continually refine their practice and deliver consistently high-quality teaching and learning across the college

- o Leaders have designed a bespoke and research-informed CPD programme that focuses on specific areas for development, empowering teachers to ensure students receive the highest-quality classroom experiences. During 2024/25, all teachers took part in two developmental sessions selected from key pedagogical themes, including **Oracy and Student Talk, Reading, Questioning and Exposition, Explicit Instruction, Activating Hard Thinking, and Assessment and Feedback**. These sessions were tailored to departmental priorities and individual teacher targets, ensuring that professional development was both relevant and impactful.
- o A universal model for reflective practice has been embedded across the college. All teaching staff record their practice using the secure **IRIS Connect** platform, share it with a colleague, and engage in a structured professional reflection twice a year. This process promotes self-awareness, peer collaboration, and evidence-based improvement. Staff consistently report that IRIS reflections are '**far more valuable and developmental than traditional lesson observations**', providing a non-judgmental space for professional dialogue and growth.
- o During 2024/25, **622 reflections were created, 279 shared, 1872 viewed, and 4481 IRIS logins recorded**, resulting in **1183 teacher comments** on the platform on the quality of their teaching and **450 comments** identifying themes for development. Analysis of these reflections revealed key strengths in **student engagement and participation, effective questioning techniques, lesson structure and clarity, assessment preparation, and collaborative learning**. Several staff also highlighted the positive impact of **oracy-focused activities** on student communication and confidence.
- o This sustained, reflective approach has embedded a culture of **openness and trust** where teachers learn with and from one another. The quality of professional dialogue and feedback remains a major strength, illustrating the high levels of self-awareness and professionalism among staff. As a result, teaching quality continues to improve, ensuring that students benefit from engaging, challenging and well-structured learning experiences.
- o In addition, all staff have received training on the **implications of AI in education**, and from this a range of initiatives are driven through our Digital Strategy and are being internally tested, such as the use of NotebookLM, to harness the power of AI in a controlled and productive way.

7. Staff engage proactively with both internal and external CPD to refine their practice and enhance the quality of teaching and learning. As a result, students benefit from highly skilled, knowledgeable and reflective practitioners who deliver a challenging, engaging and well-sequenced curriculum that prepares learners exceptionally well for their next steps. For example:

- o Careful consideration is given during timetable planning to the number of courses, units and topics staff deliver to align with their areas of expertise and teaching experience.
- o 46/154 members of staff examine or moderate for awarding organisations.
- o Science students benefit from working with an extremely experienced, highly qualified, and dedicated team of teachers and support staff within an outstanding science learning environment. Science staff engage positively with both internal and external CPD, completing essential training and seeking wider opportunities to enhance their delivery of STEM subjects. The team collaborates effectively to refine schemes of learning, reflect on sequencing, and share approaches that strengthen both practical and theoretical delivery.
- o Teachers in English are highly skilled and use their expert subject knowledge to plan and deliver an ambitious and stimulating curriculum. The department adopts a collaborative approach to curriculum design, enabling colleagues to share resources, discuss pedagogy, and refine implementation through reflective dialogue. This structure supports the ongoing development of both subject and pedagogical expertise, ensuring that teaching is consistent, creative, and intellectually challenging.

- o In Health and Social Care, the use of unit leads allows staff to develop deep expertise in their specialist areas. Expertise is matched to degree-level study, industry experience, or prior delivery of similar content, allowing for teaching that is both accurate and relevant. Learners describe lessons as engaging and inspiring, and they recognise how the team's professional experience informs the aspirational and career-focused ethos of the department.
- o In the Learning Support team there is a strong focus on staff development to ensure all are suitably informed and confident in handling a range of needs. All have been the focus of a programme of CPD that enhances their ability to work effectively with all learners. The team are MHFA and Connect 5 trained. More recent training has focused on supporting Young Carers, students with ASD and Care Experienced Learners.
- o Across the college, teachers benefit from a strong professional learning culture and a well-structured digital pedagogy strategy. The rollout of Chromebooks, alongside the use of Google Classroom and Sites, ensures that students have continual access to high-quality learning resources and that teachers can innovate in lesson design and assessment. The introduction of **IRIS** across all departments has enabled staff to engage in rich, reflective practice with peers, identifying areas of strength and professional growth. This culture of collaboration and continuous improvement ensures that teaching remains dynamic, evidence-informed, and responsive to learners' needs.
 - ***'Leaders provide a comprehensive professional development programme for teachers to improve their teaching skills. Staff access training on topics such as metacognition, virtual classroom coaching and retrieval practice. As a result, the majority of teachers alter their practice to include more effective teaching strategies based on the needs of their students.'* - Ofsted 2022**
- o OSFC is also a key strategic partner in the local Teaching School Hub and the only sixth form college accredited as a Research School, providing professional development in evidence-informed practice across all phases as part of the EEF's Research Schools Network. The Research School has also been the first post-16 provider to evidence good practice through the EEF's 'Clips from the Classroom' initiative, enabling us to showcase evidence in action.

8. Teachers consistently use a wide range of assessment methods to check understanding, identify misconceptions and inform teaching. Assessment is used purposefully to adapt learning, close gaps and ensure that all students make strong progress from their starting points. For example:

- o The Science CAR states that students benefit from clear assessment schedules, regular testing and homework, and a wide variety of feedback. Assessments are used to identify misconceptions and address them swiftly, helping students consolidate knowledge and improve performance. Teachers use retrieval practice and topic tests to monitor understanding, and feedback is clear, targeted and developmental. This structured approach ensures learners know how to improve and are well prepared for summative assessment.
- o In Sport, Performing and Expressive Arts, teachers and leaders use assessment well and in doing so ensure that students know how well they are doing and what they need to do to improve. The use of Google Classroom and its grade book function provides consistent tracking of progress, ensuring students have clarity about their attainment and next steps. Assessment feedback is regular, personalised, and feeds directly into lesson planning, helping teachers to adapt delivery and support student improvement.
- o In Humanities, assessment is used effectively to check students' understanding and identify any misunderstandings. Students articulate clearly how assessment supports their learning, recognising how regular feedback helps them to improve essay writing, analytical responses, and conceptual understanding. Teachers adapt lesson content and provide targeted feedback to help students refine their skills and knowledge over time.
- o In Business and Economics, teachers use a range of assessment methods, including case studies, role-plays, and presentations, to check students' understanding of business concepts and their ability to apply them to real-world scenarios. Students are assessed through tasks such as developing business plans, conducting market research projects, and analysing data, which test both conceptual understanding and application skills. In Economics,

data analysis tasks and essay questions are used to assess understanding of economic theories and the ability to interpret information. This variety allows teachers to identify gaps in learning and tailor future teaching to address them.

9. Leaders and teachers use a wide range of effective strategies to monitor learners' progress and ensure that they remain on track to develop the knowledge, skills and behaviours needed for success. Digital tracking systems and targeted interventions enable staff to identify underperformance swiftly and respond with well-coordinated support. As a result, the large majority of students make good or better progress, with many exceeding their target grades. For example:

- o In Science, teachers and leaders use assessment and monitoring systems effectively to track learners' progress. Regular testing, structured feedback and ongoing review of results help staff to identify gaps in knowledge and implement targeted interventions. The Science CAR notes that staff are proactive in adapting teaching and offering additional support to ensure learners catch up quickly. The curriculum structure and assessment model provide clarity about progression, ensuring that the large majority of students meet or exceed their targets.
- o In Business, teachers use assessment effectively to plan lessons that enable students to make good progress. They provide targeted feedback and structured support to help students improve, while departmental monitoring ensures that any learner falling behind receives rapid intervention. This includes additional workshops, one-to-one guidance and tailored tasks that address specific knowledge or skill gaps. These measures result in high levels of progress and achievement across cohorts.
- o In English, teachers use a range of strategies to check understanding and monitor progress over time. Lesson-based questioning, formative assessment and written feedback allow teachers to identify misconceptions and address them swiftly. Students who fall behind are offered additional support through targeted feedback and intervention sessions, helping them to consolidate knowledge and achieve their targets.
- o Across the college, leaders and teachers make effective use of advanced in-house systems to track and monitor student progress. The consistent use of shared data tools enables teachers to provide transparent feedback, while leaders can identify trends and intervene strategically. This digital integration ensures that support and interventions are timely, coordinated and informed by reliable evidence.

10. Teachers consistently and skilfully use research-informed strategies in their lesson design to support the development of long-term knowledge and understanding. Techniques such as retrieval practice, modelling, and cumulative review are embedded across curriculum areas. As a result, students learn more, remember more, and can apply their knowledge with increasing confidence and independence. For example:

- o In Science, a variety of retrieval practices are used, including starters to test prior learning, weekly retrieval tests, examination question booklets, independent study booklets and A3 revision sheets. These techniques help to embed learning and identify knowledge gaps. Teams identify the specific examined skills crucial to success and model these explicitly in lessons. For example, in Biology, students are explicitly taught how to use data to justify their conclusions in six-mark questions. Teachers draw upon evidence-informed strategies such as scaffolding, modelling and spaced retrieval to reinforce understanding and prepare learners for assessment.
- o In Health and Psychology, teachers embed the learning of key concepts using a range of techniques underpinned by cognitive science. Learners value the use of 'Do Now' activities, retrieval tests and multiple-choice quizzes to continually assess and reinforce prior learning. Assessment schedules have been developed to identify misconceptions earlier, enabling teachers to adapt lessons to address knowledge gaps. Teachers use feedback from these retrieval tasks to inform planning, ensuring that learning builds cumulatively and that knowledge is retained over time.

- o In Humanities and English, teachers make deliberate use of retrieval and interleaving to reinforce key concepts and vocabulary. Learners are regularly expected to recall information from previous topics and apply it to new contexts, which strengthens connections across themes. Teachers use modelling to demonstrate high-quality responses and encourage metacognitive reflection, helping students to understand how to approach extended writing and critical analysis. These approaches promote deeper understanding and sustained knowledge retention.

11. Teachers provide students with timely, precise and developmental feedback that enables them to understand what they have done well and what they need to do to improve. Feedback is used purposefully to close gaps in knowledge and refine skills, allowing learners to make swift and sustained progress. For example:

- o In Health and Psychology, feedback is provided through a range of methods that help learners assess and address gaps in their knowledge and skills. Recall and retrieval activities at the start of lessons provide instant feedback on prior learning, enabling teachers to adapt teaching responsively. Learners value the use of feedback and rubrics on Google Classroom, which give them clear guidance on how to improve the quality of their written assessments. Students can confidently explain how feedback has helped them to strengthen their work and achieve higher outcomes.
- o In Humanities, students are clear about what they need to do to improve and feel well supported to achieve this. They know what is expected of them and receive regular, high-quality feedback that directs them towards improvement. Students value the support provided by staff and recognise how targeted feedback has helped them develop stronger analytical, evaluative and writing skills. Teachers use assessment information and feedback to plan next steps in learning, ensuring that progress is continuous and sustained.
- o In Maths, IT and Computer Science, students feel well supported and appreciate the variety of learning activities and feedback mechanisms used. They describe feedback as constructive and timely, noting that it helps them to identify mistakes, refine their understanding and make measurable progress. Teachers use digital tools and one-to-one support effectively to provide students with clear, actionable guidance. This approach contributes to strong learner confidence and improved outcomes across these subject areas.

12. Leaders ensure that students with SEND benefit from highly effective, personalised provision that enables them to make strong progress from their starting points. A dedicated and skilled team - including counsellors, mental health practitioners and learning support assistants - works collaboratively to provide targeted support that meets individual needs. Progress Review processes are well established and effective in identifying risk, monitoring progress, and pinpointing areas for improvement. (see pages 56-57)

- o This provision has been further strengthened through the introduction of qualitative termly progress updates for students with Education, Health and Care Plans (EHCPs). These updates ensure that the right support is in place at the right time, enabling learners to meet the high expectations leaders and teachers have of them. Information gathered through these reviews is used effectively by teachers, leaders, progress tutors, parents and students themselves to inform decisions and adapt provision, ensuring the best possible outcomes.
- o The development of learners' soft skills - such as confidence, communication and independence - is carefully documented and monitored as part of this process. Leaders and staff demonstrate an acute understanding of their cohort's diverse needs and ensure that teachers are well equipped to meet these in lessons through adaptive teaching and inclusive strategies.
- o As a result, learners with SEND are well supported to achieve their potential, participate fully in college life and progress confidently to their next stage of education, training or employment.

13. Attendance is above the national average and is very strong across all programme types

- o Sixth Sense attendance data 2023-25 identifies that overall A-level attendance is 0.9% above the national average at 93.1%. Year 12 A-level attendance is 0.5% above the national average at 94.1% and Year 13 A-Level attendance is 1.3 % above the national average at 91.8%.
- o Overall attendance on Vocational subjects is 2.5% above the national average at 91.7%; year 12 Vocational attendance is 1.8% above the national average at 92.5% and year 13 Vocational attendance is 3.3% above the national average at 90.7%.

14. Students benefit from an inclusive, vibrant and positive college culture. Students embrace the colleges 3Rs - being Responsible, Respectful and Ready to Learn.

- o The pastoral area review (PAR) identifies how leaders, teachers and tutors have successfully created a welcoming, hospitable and aspirational atmosphere by adopting and promoting core values that underpin daily life in the college.
- o Behaviour is excellent across college. This is evidenced through the CAR/PAR processes where typical responses to questions about behaviour highlight high expectations of staff and a culture of mutual respect, the Edurio Survey where student behaviour had 79% positive responses (19% above benchmark) and the annual student survey where the average score indicates that students feel the 'College has created a safe, disciplined and positive environment for me to learn'
- o ***'Attendance is very high. Students consistently demonstrate the college values of being 'responsible, respectful and ready to learn'' - Ofsted 2022***

15. Students access a wide range of activities and opportunities beyond the core curriculum that enhance their skills, develop their knowledge, and raise their aspirations.

- o In psychology and health, leaders are ambitious for learners outside the formal curriculum. For example in Health and Social Care the Care Certificate and First Aid qualification have been embedded into the Extended Diploma Course, the team have also developed Practitioner Day attended by university lecturers and industry professionals. In Psychology learners can access the Aspiring Psychologists enrichment, outside speakers such as Clinical Psychologists, CSI experience day and trips to Chester Zoo and London.
- o In sport, performing and expressive arts these include residential trips, day visits, public performances, recreational and competitive sport. Close association with Leeds Rhinos develops our Rugby Academy and Phoenix Dance developments enhances the dance academy, we host an Arts Festival to celebrate all the creative subjects and students assist in the planning and running of Oldham's Youth Digital Festival. Students attend national art exhibitions, and a community-based sports ambassador programme which now carries formal accreditation.
- o In Modern Foreign Languages, students of French, Spanish and Italian are encouraged to use authentic materials and to engage with the culture of the countries where the languages are spoken. This helps them develop their intercultural understanding and to prepare for future study or employment opportunities.
- o In Science, a wide Xtras curriculum has been developed, including the Anatomy Club, Teen Tech Awards, Royal Society Olympiads, Sustainability Group, Primary School Science Ambassadors, The Blair Project, OSFC Science Ambassadors, the Aspiring Medics' Programme, and the Oxbridge Science Group.
- o Participation in additional events and activities is strong. 118 educational trips and visits took place last year, and students participate in regular residential visits nationally and internationally. In addition students benefit from visits from university academics, campaigners, local employers, artists, authors and performers, and successful alumni.
 - ***'Students access a wide range of additional activities through the college 'Xtras' programme. They take part in sports events and charity fundraising for mental health awareness and pink day for breast cancer. Students volunteer for reading buddy schemes in schools and become science, and well-being ambassadors. Students on the aspiring medics' and aspiring lawyers'***

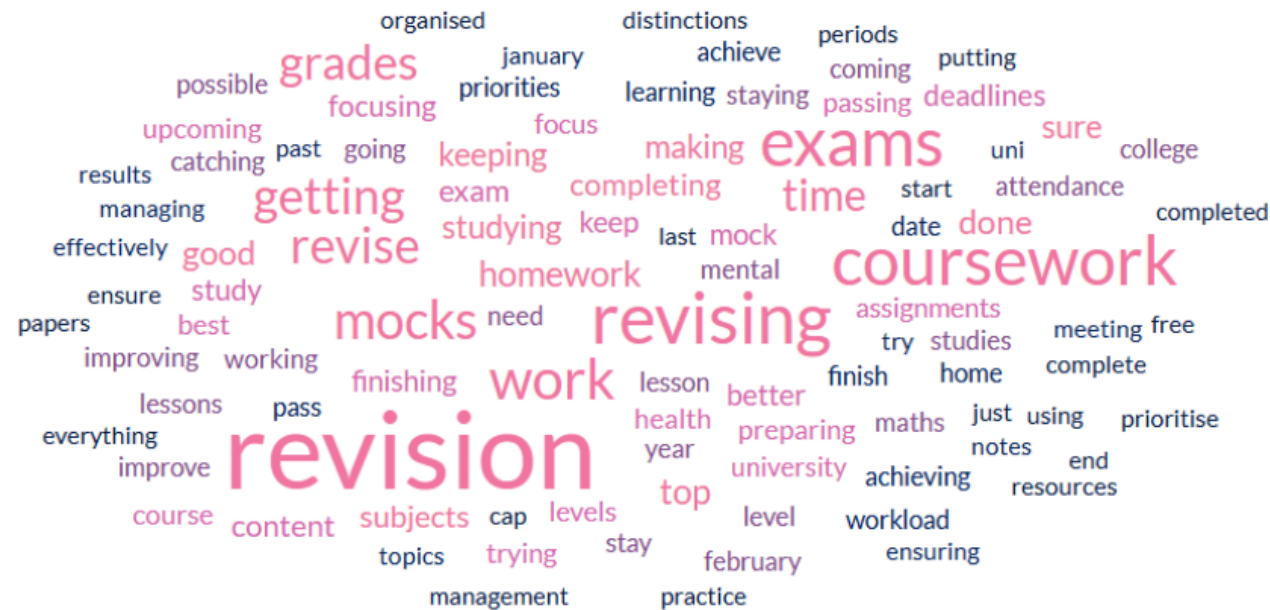
programmes access a range of talks from guest speakers which supports them in completing applications to university. Consequently, students flourish as individuals and become more active citizens in their communities.’ - Ofsted 2022

16. Students benefit from high quality, impartial careers advice and guidance. They are supported in establishing their programme and their future options through rigorous admissions and enrolment procedures with the support of a team of two in-house professional careers advisors, supported by an additional two work experience and placement coordinators.

- The college’s careers team specialises in tailoring advice for individual students, and offers guidance into university, apprenticeships and work. This is in conjunction with a personal development curriculum taught through tutorial and curriculum input that students take inspiration from and lead them to make decisions that are suited to their interests and ambitions.
- The College has achieved the Quality in Careers Standard which is underpinned by the Gatsby benchmarks. This ensures that the highest quality CEIAG is provided for students to make informed choices about their future plans. The Futures Team was instrumental in forming the Greater Manchester Career Advisor Network ensuring best practice is shared across similar organisations in the region.
 - ***‘Students receive highly effective careers advice and guidance. Students with high needs benefit from bespoke careers advice from specialist advisors who help with access and support arrangements for higher education. Students receive support in completing applications for university and attend the college open day to gain specific advice and guidance from universities, employers and apprenticeship providers. As a result, the majority of students are successful in gaining their chosen place at university’ - Ofsted 2022***

17. Leaders listen and respond to the opinions of students through a variety of innovative channels. Induction and end of term questionnaires, pulse surveys, student 100 consultation, Student Union investigations, subject focus groups and pastoral review course feedback, with feedback loops capturing the dialogue. For example we consult on the mock exam experience, study area access, restaurant provision, the college prospectus, participation in Xtras

At the end of the term what do you think your priorities are?



18. Students benefit from a comprehensive and timely pastoral curriculum and additional support that effectively prepares them for the challenges of life in Modern Britain and for 'Moving On' after College.

- o The PAR quality assures the pastoral curriculum and mirrors the CAR process in Curriculum Areas. There are a number of student focus groups that include learners from Level 2, Year 12, Year 13 and Varsity Tutor groups. Student surveys are also completed in tutorial sessions to provide data on student experiences that can be compared to previous years. Staff focus groups include Student Support Leaders and Progress Tutors. A further development in the process has been the use of IRIS by Progress Tutors to allow them to reflect on classroom delivery and identify areas they would like to develop.
- o The Pastoral Review demonstrates this is evident in the timing, content and delivery of sessions on Study Skills and Exam Preparation, Careers, and Mental Health and Wellbeing, as well as a strong focus on career planning, development of study skills and promotion of a wide range of work experience and enrichment/non-qualification opportunities. Other sessions are designed around the key themes of Learning to Learn, Personal Safety and Relationships, Charity & Community, and Wellbeing; and cover FBVs, extremism, radicalisation and healthy relationships.
 - ***'Students speak highly of the inclusive culture at OSFC. They describe how diversity is celebrated and everyone is welcomed. The equality, diversity and inclusion group focus on understanding and supporting all of the students at the college. This includes***

raising awareness of different cultures, sexual orientations and socioeconomic backgrounds. Students benefit from studying and socialising with other students who are different to themselves. - Ofsted 2022

19. The highly qualified, experienced and committed safeguarding team ensures that a high priority is placed on students' welfare and physical and mental well-being, by working with schools, external agencies, pastoral and curriculum teams.

- o The Pastoral Area Review reports leaders, teachers and tutors are highly motivated to address issues that young people face in modern Britain. They are proactive and effective in identifying the growing number of learners who experience anxiety, relationship issues and poor mental health. They have heavily invested in resources and staffing to develop an extensive range of support mechanisms so that learners are able to develop and implement strategies to cope with the problems they experience, remain on their programmes and achieve. Students use the Student Services Hub extensively to access additional practical and financial support to help them with their attendance and studies. Progress Tutors are all trained in MHFA and undertake mentoring sessions with individual students.
- o The additional support team's strategy is built around 'Moving on', which focuses on independence building in all aspects of student support, including safeguarding and mental health. This is also the case for other students receiving additional support. All progress towards independence is monitored and recorded.
- o When asked, during the pastoral area review, if support has helped build their independence/resilience/confidence and has prepared them for their future long term goals and their next steps, learners stated support has made them 'confident in being independent after College'.

20. The college has excellent financial management. This ensures that revenue and capital expenditure benefits students through investment in the estate and resources.

- o Leaders have utilised Connect The Classroom funding to enhance the student and teaching experience through the provision of high speed, reliable wifi across the college.
- o Students are provided with the technical equipment they need to access the curriculum with Graphical Calculators and Chromebooks provided following enrolment. This ensures students are ready to learn and can participate in all teaching and learning activities.
- o The college has recently confirmed its acquisition of the Chapel Road sports pitch site - now called OSFC Sports Campus - which will enhance our sports offer going forward and ensure students have access to high quality sports pitch facilities
- o The new Verkada security system will enhance communication with all staff and students in all buildings of any concerning developments supported by an enhanced CCTV system across the college
- o Leaders have continued to invest in study spaces across the college so that students can work in calm, comfortable and productive environments that are an extension of the college's library provision - The Know.

21. There are excellent, extensive and innovative partnerships with local schools with a focus on securing improving outcomes for students at all stages of their education.

- o The college offers the Varsity Academy programme to its 11 Oldham partner schools. Within the programme, 176 students (16 from each school) follow a year-long programme of stretch and challenge activities in Years 10 and 11. The students are subdivided into a cohort for Maths & Science, and a cohort for English & Humanities. They are also provided with information about Higher Education and making informed choices about their future sixth form studies. At the end of the programme, there is a graduation event to celebrate their achievements.

- o In 2024, the Varsity Academy received the Social Mobility Award at the SFCA annual ceremony.

22. The College plays a pivotal role in the community ensuring that the young people of Oldham and the surrounding areas have the best possible opportunities to succeed in life. The Principal was instrumental in setting up the Post 16 Reference Group which she leads. The group's key focus is to ensure the curriculum offered across all levels at post 16 is aligned to local needs ensuring students have aspirational routes beyond OSFC.

23. Governors and Trustees are knowledgeable, ambitious, have a wide range of relevant experience and skills, and rigorously hold leaders and managers to account in their relentless drive for continuous improvement.

- o The Trust Board through the work of both the Standards Committee and the Local Governing Body effectively holds senior leaders to account for the quality of the curriculum and the outcomes of all students.
- o Governance, and the active role of the SLT as governors in local schools, was recognised in the college winning the SFCA Governance Award in 2018. The contribution of Irene Howard to the Governance of the Sixth Form College and the Trust was recognised by the SFCA in their annual awards.
 - ***'Governors are highly experienced to carry out their roles. They are extremely passionate about the college and have high expectations of senior leaders. They provide effective scrutiny and challenge to improve the quality of education for students.'*** - Ofsted 2022

24. Leaders seek frequent and meaningful engagement with staff at all levels so they can prioritise their wellbeing and workload. If issues are identified, these are addressed consistently, rapidly and effectively. Consequently, staff are happy and proud to work here.

- o An annual staff survey continues to show high levels of staff satisfaction, indicating an impressive engagement of the workforce with their responsibilities in an environment which generates a positive atmosphere, a sense of collegiality and feels safe - for this work we won the 24/25 National Edurio Staff Choice Award
- o **Job satisfaction has increased** 1% to 89%. 93% (92% in 2024) of respondents would recommend OSFC as a good place to study and 94% (97% in 2024) as a good place to work.
- o **Health and wellbeing has also improved** by 2% on last year, with a positive score of a conservative 53%
- o The positive scores for **staff support and relationships** at 93% emphasises the positive way in which staff work with each other. For instance 98% (97% in 2024) of staff feel comfortable asking a colleague for help, and 94% (95% in 2024) of staff feel respected by their colleagues.
- o **Scoring highly is student behaviour** at 79% (+2% on previous year). Within this, 83% say 'student behaviour across the school is good or extremely good'.
- o **Highest scoring category is safety** at 99%.
- o The mid year pulse survey (January 2025) staff responded positively (81%) to being excited by their work and 96% considered themselves to be productive in the week before the survey.

Grading

Overall Effectiveness Grade - 1

Quality of Education		Behaviour and Attitude		Personal Development		Leadership and Management	
2025-26	1	2025-26	1	2025-26	1	2025-26	1
2024-25	1	2024-25	1	2024-25	1	2024-25	1
2023-24	1	2023-24	1	2023-24	1	2023-24	1
Ofsted Nov 22	2	Ofsted Nov 22	1	Ofsted Nov 22	1	Ofsted Nov 22	1

College priorities for 2024-5, key developments and progress made

1	Drive Academic Excellence: achieve and sustain exceptional student achievement and progress across all courses.
2	Thriving Pedagogy & Skills Development: design and deliver a stimulating curriculum that fosters engagement, develops crucial skills for future careers, and prepares students for success.
3	Student Development & Employability: equip students for success beyond academic studies by providing a vibrant wider curriculum and fostering employability skills.
4	Seamless Student Journey: create a seamless journey for students throughout their time at OSFC, fostering strong connections with parents and partner schools.
5	Sustainable & Inspiring Environment: enhance the physical environment of the college to promote sustainability, a positive learning experience, and well-being.
6	Invest in Leadership & Staff Wellbeing: attract, retain, and develop high-quality staff by fostering a supportive and collaborative work environment, aligned with the PLTs People Strategy.

Progress on College Priorities 2024-5

1. Excellent progress resulting in exceptional student achievement and progress across all programmes of study. A-level achievement increased by 3.79% and high grades by 7.58%, resulting in 52.42% of students achieving an A*-B which is the highest ever recorded at the college. Vocational qualifications also show significant improvements, with high grades for Certificates up by nearly 8% and Diplomas by almost 10%, exceeding national averages. T-levels and EPQ programs maintain outstanding retention and pass rates, with notable high-grade improvements. Level 2 courses enable a high percentage of students to progress to further study, and GCSE resits demonstrate strong pass rates and significant progress from prior grades, with the college outperforming national trends for both English and maths.

2.	Strong progress has been made in developing a thriving culture of pedagogy and professional learning across the college. A bespoke twilight programme now delivers targeted, research-informed CPD directly aligned to curriculum priorities and individual goals, with highly positive staff feedback. Advanced Skills Teachers play a key role in leading CPD, publishing practical teaching bulletins and embedding Walkthrus to enhance classroom practice. The continued use of IRIS Connect has transformed reflection and collaboration, with over 600 reflections and 1,200+ teacher comments evidencing widespread engagement and impact. Closer links with the <i>Research School</i> have further strengthened evidence-based approaches. Collectively, these developments have raised the quality of teaching and ensured high standards and high expectations are a feature across all curriculum areas.
3.	Students have access to and utilise a broad range of 'Xtra' curricular activities which results in high progression rates to university, apprenticeships and employment. Comprehensive Work Experience (WEX) provision is in place for vocational programmes, with the breakthrough of NHS placements for T level Health students being a notable addition. The Futures Team has achieved external recognition with the Quality in Careers Standard and is actively enhancing career path knowledge and employability skills through initiatives like 'Creative Futures Day'. Changes to the UCAS reference writing process have been successfully embedded to reflect transferable skills for future career paths. The 'Moving on' strategy effectively embeds independent skills for EHCP/high needs students through focused transition, study skills development, and improved support systems.
4.	Progress has been made on increasing the number of applications from partner and non-partner schools. This has resulted in a 10% increase in the number of applications and a 17% increase in the number of offers being made by June. This has been achieved by creating more capacity in the interviewing team and starting the interview process earlier in the year. Subsequently enrolment was positive with 1364 new students compared to 1246 in 2024. Work with partner and non-partner schools continues to develop and looks to create more bespoke provision for schools by customising assembly material and sharing case studies more widely. Communication with applications and parents has improved through a closer working relationship between the school partnership and marketing teams to help review the impact and effectiveness of marketing material.
5.	This continues to be a priority. There have been some improvements in the overall college environment, social spaces, and entrances. Improvements in resource use have also been seen in terms of paper usage and electrical efficiencies. Car charging facilities have also been installed at the college to promote cleaner driving.
6.	Leadership development is a clear strength. Staff at all levels are encouraged and supported to develop their expertise through participation in accredited programmes, NPQ awards, SFCA courses, the Trust Leadership Course, Ofsted Training, as members of governing bodies, through leadership coaching, and structured sharing of good practice events. These opportunities ensure a strong leadership pipeline and a culture of professional ambition and reflection. Recruitment processes were markedly improved, leading to the timely employment of

Cross college priorities as identified by Ofsted

1. Leaders should raise expectations so that all students gain the detailed knowledge they require for their next steps and are challenged to achieve their highest potential.
2. Leaders should ensure that all teachers focus on ensuring that students have sufficient knowledge in advance of assessments so that more students pass their assessments on their first attempt.
3. Leaders should ensure that staff monitor the progress of students with high needs towards their wider education and health care plan outcomes so that students are fully equipped with all of the knowledge and behaviours required for independence.

	Progress on Ofsted Areas for improvement	College improvement priority
1	<ul style="list-style-type: none"> Leaders have high expectations of all staff and students, and are satisfied that the targets drawn up in Course and Curriculum Area CIPs reflect this and ensure all students are challenged to achieve their full potential. Changes made to the vocational exam retake policy have ensured there is greater coherence across departments, with students who have not yet fully passed their exams being actively encouraged to retake them with the costs covered by the college. Improvements made in all vocational exams point to the success of leaders' and teachers' efforts to work closely with students to ensure they reach their highest potential <p><i>Strategic planning across all areas improves the focus and quality of CIPs. Detailed scrutiny of 24/25 results with accompanying action plans have given senior leaders confidence that any identified improvements are the result of successful, targeted interventions</i></p>	1, 2
2	<ul style="list-style-type: none"> With specific reference to Health and Social Care, the decreasing number of R (Near Pass) grades on exam units shows clear evidence of the impact of the continued improvements in high quality teaching and raised expectations within the department. Consequently, students possess the sufficient knowledge and skills to pass assessments on their first attempt. For example, for units explicitly mentioned in the report, R grades have reduced significantly. In Unit 4: Anatomy and Physiology there were no R grades in Jan 2025 (compared to 32 in Jan 2024 and 63 in Jan 2023). In Unit 7: Safeguarding, there were 2 R grades in June 2025 (compared to 8 in June 2024 and 11 in June 2023). <p><i>Leadership changes within the area at all levels have had a considerable positive impact on the experience and outcomes of learners.</i></p>	1, 2
3	<ul style="list-style-type: none"> Leaders have put in place strategies to record and illustrate the work we do to equip all students with the knowledge and behaviours required for independence. <p><i>This has been developed further with a strategy being applied across our SEND provision that prioritises 'Moving On' as a core theme for work with learners with SEND.</i></p>	1, 4, 5