

# **Self-Assessment and 2018 – 2019 Quality Improvement Plan And Quality Improvement Plan 2019 - 2020**

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## **Key areas:**

- A: The quality of education**
- B: Behaviour and attitudes**
- C: Personal development**
- D: Leadership and management**

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1.

	Nov 2015	Oct 2016	July 2017	Ofsted Outcome November 2017	July 2019	July 2020 (Expected)
	Ofsted Grade	Grade	Grade	Grade	Grade	Grade
<b>Overall Effectiveness</b>	3	2	2	2	2	1
<b>Quality of Education</b>	3	2	2	2	2	2
<b>Behaviour and Attitudes</b>	3	3	2	1 (previously personal development, behaviour and welfare)	1	1
<b>Personal Development</b>	2	2	2	1 (previously personal development, behaviour and welfare)	1	1
<b>Leadership and Management</b>	3	2	2	2	1	2
<b>Grade Descriptors: the Effectiveness of Provision for Learners with High Needs</b>	3	2	2	2	2	1

## **2. Leadership statement:**

Following the review of the Common Inspection Framework in 2018/2019 and the introduction of the new Education Inspection Framework (September 2019), the Self-Assessment and Quality Improvement Plan have been adjusted to align with the new framework.

The College Leadership is going through a period of change. This includes adjustments to the arrangements for Governance\*. We have confidence in our ambition to provide the highest standards of service to all our young people which offers specialised and bespoke learning to maximise their life chances and long term positive outcomes.

### **Statement of Intent**

The College is not working towards outstanding for the purpose of Ofsted it is because we aspire to be outstanding.

### **3. Part A - Self-assessment 2018 – 2019 (in line with QIP 2018 - 2019)**

**A: Quality of Teaching, Learning and Assessment**

**B: Personal development, behaviour and welfare**

**C: Outcomes for learners**

**D: Leadership and Management**

#### **Quality of Teaching, Learning and Assessment – Ofsted Grade 2, College Grade 2**

**A. A.i.** To improve development planning detail within observation record ensuring staff are clear about why they need to do to improve. To assure the quality of teaching learning and assessment across ALL college sessions, both on and off-site, so that all sessions are judged to be at least good and that learners benefit from high expectations, engagement, care, support and motivation from staff.

Progress:

The Quality of Teaching, Learning and Assessment policy was fully reviewed and ratified by the Governing Body. The process of observation and development planning set clear improvements and were triangulated with follow up review. The programme of support including training focussed on a drive for '7 Steps to Outstanding'. Within the programme all staff were supported to undertake professional learning plans which included observation areas for development. This incorporates peer observations of lecturers and learning support assistants. LSAs receive comprehensive training around delivery of sensory integration tools for learners and then work alongside Residential Learning Support Assistants to ensure they are able to support delivery to the highest standard within the classroom.

November 2017 Inspection:

*The achievement of learning goals is very good; the large majority of learners achieve their qualifications. Teachers carefully plan appropriate learning at the start of a learner's programme.*

*Learning plans are reviewed and revised throughout the year so that learners take vital small steps towards challenging learning goals. As a result, they achieve qualifications, such as Skills for Working Life and Personal Progress.'*

We have a comprehensive 6 weekly cycle of training delivered by a lecturer who has this as their area of responsibility; this further embeds the 7 steps to Outstanding and Personal Learning Plans which are working documents, continuously developed by staff for continuous professional development and to recognise areas for improvement. This methodology has been very effective in improving practice, as well as sharing best practice and building a culture for outstanding teaching, learning and assessment.

Governor workshops were held and enabled Governors to undertake class visits and 'light touch' observations. Further developments are required to undertake full observations and work scrutiny. The organisation is going through a period of change. There is a Board of Trustees in place and consideration is being given for both School and College Governors to merge. Refer to Quality Improvement Plan 19 – 20.

**Aii:** To improve learning tasks so that they are appropriately set ensuring all learners fully participate.

To assure the quality of teaching learning and assessment across ALL college sessions, both on and off-site, so that all sessions are judged to be at least good and that learners benefit from high expectations, engagement, care, support and motivation from staff.

Progress:

See Ai.

Participation and enjoyment of learners is evidenced through:

**a) Attendance:**

Average attendance for the academic year is 88.11 %, compared to previous year of 89.91 %. There is marginal difference which can be quantified by the changing needs of learners. In 2018/19 the proportion of learners in the college with LD/SLD increased. Within this, the profile has a more "global" combination of need/complex learning disabilities. There was also an increase in the number of learners with risk behaviours.

- 2016/17        3
- 2017/18        18
- 2018/19        23

Cases of epilepsy are slightly increased but rare forms of epilepsy have increased since 2018/19. The proportion of learners with genetic conditions has grown with 9 new genetic conditions in 2018/19 never before recorded.

**November 2017 Inspection:**

*'Learners with the most complex needs have a high-quality education experience. They are well supported by a wide range of appropriate therapies that help them engage in learning'.*

**b) Progress:**

The quality of monitoring progress is highly effective. Learner progress is monitored daily through progress tracking sheets. Progress for preparation for adulthood is undertaken every 6 weeks, and diagnostic assessments are completed every term. All learners are able to access accreditation appropriate to their level.

Preparation for Adulthood, from the learners starting point:

- 48 % (11/23) of learners made outstanding progress since their placement commenced.
- 52 % (12/23) of learners have made above expected progress since their placement commenced.
- 0 % made expected or less than expected progress.

English, from the learners starting point:

- 90% (20/22)\* of learners made progress in each diagnostic category.
- 10% (2 /22) of learners made progress in some of the diagnostic categories.

Mathematics, from the learners starting point:

- 95 % (22/23) of learners made progress in each diagnostic category.
- 5 % (1/23) of learners made progress in some of the diagnostic categories.

**Accreditation:**

City and Guilds Personal Progress – 3803 – 12 learners achieved the Certificate and 6 achieved the Diploma.

City and Guilds Skills for Working Life – 4807 – 1 learner achieved the Award, 3 achieved the Certificate and 1 the Diploma.

City and Guilds Themed Awards in English and mathematics – 3847

- English Entry 1 Speaking and Listening - 12 learners achieved
- 4 learners achieved units at Entry 2
- 1 learner achieved a unit at Entry 3

Mathematics unit achievement:

- 3 learners achieved units at Entry 1
- 6 learners achieved units at Entry 2
- 2 learners achieved units at Entry 3

Within the development of accreditation it became clear that the internal quality assurance standards were not as effective as required by the Awarding Organisation or the standards expected within the College. As a result of this two College staff have now completed a recognised Internal Verification qualification which has resulted in the College being approved for Direct Claim Status at the outset for the Themed English and mathematics qualifications and for the first time in the College history being approved for Direct Claim Status for the Skills for Working Life qualification.

November 2017 Inspection:

*'Learners make significant progress in improving their communication skills, particularly those with complex needs. Sensitive teaching staff and therapists provide good specialist support; within the college's calm atmosphere, this results in excellent improvements in behaviour. Learners reduce disruptive behaviour, increase their feelings of self-worth and make friends at the College.'*

**c) Feedback**

Learner feedback is gathered at regular intervals through satisfaction surveys. Learners can feed back through a range of strategies including the Learner Council, compliments/complaint or 'grumbles', during sessions, at tutorials and naturally occurring opportunities. Formal feedback through satisfaction surveys indicate:

- Learners with the more profound and complex needs are more satisfied than those with higher cognitive ability.

Pathway 2 and 3	Areas of strength		
	Treated fairly		100%
	Community access		100%
	I like college		94.10%
	I am doing well		94.10%
	I feel safe		93.75%
	My teachers are good		93.75%

Pathway 1 (5 learners)	Areas of strength		
	Taught and encouraged to stay healthy		80%
	Teaching and learning is good		80%

Further work is needed to review the process/questioning and accessibility of questionnaires to improve overall learner feedback.

**Aiii:** To maximise opportunities to embed English/communication and mathematics in delivery to accelerate learner development in communication and crucial skills for life.

To assure the quality of teaching, learning and assessment across ALL college sessions, both on and off-site, so that all sessions are judged to be at least good and that learners benefit from high expectations, engagement, care support and motivation from staff.

The training and development policy is reviewed and adjusted each academic year to respond to the priorities of the College/needs of learners and in response to the findings of the Inspection report of November 2017. The College set clear its ambition to embed English/communication and mathematics in its provision maximising individual learner’s opportunities to progress irrespective of their level and need. Following a comprehensive application the College was accredited to deliver recognised *Stepping Stone qualifications* in English and mathematics further complimenting the embedded non-accredited curriculum. Two Lecturers have specialist fields, one English and one mathematics. Both work collaboratively across curriculum to embed and promote the subjects and lead on specific events such as World book day and national mathematics weeks.

The impact of a focussed approach:

2017 – 2018	From starting point	2018 - 2019	From starting point
English	17 out of 18 (94 %) of learners have progressed overall	English	22 out of 22 (100%) of learners have made progress overall
	1 out of 18 (6 %) of learners have declined in % scores within level		
Mathematics	15 out of 18 learners (83 %) have made progress overall	Mathematics	23 out of 23 (100 %) of learners have made progress overall
	3 out of 18 (17%) of learners have declined in % scores within level		

The above table demonstrates that there are improvements in both subjects as no learners in 2018/19 declined in scores. This is further countered by the profile of learners in 18/19 presenting with more complex needs.

## **Personal Development, Behaviour and Welfare – Ofsted Grade 1, College Grade 1**

**B Bi:** To ensure the curriculum develops increased opportunities for learners to access IAG, work experience and work related learning providing wider opportunities for learners to achieve their goals and aspirations for the future.

To maximise opportunities for learners to access IAG, work experience and work related learning opportunities (where appropriate) and that provision for learners with the most complex needs make significant progress with their communication.

The College continues to have a highly effective partnership with the local Connexions service, with all learners able to access IAG. Parents are also able to access this service at no cost to further support the young person's plans for the future. IAG is offered as a 1:1 programme and with small groups of learners. Action plans are robust, reviewed every 2 weeks and updated accordingly. They are person centred and relate to the young person's goals and aspirations for the future. Plans to embed the actions plans in progress tracking is needed to enhance the work of the IAG Co-ordinator; this will be developed over the coming academic year.

### November 2017 Inspection:

*'Through Connexions, managers provide learners with good impartial and specialist information, advice and guidance that help them make decisions about their next steps. Learners, parents and carers are clear about what options and support are available and staff ensure that realistic plans for the future are acted upon in good time.'*

Work related learning and work based skills are embedded within curriculum delivery in a multitude of ways. Learners are supported to attend work related learning placements off site, these have included Church Farm, Bishops Stortford Football Club, a Primary School and at a local Health and Community Centre. Learners also take part in work related learning on site within the Centre shop 'Handy and Candy' and during Enterprise sessions. During Enterprise sessions all learners developed a diverse range of goods to sell at Centre Summer Fayre – they successfully raised over £150.00.

With all provision service level agreements are reviewed annually; as a result it was determined that one provider was no longer meeting the quality standards expected and therefore the agreement has not been renewed for 19/20.

The curriculum design ensures a holistic programme of learning for learners with the most complex needs. It is highly effective in embedding therapy and low arousal learning. Parent feedback to the end of July 2019 validates the curriculum offer with 100 % of parents agreeing that:

- The college curriculum meets the needs and interests of my son/daughter
- My daughter / son is well supported

The impact of the curriculum is also being demonstrated outside of college. One parent stated *'very pleased with what x is doing in college and has noted some positive changes at home also; 'X will now go and get herself a bowl from the cupboard in order to make her breakfast, she will take herself to bed when she is feeling tired'* which both tasks previously parent had to initiate for her.

Prevent is embedded within the curriculum and is delivered on a weekly basis to all groups. The Prevent sessions offers learners an opportunity to learn about the dangers within society and to discuss these in an open forum with their peers. Learners are supported to understand what they should do to keep themselves safe and how to avoid being involved in situations that could put them at risk. The programme also focusses on Human Rights, social media and cultural diversity.

Extra curriculum and enrichment activities are planned throughout the year complimenting the curriculum to further develop learners independence, communication and social understanding. The provision builds on the development of their spiritual, moral, social and cultural aspects to learning with exposure to experiences linked to interests and aspirations. Learners are encouraged to feedback following enrichment including identifying how the experience linked to their progress and achievement of targets. Reflection is delivered within the curriculum on Friday afternoon, learners are encouraged to think specifically about a topic and reflect on this with quiet time and visual aids with support from their lecturers and LSAs.

November 2017 Inspection:

*'Learners quickly grow in confidence and become more self-assured as they increasingly take part in lessons and make positive contributions to discussions. Learners gain confidence through participation in the learners' council and in transition planning reviews, where staff place great emphasis on learners making choices and decisions themselves about their learning and their future.'*

## Outcomes for learners – Ofsted Grade 2, College Grade 2

**C Ci:** To ensure robust measures to monitor and track progress meet expected standards so that timely intervention highlights learners at risk of not succeeding.

a) Improve the % of learners making 'outstanding' progress in Skills for Adulthood to 70 % from 66 %  
This target has not been achieved.

48 % (11/23) of learners made outstanding progress since their placement commenced.

52 % (12/23) of learners have made above expected progress since their placement commenced.

b) Improve the % of learners making progress in mathematics to 75 % from 72 % (18/19)

This target has been **exceeded**

95% (22/23) of learners made progress.

5 % (1/23) of learners maintained their diagnostic results for each category.

c) Improve the % of learners making progress in English to 95 % from 94 %. (18/19)

This target has been **exceeded**

100 % (22/22) of learners made progress.

All learners accessed relevant accreditation with all learners achieving Award, Certificate or Diploma in Personal Progress 3803 or Skills for Working Life. Of learners following English and mathematics Stepping Stone qualifications, 12 learners achieved the Award at Entry 1 in Speaking and Listening and 5 learners achieved units. In mathematics 11 learners achieved units of accreditation the remainder are learners are continuers.

### Ofsted November 2017

*All learners make excellent progress in developing their personal, social, and independence and employability skills. Their standards of practical work are particularly good in relation to their previous achievements. Most learners take big strides in their personal development whilst others make small, but very significant steps towards independent living.*

**Cii:** To evidence impact over time of College placement on individual learner destinations

The longitudinal effect on provision/placement enables learners to achieve their goals and aspirations for the future in their everyday lives.

There is a highly effective programme of transition in place. All learners/parents/carers and relevant agencies have access to and are actively encouraged to engage in the transition progress from the start of the placement. Meetings are held termly for year 1 and year 2 learners and every 6 weeks for learners in their final year of placement. The purpose is to review educational progress, care, health and therapy and facilitate multi-disciplinary approaches to support a successful outcome for the young person. This has proved very successful this year and has resulted in 2 learners moving to a long term supported living placement early yet still being able to access college to complete their programme of learning.

Data is collected at regular points throughout the year to ascertain long term outcomes of leavers and their destinations. Three year trend data of 42 learners (achieving a 28 % response rate) indicates positive outcomes. Of all respondents:

- 36 % are in further education, of which 25 % includes work experience
- 10 % are in paid employment
- 36 % work in the voluntary section
- 36 % are living independently
- 72 % are accessing social activities

Evidence is also collected from responses to determine achievement from the learner's individual goals and aspirations.

2016:

The learner aspired to live as independently as possible and to work. He received the Personal Award at the 2019 High Sheriff of Hertfordshire Awards, an annual ceremony held at County Hall in Hertford which celebrates the excellent work undertaken by charities and individuals who have made a significant contribution in their local communities.

Learner wanted to work in horticulture or with animals – following a period of study at a local provider she will begin a supported internship in September 19.

2017:

The learner aspiration was to 'make friends' and continue to work with numbers. This learner lives on site in residential accommodation and accesses day opportunities. He will often pop in and speak to staff and uses Makaton signs that he learnt whilst at college. When tours of his House are taking place with prospective clients/parents/carers he supports the Admissions Officer in showing visitors around.

2018:

Leaver wanted to 'be as independent as possible and be part of the community'. He now lives in a supported living setting in Cambridgeshire and has progressed in learning from a programme at Huntingdon to Cambridge Regional College.

## **Leadership and Management - Ofsted Grade 2, College Grade 1**

**D** To ensure the long terms sustainability of the College

**Di:** to maximise learner numbers every year so that: Domiciliary care accommodation is full; Day learner numbers are minimum of 10 annually.

The above targets have not been met (as of Aug 19). A full review of the admissions system was undertaken at the beginning of the year however this has not resulted/realised expectations. A further analysis will be undertaken during 2019/20.

To ensure the highly customised/bespoke provision effectively meets the needs of all learners and continues to develop provision for learners with the most profound and complex learning, health and therapy and care needs.

**Dii:** To further develop the curriculum offer by:

- Training to meet the diverse and changing needs of young people is continually monitored and developed as appropriate.

The training and development programme for 18/19 facilitated a whole organisation approach to planning the curriculum for the remainder of the academic year, but also moving forward for 19/20. As a result there has been a significant shift with regard to collaborative planning through project work. This has brought the academic team together very successfully resulting in innovative learning activities for all young people. This year learners have participated in new provision both on and off site to further develop the skills needed to support their future living. The model is continuing as staff teams' feedback how beneficial they have found this practice as well as the wider benefits for learners.

**Diii:** To ensure Governance is robust and plays a central role in setting a clear strategic direction – **newly added June 19**

Joint workshops of both College and School Governing bodies have taken place and there are plans to merge both groups. The workshops have maintained a clear focus on the quality of teaching, learning and assessment, progress of learners and safeguarding. Furthermore training has been provided with regards to the new Education Inspection Framework and the Governors have enrolled in specific training from an external provider that specialises in improvement and business models for education.

## **Ofsted inspection November 2017.**

### **Strengths;**

- *Learners make excellent progress in developing their personal, social and independence skills. Their communication improves considerably during their time at College, and learners are able to communicate their choices well.*
- *High-quality information, advice and guidance ensure that learners have ambitious and realistic plans for their next steps after their courses.*
- *All staff put learners' safety and welfare at the centre of provision. Good care is taken to safeguard learners so that their well-being improves.*
- *Learners' outcomes are now good and improving.*
- *Leaders and managers hold high aspirations for learners and set high standards. They are constantly seeking ways to help learners achieve their potential.*
- *Managers manage the college well and have created a stable and enthusiastic staff team.*
- *Managers have successfully developed a strong culture of continuous improvement among all staff.*
- *Learners with the most complex needs have a high-quality education experience. They are well supported by a wide range of appropriate therapies that help them engage in learning.*

### **Areas for development:**

- *In a small minority of cases, staff have not set learning tasks at the right level; as a result, learners are reluctant to participate and a few quickly lose interest.*
- *In a few lessons, teachers do not plan activities that enable learners to progress as well as they are able with their reading and writing skills.*
- *After observations of teaching and learning practice, managers do not record areas for improvement in sufficient detail to ensure that teachers know what to do to improve.*

## **5. Part B - Quality Improvement Plan – Key Priorities 2019/2020 – Final draft**

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### **A: The Quality of Education**

To ensure the curriculum meets the needs, goals and aspirations of all learners and that the quality of teaching, learning and assessment is at least good in all sessions so that all learners make progress and achieve successful outcomes.

### **B: Behaviour and Attitudes**

To ensure all learners are motivated to learn, improve behaviour, feel safe and progress positively into adulthood as a respectful member of society.

### **C: Personal Development**

To ensure the curriculum enables learner's access to a diverse range of formal learning, extra curriculum and enrichment activities including IAG, work, cultural diversity, safety and independence in order to equip them with key skills for life in modern Britain.

### **D: Leadership and Management**

To drive sustainability across provision ensuring all learners continue to receive the highest standards of education, care and health and safety.

## Area A: Quality of Education

**Objectives** – To ensure the curriculum meets the needs, goals and aspirations of all learners and that the quality of teaching, learning and assessment is at least good in all sessions so that all learners make progress and achieve successful outcomes.

<b>Actions</b> Specific	<b>Measurable outcomes / impact on the learner</b> SMART and impact on improving teaching, learning and assessment	<b>Timescales and milestones</b> Linked directly to actions	<b>Responsibility for actions</b> To include cross team/disciplines where relevant
Undertake programme of observations of teaching, learning and assessment.  Prepare and implement full programme of continuous professional development through <ul style="list-style-type: none"> <li>• 7 Steps to Outstanding,</li> <li>• Mentoring and coaching,</li> <li>• Sharing best practice,</li> <li>• Professional reflection,</li> </ul> Review satisfaction surveys for all learners and methods for capturing other types of feedback from learners	All observations completed. Development planning is robust, reviewed and areas of development monitored.  Observation records and development plans are triangulated with professional development programme and demonstrate improvements.  All sessions are at least good, with many outstanding.  Learners continue to make good and improving progress across all provision.  All learners are able to understand the purpose of feedback/satisfaction and overall satisfaction rates improve.  Feedback from learners is effectively captured and	Throughout the year  As above  July 2020  July 2020  July 2020  April 2020	Director of Education and Skills Governors Head of College, (Acting)          Head of College, (Acting) Learner Council  As above

<p>Review curriculum pathways and resourcing to ensuring provision meets the continuing changing profiles of learners (new admissions).</p>	<p>reviewed and informs curriculum planning in meeting their goals and aspirations for the future.</p> <p>Admissions process is robust and accurately reflects individual learner needs.</p> <p>Provision is securely placed to meet the increased profile of learners with more complex health, care and learning difficulty and disabilities by:</p> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Staffing establishment</li> <li>• Investment in appropriate resources including learning environments and accommodation.</li> </ul>	<p>Throughout the year</p> <p>June 2020</p>	<p>Admin Education Officer.</p> <p>Admissions Officer</p> <p>Office Manager Education</p> <p>Head of College, (Acting)</p> <p>Head of College, (Acting)</p> <p>Director of Education and Skills</p> <p>SLT</p> <p>CHEL.</p>
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## Area B: Behaviour and Attitudes

**Objectives** – To ensure all learners are motivated to learn, improve behaviour, feel safe and progress positively into adulthood as a respectful member of society.

<b>Actions</b> Specific	<b>Measurable outcomes / impact on the learner</b> SMART and impact on improving teaching, learning and assessment	<b>Timescales and milestones</b> Linked directly to actions	<b>Responsibility for actions</b> To include cross team/disciplines where relevant
<p>A) Agree a strategy which focusses on key requirements robustly evidencing individual learner progress and meeting of individual needs.</p> <p>A) Develop a cross college framework which assures all provision applies the agreed strategy, including:</p> <ul style="list-style-type: none"> <li>• Schemes of work by Pathway of learning</li> <li>• Tracking of progress</li> </ul> <p>B) Analyse reporting data for all incidents (datix) identifying trends in behaviours.</p>	<p>Planning is explicit in driving the Spiritual, Moral, Social and Cultural development for all learners.</p> <p>Learners benefit from improved understanding and application of SMSC and is evidenced through progress monitoring and reporting.</p> <p>Feedback and behaviours demonstrate learner's growth in confidence and improved ability to regulate anxieties.</p> <p>Strategies implemented are reflected in frequency of datix reporting evidencing positive impact on individual learners.</p>	<p>Throughout the year</p> <p>July 2020</p> <p>July 2020</p> <p>July 2020</p>	<p>Head of College, (Acting) Curriculum Team (Lecturers/LSA's)</p> <p>Head of College, (Acting) Curriculum Team (Lecturers/LSA's)</p> <p>Therapy teams Head of College, (Acting) Curriculum Team (Lecturers/LSA's)</p>

## Area C: Personal Development

**Objectives:** To ensure the curriculum enables learner's access to a diverse range of formal learning, extra curriculum and enrichment activities including IAG, work, cultural diversity, safety and independence in order to equip them with key skills for life in modern Britain.

<b>Actions</b> Specific	<b>Measurable outcomes / impact on the learner</b> SMART and impact on improving teaching, learning and assessment	<b>Timescales and milestones</b> Linked directly to actions	<b>Responsibility for actions</b> To include cross team/disciplines where relevant
<p>A) Improve the effectiveness of individual learner Information, Advice and Guidance (IAG) action planning within learning and progress tracking sessions.</p> <p>B) Develop a diverse plan of learning and other activities which enhance the curriculum enabling greater opportunity for learners to develop skills, knowledge and understanding and where appropriate underpinned by opportunities for sensory integration, therapeutic input and learning activities to maximise cognition and independence.</p> <p>with regard to:</p> <p>Safeguarding:</p> <ul style="list-style-type: none"> <li>• stay safe including on-line safety,</li> <li>• social networking,</li> <li>• safety from abuse,</li> <li>• sexual exploitation,</li> <li>• radicalisation,</li> </ul>	<p>Information, Advice and Guidance and careers has a greater presence across curriculum (further embedded), so that learner's progress and outcomes are good and improving.</p> <p>All learners have individualised programmes of learning which ensure a diverse range of learning, work, therapy and wider opportunities to support their development</p> <p>Progress monitoring demonstrates learner's growth in knowledge, skill and application. Learners know how to keep themselves safe at a suitable level for their needs, develop broader understanding of society and take more responsibility.</p>	<p>Every term from December 2019</p> <p>July 2020</p> <p>July 2020</p>	<p>Head of College, (Acting) Lecturers LSA's.</p> <p>Head of College, (Acting) Lecturers LSA's.</p> <p>Data Officer Admin Officer Education</p>

<p>Enrichment and extra curriculum:</p> <ul style="list-style-type: none"><li>• culture and the arts,</li><li>• diversity,</li><li>• community,</li><li>• health and wellbeing,</li><li>• independence,</li><li>• progression and transition</li></ul>			
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## Area D: Leadership and Management

**Objectives:** To ensure the long term sustainability of the College and promote a culture of high ambition and aspiration for the future through rigorous self-assessment, quality improvement planning, securing an outstanding quality provision.

- a) Provision grows year on year in line with the Business Plans and Strategic Priorities of the Organisation.
- b) To ensure Governance is robust and plays a central role in setting a clear strategic direction and priorities for the College.
- c) Ensure the structure of the college is effective in continuing to drive the highest standards of provision.

<b>Actions</b> Specific	<b>Measurable outcomes / impact on the learner</b> SMART and impact on improving teaching, learning and assessment	<b>Timescales and milestones</b> Linked directly to actions	<b>Responsibility for actions</b> To include cross team/disciplines where relevant
<p>A) Work collaboratively with Senior Leaders to establish and implement a strong market growth in provision through:</p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Resourcing / facilities</li> <li>• Funding and finance</li> </ul> <p>B) Undertaking a range of activities which enables Governors to have a clear understanding of their roles and responsibilities, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Workshops,</li> <li>• Visits,</li> <li>• Consultation,</li> </ul>	<p>Care, Health, Education and Leadership Group (CHEL), plans set clear strategy in accordance with the organisation business plan set by Trustees.</p> <p>Funding methodology is maximised through highly effective and accurate data reporting.</p> <p>The college budget is maintained within income and expenditure.</p> <p>Governors are fully aware of the strategic direction of the organisation/College.</p> <p>Governors feel better informed about their role and are actively engaged in the strategic development and quality improvement cycle of the College.</p>	<p>March 2020</p> <p>Throughout the year</p> <p>February 2020</p> <p>December 2020</p>	<p>SLT Governors Head of College (Acting)</p> <p>SLT Governors Head of College (Acting)</p>

<ul style="list-style-type: none"> <li>• Work scrutiny,</li> <li>• Observations, moderation and development planning.</li> <li>• Safeguarding</li> <li>• Self-assessment and quality improvement.</li> </ul> <p>C) Review the capacity / structure to ascertain areas for improvement and strengths in line with the organisation strategic objectives.</p> <p>To ensure all college staff are highly motivated, fully aware of the priorities of the college and aspire to become an outstanding provider.</p>	<p>Governance and SLT consider options to ensure the structure is sustainable in driving improvements.</p> <p>Supervision and Appraisal set clear direction for performance and is robustly monitored and action taken where required.</p> <p>Staff feel confident and able to raise concerns to senior staff and discuss matters important to them.</p> <p>Staff feel valued and understand their role in driving improvement across the College.</p> <p>College delivers the highest standards of learning, therapy, care and health to all learners maximising their opportunities to achieve their goals and reach their potential.</p>	<p>October 2019</p> <p>Throughout the year</p> <p>As above</p> <p>As above</p> <p>July 2020</p>	<p>SLT Governors Head of College (Acting)</p> <p>Director of Education and Skills Head of College (Acting) HR – Staff survey</p>
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