

# **Self-Assessment and 2019 – 2020 Quality Improvement Plan And Quality Improvement Plan 2020 - 2021**

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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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	Nov 2015	Oct 2016	July 2017	November 2017 Ofsted Grade profile	July 19	Expected July 2020	Actual July 2020	Expected July 2021
	Ofsted Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
Overall Effectiveness	3	2	2	2	2	1	2	1
Quality of Education	3	2	2	2	2	2	2	2
Behaviour and Attitudes	3	3	2	1 (previously personal development, behaviour and welfare)	1	1	1	1
Personal Development	2	2	2	1 (previously personal development, behaviour and welfare)	1	1	1	1
Leadership and Management	3	2	2	2	1	2	2	1
Effectiveness of Provision for Learners with High Needs	3	2	2	2	2	1	1	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 has been through a period of change. In August 2019 a new Director of Education and Skills was appointed following the early retirement of the Director of Education. The Deputy Head of the College (acting head of college from November 2019 to April 2020) was appointed as the Head of College in May 2020. 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, so they are able to 'live life to the full'.

### **Statement of Intent**

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

### **3. Part A - Self-assessment 2019 - 2020 (in line with QIP 2019 - 2020)**

**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 (November 2017), College Grade 2**

##### **Area A: The 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

A.i: Undertake programme of observations of teaching, learning and assessment.

A programme of observations of teaching, learning and assessment were completed and formal development plans agreed with Lecturers. This included 4 out of 5 full observations and 1 light touch observation of the Lecturing team. Governors completed learning walks which included all college staff. Overall the quality of teaching and learning is good. Standards of teaching, learning and assessment will remain a priority and key objective for 2020/2021 to ensure all staff deliver creative, innovative and exceptional provision to all learners.

In preparation for adulthood progress remains strong from learners starting points with 62 % of learners achieving outstanding scores, 33% of learners scoring above expected and 5 % of learners (1) scoring as expected progress.

English and mathematics diagnostic results demonstrated continuing high levels of progress with 95 % of learners in English making progress from their starting point. In year English assessments evidence 90 % of learners made progress. In mathematics from learner starting point's show 85 % of learners made progress. In year progress has achieved the same good progress of 85 %.

Quality monitoring is robust in all areas of progress tracking and learners are predicted to achieve some planned units of accreditation. Due to restrictions during the COVID 19 lockdown not all planned units were delivered. As a result, some provision has been planned to continue into the next academic year to support learners' opportunity to complete accreditation where appropriate.

<b>Key Strength</b>	<b>Area for development</b>
1. Observed sessions evidence overall teaching learning and assessment and additional support is good. 2. Learners continue to make good progress irrespective of their need or ability.	1. In year observations did not take place due to COVID 19 restrictions.

A.ii Prepare and implement full programme of continuous professional development through:

- 7 Steps to Outstanding
- Mentoring and coaching
- Sharing best practice
- Professional reflection

The programme of 7 steps was not completed due to the impact of Coronavirus. A full review of the training and development plan is required to develop skills of new and existing staff in meeting the complex and changing needs of the learner cohort. The College has, in addition to the Centre's mandatory training programme, a detailed training and development plan which is reviewed at regular intervals and adjusted accordingly to address emerging issues/training needs.

<b>Key Strength</b>	<b>Area for development</b>
1.The College and the Centre has a good training and development plan which all staff can access and develop their cpd.	1. A full review of the 7 Steps programme and the training and development plan is needed to ensure it provides staff with the skill and knowledge to sequence learning, further develop reading and stretch and challenge thus accelerating learner progress.

Aiii: Review satisfaction surveys for all learners and methods for capturing other types of feedback from learners.

Following the review of the methods used to capture satisfaction results which resulted in producing more inclusive, user friendly resources the proportion of results increased and overall satisfaction to March was very high at 96 %. Satisfaction rates improved 14 % compared to the previous year. Additionally, parent satisfaction continued to be very high at 96 %.

<b>Key Strengths</b>	<b>Area for development</b>
1. Satisfaction levels are high and continue to improve.	1. Ensure the Learner Voice continues to be captured and developed enabling multiple points of collection to inform improvement.

Aiv: Review the curriculum pathways and resourcing to ensure provision meets the continuing changing profiles of learners (new admissions).

Individual learner timetables were reviewed throughout the academic year in response to learner feedback, assessed need and to reflect multi-disciplinary requirements.

The curriculum pathways for 2019/20 were developed to reflect prior learning, individual goals and aspirations for the future, parental feedback and outcomes within the learners Educational Health Care Plan (EHCP). The curriculum has appropriate breadth, depth and enables continuous accurate assessment of individual learner progress.

Of all learners:

**Preparation for adulthood**

- 62 % (13/21) of learners made 'outstanding' progress since their placement commenced.
- 33 % (7/21) of learners have made 'above expected' progress since their placement commenced.
- 5 % (1/21) made 'as expected' progress.
- 0 % (0/21) made 'below expected' progress.

<b>Year 19/20</b>	<b>Outstanding</b>	<b>Above Expected</b>	<b>As expected</b>	<b>Below Expected</b>
Year 1	1	6	0	0
Year 2	10	1	1	0
Year 3	2	0	0	0
%	<b>62%</b>	<b>33%</b>	<b>5%</b>	

  

<b>Year 18/19</b>	<b>Outstanding</b>	<b>Above Expected</b>	<b>As expected</b>	<b>Below Expected</b>
Year 1	1	11	0	0
Year 2	3	1	0	0
Year 3	7	0	0	0
%	48%	52%		

  

<b>Year 17/18</b>	<b>Outstanding</b>	<b>Above Expected</b>	<b>As expected</b>	<b>Below Expected</b>
Year 1	2	1	1	0
Year 2	5	2	0	0
Year 3	5	2	0	0
%	66%	27%	5%	

  

<b>Year 16/17</b>	<b>Outstanding</b>	<b>Above Expected</b>	<b>As expected</b>	<b>Below Expected</b>
Year 1	1	6	0	0
Year 2	4	0	1	0
Year 3	7	5	2	0
%	46%	61%	16%	

<b><u>English:</u></b>	<b><u>Mathematics:</u></b>
<p>Overall headline data from learner <u>starting point</u>:</p> <p>95% (19/20)* of learners made progress</p> <p>5% (1/20)* declined in scores</p> <p>*1 learner not counted as unable to undertake assessment.</p> <p><b><u>Progress September 19 to July 20:</u></b></p> <p>Overall headline data from September 19 – July 20:</p> <p>90% (17/19)* of learners made progress</p> <p>10% 2/19)* declined in scores</p> <p>*2 learners not counted as unable to undertake assessment</p> <p><b><u>Comparative score September 18 to July 2019</u></b></p> <p>Overall headline data from learner <u>starting point</u>:</p> <p>100% (22/22)* of learners made progress</p>	<p>Overall headline data from learner <u>starting point</u>:</p> <p>85% (17/20)* of learners made progress</p> <p>5 % (1/20)* maintained score</p> <p>5 % (2/20)* decline in score</p> <p>*1 learners not counted as unable to undertake assessment</p> <p><b><u>Progress September 19 to July 20:</u></b></p> <p>Overall headline data from September 19 – July 20:</p> <p>80% (16/20)* of learners made progress</p> <p>5 % (1/20)* maintained score</p> <p>15 % (3/20)* declined in score</p> <p><b><u>Comparative score September 18 to July 2019</u></b></p> <p>Overall headline data from learner <u>starting point</u>:</p> <p>100% (23/23) of learners made progress.</p>

<p><b><u>Progress September 18 to July 2019:</u></b></p> <p>Overall headline data from learner <u>starting point</u>:</p> <p>100% (22/22*) of learners made progress</p>	<p><b><u>Progress September 18 to July 19:</u></b></p> <p>Overall headline data from September 18 – July 19:</p> <p>95% (22/23) of learners made progress.</p> <p>5 % (1/23) of learners maintained their diagnostic results for each category.</p> <p>*1 learners not counted as unable to undertake assessment</p>
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The curriculum for 20/21 has been reviewed and holistically developed, informed by existing learners and new admissions, taking account of prior learning and achievement, individual needs and resources.

<p><b>Key Strengths</b></p> <ol style="list-style-type: none"> <li>1. The curriculum is defined and has a clear structure of intent, implementation and impact.</li> <li>2. Learner success and progress is at least good and outstanding in some areas.</li> <li>3. The multi-disciplinary team approach is highly effective in embedding therapy and behaviour support to enable learners to successfully access provision.</li> </ol>	<p><b>Area for development</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement cross curriculum mapping to further improve evidence of intent of and achievement of EHCP outcomes.</li> <li>2. Re-establish capture of destination data in order to demonstrate and celebrate individual learner journey (this was not undertaken due to COVID 19)</li> </ol>
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## **Personal development, behaviour and welfare 1 (November 2017), College Grade 1**

### **Area B: Behaviour and attitudes**

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

**Bi:** Agree a strategy which focusses on key requirements robustly evidencing individual learner progress and meeting of individual needs.

**Bii:** Develop a cross college framework which assures all provision applies the agreed strategy, including:

- Schemes of Work- by Pathway of learning
- Tracking of progress.

**Biii:** Analyse reporting data for all incidents (datix) identifying trends in behaviour.

Bi.The profile / needs of learners is diverse with many learners presenting with multiple needs.

<b><u>Condition</u></b>	<b><u>Number of learners</u></b>
Epilepsy	52.4 % (11)
Severe Learning Disability/Difficulty	47.6 % (10)
ASD	42.9 % (9)
Moderate Learning Disability/Difficulty	23.8 % (5)
VNS	23.8 % (5)
Generalised Anxiety Disorder	19 % (4)

Visual impairment	19 % (4)
Specific Epilepsy diagnosis	14.3 % (3)
ADHD	9.5 % (2)
Excessive Compulsiveness	9.5 % (2)
Global Development Delay	9.5 % (2)
Hearing Loss	9.5 % (2)
Scoliosis	9.5 % (2)

Given the complexity of individual learner needs, including health needs, overall attendance from September 2019 to the end of February 2020 (up to COVID lockdown) was good at 86 %. During the period of lockdown from March to July 2020, the % of attendance decreased to 61.5 %. Of the 21 learners, 5 learners were taken home during the lockdown, representing 24 % of the total learner cohort. Additionally, at points during this period, 3 learners had to isolate due to health reasons which further detrimentally impacted attendance.

Bii. Learners and parents' satisfaction regarding safety is high. Results to March 2020 show 17 out of 20 (85 %) learners feel safe with 100 % of parents agreeing that 'the college ensures a safe environment for their son/daughter'.

**Headline results:**

Learner satisfaction 96.3%

Parent satisfaction 96 %

The management of behaviour is at least good. Learners are set clear expectations regarding behaviour and where needed individual learners receive specific support from the Positive Behaviour Support (PBS) team. Guidelines are developed and staff apply these to support learners to improve behaviour alongside the multi-disciplinary therapy team. All incidents are reported and appropriate actions taken. Behaviour analysis reports demonstrate learners showing improved behaviour over time.

The curriculum team developed provision to enable all learners to access learning, promoting their understanding of spiritual, moral, social and cultural development. Although this progressed well, due to COVID restrictions moderation of the impact did not take place.

Biii. From September 2019 to March 2020, there were a total of 359 reported incidents of which 17 were reported to safeguarding (4.7 %). From March to July 2020 learners were accessing learning within their own bungalow on site, with specific teaching staff. During this period there were no reportable safeguarding incidents.

Relationships with staff, learners and parents is good. Staff work hard to create and promote a calm, nurturing environment where all learners are very well cared for, with dignity and respect. The majority of learners demonstrate positive attitudes nearly all of the time. Learners that require additional support strategies and interventions are supported very well by Lecturers, LSA's, supporting adults and the wider multi-disciplinary team.

All learners are encouraged to access and learn about life in modern Britain and actively participate with fundraising through social enterprise, cultural events and enjoy leading on Open Days. Learners welcome visitors and guests, share their learning and work, serve refreshments and demonstrate their improved confidence and newly learnt skills. Visitor feedback is very positive:

Some examples:

- *The rapport between staff and students is clear and heart-warming.*
- *Very impressed with the setting and the interaction between the staff and the learners.*
- *Really lovely, friendly, happy place*

<b>Key Strengths</b>	<b>Area for development</b>
1. Learners are motivated, and improve their behaviour through effective multi-disciplinary team support. 2. Satisfaction rates are high. 3. Positive relationships are fostered and learners grow in confidence through active participation in a range of events.	1. Progress the framework for PDBA across curriculum.

### **Area C: Personal development**

**Objectives:** To ensure the curriculum enables learners' 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.

**Ci:** Improve the effectiveness of individual learner Information, Advice and Guidance (IAG) action planning within the learning and progress tracking sessions.

The college works in partnership with the local authority Connexions service offering IAG to learners through a Service Level Agreement. This arrangement has now been in place for 3 years. All learners and parents, should they choose to, are able to access 1:1 and/or group sessions with the Co-ordinator.

<b>Key Strengths</b>	<b>Area for development</b>
1. The curriculum design and implementation maintains a strong focus on developing every learner to meet their full potential.	1. Due to the pandemic lockdown there was limited opportunity for learners to access IAG during the academic year. 2. Staff to ensure they review IAG action plans to inform planning/learning activity.

**Cii:** Develop a diverse plan for 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 with regards to:

Safeguarding:

- Stay safe including on-line safety
- Social networking
- Safety from abuse
- Sexual exploitation
- Radicalisation

Enrichment and extra curriculum:

- Culture and the arts
- Diversity
- Community
- Health and wellbeing
- Independence
- Progression and transition

The beginning of the academic year progressed well with the Prevent programme for all. Learners took part in understanding their human rights; such as Article 3 Right to Life, Liberty and Personal Security, Article 4 Freedom from Slavery, Article 16 Rights to Marriage and Family, Article 17 Rights to Own Property, Article 18 Freedom of Belief and Religion – differentiated by level. Enrichment and extra curriculum activities included

- The Laughter specialists – (visiting professionals)

- SNAP Theatre – (visiting professionals)
- Shop, cook and eat – developing independence and behaviour in the community, embedding mathematics and communication skills
- Visiting a synagogue – values and cultures
- Having lunch as a group in a restaurant – developing community participation, preparation for adulthood, communication and embedded mathematics, socially acceptable behaviour.
- Fundraising for a range of organisations by developing goods for sale through upcycling.
- All learners have access to Art within their timetable
- Participation in St. Elizabeth’s events, including Mass, Santa Dash, St. Elizabeth’s Day

With the onset of COVID 19 the plan for the remainder of the year was modified to support learning in the supported living setting. There was a strong focus on developing independence, English, mathematics and successful transition. Staff effectively adapted learning activities and have fed back an appreciation /understanding of the challenges supported living teams face in preparing learners for college during ‘normal’ times. Through small group and 1:1 teaching and learning the emphasis on safety, wellbeing and the key learning activities indicate that overall learners made progress comparative to previous years. It is testament to staff resilience in ensuring learning continued for the majority of young people during the COVID lockdown. Some learners found the adjustment to learning in their home challenging, however every learner engaged – a huge success given the complexity of their individual needs and the speed of the changes made.

Key Strengths	Area for development
1. Learners and staff showed great resilience in coping with COVID 19 and the challenges of learning in a rapidly changed environment at the same time adhering to all Government and Centre guidelines and risk assessments.	

## Leadership and Management - Ofsted Grade 2 (November 2017), College Grade 2

### Area D: Leadership and Management

**Objective:** 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.

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

Di: Work collaboratively with Senior Leaders to establish and implement a strong and sustainable growth in provision through:

- Admissions
- Resourcing/facilities
- Funding and finance

Admissions:

Development of centre wide admissions processes was effectively implemented. Projected learner cohort for 2020/21 is positive with potential for 8 new learners. The learner cohort for 2019/20 started with 23

learners, 3 of which were day learners. 1-day learner placement ended in October 2019 as the learner was unable to successfully transition into College life and a “Best Interest” decision was made with family and the Local Authority. A further learner moved home during the ‘lockdown’ period and parents subsequently served notice on the tenancy agreement.

**Resourcing and facilities:**

The College successfully secured a new class base in October 2019. Additional accommodation on site has also been developed to support the growth of the college and will be available for admissions by August 2020. The College accesses a diverse range of facilities, both on and off site, to provide learners with real life experiences including therapy, food technology and music.

The college building is well equipped and is appropriate to meet learner needs. External maintenance issues have however impacted the opportunity for some sports activity to take place and is an area that requires urgent attention.

The management of Safeguarding is highly effective. A robust system is in place to report any concerns/incidents. These are actioned within 24 hours; the majority are addressed immediately. The reporting of Safeguarding is very good and the relationship with the Safeguarding Board is collaborative. Safeguarding is of the highest priority at all times. The arrangements to keep all learners and staff safe and well during the pandemic lockdown were, and remain, extremely robust. All learners have thankfully remained well. Frequent communication with parents helped re-assure them of our absolute commitment to safety. Some parents formally responded with compliments and support:

*We completely support your new measures, and also the government’s new measures too.  
 We are not sure how well xx would cope with seeing us on face-time, so may not do that at present.  
 We are aware that we had said that we would have xx home in two weeks’ time for Easter. This is obviously under review, and as hard as we find this, we feel that xx is in a better place being with yourselves and your routine than coming home.  
 Please keep us updated on how she is and how you all are.  
 I am sure that the situation will keep changing and we just need to keep in contact.  
 Thank you for your amazing support.  
 Take care and stay well,*

*I wanted to say a huge thank you for all your careful work in recent weeks to keep the students and staff as safe as possible. It is very much appreciated.  
 Please forward my thanks to everyone who works with xx  
 Best wishes to you and all your friends and family. Take care and stay safe.*

**Funding and finance:**

The funding allocation and local authority funding management is robust and accurate. ESFA funding returns are timely; and the allocation is utilised very effectively ensuring the complex, high needs of learners are met.

The college budget is strong, well-managed and effectively challenged and scrutinised by Governors.

<b>Key Strengths</b>	<b>Area for development</b>
1. The College has adjusted strategies and is continuously developing a sustainable business model. 2. High needs funding is maximised to ensure all learners receive the support, care and learning is tailored to meet their individual needs. 3. Safeguarding is very effective.	1. Maintenance of the college sports hall roof requires urgent attention to ensure delivery of the curriculum reaches its full potential.

Dii: Undertaking a range of activities which enables Governors to have a clear understanding of their roles and responsibilities, including but not limited to:

- Workshops
- Visits
- Consultation
- Work scrutiny

- Observation, moderation and development planning
- Safeguarding
- Self-assessment and quality improvement
- Close communication with Head of College and Director of Education and Skills.

The majority of points have been actioned. Due to strict measures for the Centre much work, since March 2020, has been through virtual meetings and communications.

Governors make clear their ambitions for the college and provide very strong support and challenge. Some Governors are members of the Centre's Board of Trustees, further strengthening the Governance structure. Recruitment to the Governing Body has been ongoing and is a priority this year.

<b>Key Strengths</b>	<b>Area for development</b>
1. Governance is strong and plays a key role in self-assessment and quality improvement.	1. Continue to support recruitment and training of the Governing Body.

Diii: Review the capacity/structure to ascertain areas for improvement and strengths in line with the organisation strategic objectives.

The Head of College position has now been filled in a permanent capacity. As an interim a Lecturer has been given additional responsibilities to support the day to day operational management of the college, as has an LSA (in addition to their duties and areas of responsibility). The structure is continuing to be reviewed following some newly appointed Lecturers and LSA's and further growth in learner numbers.

The Head of College is a member of the Skills/Day Opportunities group supporting the strategic business plan of the organisation to evolve into a 'skills' provider. Specific project work has been completed and presented to the group with regard to measuring the development of independence and or work related skills in this context by the Head of College. The project is in its early stages of development and the full impact on this is yet to be determined. This multi-disciplinary project is led by the Director of Education and Skills.

A newly formed Ethos Working Party has met (virtually) on 3 occasions to the end of July. The group, which includes members of the Governing Body, Directors and managers is supporting the College to further enhance the organisation's Catholic ethos.

<b>Key Strengths</b>	<b>Area for development</b>
1. Good progress has been made with the college structure following a period of change.	1. The Skills Agenda for the Centre is in its early stages and it is in the process of co-developing strategies for future improvement. The College will continue to play an active role in this area.

Div: To ensure all college staff are highly motivated, fully aware of the priorities of the college and aspire to be an outstanding provider.

The College and the organisation implemented robust measures to reduce the risk of infection for learners, residents, children and staff across the site. Staff and learners have adapted well to the significant changes they have had to deal with on a day to day basis and have been fully supported by Leaders and Governors. The majority of staff have excelled in supporting the organisation during the pandemic period, going above and beyond to support learners and the wider supported living team. Including supporting learning in the learners' home environment and working flexible hours to reduce costs of agency and provide continuity for learners. The academic team have continued to actively engage in supervisions and 'get together' meetings providing regular opportunities for staff to discuss concerns, challenges, their wellbeing and that of the learners.

For the Education department results from the staff 'Tough Times' survey have been positive with:  
 84 % scored 'I feel I am doing an effective job under the new arrangements resulting from COVID 19'  
 81 % of staff confirmed 'I am confident about the use of PPE – I know which PPE I should be using, I have the PPE I need, and I know how I should use it today when at work'  
 79 % of staff answered 'I am able to manage my mental wellbeing effectively'

77 % of staff felt 'St Elizabeth's is managing the changes resulting from COVID-19 effectively'

<b>Key Strengths</b>	<b>Area for development</b>
1. Staff demonstrate an outstanding commitment to the learners adapting and rising to new and unprecedented challenges.	1. Staff will remain vigilant and respond appropriately to any further challenges in the coming months.

## **Part B - Quality Improvement Plan – Key Priorities 2020/2021 – Final draft**

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**A: The Quality of Education**

**B: Behaviour and Attitudes**

**C: Personal Development**

**D: Leadership and Management**

## Appendix A

### Area A: Quality of Education

**Objectives** – To ensure the curriculum meets the needs, goals and aspirations of all learners equipping them with the skills, knowledge and behaviours needed so that all that all learners make at least good and many outstanding progress, achieve successful outcomes and reach their full potential.

<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
A.i. Undertake a full programme of observations of teaching learning and assessment to help inform the quality of education.	All sessions are at least good.  Development plans identify areas of: <ul style="list-style-type: none"> <li>• best practice</li> <li>• development/training needs</li> <li>• support arrangements including peer observation and mentoring.</li> </ul> All staff take responsibility for their development and aspire to deliver the highest standards of education	March 2021	Teresa Glynn Alec Clark
A.ii. Review and re-develop a comprehensive training and development programme for all staff which drives improvement.	As above	December 2020	Teresa Glynn Emma O’Riordan
A.iii. Explore, develop and implement additional opportunities to capture the Learner Voice.	Multiple inclusive methods are in place for learners to communicate their individual and collective views.	January 2021	Teresa Glynn College curriculum team
A.iv. Continue to review the curriculum, its aims and intention to identify areas of strength and areas of development, trends and opportunities to enhance learners’ experience.	Additional, new provision is planned and accessed by learners. Learning is tailored to meet individual needs, their health, care and wellbeing.	Throughout the year	As above
A.v. Develop and implement cross curriculum mapping	The curriculum is highly effective in meeting the needs	December 2020	As above

<p>to further improve evidence of intent, implementation and impact aligned to learner need, goals and aspirations and achievement of outcomes.</p> <p>Avi. Ensure systems are in place to capture destination data at regular points every year for leavers.</p>	<p>and aspirations of learners. Learner progress from their starting points and throughout the year continues to improve.</p> <p>Evidence of short and long term destinations are captured, celebrated and demonstrate the positive impact College has had on individual learners. Evaluation of appropriateness and robustness of transition and signposting.</p>	<p>December 2020</p>	<p>Data Admin Officer</p>
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## Area B: Behaviour and Attitudes

**Objectives** – To support all learners to develop and improve their attitudes to learning and where appropriate their behaviour so that they are able and motivated to attend college, engage in learning and demonstrate positive attitudes, respect and build positive relationships.

<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
Bi. Progress the agreed framework for tracking behaviour and attitudes across curriculum.	System in place which provides evidence on individuals' progress with their spiritual, moral, social and cultural development (SMSC),	July 2021	Teresa Glynn Lecturer and LSA Team.
Bii: Ensure the curriculum plan includes multiple opportunities for learners to develop their skills, knowledge and understanding of different cultures.	Every learner has access to a broad, balanced and diverse curriculum. Equality and diversity is embedded in the planned provision. Preparation for adulthood data demonstrates strong progress by level in key areas of: 1.9 – take part in activities 2.5 – relate to a wider range of people 3.9 – help others	July 2021	Teresa Glynn Lecturer and LSA Team.
Biii: Work closely within a multi-disciplinary team approach to consistently apply guidelines for all learners so that individual non-pro social learner behaviours reduce over time. And, pro-social behaviours increase over time.	Frequency of incidents is reduced. Intensity of incidents is reduced. Behaviour support reports demonstrate and evidence improved behaviours over time for individual learners. Learners develop new skills and choose to use them more effectively over time. E.g. Communication.	July 2021	Teresa Glynn Lecturer and LSA Team. Positive Behaviour Support Team

## Area C: Personal Development

**Objectives** – To prepare every learner be a valued / active member of society. To enable learners with the most profound and complex needs to be as independent as possible so that they are able to live life to the full.

<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>Ci. Progress the agreed framework for tracking personal development across curriculum.</p> <p>Cii: Further develop the focus for English and communication so that learners are able to contribute greater to their development</p> <p>Ciii: Set clear the programme for impartial Information, Advice and Guidance (IAG) for learners and their families.</p> <p>Civ: Implement more robust methods for staff to plan learning in response to IAG action planning in partnership with the Connexions Service.</p>	<p>Progress tracking demonstrates learners improve their understanding of the concepts of adulthood, in preparation for life in the community, their destinations and outcomes.</p> <p>Preparation for Adulthood data evidences at least 90 % of learners have made progress from their starting point.</p> <p>Learner progress in English is tracked and evidences good and improving skill development. Reading for pleasure is embedded in delivery.</p> <p>Destination data evidences positive and sustained outcomes for leavers.</p> <p>There is clear sequencing in planning and delivery thus maximising opportunities for learners to develop.</p>	<p>July 2020</p> <p>July 2020</p> <p>Throughout the year</p> <p>July 2020</p> <p>Review March 2020</p>	<p>Teresa Glynn Lecturers and LSA's</p> <p>As above</p> <p>As above</p> <p>Teresa Glynn Data Admin Officer</p> <p>Lecturers, Connexions Service</p>

## 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 securing an outstanding quality 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>Di: To maintain the highest levels of health and safety/infection management across the College.</p> <p>Dii: To continue to raise the profile of the College:</p> <ul style="list-style-type: none"> <li>• Ensuring its resources are fit for purpose</li> <li>• Increase capacity for delivery in staff and learning environments</li> <li>• Develop new partnerships with other providers/organisations</li> <li>• Promote the key successes more frequently on the website and through other events</li> </ul> <p>Diii: To drive improvement across provision with support from Governors.</p> <p>Div: Implement a revised structure of staffing within the college to ensure it has the capacity to meet its aspirations for every young person.</p>	<p>All learners and staff remain well.</p> <p>All areas of the college are fully utilised.</p> <p>Additional on-site resources are made available for learners to access, further enhancing their experience and opportunities to learn.</p> <p>The college achieves at least 8 new learners for 2021/2022 academic year.</p> <p>Recruitment of new Governors is successful Specific areas of responsibility are in place for members of the Governing Body, ensuring continuing development for Governors and so that support and challenge is targeted where required.</p> <p>All individual learners' needs are met to the highest standards. Parent satisfaction levels are at least 95 %</p>	<p>Throughout the year</p> <p>July 2021</p> <p>January 2021</p> <p>December 2020</p>	<p>All staff</p> <p>Dr. Alec Clark Teresa Glynn Governing Body Admissions team</p> <p>Governing Body/ Director</p> <p>SLT Governing Body</p>

<p>Dv: Work in partnership with internal departments and external agencies to support the development of the community and skills agenda in response to the Strategic Business Plan.</p>	<p>Learner satisfaction levels are at least 95 % Learner progress is good and improving.</p> <p>Progress of skill development is in place for adult residents and day opportunity service users.</p>	<p>3 year plan</p>	<p>Teresa Glynn</p> <p>Dr Alec Clark Skills and Community Learning Working Group.</p>
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