

Quality and Improvement Plan 2017-18

Ref	Target and Action	Action	By when	Review & progress notes	Evidence source/ Impact	RAG
LM. 1	<p>a. Introduce learner ILP to record individual learner targets and to support the monitoring of learner progress.</p> <p>b. Monthly ILP reports to track learner progress against targets</p>	<p>Helen Beer Tina Pagett</p> <p>Helen Beer</p>	Sept 2017	<p>ILP launched in Feb, team effort of populating with training rolled out to staff</p> <p>Since implementation and establishment of the ILP it has become evident that there is no facility to track progress against targets. Other areas of SchoolPod to be investigated</p> <p>EHCP target tracker developed and in use, providing a number of reporting and tracking options. Tracker to be extended to cover STT's from September 2018, to include reporting and prediction facilities.</p>	<p>ILP in place using SchoolPod.</p> <p>Summative and Formative tools to track progress under development-launch September 2017.</p> <p>New tracker in place and timely, % increase progress reporting available. Early indications are positive.</p> <p>BAME/search terms available for scrutiny.</p> <p>EHCP reports being use in annual reviews, progress updates, to monitor staff/subject recording.</p>	
LM. 2	Develop the sharing and centralisation of planning through the use of SharePoint	Richard Wiltshire	April 2018	Rolled out in February 2018	Central source of files accessible to all staff	
LM. 3	Formalise the Standardisation and IV processes- publish in QH Lead/review process in 2017/18	Graeme Athey Helen Beer Kate de Boorder	Oct 17	KdB appointed to lead IV/Quality	Process completed and successful EV/EQA visit 4/7/18 EQA Report in SharePoint Action plan in place for 2018/19 academic year	
LM. 4	2 x staff to train as Positive Behaviour Management Trainers Lead whole college training	Graeme Athey Tina Pagett	July 2018	Jan-July 2018	2 accredited trainers, training rolled out to workforce. Training complete and GA/TP registered Instructors July 2018-July 2019.	

LM. 5	Roll out eSafety Policy and support staff through CPD	Graeme Athey Richard Wiltshire Helen Beer	Sept 2017	Sept 2017 in CPD sessions	Achieved	
LM. 6	Ensure the outcomes from observations are shared in order to improve practice and there is a direct link from these to staff training and CPD	Graeme Athey Helen Beer	Dec 2017	Observations and Learning Walks have been completed throughout the year. Summary Report complete	Staff training reflects needs identified in observations for groups and individuals.	
LM. 7	Introduction of behaviour management process for all learners that identify 'known behaviours'	Graeme Athey	April 2018	100% of all student facing employees have completed training	Certificates issued, annual updates scheduled	
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LM. 8	Monitor progress and recording of all serious incidents. Provide training to all staff	Graeme Athey Helen Beer	Monthly Sept 2017	External training	Full staff training completed	
LM. 9	Regular audits and reporting of progress towards EHCP outcomes through organisation	Helen Beer	Monthly	Monthly and on demand reports developed and in use. Formal process/storage/reporting on same to be developed.	Bespoke package developed to record and track progress	
LM. 10	Provide and monitor GCSE opportunity for retake	Jo Lambert	Sept 2017	No students entered	Recruited specialist lead and review of curriculum underway	
LM. 11	Track termly progress in pastoral/non-accredited subjects (PSHE, Independence skills) - using SchoolPod.	Helen Beer	Dec 17 April 18 July 18	Ineffective through schoolpod, see LM9	Complete through LM9	
LM. 12	Develop and provide IAG through group tutorial and centralising data through ILP	Carol Matthews	Review July 18	Tutorial element delivered in term 1, IAG meetings delivered on rolling programme and on demand.	Centrally recorded using SchoolPod. Learners more aware of choices and options. Work placement sourced to meet learner skill set/aspiration/outcomes.	

LM. 13	Introduce a pilot of collaborative tools to learner achievement- OneNote system	Graeme Athey Helen Beer	Oct 2017	Introduction of Ascentis workbooks	Completed, new workbooks in development for 2018/19 academic year.	
LM. 14	Review how the 24-hour curriculum is tracked and centralised in terms of target setting, progress tracking across residential and college provision	Greg Bennett Graeme Athey	May 2017	One system for monitoring EHCP outcomes	Early stages for tracking progress	
LM. 15	Maximise site visits, guest speakers and master-class workshops by 25 %	Kerry Pearce	July 18	WEST, Barclays, Foxes, WCIL, Farleighs, Fosseway, SW Careers Advisors	Achieved	
LM. 16	Monthly audit and reports in place for key quality processes linked to quality of learner work, progress measures and targets, attendance and learner feedback.	Helen Beer Kate De Boorder	Monthly	MIS and 5 months of data is providing reporting on attendance, behaviour, safeguarding, accidents ILP and session plan dip sampling process throughout the year, regular feedback to staff throughout process	Quality Review and Handbook identify the need for a scheduled QA process for monitoring quality of ILP, planning and progress from September 2017 is required. Increase in monitoring and updating of ILP content, improvement in quality of contributions and raised aspiration for learners. Increased qualification achievements – improved outcomes at EQA visit.	
LM. 17	All staff and Trustees to undertake update training in Safeguarding practice and Prevent duty	Tina Pagett	Jan 2018	Staff have undertaken training, new online training with safeguarding team attending level 3 external training	Trustees training is up-to-date	
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LM. 18	Review financial processes and system in order to support effective curriculum management and planning and ensure best value across the college and wider trust activity	Tina Pagett Graeme Athey	Nov 2017	Review taken place and report published. Personnel changes and new staff leading this area of work, support from external consultants	Further planning to move to central software package for account holder system for mentoring and authorisation of spending.	

LM. 19	Implement QA review by sampling and reporting on learning materials in order to ensure a broad range of appropriate learning materials are used that engage and motivate learners. Summary and reports to be shared with SMT and T&L trustee sub group.	Graeme Athey Helen Beer	January 18	Observations and Learning Walks have been completed throughout the year.	Summary Report complete. Revised process for OTL for 2017/18 in place. Session plan dip sampling process introduced.	
TLA. 1	Focus on signing support for all learners to foster strong peer-to-peer communication.	Dave Robinson	Sept 2017	Signing club for staff and students	2 x external training sessions held Working with hearing and vision team to improve practice	
TLA. 2	Extend the 'World of Work' concept to all learners through the creation of the continuum of Work Experience	Carol Matthews	Oct 2017	Additional work experience placements	Reduction in use of Palmers and Hope and new employers offering individualised placements	
TLA. 4	a. Support, guidance, modelling and training for tutors to ensure learning is learner led. b. Audits of session plans and walk in observations will evidence improvement.	Graeme Athey Helen Beer	July 18 July 2018	Partially complete. Progress hindered by staff changes.	Audit and scrutiny planned into QA schedule.	
TLA. 5	QA of T & L a. Tutors to set challenging vocational targets for all learners based on their start points. b. Learners should be aware of their individual targets and how well they are doing against the targets through 1:1 sessions	Helen Beer Kate de Boorder	Termly Review July 2018	Target setting process is informed by EHCP outcomes. Specific subjects employing new rubric for progress measures (Ind. Skills/PSHE/WEX).	ILP/tutorial process allows for 1:1 tutorial and target review. These are now embedded into wider teaching areas for consistency of approach.	
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TLA. 5	Monthly ILP audit to review quality of target setting and progress against targets measures	Helen Beer	July 18	3 collection points ensured all students and tutors were sampled	* SchoolPod system still under development for ILP auditing. Manual ILP audit for all learners completed for this academic year.	
TLA. 6	Staff training on RARPA principles to ensure the approach is utilised in full across non accredited learning	Graeme Athey	July 18	Links with rigour of ILP targets and review of non-accredited learning outcomes	RARPA Principles embedded into ILP/Target and planning processes. Also identified in OT process. Systematic Instruction Training for colleagues will improve evidence base and approach.	

PDBW. 1	Revise and implement a new behaviour and attendance policy with reward system, ensure consistent application and moderation across all staff	Graeme Athey Helen Beer Tina Pagett	July 18	Behaviour/Reward system set up in SchoolPod	All staff Training scheduled for PROACT SCIPr™ Staff Training completed: revised reporting process. Introduction of 'known behaviour' to ILP to reduce unnecessary reporting.	
PDBW. 2	Implement whole college process linked to the achievement of independent travel and home alone skills.	Graeme Athey	July 2018	Already actioning, however tracking and linking system to be designed	Rubric for baseline assessment, targets setting and progress tracking in Independence Skills being rolled out.	
PDBW. 3	a. Monitor engagement with families b. Produce termly reports of feedback and actions for SMT and Trustee meetings	Helen Beer	Feb 2018	Roll out use of SchoolPod contact log to explore suitability of this system for same	Contact Log in place- too early to measure impact	
PDBW. 5	a. Introduce a formal IAG policy and recording model to ensure a consistent minimum offer is in place to include pre, on course and post course b. All learners to receive one session pre college as part of transition into college, two per year whilst in college and one preparing for leaving 'next steps' transition session. c. Summary report of delivery and impact to be prepared for SMT	Carol Matthews Helen Beer	Dec 2017 Ongoing Feb 2018	a. Draft policy and rationale completed b. Commenced c. To be completed once implemented	IAG process has been formalised in draft and this now linked to WEX. The recording is linked to SchoolPod and ILPs. By the end of their programme, all learners will have received the quota of IAG through revised model for 2017/18. Impact: learners are better advised of IAG processes and this will be extended to group termly tutorial sessions led by SMcG. Learners are better informed of 'next steps' through visits to potential placements (% increase recorded)	