

# St Piers College Quality Improvement Plan

## October 2016 – September 2017

Objective	Actions	Timescale	Lead	Resources	Criteria for Success
Effectiveness of Leadership and Management					
1.1.1 The Governing Body to renew a shared vision with parents/carers and young people.	Governing body workshop on vision for St Piers School and College as part of Young Epilepsy  Consultation with parents/carers, young people and staff team  Articulation of shared vision and revision of materials and web presence	December 2016  December 2016 - February 2017  Completed March 2017 for academic year 2017/18	Chair of Governors. Director of Education.	Workshop time  Young Epilepsy Communications team	Revised vision in place for academic year 2017
1.1.2 The Governing body to develop further the level of challenge it provides to the College.	Governing body to review the allocation of governor time to aspects of school activity and the Lead Governor role.  Governors to improve tracking of groups most	November 2016  November 2017	Governing Body Director of Education Clerk to Governors	Governing body meeting time  Governors and College SLT time	Review completed  Tracking structure in place and being used by Governors -

	vulnerable to under performance.				evidenced through reports to the whole Governing body.
1.1.3 Ensure that the requirements of the PREVENT duty continue to be met	Lecturer training by Safeguarding lead  Staff teams trained using Hot Topic materials with top-ups as required	October 2016  November 2016	Head of College  Senior Lecturers		Completion of training evidenced through checklist
1.1.4 Linking appraisal targets more effectively and directly to learner outcomes	Appraisal targets to be more focussed in the round in Autumn 2016.  Re-evaluation of targets at mid-point of the year - sampling	October 2016  February 2017	Senior Lecturers  Senior Lecturers	Lecturer time  College SLT Tim	Improvement in outcomes for your people– evidenced through lesson observation and learners meeting personal targets.
1.2.1 The self-assessment process is effective but does not always engage all staff within the college, especially support workers, and those professionals working closely with the college	Self-evaluation of the College to be disseminated to all teams throughout the College at formal events and in team meetings. QIP to be further developed termly with input from staff group.  QIP to all associate professionals and	October 2016  November 2016	Head of College/Principal  Head of College/Principal		Self Assessment and QIP is completed and shared.  Where applicable revisions are made to the QIP  QIP shared with associate professional groups

	<p>associates: Health, Care, Therapy, CEIAG</p> <p>Self -assessment for 2016/17 cycle to commence in delivery teams from June 2017</p>	June 2017	Head of College/Principal		Self assessment begins in June taking into account performance data to that point.
<p>1.3.1</p> <p>There is a requirement to ensure that the most able members of the cohort are sufficiently challenged</p>	<p>Focus on the progress made by the more able young people in the College through the scrutiny process; learning walks and work scrutiny.</p> <p>Review of the curriculum offer so that any revisions can be made for 2017/18</p> <p>Experiences outside of College/ pathway into General FE - see 3.1.3</p> <p>CEIAG - see 1.3.2</p>	<p>To March 2017</p> <p>January 2017</p>	<p>College SMT Data manager</p> <p>Senior Lecturer</p>	<p>Work Scrutiny process and allocated time</p> <p>5 days time for curriculum review</p>	<p>Clear evidence of individual and cohort level progress recorded through scrutiny and in progress data</p> <p>Report submitted to SMT with clear recommendations</p> <p>See 3.1.3</p> <p>See 1.3.2</p>
<p>1.3.2</p> <p>Careers Education and IAG transition arrangements towards the end of learners'</p>	Commission of external provider to deliver	November 2016	Head of College/ Principal	Cost of contracted provision (30k)	Commissioned service in place

<p>time at the college are not yet coordinated well and a consistent approach is not yet used to ensure all learners progress into their planned destination.</p>	<p>specialist CEIAG co-ordination and liaison with local authorities.</p> <p>The provision of clear, planned pathways and the appropriate placement of the most able learners in employment or education.</p>	<p>January 2017</p> <p>July 2017</p>	<p>Commissioned service provider</p>	<p>N/A</p>	<p>January 2017 pathways in place for most able learners</p> <p>July 2017 placement data available and shows improvement over 2016 position</p>
<p>1.5.1 Evaluation of the impact of the Equality and Diversity Calendar and activities promoting fundamental British values.</p>	<p>Evaluation undertaken with young people and staff team</p>	<p>March 2017</p>	<p>E and D Lecturer team</p>	<p>Development time - 2 days per half term</p>	<p>Completed evaluation - What went well and points for improvement - delivered and to tutor/lecturer team/ Programme further developed for 2017/18</p>
<p>1.2.1 Development of regional relationships to support self-evaluation and innovation .  Establish a wider network of improvement</p>	<p>Membership of Challenge Partners</p> <p>Gain Inclusion Quality Mark</p>	<p>April 2017</p> <p>February 2017</p>	<p>Director of Education</p> <p>Senior Management Team</p>	<p>Management time</p> <p>Time from identified team member - 10 days</p> <p>Natspec membership and</p>	<p>External, mediated, review of the College</p> <p>Award Gained</p>

partnerships to further enhance self evaluation process.	Develop stronger relationship with external 'outstanding' partners through NATSPEC	July 2017	Head of College/Principal		Management team visits to outstanding provision to focus on specific aspects of delivery. Reports to be shared/filed.
1.2.1 Build link with UCL/loE through Prof Graham Handscomb centred on being a 'research rich' College - develop further the ability to self improve	Develop College wide approach to enquiry and action based research  To develop areas of enquiry in each class/group of classes  To commence enquiries in to practice and identify potential partners with loE and other schools.  Integrate the work with loE and Melbourne University	December 2016  March 2017  April 2017	Director of Education  Head of College/Principal	INSET days x 3  Staff development time - weekly meetings  Prof Handscomb - 10 days + (from Directorate budget)	College staff actively participating in research to support development of best practice in SEN pedagogy within the school.
1.3.3 Develop a clear transition pathway for those coming into the College either from Young Epilepsy or other providers/schools	To work with the School to create a model of pathway that commences in October Yr 14 and completes in October of the first year in College.	January 2017  January 2017	Head of College/designated Senior Lecturer and School leadership	SMT time	Transition programme and portfolio in place  Qualitative reports that transition has been successful

	<p>To devise individual "destination portfolios".</p> <p>To establish links/connections with referring Schools/institutions</p>	<p>February 2017 onwards</p>	<p>School management team</p> <p>Head of College/Principal</p>		
Quality of Teaching, Learning and Assessment					
<p>2.4.1 &amp; 2.5.1</p> <p>The minority of support staff do not use information consistently when working with learners. This is a barrier to young people making outstanding progress in all their learning.</p>	<p>To introduce specific induction programme for education SSW's.</p> <p>To build on the mentoring and appraisal system for SSWs that is in place and ensure common target setting is in place from mid-term review - Feb 2017</p>	<p>November 2016</p> <p>February 2017</p>	<p>Head of College/Principal and SMT</p> <p>Senior lecturers</p>	<p>SMT time</p> <p>Lecturer time - weekly sessions and appraisal meetings</p>	<p>Revised SSW induction programme is in place.</p> <p>Learning walks provide evidence that SSW practice is supporting the move to 'outstanding'.</p>
<p>2.8.1</p> <p>Target setting and the sharing/communication of targets in English and mathematics is improved so learners make expected or better progress.</p>	<p>Functional skills co-ordinator in place</p> <p>Lecturer level training with regard to target setting to have been undertaken</p>	<p>October 2016</p> <p>November 2016</p>	<p>Head of College and Functional Skills Co-ordinator</p>	<p>Functional Skills Co-ordinator time</p>	<p>There is proven improvement in the acquisition of English and mathematics skills at an individual learner level.</p> <p>This is evidenced through the record of individual attainment.</p>

	Individual targets and teaching/learning strategies for each learner to be agreed with tutors and in place  Evaluation of progress against each learner target to be made	November 2016  March 2017 and July 2017			
2.5.3 Use the initial findings of the University of Melbourne project to build a revised framework for lesson evaluation.  See 1.2.1	To run shared Webinars with Melbourne to support teaching staff.  Deliver evaluation workshops with Melbourne  To feedback project outcomes to Melbourne in support of Visible Classroom and develop lesson evaluation framework.	October - December 2016  January - March 2017  April - June 2017	Director of Education/Olya Scott	Lecturer time - webinars/feedback and recording processes  Research funding (£20k)	Delivery of revised lesson evaluation model for 2017/18  Use of Visible Classroom to promote peer-to-peer support and challenge on a termly basis.
Personal Development and Welfare					
<b>3.1.3</b> Secure improved transition arrangements at the end of learners' time at the college	Development of improved progression pathways in East Surrey /South London sub region.  Creation of a specific pathway into supported	October 2016 - July 2017  March 2017	Wendy Tester  Director of Education	N/A	

	<p>apprenticeships with East Surrey College and regional employers for the 2018 academic year</p> <p>Engagement with LEP (Coast to Capital) building on the placement protocols set up with East Surrey Hospital</p>	<p>October 2016 - July 2017</p>	<p>Head of College/Principal</p>		
<p>3.1.4 Improvement in the numbers of learners most likely to access further learning or employment progressing into mainstream learning or employment.</p>	<p>This is a function of the IAG requirements identified at 1.3.2</p>				
<b>Outcomes for Learners</b>					
<p><b>4.3.1</b> Revision to processes around outcome progression data to ensure that the College can make secure judgement on learner destination.</p>	<p>Revised process is in place which allows for accurate data at key points in the year after leaving the College</p>	<p>June 2017</p>	<p>Data Manager/CD</p>	<p>N/A</p>	<p>More accurate (pre)destination data is captured in Summer term 2017, and follow up takes place in September, January and March of the following academic year.</p>
<b>TO REVIEW FROM OFSTED 2014</b>					
<p>Too few learners progress into further</p>					



education, paid or voluntary employment when they leave college.					
A minority of lessons are not good or outstanding					
Not all tutors and support staff record how well learners are learning and how they can improve.					