



QUALITY IMPROVEMENT PLAN

September 2022 – August 2023

QUALITY OF EDUCATION (QoE)				
INTENT				
Improvements required to raise standards and improve the curriculum for learners (incl. timescale)	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
<p>QE1. By January 2023, leaders will ensure learners and staff develop the necessary ICT skills to support realistic aspirations into work.</p> <p>[Recent Trust developments mean the ICT suite will not be accessible from Sept '22 and the technology specialist appointed in 2022/23 has now left the college].</p>	<p>a. Leaders to introduce a strategy to ensure technology skills are embedded into the curriculum effectively.</p> <p>b. Source an alternative ICT specific suite to replace the previous one lost to building adaptations.</p> <p>c. Leaders to commission a new technology specialist to support both staff and learners with training and ICT applications/infrastructure advice.</p>	<p>By July 2023, all appropriate learners will be able to:</p> <ul style="list-style-type: none"> - know essential computer terminology - word process simple documents - use search engines for research - use email securely and safely - remain safe on-line - use relevant work-place technology eg. tills, cashless payment systems, work-related websites 	BC	<p>Revise the ICT curriculum to ensure learners use a range of applications that will directly impact positive destinations into a work related sectors using technology effectively (eg. learners may develop skills to create a website).</p>
<p>QE2. By December 2022, leaders will ensure learners have an appropriate environment to develop critical domestic skills to enable them to develop their independence and to support the potential to access supported living in the future.</p>	<p>a. Leaders to allocate an individual to source a suitable property off-site such as renting a flat in the local area.</p> <p>b. Alternatively, source an alternative area/space within the college where ILS home activities can be delivered.</p> <p>c. Managers to ensure any ILS home environment is accessible for learners with complex needs eg. rise/fall tables/sinks.</p>	<p>By end of year 1, learners on Independence & Employability programmes will be able to:</p> <ul style="list-style-type: none"> - cook simple nutritional meals - care for themselves to maintain health & well-being - perform basic housekeeping tasks to sustain a clean, tidy and safe home - manage a household budget 	TH/BC	<p>Learners to socialise more using a 24 hour schedule of events eg. facilitating a dinner party for friends, staying overnight in the home environment.</p>

<p>[Recent Trust developments mean the ILS Home environment will not be accessible from Sept '22].</p>		<ul style="list-style-type: none"> - use a calendar to schedule social events/appointments with friends, housemates, health professionals - cope with emergencies and know how to get help in a crisis - carry out basic first aid - travel locally to shops, doctors, community centres and work - seek advice and understand where and how to get professional guidance or help 		
<p>QE3. By December 2022, a hospitality/catering professional to be commissioned to support learners to work to industry standards and to eventually run the kitchen as a commercially run community cafe. [Learners will use transferable skills to support work in all sectors but standards achieved and the range of skills developed will be specified according to the potential of each individual].</p>	<p>a. Leaders to source and commission a suitably qualified professional to run the kitchen to industry standards. b. The curriculum for all employability learners includes time spent front/back of house dependent on their work aspirations. c. Learners develop holistic skills in the hospitality/catering/retail sectors; eg. customer care, H&S, COSHH, food hygiene, stock rotation etc. d. Learners learn how to run the commercial kitchen as a business concern in the form of a community café.</p>	<p>By July 2023, learners on Employability programmes will:</p> <ul style="list-style-type: none"> - achieve an appropriate food hygiene qualification - choose and use correct equipment safely - follow simple recipes or instructions - maintain safe working areas and adhere to health & safety guidelines - know how to meet and greet different customers - learn the importance of customer care incl. qualifications 	TH	Learners on Employability programmes will develop the skills to eventually run a successful business in a sector of their choice.
<p>QE4. By November 2022, learners & staff from all four pathways to interact more regularly with peers from other pathways, particularly where learners and their families aspire to them accessing the next level of</p>	<p>a. Leaders to timetable learners & staff from all pathways to spend a proportion of time during each week with peers/staff from other groups. b. Encourage transition-in taster sessions in other groups, particularly where individual learners are likely to move to another group permanently.</p>	<p>By February 2023, learners will:</p> <ul style="list-style-type: none"> - interact on a weekly basis with peers on other programmes - transition gradually into other programmes if the intention is for them to move up a level the following year <p>By April 2023, family members will:</p>	TH	As part of the transition-in process, family members to participate in a 'Day in the Life of a [programme area] Learner' alongside their young person.

programme and where that is a realistic expectation.		- be given opportunities to 'shadow' learners in a taught session within the relevant programme area		
IMPLEMENTATION				
Improvements required to raise standards and improve the curriculum for learners [incl. timescale]	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
QE5. By December 2022, a visual, user-friendly marking process will enable all learners to benefit from feedback from tutors or TAs so that they know what to do to improve their work. This process will be linked to the revised tutorial system to ensure agreed developments are reinforced across the curriculum and with parents.	a. Leaders to re-design a visual approach to providing assessment feedback to learners, particularly for those who are unable to read. b. Training to be facilitated by the CM & specialist tutor & the visual approach disseminated and then monitored for effectiveness.	By December 2022, learners will: - have clear and consistent guidance and advice on the quality of their work and how they can improve it.	RR/BC	The most able learners will become increasingly self aware about how well they are performing and what they need to do to achieve higher standards or develop new skills.
QE6. By February 2023 leaders to reinforce further the success of project work carried out in 2022 and to ensure more project-based work is introduced routinely into the curriculum.	a. Leaders to facilitate 'curriculum design' days to ensure tutors work collaboratively to embed appropriate topics across the curriculum. b. Tutors to work on project-based assignment briefs that effectively combine functional skills such as English, mathematics, ICT and employability skills. c. Tutors will identify and prioritise the essential or functional skills for each	By July 2023, learners will: - develop functional skills that will be relevant to them as they prepare for adulthood - be aware of the skills they are developing in each term/year and understand how the curriculum projects will enable them to master certain skills and develop new ones.	BC/RR	Individual learning and curriculum plans will clearly identify the expected functional skills to be developed at each stage of learning and provide an increased number of opportunities to practice and

	<p>learner and incorporate them into the designed projects.</p> <p>d. Review the SOW proforma to include an overview of the terms project showing clear sequencing and links between subjects. In turn this will reduce workload relating to SOW.</p> <p>d. Introduce a British Values/PREVENT lead to create an appropriate tutorial group annual cycle including resources and links.</p>			reinforce these skills in different contexts.
IMPACT				
Improvements required to raise standards and improve the curriculum for learners [incl. timescale]	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
<p>QE7/8. By January 2023, in order to improve destination outcomes into paid work or supported living, tutors to work alongside families, learners and external professionals more effectively and leaders to allocate more time for critical pastoral duties such as tutorials & transition-out planning.</p> <p><i>[KPI link for July '23: supported living opportunities increase from 0-3 & learners into paid employment increases from 3-4]</i></p>	<p>a. Leaders to timetable personal tutors with additional time for pastoral duties eg. 1 full day on T&T.</p> <p>b. Review tutorial & transition plan documentation to introduce a performance related aspect and direct input from families.</p> <p>c. QA tutorial process to ensure employability learners receive a 1:1 tutorial once every half term with their personal tutor.</p> <p>d. QA transition plans to ensure tutors make clear the actions/next steps required to bring about positive destination outcomes.</p> <p>e. Review parent liaison to increase feedback and input around goals, targets, destination outcomes and achievement e.g. parent reports, goal</p>	<p>By July 2023 employability learners will:</p> <ul style="list-style-type: none"> - have a good awareness of the knowledge and skills they have that will increase their likelihood of employment - know how the skills and knowledge relates to their preferred occupational option - understand what new skills and knowledge they need to develop to become even more employable <p>By July 2023 families & social workers of employability learners will:</p> <ul style="list-style-type: none"> - understand their role in enabling each young person to achieve their potential and become employment ready 	RR/TH	<p>Tutorials and workplace reviews will increasingly reflect what happens in the workplace. They will supportive, developmental and appropriately challenging.</p>

	and target setting, transition plan/tutorial record.	<ul style="list-style-type: none"> - provide opportunities and encouragement as the young person progresses onto employment - provide feedback on standards achieved and examples of successful work-related activities away from college. 		
BEHAVIOUR & ATTITUDES (BA)				
Improvements required to raise standards and improve the curriculum for learners [incl. timescale]	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
BA1. By December 2022 leaders will ensure staff at all levels adhere to guidance and strategies set out by therapy team during initial assessment process.	<ul style="list-style-type: none"> a. Therapy team to deliver relevant training to education team to explain appropriate strategies for individual learners. b. Introduce Zones of Regulation for learners where appropriate. c. Introduce Sensory Assessments for learners where appropriate. 	<p>By February 2023:</p> <ul style="list-style-type: none"> - strategies to support behaviour adhering to health & safety guidelines are clearly defined from an early stage by the therapy team and then followed directly by education teams - as a result of the above, the number of incidents reduce 	BC	Education staff take greater responsibility for using therapy strategies and targets and, where appropriate, develop specific expertise to work effectively with the therapy team.
PERSONAL DEVELOPMENT (PD)				
Improvements required to raise standards and improve the curriculum for learners [incl. timescale]	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
PD1. By October 2022 a systematic support reduction programme will be in place that will reduce the over-reliance that some learners	a. Leaders introduce 'work schedules' for each individual on an external or internal work placement so enable learners to arrive on placement and start tasks for the day.	<p>All employability learners will:</p> <ul style="list-style-type: none"> - increase their autonomy and independence at work - be set clear, measurable targets that will enable TAs and 	TH	Learners will work as independently as possible in their work environment,

have on TA support, particularly when they attend work placements.	b. Employers input into documentation to evidence performance levels of each learner on placement & to set appropriate targets.	employers to record the progress learners make towards their employability long term goals		gradually reducing the need for TA support.
PD2. By November 2022, all learners will have personal development targets set across all areas of the curriculum and that acknowledges their prior learning and achievement eg. incl. that in T&T sessions.	a. Leaders to review target setting to ensure opportunities to measure progress against PSD skills are effective eg. learners to have targets set/monitored linked to T&T activities.	By November 2022, all learners will have measurable and appropriately challenging personal development targets set. These will include: - playing an active part in college and community life - an understanding of fundamental British Values - developing resilience and strategies to keep physically and mentally healthy - improving readiness for employment, further training and independent or supported living	RR	The next curriculum strategy will ensure personal development outcomes are clear and relevant and are reinforced across all subject areas.

LEADERSHIP & MANAGEMENT (LM)

Improvements required to raise standards and improve the curriculum for learners [incl. timescale]	Actions	Impact on the Learner (incl. timescale)	Lead ELT	Next Steps (incl. links to the 2022-23 SAR)
LM1. By September 2022, a diverse and comprehensive therapy support team will be in place to support learners with their communication, independence & social development.	a. Leaders to re-commission an experienced SALT for 2-3 days weekly to replace the previous SALT. b. The three therapists (SALT/OT/Music) work collaboratively to ensure a consistent approach is defined for staff in supporting learners across a range of strategies.	By July 2023, where relevant, learners will make good or better progress in: - expressive and receptive language - communicating preferences, emotions and needs - physical mobility	RR	The well established therapy team are fully embedded into curriculum design and work collaboratively to establish starting points and set measurable targets

	c. The three therapists (SALT/OT/Music) identify individual starting points and define targets/measures of progress and success.			from which to evidence progress.
LM2. By April 2023, further develop the termly curriculum 'design' days to include input from stakeholders such as parents and employers on a routinely basis.	a. Leaders to timetable regular termly curriculum 'design' days to routinely incorporate the therapy team, families and employers, working alongside college staff. b. Leaders to QA curriculum planning to ensure sequencing and linking is clearly defined.	By April 2023, learners will: - increase their rate of progress and acquisition of new knowledge - increase their confidence in using new language acquired - be able to practice skills developed and knowledge acquired in the home and in other environments, including the home, workplace and local community	RR	The curriculum is frequently revisited and driven by guidance from a wide range of stakeholders such as employers, families and Governors.
LM3. By February 2023 leaders will raise the external profile of the college both nationally and regionally.	a. Leaders to routinely attend Natspec events such as training & the Annual Natspec Conference. b. Leaders to identify an appropriate project and submit this as an application for the Natspec Awards 2023. c. Leaders to participate in PRD activities in the north west to share good practice with other good/better specialist colleges. d. Leaders to produce an article for Natspec's 'Quality Times' that shares the effective practice developed that resulted in achieving Ofsted 'Good' in December 2021.	By February 2023, the college's external profile and reputation is raised significantly through regular participation with Natspec and regional PRD activities.	MH/BC	The reputation and awareness of the college as a 'good' provider is very well established both locally and nationally.
LM4. By November 2022 leaders to take on full responsibility for the production and monitoring of all strategic documentation &	a. SLT to agree who will lead on the production and monitoring of specific documentation (SAR/QIP, Quality Reports, Strategic Development Plan, stakeholder surveys & analysis,	By November 2022, the leadership team have clearly defined responsibilities for the production and monitoring of key strategic documents.	MH/BC	All leaders are fully trained and confident in producing and monitoring key

<p>ensure Governors review key documentation on a regular basis. <i>[To date, the Interim Co-Principal/Consultant has continued to lead on the majority of strategic documents to be tabled at Governors meetings. From Sept '22, her role will change significantly to that of Education Consultant in an advisory capacity and will attend college 15 days pa]</i></p>	<p>PREVENT agenda etc) incl. the presentation to Governors. b. Further develop the work across the Trust to ensure that staff at all levels share the same vision for both the school and the college and plan for a sustainable future.</p>			<p>strategic documentation.</p>
<p>LM5. By March 2023 the Parent Aspirations Group will become an increasingly effective force for improvement by working closely with the college staff to increase the understanding by parents of how the work of the college prepares young people for their next stage in life and the role parents can play in enabling every individual to achieve their aspirations and goals.</p>	<p>a. Leaders to be clear on the cohort of learners they intend to support going forward & to ensure families at school are aware of this 'vision' at a very early stage and well before transition-in processes begin. b. Include ex. learners as Guest Speakers to highlight success stories at transition-in events. c. Tutors and managers to work with external professionals and families to help them explore opportunities such as how to access supported living and then work alongside them to bring about positive destination outcomes.</p>	<p>By March 2023 learners will: - increase their rate of progress and acquisition of new knowledge - increase their confidence in using new language acquired - practice skills developed and knowledge acquired in the home and in other environments outside of college <i>[KPI link for July '23: supported living opportunities increase from 0-3 & learners into paid employment increases from 3-4]</i></p>	<p>TH</p>	<p>Where appropriate, a significant proportion of learners across all pathways access sustainable supported living and most employability learners gain paid or voluntary employment.</p>
<p>LM6. By January 2023 outcomes from staff surveys highlight a significant improvement in the variance from the previous year (-</p>	<p>a. Leaders to reflect on the initiatives to support 'Listening Ear' and to introduce further measures to support work/life balance.</p>	<p>By January 2023 learners will benefit from: - a staff team that is healthy, motivated and well-supported by their leaders</p>	<p>RR/TH</p>	<p>Devise an appropriate way of measuring learner satisfaction that demonstrates and correlates the impact</p>

27%), particularly in how well leaders recognise and take action over health & well-being concerns.		<ul style="list-style-type: none"> - reduced number of staff absences that will improve the learning experience and increase learner satisfaction - a staff team who act as positive role models and take their own health and well-being seriously 		of improvements in staff well-being and motivation levels.
LM7. To improve standards of performance management, revisit the strategy to reintroduce a process of regular supervisions and appraisals.	<ul style="list-style-type: none"> a. Revisit line management responsibilities and mentoring arrangements. b. Review documentation and reintroduce 1:1 supervisions for all staff. c. Create performance management calendar to include dates of appraisals, 6 month reviews, supervisions and observations. 	<p>By May 2023 learner5s will benefit from:</p> <ul style="list-style-type: none"> - A skilled workforce adhering to high expectations set by the leadership team resulting in exceptional quality of education. 	BC	
<p>Key Performance Indicators for 2022-23</p> <p>Governors, the Principal and Managers set high expectations for their learners. The KPIs below provide specific, time-bound indicators against which performance can be measured. Staff at all levels of the organisation are aware and 'own' the organisational KPIs and they are referred to during regular supervision/appraisals. KPIs are approved by Governors at their meeting in September 2022.</p> <ul style="list-style-type: none"> * 100% of learners develop the knowledge and skills, as identified in their individual learning plans, as a result of a very well designed curriculum and highly effective learning activities. (July '23) * The vast majority of learners in Employability and Independence Pathways achieve bespoke and challenging qualifications that will support them in their future lives and success rates exceed 95% overall (July '23) * 100% of Employability Pathway learners engage in a minimum of one internal or external high quality WE placement linked to their work ready aspiration by end of term 1 * The number of learners who gain paid employment increases from 3-4 (Jul '23). * The number of learners who access a Supported Internship programme increases from 0-3 (Jul '23). 				

- * **Learners make good progress with their target achievement against those set and termly success rates exceed 90% (Dec '22/Apr '23/July '23).**
- * **QIP outcomes evidence rapid and sustained improvement as:**
 Term 1 – 60% Term 2 – 80% Term 3 – 95% overall
- * **Retention levels for students who remain at college show 90% (July '23).**

Governor and Trustee links:

Link Area	Link Governor	Trustee
Safeguarding	Nicola Platt	Cole Andrew
Finance	Jeremy Sheehy	Andrew Bent
Q of Ed.	Neil Johnson	Sue Woodgate
Staff Well-being	Ian Littlewood	Louise Hutchinson
Risk Management	Rachel Hill	Paul Willoughby
Governance	Pat Hodson	Martin Hanbury

Summary Review date	Improvement required	Comments (incl. Governor comments/challenges)	Reviewer	Governor link
1/3/2023	QE1a	Feb/March '23 – BC facilitated training with a focus on how to embed IT into sessions. Ordered new display to create IT WOWSER board. Audit of IT resources carried out. Introduce bespoke IT core targets where this is appropriate.	BC	NJ
1/3/2023	QE1b	SLT have decided that there is no longer an IT session however, we have a bank of laptops readily available to be embed across the curriculum. Where learners will benefit SLT to consider whether to enter learners for an IT qualification.	BC	NJ
1/3/2023	QE1c	SLT have decided not to commission a technology specialist however, workshops to commence in March have been planned to upskill staff in ICT.	BC	NJ
28/3/23	QE2a/b/c	Agreed plans to develop current staff room/ILS Home further onsite to include a bedroom and lounge area. In addition to this MH is exploring an opportunity to raise funds for a possible offsite property or POD.	BC/TH	NJ

10/9/23	QE3a/b	A professional chef has been commissioned to and 2 learners are working back of house in the kitchen for work experience opportunities.	TH	NJ
Sept 23	QE4a	All learners on the Employability and Independence Pathways and some learners from the Discovery Pathway, spend Thursdays and Fridays with peers and staff from other groups such as at the Deans activity centre. Most learners also mix groups at lunchtimes.	TH	NJ
8/2/23	QE5a/b	BC discussed in meeting with all staff and agreed a sharing good practise session with the aim to create a consistent marking/feedback policy and guidance for each pathway/bespoke.	RR	NJ
3/1/23	QE6a/b	Curriculum Development days have continued to happen to enable tutors the time to plan ahead together for the following term ensuring sequencing and linking. Teachers have continued to utilise the themes and include project style teaching where possible i.e. planning for a tea party.	RR/BC	NJ
12/9/23	QE7/8a	Leaders have timetabled a new 3/2 model to ensure personal tutors have necessary time to carry out pastoral duties such as 1:1 tutorials. However, to date RR has been utilising group tutorial time to carry out 1:1 tutorials to a high standard. This now has to be filtered down to tutors to carry out with a hand over from RR.	RR	NJ
2/2/23	BA1a/b/c	SaLT has delivered some whole college training and some bespoke strategies for individual learners such as the use of PECS. Zones of regulation and bespoke sensory activities introduced to some learners to support coping strategies. Some sensory assessments in place for some learners.	BC	
12/9/23	PD1a	Some learners now have work schedules that enable them to arrive on placement and start task for the day independently.	TH	
4/1/23	PD2	In group tutorials and during enrichment learners now have core targets and relevant staff record assessments against these directly onto Databridge.	RR	
5/3/23	LM1a/b/c	Leadership have employed an experience SaLT 2 days per week. Currently OT and Music therapy on hold subject to the ILR/V10. SaLT regularly inputs into learners targets.	BC/MH	
1/9/23	LM2b	CM has carried out QA on all tutors planning on a regular basis.	RR	
15/2/23	LM3	BC is now a member of the principal forum and is booked onto the annual Natspec conference. RR has attended Natspec training.	BC	
1/3/23	LM4a/b	Leaders have begun to discuss and take lead on the production and monitoring of specific documentation such as BC to lead on the QIP, stakeholder surveys and analysis, RR to lead on the quality report.	MH/BC	

Jan - current	LM5a/b	Leadership held an open forum around aspirations and expectations for prospective families to explore if Chatsworth Futures is the right provision for their young person. The applications received so far have resulted in 8 interviews planned for March. 1 application has been declined and 3 are under review. Supported living options have been discussed in all annual reviews. Actions have been created where appropriate.	MH/TH	
Feb 23	LM6	SLT have begun discussions around staff wellbeing and new initiatives.	BC	IL

Overall QIP Outcomes - % of target success [for SMT/Governor monitoring]

	Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
TERM 1 Dec				
TERM 2 Apr				
TERM 3 Jul				
TOTAL achieved				

SLT/Governors have decided that going forward, once an action has been full achieved, it will be removed from the QIP and this will make for a more manageable document – **CONTINUE??**