



Post Inspection Action Plan

February 2019

Leadership and Management

Area for Improvement	Action	Impact Measures	Lead	Time
1. Leaders and managers must act urgently to address health and safety issues including the assessment of risk to ensure students are kept safe from potential harm.	1. Appoint Health and Safety officer for The Deans site	a) MH identified as Health and Safety officer b) MH attends suitable training for the role	ML MH	Feb 19
	2. Appoint Health and Safety governor for Chatsworth Futures	a) ML appointed as Health and Safety governor	SD ML	Feb 19
	3. Conduct full risk assessment of The Deans site	a) Risk assessment report identifies risk and hazards across the site b) Controls are identified and consistently implemented across the site	MH ML	Feb 19
	4. Conduct premises survey of The Deans site	a) Premises survey identifies necessary improvements to the premises b) Improvements are completed	MH ML	Mar 19
	5. Risk assessments are written for all areas of The Deans site	a) Risk assessments are working documents which staff know well and respond to	MH ML	Feb 19
	6. Staff teams conduct weekly Health and Safety checks of the premises	a) Staff report all Health and Safety concerns to MH via established referral protocol	MH All Staff	Feb 19
	7. Teachers conduct sessional Health and Safety checks of the working area and context	a) Teachers demonstrate rigorous awareness of Health and Safety standards for all sessions	MH Teachers	Feb 19
	8. A deputy DSL is appointed	a) BC completes DSL training b) BC leads weekly safeguarding briefing	MH BC	Mar 19
2. Ensure the senior leadership team has suitable leaders who have experience of working with, and supporting, students	1. Consult with colleagues from NATSPEC in order to scope needs and identify a strategy to address this issue	a) MH contacts Clare Howard and establishes support network b) NATSPEC colleague supports the college in identifying strategy	MH MA	Feb 19
	2. Embed leaders in existing high quality	a) High quality practice is transferred and	MH	May 19

with high needs in further education and skills settings.	provider	sustained in the college	BC	
	3. MH completes the necessary processes for ILR, QAR and other data management processes	a) All data returns are well managed and timely	MH WM	Mar 19
3. Improve quality improvement processes swiftly so that actions to address weaknesses are successful and result in sustained improvements to the quality of provision.	1. Re-design and re-write the SAR focusing on a more concise format focused on strengths and areas for improvement	a) SAR enables to leaders and governors to measure improvement b) Governors have sufficient information regarding improvement measures in order to support and challenge leaders effectively	MH SD	Mar 19
	2. Define impact measures more precisely in the QIP	a) QIP enables leaders to measure the impact of the actions they take precisely b) Leaders are able to intervene promptly and change approaches and initiatives in a timely manner if they are not proving effective	MH SD	Mar 19
	3. Re-design the Quality Improvement Cycle to ensure that regular learning walks and lesson observation capture key improvement priorities	a) Specific areas for improvement provide a focus for learning walks and lesson observations b) Areas for improvement show rapid positive progress	MH NJ	Mar 19
4. Ensure performance management is linked to the outcomes of the observation of teaching and learning for teachers and teaching assistants to develop their skills and improve their teaching practice.	1. Re-write all teachers' appraisal targets so that they provide a clear stretch and challenge beyond the Teachers' Standards	a) Teachers' performance management targets have a direct and tangible impact on improving the quality of education in the college	MH NJ	Mar 19
	2. Learning walks, lesson observations, Learner progress meetings and scrutiny of Learners' work generate specific areas for improvement for teachers	a) Leaders and teachers have a clear and shared understanding of what teachers need to improve in their practice	MH NJ	Mar 19

5. Staff development opportunities are not specific enough	1. Teachers' CPL programme to target specific issues identified through the performance management process	a) Teachers show improvement as a direct result of CPL b) Teachers are able to articulate the impact of CPL on improving their practice	MH NJ	May 19
6. College data needs to be managed more effectively	1. Successfully upload all ILR information within specified deadlines	a) ILR is submitted on time and successfully uploads without any errors b) ILR can be accurately interpreted by colleagues at the ESFA	MH SD	Feb 19
	2. Review and amend QAR data as necessary	a) Review of information contained in QAR is conducted and any alterations notified to ESFA	MH SD	Feb 19
	3. Identify and undertake appropriate CPL in order to support data management across the college	a) MH is proficient in data management within the FE context b) MH is fully engaged with NATSPEC offer	MH SD	Feb 19
7. The curriculum needs to be further refined to prepare Learners for adulthood	1. Liaise directly with CS to establish progress being made on CHSCC curriculum	a) Clear knowledge of CSCC curriculum used to help develop CF curriculum offer	MH ML	Feb 19
	2. Redefine college courses and qualifications offer which are linked and published	a) The college has a clearly defined, coherent and published curriculum offer related to qualifications and courses	MH NJ	April 19
8. The college does not share practice with the school	1. Identify key areas for collaborative practice with the school including emotional well being, EHCP development and curriculum development	a) Practice is shared and becomes distinct but aligned	MH GM BC CS	May 19
Quality of Teaching, Learning and Assessment				
Area for Improvement	Action	Impact Measures	Lead	Time
1. Leaders, managers and	1. Teachers will use a range of different	a) Teachers' planning and preparation will	MH	Mar 19

<p>governors must improve quickly the quality of teaching, learning and assessment by:</p> <p>– ensuring teachers use key information about students to provide effective teaching and support that meets students’ individual needs</p>	<p>information about learners when planning learning. Information will include</p> <ul style="list-style-type: none"> • Baseline assessment • SaLT Therapy assessment • OT Therapy Assessment • Behaviour Support Risk Assessment • Generic Risk Assessment • Environmental Risk Assessment <p>Information will be referenced explicitly on lesson plans</p>	<p>reference salient information</p> <p>b) Lesson observations and learning walks will demonstrate that information is used</p> <p>c) Practice consistently incorporates salient information</p>	<p>NJ</p>	
<p>2. Leaders, managers and governors must improve quickly the quality of teaching, learning and assessment by:</p> <p>– improving the setting of targets for students so that they are sufficiently personalized and help students to make good progress</p>	<p>1. Review the process of target setting focusing on developing clear links to Learners’ EHCPs</p>	<p>a) Clear, coherent and manageable process is developed for target setting</p> <p>b) Teachers understand and utilise the process</p>	<p>MH BC</p>	<p>Feb 19</p>
	<p>2. Teachers to re-write all targets for all Learners so that they a clear, coherent and personalised</p>	<p>a) Each Learners’ targets are distinctly different from other Learners</p> <p>b) Targets are linked closely to assessment information and EHCPs</p>	<p>MH BC Teachers</p>	<p>Feb 19</p>
	<p>3. SLT to quality assure each target for each Learner to ensure that they are SMART</p>	<p>a) Targets are clear, SMART and are shared in full with Learners and their parents</p> <p>b) Targets are aligned to the curriculum</p>	<p>MH BC Teachers</p>	<p>Feb 19</p>
<p>3. Leaders, managers and governors must improve quickly the quality of teaching,</p>	<p>1. Learners’ targets to be closely linked to EHCPs</p>	<p>a) All Learners’ targets demonstrate clear links to EHCPs</p> <p>b) EHCP outcomes are closely reviewed during annual reviews</p>	<p>MH ML</p>	<p>Feb 19</p>

learning and assessment by: – focusing explicitly on the skills students need to develop to reach their full potential.	2. The timetable is to be restructured to maximise opportunities to address Learners' targets.	a) The timetable reflects learning priorities and enables Learners frequent structured opportunities to address their targets	MH BC	Feb 19
	3. Review the current baseline system and implement changes referencing EHCPs and Learners' baseline strengths	a) The new baseline process incorporates EHCPs and provides sound information about Learners' starting points	MH HB	Mar 19
4. Teachers do not use assessment information well	1. Review quality of teachers' assessment and identify necessary changes to practice	a) There is documentary evidence of teachers using assessment to inform planning the next steps for learning	MH BC NJ	Mar 19
	2. Implement changes to assessment practice	a) Weekly QA of assessment demonstrates tangible evidence of improvement with particular reference to the use of assessment to inform the next steps for learning	MH BC NJ	Mar 19
	3. Institute weekly QA of assessment focusing in particular on the use of assessment to inform the next steps in learning	a) Teachers are able to articulate the ways in which they are using other professionals assessment to inform their planning	MH BC NJ	Mar 19
	4. Teachers consistently implement strategies provided by SaLT, OT and other professionals to inform planning and practice	a) Learning walks and lesson observations show consistently good use of assessment to inform lessons, learning and practice	MH BC NJ	Mar 19
5. Expectations of Learners are not sufficiently high	1. Ensure targets are of good quality and challenge Learners	a) Learners fail to achieve a small number of their targets	MH NJ	April 19
	2. Introduce monthly Learner Progress	a) Teachers meet each month with MH/BC and	MH	Mar 19

	meetings in order to monitor the challenges being set for Learners	develop targets accordingly	BC	
	3. Ensure learning activities are challenging and engaging	a) Lesson observations and Learning Walks provide consistent evidence that tasks and activities are challenging and engaging	BC ML	May 19
6. Not all staff are focused on increasing opportunities for Learners to work independently	1. Staff to proactively create opportunities for Learners to develop their independence skills	a) Staff are innovative and creative in developing independence opportunities b) Learners become increasingly confident and self-motivated	MH SD	June 19
7. Target setting is ineffective - there are too many, they are too vague and not focused on developing key skills and attributes	1. Revise all target setting processes to ensure that targets are SMART, assessment is accurate and recording is manageable	a) External review considers targets SMART and effective in promoting learning b) Learners make good progress from their starting points as a demonstrable result of the quality of targets	MH MA	May 19
8. Targets for English and mathematics are too limited	1. Ensure each Learner has targets directly related to English and mathematic	a) All Learners have English and mathematics related targets which correspond to EHCPs	MH BC	Feb 19
9. The lack of rigour in target setting means that lessons do not build on previous learning	1. New assessment process entails that previous learning is built into all lessons	a) Teachers planning demonstrably shows previous learning is referenced	MH BC	Mar 19
10. Annual Reviews are not rigorous because they do not relate closely to the EHCPs	1. Review annual review process and develop a new system which directly relates to reporting on EHCP outcomes and Learner targets	a) Annual Review notes demonstrate rigour and close attention to EHCP targets	MH WM ML	June 19
11. Assessment of learning in	1. Embed weekly learning conversations in order to capture assessment of learning	a) Teachers and teaching assistants have weekly conversations which are supervised by leaders	MH BC	April 19

lessons is not effective because teachers are not skilled in making assessments		and found to be of high quality	NJ	
	2. Leaders to monitor assessment on a weekly basis to ensure high quality assessment and intervene immediately where this is not evident	a) MH and BC read all assessments each week and the need to intervene diminishes over time	MH BC NJ	May 19
12. Feedback to Learners is not effective	1. Implement weekly 1:1 tutorials focused on progress from the previous week and the objectives for the week ahead	a) Learners, where appropriate, are able to articulate how they can improve b) The learning environment is embedded with information about learning progression	MH DW	April 19
	2. Leaders to conduct bi-weekly intervention learning walks which provide teachers and teaching assistants with 'live' guidance and support	a) Leaders have a clear insight into the quality of feedback provided to Learners and produce a written report for governors focused on this b) Teachers and teaching assistants develop skills and expertise in this area	MH BC DW	July 19
	3. Teachers and teaching assistants regularly check Learners have understood what is required from them	a) Teachers and teaching assistants are able to consistently articulate the level of understanding Learners have reached	BC MH DW	June 19

Personal Development, Behaviour and Welfare

Area for Improvement	Action	Impact Measures	Lead	Time
1. Only a few Learners benefit from external work experience	1. Increase the number of work placements and the range of Learners accessing those work placements	a) Increase in Learners undertaking work placements	MH AJ DW	July 19

Outcomes for Learners

Area for Improvement	Action	Impact Measures	Lead	Time
1. Starting points are not clear –	1. Develop a new baselining process which	a) Baseline system provides an accurate picture	MH	May 19

baselines do not capture starting points	adopts an holistic view of Learners' strengths and areas for development	of Learners' strengths and needs	BC GM	
2. More able Learners do not reach their potential	1. More able Learners' targets are reviewed by Leaders and Leaders in CHSCC	a) More able Learners achieve higher levels of qualifications	MH BC	July 19
3. There is a lack of personalised targets; targets are generic	1. Develop new target setting processes which are inextricably linked to EHCPs therefore supporting personalised target setting	a) External review of targets by peers concludes that targets are personalised	MH MA	June 19
4. Improve students' progression from the college so that more progress to volunteering, supported internships, supported employment, or paid employment.	1. Identify Learners who are likely to benefit from progression to volunteering and/or supported employment	a) Feasible and beneficial work placements are established b) Learners enjoy their placements	MH DW	June 19
	2. Identify placements that are likely to sustain after Learners have left the college	a) Several Learners are in voluntary placement or paid employment six months after leaving the college	MH DW	Jan 20

Spring Term			
Reviewed	Comments	Reviewer	Governor
15.02.19			
01.03.19			
08.03.19			
15.03.19			
22.03.19			
29.03.19			
Summer Term			
Reviewed	Comments	Reviewer	Governor
19.04.19			
26.04.19			
03.05.19			
10.05.19			
17.05.19			
24.05.19			
07.06.19			
14.06.19			
21.06.19			
28.06.19			
05.07.19			
12.07.19			

19.07.19			
26.07.19			