



# Post Inspection Action Plan

April 2019 (version 6)

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 (green when established and embedded) <b>Criteria for measuring impact</b> • Controls will be considered embedded after one full term of checks being completed and no issues remaining unresolved	MH ML	Feb 19 May 19
	4. Conduct premises survey of The Deans site	a) Premises survey identifies necessary improvements to the premises b) Improvements are completed • Refer to Health and safety Audit Action Plan for note of completion	MH ML	Mar 19 June 19
	5. Risk assessments are written for all areas of The Deans site	a) Template provided by IY is used and quality assured b) IY conducting risk assessment of kitchen area on 12.03.19. Kitchen area not currently used by Learners Kitchen area will not be used until further	MH ML	Mar 19 June 19

		<p>notice. This will allow all recommendations to be to be completed. Progress will be reviewed on 22.05.19</p> <p>c) Risk assessments are working documents which staff know well and respond to</p> <p><b>Criteria for measuring impact</b></p> <ul style="list-style-type: none"> <li>Weekly briefing addresses H and S issues and staff respond and report issues</li> <li>Learning walks/lesson obs show consistent adherence to H and S practice</li> <li>SLT 'spot check' staff awareness of risk assessments</li> </ul>		May 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	<p>a) Teachers demonstrate rigorous awareness of Health and Safety standards for all sessions (green when established and embedded)</p> <p><b>Criteria for measuring impact</b></p> <ul style="list-style-type: none"> <li>Rigour will be measured through learning Walks/lesson obs clearly demonstrating adherence to H and S principles</li> <li>Teachers will contribute to H and S weekly briefing highlighting areas of concern/discussion</li> </ul>	MH Teachers	Feb 19  May 19
	8. A deputy DSL is appointed	<p>a) BC completes DSL training</p> <p>b) BC leads weekly safeguarding briefing</p>	MH BC	Mar 19
<b>2. Ensure the senior leadership</b>	1. Consult with colleagues form NATSPEC	a) MH contacts Clare Howard and establishes	MH	Feb 19

<p><b>team has suitable leaders who have experience of working with, and supporting, students with high needs in further education and skills settings.</b></p>	<p>in order to scope needs and identify a strategy to address this issue</p>	<p>support network</p> <p>b) NATSPEC colleague supports the college in identifying strategy</p>	MA	
	<p>2. Embed leaders in existing high quality provider</p>	<p>a) Identify potential host</p> <ul style="list-style-type: none"> <li>Discussions have taken place during the Natspec conference (2 and 3 April 19) and two colleges have agreed to support this process</li> </ul> <p>b) High quality practice is transferred and sustained in the college</p>	MH BC	May 19
	<p>3. MH completes the necessary processes for ILR, QAR and other data management processes</p>	<p>a) All data returns are well managed and timely</p>	MH WM	Mar 19
	<p>4. Recruit senior leader from FE background</p>	<p>a) LT is strengthened by addition of FE leader</p>	MH DW	Mar 19
<p><b>3. Improve quality improvement processes swiftly so that actions to address weaknesses are successful and result in sustained improvements to the quality of provision.</b></p>	<p>1. Re-design and re-write the SAR focusing on a more concise format focused on strengths and areas for improvement</p>	<p>a) NATSPEC professional to provide support around this</p> <ul style="list-style-type: none"> <li>Natspec support consultant has been identified</li> </ul> <p>b) SAR enables to leaders and governors to measure improvement</p> <p>c) Governors have sufficient information regarding improvement measures in order to support and challenge leaders effectively</p>	MH SD	June 19
	<p>2. Define impact measures more precisely in the QIP</p>	<p>a) PIAP will run until the end of this academic year following advice from NATSPEC professional</p> <p>b) QIP has been replaced by PIAP on website</p>	MH SD	July 19

		<p>c) Updated V6 of PIAP to be added to website</p> <p>d) Leaders are able to intervene promptly and change approaches and initiatives in a timely manner if they are not proving effective</p>		
	<p>3. Re-design the Quality Improvement Cycle to ensure that regular learning walks and lesson observation capture key improvement priorities</p>	<p>a) Specific areas for improvement provide a focus for learning walks and lesson observations</p> <p>b) Areas for improvement show rapid positive progress</p>	<p>MH</p> <p>HB</p> <p>BC</p> <p>NJ</p>	<p>Mar 19</p> <p>May 19</p>
<p><b>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.</b></p>	<p>1. Re-write all teachers' appraisal targets so that they provide a clear stretch and challenge beyond the Teachers' Standards</p>	<p>a) Teachers' performance management targets have a direct and tangible impact on improving the quality of education in the college</p>	<p>MH</p> <p>HB</p> <p>NJ</p>	<p>May 19</p>
	<p>2. Learning walks, lesson observations, Learner progress meetings and scrutiny of Learners' work generate specific areas for improvement for teachers</p>	<p>a) Leaders and teachers have a clear and shared understanding of what teachers need to improve in their practice</p>	<p>MH</p> <p>NJ</p>	<p>May 19</p>
<p>5. Staff development opportunities are not specific enough</p>	<p>1. Teachers' CPL programme to target specific issues identified through the performance management process</p>	<p>a) Teachers show improvement as a direct result of CPL</p> <p>b) Teachers are able to articulate the impact of CPL on improving their practice</p>	<p>MH</p> <p>NJ</p>	<p>May 19</p>
<p>6. College data needs to be managed more effectively</p>	<p>1. Successfully upload all ILR information within specified deadlines</p>	<p>a) ILR is submitted on time and successfully uploads without any errors (green when established and embedded)</p>	<p>MH</p> <p>SD</p>	<p>Feb 19</p>
		<p>b) ILR can be accurately interpreted by colleagues at the ESFA (green when established and embedded)</p>		<p>April 19</p>

	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	June 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 CHSCC curriculum used to help develop CF curriculum offer	MH ML	May 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 b) The curriculum focuses on destinations and possible future employment for Learners	MH CS 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 (green when established and embedded)	MH GM BC CS	May 19

### Quality of Teaching, Learning and Assessment

Area for Improvement	Action	Impact Measures	Lead	Time
1. Leaders, managers and governors must improve quickly the quality of teaching, learning and assessment by: – ensuring teachers use key information about students to	1. Teachers will use a range of different information about learners when planning learning. Information will include <ul style="list-style-type: none"> <li>Baseline assessment</li> <li>SaLT Therapy assessment</li> <li>OT Therapy Assessment</li> <li>Behaviour Support Risk Assessment</li> </ul>	a) Teachers' planning and preparation will reference salient information b) Lesson observations and learning walks will demonstrate that information is used (green when embedded) c) Practice consistently incorporates salient information	MH NJ	May 19

<p>provide effective teaching and support that meets students' individual needs</p>	<ul style="list-style-type: none"> <li>• Generic Risk Assessment</li> <li>• Environmental Risk Assessment</li> </ul> <p>Information will be referenced explicitly on lesson plans</p>			
<p>2. Leaders, managers and governors must improve quickly the quality of teaching, learning and assessment by: – 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> <ul style="list-style-type: none"> <li>• To be tested against the revised curriculum offer introduced in April 19</li> </ul>	<p>MH HB BC Teachers</p>	<p>Feb 19   April 19</p>
<p>3. Leaders, managers and governors must improve quickly the quality of teaching, learning and assessment by: – focusing explicitly on the skills students need to develop to reach their full potential.</p>	<p>4. 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 (Not possible till all ARs are completed in June 2019)</p>	<p>MH ML</p>	<p>Feb 19  June 10</p>
	<p>1. The timetable is to be restructured to maximise opportunities to address Learners' targets</p>	<p>a) The timetable reflects learning priorities and enables Learners frequent structured opportunities to address their targets</p>	<p>MH BC</p>	<p>Feb 19</p>
	<p>2. Review the current baseline system and implement changes referencing EHCPs and Learners' baseline strengths</p>	<p>a) Teachers planning demonstrably shows previous learning is referenced (green when established and embedded)</p>	<p>MH HB BC</p>	<p>April 19</p>

		<ul style="list-style-type: none"> <li>N.B. new planning format and instructions have been issued for all teachers to follow from April 19</li> </ul>		
5. 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	<p>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</p> <p>There has been significant improvement in the quality of assessment. This QA will continue to ensure progress continues into the Summer Term</p>	MH BC NJ	Mar 19  July 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	April 19
	4. Teachers consistently implement strategies provided by SaLT, OT and other professionals to inform planning and practice	<p>a) Learning walks and lesson observations show consistently good use of assessment to inform lessons, learning and practice</p> <p>Early indicators of this being achieved need to continue into the Summer Term</p>	MH BC NJ	Mar 19  May 19
6. Expectations of Learners are not	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



sufficiently high	2. Introduce monthly Learner Progress meetings in order to monitor the challenges being set for Learners	a) Teachers meet each month with MH/BC and develop targets accordingly	MH BC	May 19
	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 HB	May 19
7. 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
8. 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 • Natspec colleagues to be involved in this review b) Learners make good progress from their starting points as a demonstrable result of the quality of targets	MH MA	June 19
9. Targets for English and mathematics are too limited	1. Ensure each Learner has targets directly related to English and mathematics	a) All Learners have English and mathematics related targets which correspond to EHCPs	MH BC	Feb 19
10. 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) All weekly objectives are derived from previous week's learning via the 'Next Steps' methodology	MH BC	Mar 19
11. 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

12. Assessment of learning in lessons is not effective because teachers are not skilled in making assessments	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 and found to be of high quality	MH BC NJ	April 19
	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
13. 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 Increase has been achieved – focus is now on extending both the range of opportunities and the number of Learners attending placements	MH BC DW	July 19
	2. BC to increase knowledge and skills in	a) Attend Natspec Employability Forum on	BC	May 19

	the area of Employability	14.05.19	HB	
		b) Develop Employability network through PDR group		
Outcomes for Learners				
Area for Improvement	Action	Impact Measures	Lead	Time
1. Starting points are not clear – baselines do not capture starting points	1. Develop a new baselining process which adopts an holistic view of Learners' strengths and areas for development	a) Baseline system provides an accurate picture of Learners' strengths and needs	MH BC GM	May 19
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 Natspec colleagues identified to conduct target review	MH MA RT	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 Good progress being made but continue and expand during the Summer Term	MH DW	June 19
	2. Identify placements that are likely to sustain after Learners have left the college	1. 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
01.03.19	<ul style="list-style-type: none"> <li>H and S audits have consisted of policy and practice review on 6<sup>th</sup> February 2019 with premises review to follow on 27<sup>th</sup> and 28<sup>th</sup> February 2019</li> <li>MH and ML have completed Educare module re H and S</li> <li>Focus has been on reforming target setting process</li> <li>New system is in place but not yet implemented – starts on 26.02.19</li> <li>Targets are explicitly linked to EHCPs</li> </ul> <p>Governor Comments:</p> <ol style="list-style-type: none"> <li>I noticed that nothing appears to be highlighted in red?</li> <li>Have all the proposed and completed actions pertaining to Health &amp; Safety been enshrined in an updated H &amp; S policy?</li> <li>How would you gauge staff awareness of the contents of this action plan? It is vital that this becomes an area of shared responsibility with a high profile.</li> <li>We will look at linking EHCPs into curriculum when we next meet</li> <li>Please can you provide a brief (e.g. bulleted) update once you have met with CS to give a synopsis of the curriculum discussion which is due to take place?</li> </ol> <p>MH Response</p> <ol style="list-style-type: none"> <li>As this is the early stages of the PIAP being in operation, I have left 'blank' any areas which have not been addressed. I will indicate in red those areas which have missed a deadline.</li> </ol>	MH	ML

	<p>2. I have obtained an H and S Policy template from the HSE which I propose we use as a format. I will submit this to governors and Vicky McRae who is the H and S officer for the Trust. Once agreement is reached, I can incorporate all the salient information into this format.</p> <p>3. Staff have no current awareness of the PIAP. This will be introduced in a summary format during briefings commencing tomorrow (26.02.19). I held an H and S briefing this morning and focused on H and S being everyone's responsibility.</p> <p>4. EHCPs are now directly referred to in the Learners' Medium Term Goals (Annual Targets). Further development of the curriculum can be explicitly linked to EHCPs from hereon.</p> <p>5. There is no scheduled meeting with CS. However, this will be arranged this week.</p>		
08.03.19	<ul style="list-style-type: none"> <li>• Please note revised format has added new material; this is highlighted in light blue</li> <li>• Premises survey (1.4) delayed due to ill health of inspector. RE-scheduled for 5<sup>th</sup> and 6<sup>th</sup> March 2019</li> <li>• Appointment of HB is noted as additional section under L and M section</li> <li>• Please note ML has completed and H and S focused visit (28.02.19) scrutinising practice and documentation. The visit involved discussion with WM, MH and BC and a brief tour of the premises. These notes have been shared with Governors.</li> </ul> <p><b>Governor Comments:</b></p> <p>1. All noted and all issues covered by H&amp;S scrutiny meeting.</p>	MH	MA
15.03.19	<ul style="list-style-type: none"> <li>• Please note, all new text for this week is shown in blue highlight. Other changes involve moving from partial to complete using yellow and green respectively.</li> <li>• All H and S elements are either partially or fully complete. Visit by Isaac Yusuf this week will</li> </ul>	MH	

	<p>focus exclusively on risk assessment of the kitchen area.</p> <ul style="list-style-type: none"> <li>• MH to attend first Regional NATSPEC meeting this week (13.03.19)</li> <li>• Teachers providing positive feedback on new tutorial system</li> </ul>		
22.03.19	<ul style="list-style-type: none"> <li>• PIAP has been reviewed in conjunction with NATSPEC professional – consequently it is 'out of sync'</li> <li>• NATSPEC professional agreed areas of progress made within PIAP and proposed new areas for focus</li> </ul>	MH/RT	
29.03.19	<ul style="list-style-type: none"> <li>• There are a significant number of revisions to the PIAP due to a number of areas being completed and then extended or some changes in direction with the arrival of HB</li> <li>• The website has been updated to reflect changes in the Safeguarding Policy and the Health and Safety Policy</li> <li>• The PIAP and this Version (6) will be held on the website</li> <li>• MH and HB attended the Natspec conference (2<sup>nd</sup>/3<sup>rd</sup> April 2019) and made several key contacts for support</li> </ul> <p><b>Governor Comments:</b></p> <p>1.</p>	MH	
<b>Summer Term</b>			
<b>Reviewed</b>	<b>Comments</b>	<b>Reviewer</b>	<b>Governor</b>
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			

05.04.19