



# QUALITY IMPROVEMENT PLAN

September 2019 – August 2020

QUALITY OF EDUCATION (QE)				
INTENT				
Improvements required to raise standards and improve the curriculum for learners	Actions	Impact on the Learner	Lead (including Governor link if appropriate)	Timescale
QE1. Robust & accurate 'starting points' and 'learning gaps' are not established well enough using effective Baseline Assessments	a. Introduce bespoke Baseline Assessments for staff to assess learners' 'starting points' during Sept/Oct '19	Learners 'starting points' are well established at the beginning of programmes; as a result, appropriate targets are set and progress can be monitored effectively	HB	2 <sup>nd</sup> Sept '19
	b. SLT monitor how well 'learning gaps' inform accurate target setting	Assessment information is used appropriately to set individual targets	HB	28 <sup>th</sup> Oct '19
	c. Functional Skills tutors use BKSB IA & Diagnostic tool to produce a 'matrix' of individual topics to cover in mathematics & English	English & mathematics 'starting points' are established at the beginning of programmes and learners are set personalised E/M targets	BC	20 <sup>th</sup> Sept '19
QE2. Planned activities do not meet individual needs sufficiently well	a. SLT to introduce appropriate planning templates for tutors & ensure learning activities link to individual needs/aspirations in their planning (SOW/Session Plans)	Learners' individual needs are aspirations are fully met, including targets that link to long/medium term goals, as a result of well planned sessions	HB	1 <sup>st</sup> Aug '19
	b. Tutors produce x termly SOWs in advance for SLT to monitor the quality esp. 'sequencing'		HB	2 <sup>nd</sup> Sept '19
	c. Tutors to produce session plans in advance for all sessions they lead; to include ext'n activities, effective TA management, therapy input & appropriate targets		BC	2 <sup>nd</sup> Sept '19

	d. 'Bespoke' planning for Discovery learners is fully embedded into the Curriculum & supports Communication/PSD goals.		BC	30 <sup>th</sup> Sept 19
	e. Accreditation pathways are thoroughly explored in terms of suitability & relevance to individual needs/aspirations eg. a learner with aspirations to become a photographer will undertake a photography module. Learners on Employability Pathway will undertake work-related modules such as customer care, H&S, food hygiene.	Learners achieve an appropriate & challenging number of qualifications that support their future aspirations & match the changing ability levels of learners	BC	28 <sup>th</sup> Oct '19
	f. Curriculum Design, particularly sequencing of activities to be a significant focus on CPD training days. Staff to evaluate previous planning & carefully consider topics to be covered. new item introduced 'Nov 19'	Staff are supported and challenged to ensure their planning (SOWs) reflect the needs of their learners.	BC	10 <sup>th</sup> Jan '20
<p>QE3. Develop a 'ready for work' curriculum that is supported by a suitable range of local employers</p> <p><i>The work-related learning curriculum will be adapted to focus on practical/theoretical activities that will develop the necessary skills for employment</i></p>	a. SLT support new WE Co-ordinator to build relationships with local employers & seek advice/guidance on appropriate qualifications that will impact positively on learners work-related skills	<p>The number of employers engaged with college will increase from 2 to 8. The proportion of suitable learners taking part in relevant external WE will increase from 33% to 100%.</p> <p>Learners increase their likelihood of employment. 100% of Employability &amp; Independence Pathway learners take part in internal or external work experience in term 1</p>	HB	8 <sup>th</sup> Nov '19
	<p>i. Introduce Termly Employer Forum</p> <p>ii. Secure an Employer as a Governor</p> <p>iii. Implement an Employer Questionnaire focusing on Curriculum</p>		HB BC HB	1 <sup>st</sup> Feb '20 1 <sup>st</sup> Feb '20 14 <sup>th</sup> Feb '20
	b. WE Co-ordinator secures significant increases in external & internal WE opportunities		HB	20 <sup>th</sup> Dec '19

<p>QE4. Too few learners with the ability to progress into destinations other than Chatsworth Engage, have an ambitious pathway planned</p> <p><i>The new Curriculum will focus on preparing learners for their planned destinations.</i></p>	<p>a. Introduce Tutorial &amp; Transition (T&amp;T) weekly sessions to discuss future plans  b. Implement formal Transition Plans to support 1:1 tutorial process incl. visits/ activities that support positive destination outcomes  c. Introduce 'Moving On' user friendly Transition Passports for learners in T&amp;T sessions</p>	<p>Effective transition planning commences at the start of learners programmes; 100% of learners, for whom it is appropriate, will have an ongoing Transition Plan with regular 1:1 tutorials compared to 0% in 18/19.</p>	HB	10 <sup>th</sup> Sept '19
			HB	28 <sup>th</sup> Oct '19
			BC	15 <sup>th</sup> Oct '19
<p>QE5. Not enough learners develop the ICT skills and knowledge necessary to participate in everyday living &amp; support their aspirations into becoming employed</p> <p><i>Where learners are likely to progress into full-time, part-time, paid or voluntary work, learning activities will emphasise the importance of these skills, providing suitable opportunities for learners to become confident in using an appropriate range of ICT equipment and applications.</i></p>	<p>a. Implement a specific ICT weekly skills session into the Curriculum with appropriate ICT subject targets  b. Commission an independent Techability Review by Natspec  c. Introduce accredited pathway for ICT development  d. Staff are supported by SLT using a series of Workshops to develop their ICT skills to a required minimum standard to enable them to challenge &amp; guide learners effectively</p>	<p>Learners gain appropriate work-related ICT skills to support positive destinations into employment and participate in everyday living. eg. learn how to stay safe on-line and in how to use a range of applications to produce documents, spreadsheets to industry standards. 100% of learners with the necessary level of ability will achieve minimum standards and skills identified in their EHCP/ILP through the introduction of ICT targets.</p>	BC	1st Sept '19
			MH	10 <sup>th</sup> Sept '19
			BC	28 <sup>th</sup> Oct '19
			BC	20 <sup>th</sup> Sept '19
<b>IMPLEMENTATION</b>				
<b>Improvements required to raise standards and improve the curriculum for learners</b>	<b>Actions</b>	<b>Impact on the Learner</b>	<b>Lead (including Governor link if appropriate)</b>	<b>Timescale</b>
<p>QE6. Tutorials, progress reviews and feedback to learners have insufficient emphasis on preparing</p>	<p>a. Introduce &amp; monitor effectiveness of Tutorial &amp; Transition (T&amp;T) weekly sessions (to incl. group and 1:1 tutorials half termly)  b. Tutorials and actions required by</p>	<p>Learners, parents &amp; other stakeholders will have a clear, unambiguous understanding of how the progress made by individual</p>	BC (ML)	25 <sup>th</sup> Oct '19
			BC (ML)	25 <sup>th</sup> Oct '19

<p>learners for adult life</p> <p><i>All learning activities will demonstrate a clear link to individual end-point goals that are understood by learners and their parents/carers. The review and recording of learning will emphasise progress &amp; achievement and how the learner has developed and new targets &amp; challenges set as appropriate</i></p>	<p>staff are documented appropriately using a standard agenda/minute template</p> <p>c. SLT monitors the quality of tutorial records incl. how feedback to learners is timely &amp; supports 'next steps' planning</p>	<p>learners supports the preparation for adult life goals.</p>	<p>BC (ML)</p>	<p>20<sup>th</sup> Oct '19</p>
<p>QE7. The current recording of targets achieved does not clearly reflect the progress and achievement of all learners.</p>	<p>a. SLT to monitor &amp; feed back to staff on the quality of targets/objectives through half termly observation/learning walks</p> <p>b. Re-introduce expectations of target setting via the Target Design document</p> <p>c. SLT to ensure MIS Databridge 'target cache' is fit for purpose, incl. English, mathematics &amp; ICT target/objectives</p> <p>d. Introduce target monitoring tool for TAs to complete at the end of each session with learners, from which tutors will input progress on Databridge</p> <p>e. SLT to introduce ILPs for all Learner Journey files using information on Databridge; printed termly for LJ files</p> <p>f. Introduce specified quality review standards for target and objective setting that can be monitored and audited</p> <p>g. All personal &amp; subject specific targets will link to long-term aims and aspirations and be written as skills</p>	<p>Learners will achieve a minimum of 90% of targets and objectives set.</p> <p>90% of targets &amp; objectives written by learning staff will achieve the standards set in the agreed quality review audit.</p>	<p>SLT</p> <p>BC</p> <p>BC</p> <p>HB</p> <p>BC</p> <p>HB</p> <p>BC</p>	<p>15<sup>th</sup> Oct '19</p> <p>20<sup>th</sup> Sept '19</p> <p>28<sup>th</sup> Oct '19</p> <p>18<sup>th</sup> Sept '19</p> <p>1<sup>st</sup> Oct '19</p> <p>20<sup>th</sup> Oct '19</p> <p>30<sup>th</sup> Oct '19</p>

	development or a behavioural change			
<p>QE8. Staff do not check learners' understanding frequently or routinely enough in sessions</p> <p><i>As a result, learners with poor recall or those requiring frequent reinforcement do not make sufficient progress in areas linked to employability, functional skills &amp; independence</i></p>	<p>a. SLT monitor the impact of the Training Workshops on Effective Q/A techniques</p> <p>b. Tutors include recap/repetition of prior learning as a key component in their planning eg. half termly spelling/definition tests using Vocabulary Books to test technical language &amp; develop language skills</p> <p>c. Introduce twice weekly FS English &amp; mathematics sessions, allowing for new topics to be introduced during the first session but then recapped on the second session of the same week</p> <p><i>The planning of learning will be adapted to ensure that staff use a variety of methods to check learners' understanding of concepts and mastery of skills.</i></p>	The vast majority of learners will achieve the employability and functional skills targets as specified in their plans. These targets will be agreed with the relevant manager and link closely to L/MTGs.	BC HB BC	30 <sup>th</sup> Oct '19 20 <sup>th</sup> Oct '19 1 <sup>st</sup> Sept '19
<b>IMPACT</b>				
<b>Improvements required to raise standards and improve the curriculum for learners</b>	<b>Actions</b>	<b>Impact on the Learner</b>	<b>Lead (including Governor link if appropriate)</b>	<b>Timescale</b>
QE9. Too few learners with the ability to progress into destinations other than Chatsworth-Engage move into ambitious and positive destinations	[See QE4 but also ...] a. SLT to 'track leavers' through regular (6 monthly) communication with parents/carers to monitor sustainable progression routes eg. have learners sustained paid employment. Tracking to take place for 5 years & documented.	By September 2020 the number of learners, for whom it is appropriate, to progress on to paid/voluntary, full-time, part-time work and/or onto supported, sheltered or	MH	10 <sup>th</sup> Dec '20

	b. Individual Learning Plans will emphasise how the curriculum supports and promotes learners' long term aims and aspirations. Where appropriate, a clear pathway to the next level of education or training, employment or independent/supported living will be introduced following the initial assessment process and then regularly reviewed.	independent living will increase from 10% to 50%.	BC (ML)	16 <sup>th</sup> Oct '19
QE10. New learners in 2019/20, with the potential to be work ready, require more relevant and challenging employment related qualifications to develop the skills necessary for successful employment	a. SLT to review/explore accreditation pathway to ensure it focuses on bespoke needs that lead to qualifications endorsed by employers eg. First Aid at Work, Food Hygiene, Customer Care, ICT skills  <i>The curriculum will be amended to ensure that learners have frequent and regular opportunities to learn, practice and develop work-related skills and achieve relevant qualifications.</i>	Learners achieve bespoke qualifications that are sufficiently challenging and relevant to meet the needs of local employers. 100% of learners, for whom it is appropriate and are on the Employability Pathway, gain work-related qualifications compared to 20% in 2019/20.	BC	31 <sup>st</sup> Oct '19

### Behaviour & Attitudes (BA)

Improvements required to raise standards and improve the curriculum for learners	Actions	Impact on the Learner	Lead (including Governor link if appropriate)	Timescale
BA1. Capture and monitor levels of punctuality across all subjects	a. Set clear expectations for tutors to adhere to about recording punctuality levels on MIS Databridge.	Learners develop key skills that will support them into adulthood and employment & these will be reinforced across the curriculum	BC	10 <sup>th</sup> Sept '19
	b. Monitor punctuality on a termly basis & include these in Executive Summary to Governors		MH	28 <sup>th</sup> Dec '19
BA2. Improve retention levels (80% in 2018-19); leaders	[See QE1 but also ...] a. Introduce a thorough Initial	Reduce the number of early leavers in 2019-20 to 1	MH	1 <sup>st</sup> Oct '19

acknowledge much sooner when college resources cannot meet the needs of learners.	Assessment process for ALL new learners transitioning-into college to include an MDT approach & that captures the professional views of therapists as well as Senior leaders and is shared with parents/carers.	learner. Retention levels improve by 10% to 90% in 2019-20.		
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**Personal Development (PD)**

Improvements required to raise standards and improve the curriculum for learners	Actions	Impact on the Learner	Lead (including Governor link if appropriate)	Timescale
PD1. Learners require more careers guidance and support to develop the skills that support them into employment or onto Supported Internships	[See QE3 but also ...] a. Introduce an Employability Skills session incl. opportunities to discuss career options with WE Co-ordinator, employers & attend appropriate Job Fayres b. Support learners in how to apply for jobs (CV, covering letter, interview prep'n & learning what being employed includes ie. NI, Tax, A/L) & engage/cope with disappointment as a result of a competitive process for internal/external placements.	All Employability learners will receive a minimum of 2 careers IAG sessions to support their employment aspirations into work. Careers education will be integrated across the curriculum so that learners have extended opportunities to cope with disappointment resulting from gaining work placements	HB  BC	1 <sup>st</sup> Oct '19  1 <sup>st</sup> Nov '19
PD2. Learners require a more innovative enrichment programme that supports British Values, equality & diversity incl. more opportunities to share their views to influence	a. Introduce a Learner Voice Committee that meets regularly to share views of learners with SLT & that brings about improvements in the quality of the provision for all learners  b. Introduce an Enrichment Planning	Learner Voice Committee meets 6 times during the year to bring about improvements including Curriculum design.	HB (FS)  BC (FS)	31 <sup>st</sup> Oct '19  1 <sup>st</sup> Oct '19



improvements	Committee to organise half termly events & produce a diary of events for staff for planning purposes			
Leadership & Management (LM)				
Improvements required to raise standards and improve the curriculum for learners	Actions	Impact on the Learner	Lead (including Governor link if appropriate)	Timescale
LM1. Ensure H&S remains a high priority and is embedded with the safeguarding culture incl. Prevent duty guidance	<ul style="list-style-type: none"> <li>a. Staff maintain the weekly H&amp;S audits and associated reports to the Principal</li> <li>b. Include H&amp;S considerations into all planning: SOWs/session plans.</li> <li>c. Therapists to symbolise classroom H&amp;S guidance for learners</li> <li>d. Produce a Prevent Duty Action Plan to ensure staff/learners focus on the dangers of radicalisation &amp; extremism as part of the Curriculum &amp; includes changes from the Mental Capacity DOLS to Liberty Protection Safeguards</li> </ul>	Learners are kept safe in college & understand how external influences such as social media can have an adverse effect on their safety. Staff know in what ways learners are vulnerable and adapt learning activities to meet individual needs. Where a learner may pose a risk to other learners, appropriate risk reduction measures are in place and routinely monitored.	<ul style="list-style-type: none"> <li>MH (ML)</li> <li>BC (ML)</li> <li>BC (ML)</li> <li>HB (SD)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> Oct '19</li> <li>1<sup>st</sup> Oct '19</li> <li>15<sup>th</sup> Sept '19</li> <li>16th Nov '19</li> </ul>
LM2. Fully embed the new appraisal documentation to maintain effective performance management processes	<ul style="list-style-type: none"> <li>a. Ensure 100% of staff have had individual appraisals with appropriate targets set</li> <li>b. Maintain regular supervision meetings with line managers across all levels of the organisation</li> </ul>	Performance management processes are rigorous & bring about improvements in the quality of the provision; such as symbols to aid understanding,	<ul style="list-style-type: none"> <li>SLT (DW)</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>30<sup>th</sup> Sept '19</li> <li>30<sup>th</sup> Sept '19</li> </ul>

	c. Carry out 6 monthly appraisal reviews with all staff	effective Q/A & ICT development	SLT (DW)	1 <sup>st</sup> Feb '20
LM3. Revise the Quality Cycle for the 2019/20 academic year and embed new initiatives that lead to staff taking ownership for self assessment & quality improvement	a. Revise the Quality Cycle to further embed learning walks, peer observation, formal observation, TA observations, mentoring & quality audits. b. Share the SAR/QIP & Mini SAR with all staff & introduce termly Pathway Review & Evaluation meetings that will feed into the SAR c. Governors undertake self assessment on their performance as a Governing Body	Leaders have clear vision and the 'tools' in how to monitor the quality of education including the input of different groups into the self assessment process ie. data categories will show how learners progress with communication, independence, PSD & employability targets	HB  MH  MH (DW)	15 <sup>th</sup> Sept '19  30 <sup>th</sup> Sept '19  30 <sup>th</sup> Sept '19
LM4. Further increase opportunities for all staff to benefit from CPD that is tailored specially to their needs and that will improve their practice	[See QE5 but also ...] a. Revise the 'working day' timetable to ensure all staff have increased opportunities to participate in more lengthy weekly Training Workshops [b. Introduce a weekly ICT Programme for TAs through Training Workshops with the aim of reaching a set of minimum standards] c. Increase the number of full CPD Training Days from 5 to 10. d. Continue to ensure all observation types link specifically to Training e. Further increase opportunities for staff to undertake bi-annual peer observations of other practice (internal & external).	Staff are supported to develop the relevant skills and expertise to enable them to challenge and support their learners; staff develop their ICT skills to reach minimum standards, staff participate in a minimum of one external visit to another specialist provider	BC  BC  MH  HB  BC	1st Sept '19  20 <sup>th</sup> Sept '19  1st Sept '19  1st Oct '19  16th Oct '19
LM5. Ensure the college has an up to date set of appropriate Policies that are monitored regularly by senior leaders & Governors	a. Amend/introduce a complete set of college focused Policies b. Senior leaders regularly update Policies & these are signed by staff c. Governors validate specific Policies	Leaders ensure policies reflect the needs & entitlements of learners and provide appropriate guidance to staff & families	MH (DW)  MH (DW)  MH (DW)	10 <sup>th</sup> Oct '19  Ongoing  1 <sup>st</sup> Nov '19

	<p>on a regular basis based on their individual skills and expertise</p> <p>d. Ensure key Policies are symbolised for learners: whistle-blowing, safeguarding, E-safety &amp; bullying</p>	in how college will enable individuals to reach their potential	MH (DW)	1 <sup>st</sup> Dec '19
LM6. Ensure leaders have professional support to improve links between Management Information Systems and the ILR & enable more precise monitoring of progress	<p>a. SLT seek Governor support the commissioning of a Databridge specialist consultant for x 6 days per annum</p> <p>b. Consultant supports leaders in their understanding of Databridge infrastructure &amp; ILR submissions</p> <p>c. Consultant supports leaders to refine Databridge set-up to ensure more precise RARPA data can be extracted</p> <p>ie. use of 'categories' &amp; implement ILPs to evidence termly progress.</p>	Leaders utilise specialist support to help them submit accurate ILR submissions & in evidencing progress through MIS	MH (DW)  MH  MH	30 <sup>th</sup> Sept 2019  30 <sup>th</sup> Sept 2019  10 <sup>th</sup> Oct 2019
LM7. Appoint a F/T manager to support the VP on Quality of Education. [New item introduced Jan 20]	<p>a. SLT to seek Governor approval of appointment.</p> <p>b. Advertise internally/externally.</p> <p>c. Recruitment process culminates in appointment &amp; full induction</p>	SLT are supported via an increase in management tier reporting to VP to ensure improvement continues at an ambitious rate.	MH	1 <sup>st</sup> Mar 2020

### Key Performance Indicators for 2019-20

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.

- 100% of teaching sessions by qualified tutors are graded good or better by end of term 1 (December '19)
- Learners benefit from a range of accredited programmes and success rates for qualifications exceed 95% overall (July '20)
- 100% of Employability Pathway learners participate in a minimum of one external WE placement linked to their work ready aspiration by end of term 1
- Learners make good progress with their target achievement against those set and success rates for each term show:  
**Term 1 – 50%**                      Term 2 – 75%                      Term 3 – 90% overall
- 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 '20).

Governor links: DW – Resources    FS – E&D/BV's    ML – H&S/Transition in/out    SD – Safeguarding    NJ/SD – Quality/Curriculum

Summary Review date	Improvement required	Comments (incl. Governor comments/challenges)	Reviewer	Governor link
24.9.19.  1.11.19.  10.11.19.	QE1.	BAs 'tools' implemented & assessments are ongoing to Oct half term when clear 'starting points' will be established by. BAs covering FS E/M (BKSB), ILS (home & community), ICT skills, Employability skills, communication, sensory needs & hydro. Training Workshops (first two weeks Nov) monitoring how well BAs inform accurate target setting incl. how well E/M matrix supports delivery of learning gaps. Matrix for E/M highlights key topics to be taught as a group. Training Workshops evidence that BAs are being used appropriately to set meaningful targets.	HB	
24.9.19.  1.11.19.  10.11.19.  17.12.	QE2.	Most session leads using templates & exemplars of SOWs/session plans. Tutors met deadline to produce SOWs by 4.9. for 80% of sessions & 70% of these have been audited by SLT through Quality Review audits. Feedback passed to tutors, awaiting amends to SOWs once learners need known. 65% of sessions have session plans being produced routinely. SLT monitoring progress. BC & therapy team have worked on bespoke sensory diet timetable of activities for TAs to follow. SOWs/Session Plans now kept/audited in a central file to support tutors' planning should absences occur. SOWs are now sequenced effectively, building on skills well. Expectations made clear to staff. BC working on appropriate accreditation registrations through Nov with tutors. Extra support commissioned from school to support BC with bespoken planning. VM now leads on Bespoke planning/progress of Discovery learners. Accreditation – tutors working with BC to register learners for appropriate 'employability' focused accreditation that is realistic. Employer advice sought in the form of a questionnaire.	HB	
1.11.19.  10.11.19. 17.12.19.	QE3.	WE Co-ordinator making impact & building up relationships with employers. 5 learners have started or due to start external WE placements by second week of November. Learners are now participating in formal recruitment process ie. having interviews for placements/employers setting targets. Employer Governor confirmed 8.11.19. – Rachel Hill from local school. BC/LM working on accreditation for WE through Nov. Employer questionnaire sent out re. Curriculum design/accreditation end Nov. Employers influence accreditation	HB	

3.1.20.

		plan. As at 17.12., 10 out of 13 (77%) learners on Employability/Independence Programmes have external (x 5) or internal (x 4) placements. (x 3 students are due to start an internal placement in the New Year.		
24.9.19.  1.11.19.	QE4.	New Curriculum design implemented and operational from 4.9. includes for a weekly tutorial & transition (T&T) session for Independence/Employability Pathway learners. Significant support in how to deliver this provided to tutors: session will cover half termly 1:1 tutorials incl. transition planning out & group tutorial PSHE topics such as PREVENT, E-Safety, BV's, bullying etc. Awaiting finalised SOW from two tutors. All Independence/Employability Pathway learners have received initial 1:1 tutorials with their personal tutor through T&T sessions. Next tutorial will focus on progress against goals/targets. Transition Plans in early stages following tutorials.	HB	
24.9.19.  1.11.19. 10.11.19.	QE5.	New Curriculum design fully operational from 4.9. & includes ICT weekly session for Independence/Employability Pathway learners using an appropriate location with an ICT Suite. NATSPEC Techability Review organised for 25.9. with MH/BC. ICT Skills Development Programme written in draft incl. minimum set of ICT standards staff are required to reach. ICT skills Training Workshops started for all TAs 19.9. by BC. BC reviewing ICT accreditation registrations. ICT Workshops focusing on Boardmaker to improve visuals. BC supporting tutors with Powerpoint. More PCs being acquired by SLT following Learner Voice mtg. ICT tutor (FM) working with BC on registrations for ICT skills qualifications.	HB	
1.11.19. 10.11.19.	QE6.	First round of 1:1 tutorials have taken place. Monitoring of tutorial records required, including the completion of initial Transition Plans/Moving On. Both personal tutors held first tutorial with learners. FM's records are appropriate; CB's still to document. Content of T&T appropriate, covering Prevent & BV's well.	HB	
24.9.19.  1.11.19.	QE7.	Tutors participate in Training Workshop on Databridge on 24.9. by BC utilising document produced to help new staff understand the mechanics of setting effective L/MTGs/targets & associated objectives on Databridge. Target monitoring assessment 'tool' disseminated to all session leads on 28.8. Requires monitoring for quality. Training on 16.10. taken place using a pro-forma L/MTG document to aid staff understanding. Staff/BC setting L/MTGs using EHCPs (although most are out of date); parent meetings being organised before xmas to re-establish appropriate Goals. All learners have 'core' targets set/monitored by BC & learning walks focus on quality of target setting. All TAs using the target tracking document & these are kept centrally. From 28.10. all learners have 'subject' targets. Quality being monitored. BC trained on ILP input on 30.10. by external Databridge personnel. BC revising target cache on Databridge to reflect	HB	

10.11.19. 17.12.19.		new BAs criteria. Training on 16.10. to all staff on 'taking ownership of data for learners' via the termly Pathway Review & Evaluation mtgs. Formal observation week w/c 4.11. documents significant feedback on target setting. Subject targets working well, core targets need further structure/challenge. BC acting on this through Workshops. Quality Review audit introduced to monitor quality of goal/target setting in addition to formal OTLA/learning walks. All LTG/MTGs link to targets set. Parents met/consulted w/c 2.12. to review Goals/Targets.		
24.9.19. 1.11.19. 10.11.19. 17.12.19.	QE8.	New Curriculum design fully operational from 4.9. includes twice weekly FS for E/M for Employability & Independence Pathway learners. Vocabulary books being used proactively & SOWs allow for definition/spelling testing. Effective Q/A addressed again at training on 16.10. - 'What a Good session looks like'. Observation week w/c 4.11. evidences Q/A as being inconsistent. Tutors more effective than TAs. Further Workshops for TAs being held by BC prior to Xmas. Impact of 'Effective Q/A' reviewed as part of moderation of formal OTLA on 8.11. & topic will be revisited as part of Training Needs Analysis in the New Year, in particular 'checks on learning'. CPD Day on 6.1. to focus on Curriculum Design & planning to reflect importance of 'sequencing' in SOWs as well as repetition to secure learning.	HB	
24.9.19. 1.11.19.	QE9.	Tracking document in place & Admin are starting to complete this end of term 1 for all leavers. Leavers will be tracked for x 5 years; documents kept up to date by Admin. ILP training for BC took place on 30.10. by Databridge personnel. 'Manual' ILPs produced from training on 16.10. to track L/MTGs & targets.	HB	
10.11.19.	QE10.	BC working with WE Co-ordinator (LM) through Nov. to ensure work-related accredited modules are bespoke and appropriate for individual learners and their work aspirations.		
24.9.19. 1.11.19.	BA1.	IT infrastructure now enables punctuality to be captured. BC to now reinforce how tutors should record punctuality each session & MH to incorporate data routinely into Executive Summary with attendance & retention. Tutors routinely update attendance & punctuality for each session.	HB	
24.9.19. 1.11.19.	BA2.	Transition into college for new learners is now thorough and supports a complete MDT approach. Comprehensive generic and specific initial assessments are carried out by a range of staff with learners/parents and school prior to learners starting college. In addition, learners come on a series of Transition in full Days throughout term 3. Evidence in LJ files for all learners. SLT agree & sign off whether learners are appropriate & advise parents of any concerns at an early stage. SLT/staff agreed that, for one learner, a college environment was not appropriate; parents spoken to following the IA and a possible move to Engage is	HB	

10.11.19.		being explored. One learner (CD) now left the college by mutual consent of the family, college & LA.		
24.9.19.  1.11.19.  10.11.19.	PD1.	New Curriculum design from 4.9. included for a weekly Employability Skills session for Employability learners & led by newly appointed WE Co-ordinator. Support provided by HB for term 1 SOW; session led by unqualified tutor to be carefully monitored; LM started her teacher training Sept '19. Initial WE discussion held by LM as part of the initial assessment process; end July '19. X 5 learners have now secured WE placements with employers & undertaking a formal recruitment process ie. preparing for interview, CV writing. Learners now actively prepare and participate in an interview prior to starting their work placement (CB & KL).	HB	
24.9.19.  1.11.19.	PD2.	Learner Voice Reps voted for by their peers. 5 Reps established; first mtg planned for 26.9. Enrichment Programme timetable produced; 2 Lunch Clubs established, half a day weekly Enrichment on a rota basis, x 6 off-timetable Enrichment Days planned & a Committee team established to organise each one. First day being planned for 16.10. – Healthy Living Day. First Learner Voice mtg held & suggestions discussed at SLT mtg; You Said, We Did introduced. Healthy Living Day was well received. Enrichment Planning Committee now well established & preparing for the next event 12.12. – Chatsworth's Got Talent.	HB	
24.9.19.  10.11.19. 17.12.19.	LM1.	H&S audits now completed weekly; accident book up to date. MH reports via Executive Summary to Governors. Planning docs. amended 1.6. to include H&S concerns to raise awareness. SALT team produced resources for all classrooms to aid learners understanding of reporting H&S issues to staff. Prevent Duty Action Plan produced on 4.11.19. Tabled at Governor's mtg on 14.11. & comments taken on board.	HB	ML
24.9.19.  1.11.19. 10.11.19.	LM2.	New line management & mentoring responsibilities agreed by SLT. Appraisals of staff now completed (MH still awaiting). Regular supervisions underway by SLT that link to KPIs. Monitoring of actions still required to be modelled. 100% of appraisals completed with appropriate targets set. BC has had her 6 month appraisal review – remaining staff will have these end Dec '19. Improved monitoring of actions from 1:1s in place by SLT using RAG rating.	HB	DW
24.9.19.	LM3.	Quality Cycle for 2019-20 produced, implemented & distributed to staff. Learning Walks underway incl. mentoring of tutors. Training Workshops are fed from observation outcomes as last year. Weekly Workshops taking place by BC for TAs, tutors & SALT/OT therapists have specific half hour weekly Workshops for all staff. Currently BC focussing on ICT skills for TAs & Databridge for tutors, esp.	HB	DW

1.11.19. 17.12.19. 1.1.20.		given new cohort of tutors from September. Training on new format Pathway Review & Evaluation mtg held to all staff on 16.10. Mini SAR issued to staff. Main SAR/QIP distributed to all staff on 5.12. after Governor 'sign off'. Understanding SAR/QIP was delivered as a training event on 16.10. 'Where to Next' & would be updated for all staff at CPD event on 6.1. as part of Curriculum Design Programme Review & Evaluation (PRE) day. Governors completed a self assessment activity under the old Framework guidelines.		
24.9.19. 1.11.19. 10.11.19.	LM4.	New Curriculum design from 4.9. allows for time at the end of each day for all staff to have specific training. OT & SALT can also have their own weekly session. No of CPD non contact days dedicated to training needs increased from 5 to 10 days. ICT staff skills development programme produced in draft & is underway; TAs currently being BA'd by BC. Ext'n peer observations still to arrange for tutors/TAs as part of Quality Cycle; David Lewis, Sheiling & Foxes approached. FM to peer observe school staff; RW & ICT teacher. CB to peer observe BC re. Enterprise. David Lewis agreed & dates being confirmed; BC/LM/CB attending. Sheiling agreed for SLT to attend. Salford College agreed to TAs observing sessions. Henshaws coming to face to face Prevent training 19.12.	HB	
3.1.20.	LM5.	SLT reviewed key College Policies eg. Safeguarding, Whistleblowing, E-Safety etc on 24.12.19. These are placed on the website & Governors asked to verify. MH reviewing Policies with staff on 6.1.20.	MH	DW
24.9.10. 1.11.19.	LM6.	MH commissioned MIS Databridge specialist to support him with the ILR submission. Further support required asap for ILP & operational data management. Training on ILP production on 30.10. by Databridge personnel. MH Chairs a bi-annual, newly established Executive Strategy Group incl. educationalists from all sectors of the borough. The aim is to share good practice & support development planning & raise the quality of EHCPs.	HB	DW

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

	Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
<b>TERM 1 Dec</b>	<b>67%</b>	<b>67%</b>	<b>100%</b>	<b>43%</b>
<b>TERM 2 Apr</b>				
<b>TERM 3 Jul</b>				

3.1.20.



**Completed actions will be removed for ease of monitoring at each term end.**