

The Chesterfield
College Group

QUALITY IMPROVEMENT PLAN

2017/18

Ref	Objective	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
1)	Whilst the management of performance for students and staff is much improved, and in the majority of cases now good, further monitoring of targets and consistent rigour is required to improve to outstanding across the group	30/09/2018	Gill Parkes	In Progress	1. To address the five strategic outcomes: (a) People: a. At least 95% of students satisfied with the college services b. At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process (b) Performance: a. Achievement rates for classroom based provision of at least 86.5% b. Achievement rates for work based provision of at least 75% c. Achievement rates for maths and English of at least 80% d. At least 90% of curriculum areas graded as good or outstanding through the self-assessment process (c) Position: a. Enrol and support at least 10,500 students b. Provide support to at least 2,000 employers c. At least 95% of employers satisfied with college services (d) Prosperity a. Profit of at least 2.75% b. Pay costs/income ratio to not exceed 65% c. Total debt does not exceed 20% of income (e) Progress a. Value added score for mats and English progress for 16-18 year olds of at least the national average b. Value added score of 6 for graded Level 3 provision c. At least 97% of students gain a positive destination following completion of their course d. At least 70% of full-time students progress to a	Partial	100% of our employers agreed they are satisfied quality of training and assessment, 12% improvement on previous year and 12% above the external benchmark 93% of our students agreed that they would recommend the college; 1% improvement on 16/17 and 6% above the external benchmark 100% of our apprentices agreed that they would recommend the college to a friend; 11% above the external benchmark (End of Framework) 91% of our apprentices agreed that they would recommend the college to a friend; 3% below the external benchmark (End of Framework)	

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1.1	Review and reinforce the performance development review process (PDR) with training and development for all appraisers agreed, completed and measured for impact	27/10/2017	Craig Acaster	Complete	higher level of study, including HE 2. Other (a) 100% of staff have undertaken PDR 100% of staff have undertaken PDR At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process	Met	99.3% of PDRs are now complete and validated across the Chesterfield Group as at 8/02/2018	99.3% of PDRs are now complete and validated across the Chesterfield Group as at 01/02/2018
1.2	Develop an Adult Education Strategy which supports growth, direction and excellence through implementation and creation an Adult Education Steering Group and the redesign of the adult and ESOL curriculum delivery model	20/07/2018	Sharon Woodward-Baker	In Progress	Improved outcomes, progression, destination, student voice and experience and financial contribution to centre.	Partial	Improved student voice: 96% of students agreed they would recommend the College to a friend, 2% improvement on 2016/17, 12% above external BM. Improved student voice: 95% of students agreed that the teaching on their course is good, 1% improvement on 2016/17, 9% above external benchmark.	The college incepted an Adult Education Steering Group 3rd January 2018. Terms of Reference were agreed as were immediate actions to address student and curriculum need. An Adult Education Strategy is now written for consultation at the next Steering Meeting due to take place 14th February 2018. Initiative decisions have now been implemented in the HAE P-ACE curriculum plan 2018-2019 which is currently receiving moderation.
1.3	Develop and implement robust validation, audit and quality assurance against the quality of target setting across the group, monitoring progress and interventions to achieve our strategic outcomes	30/03/2018	Craig Acaster	In Progress	100% of staff have PDRs with clear targets and objectives 100% of PDRs validated	Partial	99.3% of PDRs are now complete and validated.	Two departmental audits for Applied & Academic (including Business & Sport) & English & Maths have been undertaken. Further audits are planned for Foundation Learning, Technical Learning (Engineering & Construction) and Apprenticeship Direct Delivery. From the two departmental audits completed so far, there is strong compliance with all of the PDRs reviewed meeting the criteria to include SMART targets linked to our key strategic aims. Comments from both appraiser and appraisee indicate a supportive, but 'stretching and challenging' process with clear KPIs and measures to

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1.4	Develop and implement the individual teacher/tutor scorecard to monitor all students progress at individual level across the group	30/04/2018	Anthony Gribben-Lisle	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision Achievement rates for classroom based provision of at least 86.5% Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80%	Partial	Good overall retention at 97.1% Improved attendance at end Jan from 89.8% to 90.1%	<p>assess impact. Initial reviews also indicate aims and KPIs are featuring regularly in processes such as Leadership meetings, Team meetings and Personal Tutor / Course Group Tutor Health Check Agenda. Further reviews of the same areas have been planned for the end of the Spring Term to establish further evidence of individuals' progress towards targets and objectives, and measure impact, which should be recorded as part of one-to-one meetings and the six month PDR process.</p> <p>Scorecards being used effectively by COMs and Directors in 1-1s during the health check and performance management process enabling target setting for staff and swift intervention for students, and as a result Managers use the scorecard well during 1-1 Health check meetings to review students at risk and discuss interventions which is resulting in the good retention at 97.1% and improved attendance</p> <p>Further development of the scorecard is in progress to support focus on English, Maths and Apprentices</p>
1.5	Fully implement the performance and data reporting implementation plan	31/01/2018	Anthony Gribben-Lisle	In Progress	Achievement rates for CBL provision of at least 86.5% Achievement rates WBL provision of at least 75% Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision At least 97% of students gain a positive destination following completion of their course At least 70% of full-time students progress to a higher level of study, including HE	Partial	Good overall retention at 97.1% Improved attendance at end Jan from 89.8% to 90.1%	<p>Significant progress made towards a set of comprehensive reports and dashboards to support performance management. Significant impact seen from group profiles, teacher scorecard, attendance dashboard and work based operations reports currently being piloted.</p> <p>Scorecard used well during 1-1 Health check meetings to review students at risk and discuss early intervention which is resulting in the good retention at 97.1% and improved attendance</p>

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1.6	<p>Implement and review the 2017/18 performance management review programme.</p> <p>Review impact processes to address effective progress of targets and improvements.</p> <p>Identify and act upon areas of delivery which need to improve the student experience and outcomes to deliver our KPIs</p>	30/09/2018	Karen Tucker	In Progress	<p>Overall attendance improved >=91% Overall retention improved >=95% At least 95% of students satisfied with the college services At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process Achievement rates for classroom based provision of at least 86.5% Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision At least 97% of students gain a positive destination following completion of their course</p>	Partial	<p>Following III3 improved attendance for example: FLN +0.6% to 87.6%, BUS +0.5% to 90.3% Retention at 11/01/2018 - 97.1% First Impressions Survey noted 93% of students would recommend the college 1% improvement on previous year</p> <p>Improved attendance of maths and English within Business – 2% improvement</p>	<p>Round 2 of PMRs and III3 complete - Managers have a clear view of the progress of their area and their learners. Managers implement clear strategies for learners at risk which are reviewed and monitored during III3 which have resulted in some improvements in attendance and progress of learners.</p> <p>Performance Management Reviews, III³ support process and individual staff health checks are effective in ensuring students are identified early and swift intervention implemented which has led to good improvements within maths and English within the Business area, with a 2% improvement over the last two weeks (09/02/2018)</p>
1.7	<p>Implement fully the revised quality assurance and improvement strategy and quality calendar, provide analysis and monitoring of teaching and learning monthly across the group with direct and swift action to improve and direct staff to workforce development, robust action planning and intervention to improve</p>	30/04/2018	Karen Tucker	In Progress	<p>80% of staff noted as 'excelling' in observation theme outcomes 80% of staff noted as 'excelling' in plan for learning outcomes 80% of staff noted as 'excelling' in work review outcomes 80% of teams noted as 'excelling' in target setting outcomes</p>	Partial	<p>Term 2 QA review of plans for learning noted a 22% improvement for those Excelling, noting those that are good or Excelling at 88%.</p> <p>Term 1 quality review of work review notes that 84% are currently good or Excelling</p>	<p>Term 2 Plan for learning review has been completed demonstrating a clear improvement in planning learning ensuring that it is stretching and challenging learners and developing their maths and English skills effectively. Outcomes from the review identify that the large majority of staff are planning effectively and are at least meeting or exceeding the college's expectations against challenging criteria.</p> <p>Term 2 review noted a significant improvement of 22% in those moving from good to Excelling.</p>

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1.8	Introduce the new strategic reporting process to report performance at SMT, CLT,CMT and Corporation to monitor performance and revise actions to improve swiftly and effectively	20/09/2017	Julie Richards	Complete		Met	Improved reporting of strategic priorities, KPIs/PIs, risk management leading to improved communication of information to Directors/CMT and throughout the organisation.	New monthly reports in place: Finance and Corporate Services, Performance and Corporate. These comprehensive reports provide updates on progress towards achievement of strategic priorities, KPIs and PIs, risk management as well as updates on other key subjects. The same reports are discussed at SMT, CLT and Corporation. The reports will be shared with CMT in a new innovative way (devised by the Directors) for CMT to then further cascade throughout the organisation
1.9	Implement ALPS to visualise student data and measure value added at level 3 through robust target setting using prior attainment to calculate targets grades raising the ambitions for all students	28/02/2018	Anthony Gribben-Lisle	In Progress	Value added score of 6 for graded Level 3 provision	Partial	93% of A Level enrolments are forecasted to improve or maintain their ALPS grade;	Use of ALPS continues to develop with the first projected grades from On Track Week 3 being uploaded to ALPS connect for monitoring and analysis. Early indicators suggest achievement of predicted grades will improve VA scores in A Levels. 93% of A Level enrolments are forecasted to improve or maintain their ALPS grade; this will be reviewed during our 3rd On Track To Succeed week, will be used in curriculum health check meetings at course level to fully explore and set targets for improvement for every student.
1.10	Implement the distance travelled performance mechanisms for all students and apprentices measuring starting point and distanced travelled with appropriate measures relating to the individuals career and progression plan raising the ambitions for all students and apprentices	28/02/2018	Anthony Gribben-Lisle	In Progress	At least 97% of students gain a positive destination following completion of their course At least 70% of full-time students progress to a higher level of study, including HE	Partial	w/c 02/10/2017 - Over 1300 students completed first self assessment w/c 9/10/2017 - Over 2000 students completed first self assessment Mid Point Over 800 completed to date	Mid point review of progress towards improving skills development currently underway as part of on track to succeed review. Over 800 students have completed the 2 nd confidence assessment so far (WIP). Early results suggest students have valued the new process, and a significant number (circa 550) have accessed independent learning resources to support their development of areas for improvement. Implemented of distance travelled is currently underway with apprentices, to date early indications demonstrate 40 apprentices have completed the survey

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1.11	Introduce on track to succeed weeks to monitor and manage the progress of all students and apprentices on a 6 weekly cycle to ensure they are meeting their target grades, implementing intervention strategies swiftly where it is identified that students are not on track to succeed	28/02/2018	Karen Tucker	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision Achievement rates for classroom based provision of at least 86.5% Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80%	Partial	93% of A Level enrolments are forecasted to improve or maintain their ALPS grade	<p>The college has continued to develop it's on track to succeed strategy which promotes a culture of ambition and high attainment of higher grades. There have been clear improvements during this reporting period on the progress learners have made as reported during on-track-to succeed week; teachers encourage learners to reflect and review their progress, become independent learners, and raise aspirations.</p> <p>Outcomes from the most recent on-track-to-succeed week demonstrate improvements in the number of learners meeting or exceeding targets grades</p> <p>93% of A Level enrolments are forecasted to improve or maintain their ALPS grade; this will be reviewed during our 3rd On Track To Succeed week, will be used in curriculum health check meetings at course level to fully explore and set targets for improvement for every student.</p>
1.12	Implement performance monitoring with the effective use of performance management of student and apprentice progress through use of the teacher/tutor scorecard, quality assurance strategy and the performance management review	28/02/2018	Karen Tucker	In Progress	Achievement rates for classroom based provision of at least 86.5% 80% of staff noted as 'excelling' in observation theme outcomes 80% of staff noted as 'excelling' in plan for learning outcomes 80% of staff noted as 'excelling' in work review outcomes 80% of teams noted as 'excelling' in target setting outcomes Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80% 95% of students at or exceeding expected target Value added score for maths and English progress for 16-18 year olds of at	Partial	93% of students agree they would recommend the college, 1% improvement on 16/17, 6% above external benchmark.	<p>Round 2 of PMRs and III3 have now completed. Following III³ there have already been some noticeable improvements in attendance for those areas participating in III³, for example: SIX improved 1.1% to 90.7%, FLN improved 0.6% to 87.6%, BUS improved 0.5% to 90.3, ART improved 0.4% to 90.0</p>

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					least the national average Value added score of 6 for graded Level 3 provision At least 95% of students satisfied with the college services			
1.13	Identify areas which require intervention for support to improve, identify the remit, membership and begin meetings with monthly performance reports to SMT and Corporation. Monitor progress of all courses by type, level, age and other diversity categories and present data and swift actions to improve	28/02/2018	Karen Tucker	In Progress	Achievement rates for classroom based provision of at least 86.5% Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision	Partial	Round 2 of PMRs and III3 have now completed. Following III3 there have already been some noticeable improvements in attendance for those areas participating in III3, for example: SIX improved 1.1% to 90.7%, FLN improved 0.6% to 87.6%, BUS improved 0.5% to 90.3, ART improved 0.4% to 90.0	Round two of the III ³ meetings have taken place; learners at risk discussed with appropriate strategies. COMs indicate a vast number of strategies being used to improve the attendance both in vocational and maths/English sessions. The FLN teaching team identified poor attendance and potential students at risk of withdrawing and identified the need to review group size for specific groups of learners. Groups amended to allow for smaller groups sizes and allow some students to have more tutor input in class and alleviate some of the anxieties around being with a bigger group (particularly students with ASD) – early indications suggest the new groups are benefiting learners with improved attendance. COMs in PFU has built a number of employer relationships that result in greater participation in employability programmes with employment opportunities for learners
1.14	Escalate and accelerate the management and monitoring of progression and timely achievements with mid-year and early summer panels to monitor and manage chaired by the Deputy Principal	15/12/2017	Gill Parkes	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision Achievement rates for classroom based provision of at least 86.5% Achievement rates for work based provision of at least 75% Achievement rates for maths and English of at least 80%	Partial		Meetings diarised with English and maths boards commencing in February There was a clear focus on giving Functional Skills English students the opportunity to sit the writing test before February half term, as a result outcomes Functional Skills English writing for classroom based learners is presently 55% (9/2/18).

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1.15	Identify all provision falling below the NA and set targets for all types of provision to deliver the group outcome KPIs including retention, attendance and achievement. Monitor targets and actions within local QIPs monthly and adjust to maximise performance as needed	28/02/2018	Karen Tucker	In Progress	Improvement in under-performing courses to be at least national rates	Partial	Good overall retention at 97.1% Improved attendance at end Jan from 89.8% to 90.1%	III ³ in place to manage areas of under-performance. COMs demonstrate clear understanding and position of their areas. Vast number of strategies in place to support improving attendance. Students at risk identified with intervention in place to support.
1.16	Review the performance of Apprenticeship provision, agree performance monitoring process with Vice Principal Apprenticeships and Commercial Services and implement actions to improve both overall and timely achievement rates for both 16-18 and in particular adults	20/07/2018	Karen Tucker	In Progress	Achievement rates for work based provision of at least 75%	Partial	Maximum overall achievement rate is 79.2%, this would provide an improvement of 8.7% on 16/17.	Robust monitoring and review of performance. Aspect of provision participating in III3.
1.17	Recruit an experienced partnership manager for subcontracted provision and apply robust performance management strategies as per point 6	30/09/2017	Mark Bennington	Complete	Appoint partnership manager to monitor and improve quality of provision.	Met	Partnership manager appointed.	Partnership manager appointed. Partnership manager works closely with Excellence and Improvement team to monitor quality of provision. Observation of teaching and learning cycle commencing February.
1.18	Recruit Excellence and Improvement Manager to support the drive for improvements in work based learning	30/09/2017	Karen Tucker	Complete	New manager appointed that will contribute to the improvements in overall and timely achievement	Met	E&I manager appointed - has commenced and is starting to work with WBLM to address any under performance	Excellence and Improvement Manager (WBL) recruited and appointed started 1st November 2017

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1.19	Review the mechanisms for collecting student, employer and stakeholder feedback and implement robust collection, analysis and calls to action with all Directorates with monthly monitoring of actions and impact of actions. Report monthly in the Group Performance Report	28/02/2018	Karen Tucker	In Progress	At least 95% of employers satisfied with college services At least 95% of students satisfied with the college services	Partial	100% of employers agreed they are satisfied quality of training and assessment, +12% on previous year and 12% above the external BM 93% of our students agreed that they would recommend the college; +1% on 16/17 and 6% above the external BM 100% of our apprentices agreed that they would recommend the college to a friend; 11% above the external BM (End of Framework) 91% of our apprentices agreed that they would recommend the college to a friend; 3% below the external BM (End of Framework)	First Impressions Survey complete and reported during Nov/Dec PMRs: 93% of students agreed they would recommend the College to a friend, +1% on the previous year
1.20	Recruit the Director of Career Planning and Progression	30/11/2017	Julie Richards	Complete	At least 97% of students gain a positive destination following completion of their course At least 70% of full-time students progress to a higher level of study, including HE	Met	Impact to be reported at end of academic year.	Katie Tarrant appointed Director of Career Planning & Progression and is due to commence in the role on 2 January 2018.
1.21	Develop and implement the career planning philosophy and progress and progression plan including changes to infrastructure and activities to improve progression rates to meet group targets and	25/12/2017	Gill Parkes	In Progress	At least 97% of students gain a positive destination following completion of their course At least 70% of full-time students progress to a higher level of study, including HE	Partial		The creation of a new Directorate for Career Planning and Progression demonstrates the College's commitment to ensuring all learners gain qualifications and skills to progress through learning and into employment that meet the needs of employers locally, regionally and nationally. The progression process for 17/18 will be closely managed by this Directorate, in particular the admissions team. Where students do not progress within their chosen career pathway, the admissions

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	outcomes							team will case manage these students to ensure their options are carefully considered. The team will facilitate the process to explore and secure the student's next step. Where specialist advice and guidance is required, students will be referred to the College's qualified careers team. The Director of Career Planning and Progression will work closely with teams to ensure high quality 1:1 progression interviews are taking place that ensure all students have a clear progression plan.
2)	Whilst the majority of teaching and learning is good, the quality and quantity of exemplary practice needs to improve within some aspects of provision for it to become consistently outstanding across the group including a strong emphasis on "raising the ambitions for every student"	20/07/2018	Gill Parkes	In Progress	(a) People: a. At least 95% of students satisfied with the college services (b) Performance: a. Achievement rates for classroom based provision of at least 86.5% b. Achievement rates for work based provision of at least 75% c. Achievement rates for maths and English of at least 80% d. At least 90% of curriculum areas graded as good or outstanding through the self-assessment process (c) Position: a. At least 95% of employers satisfied with college services (d) Prosperity a. Profit of at least 2.75% (e) Progress a. Value added score for mats and English progress for 16-18 year olds of at least the national average b. Value added score of 6 for graded Level 3 provision c. At least 97% of students gain a positive destination following completion of their course d. At least 70% of full-time students progress to a higher level of study, including HE	Partial		<p>The College has a clear strategy for improved and sustained outcomes for students. Based on the simple principle that attendance creates the environment for learning and progress, the College has focussed on:</p> <ul style="list-style-type: none"> Improving and sustaining levels of attendance – completed and under constant review Retention – improved year-on-year for the last three years (93.5%, +3.4% above NA 16-18) Achievement – significantly above national averages (84.8%, +5.7% above NA 16-18) Value Added – a clear focus for 2017/18 building on preparatory actions in 2016/17 <p>Use of ALPS connect is developing, with projected grades from assessment so far being used to predict value added outcomes at the end of this academic year</p>

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2.1	Implement the Leading the Learning Plan "Build your future" successfully across the group. Monitor progress and impact monthly and report progress in the Group Performance report	28/02/2018	Gill Parkes	In Progress	Improved retention rates - Overall retention >=95% Overall attendance rates >=91% On track to succeed weeks demonstrating timely achievement. Improved value added. Distance travelled mechanism in place	Partial	93% of A Level enrolments are forecasted to improve or maintain their ALPS grade	<p>Build you future continues to be embedded within learning programmes. Effective review of progress during On Track to Succeed weeks demonstrate improvements in the progress of learners.</p> <p>Outcomes from the most recent on-track-to-succeed week demonstrate improvements in the number of learners meeting or exceeding targets grades</p> <p>93% of A Level enrolments are forecasted to improve or maintain their ALPS grade; this will be reviewed during our 3rd On Track To Succeed week, will be used in curriculum health check meetings at course level to fully explore and set targets for improvement for every student.</p>
2.2	Further develop practice of sharing outstanding elements of teaching, learning and assessment through the implementation of learning communities, the Student Experience group and manager events.	01/02/2018	James Wilson	In Progress	Improved timely achievement, increase value added, consistently good and outstanding teaching and learning, greater of proportion of outstanding curriculum areas.	Partial	Early indications that the CSPARR model is having the desired impact on learning: Opportunities for students to reflect on previous sessions were presented at the start of the session, this provided a connect from previous learning and where learning would progress. The aims of the lesson were identified by the students and clarified by the tutor; this helped to benchmark progress made to date. Excellent planning supported the session well to create a learning environment that was well structured and that encouraged	Business Leads have taken the CSPARR model into directorates and held sessions and discussions around the inclusion of the model. The new plan for learning audit is being followed up with training based on the areas feedback. The new outstanding personal tutoring WFD session has started, Business Leads are also taking this into directorates, this is expected to help support the need for students to become more independent and develop their expert learner traits. E&I Business Leads have delivered an introductory session on the Quality Assurance and Improvement Strategy and updates with revised Leading the Learning activities, protocols and processes including: <ul style="list-style-type: none"> • Build Your Future tutorial schemes • Assessment and feedback Protocols • Post-observation development plans • Workforce Development plans • CSPARR and planning • Coaching Business Leads have hosted Question and Answer open forums on the Build Your Future Tutorial Scheme and the Plan for Learning template at team meetings. Implications of the Self-Assessment Report and the E&I produced Teaching, learning and assessment Impact Report have been

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2.3	Further develop its new strategies to ensure that the higher education student body is being represented by elected higher education students on the College's deliberative committees and governance bodies and that strategies are in place to improve the below-benchmark student satisfaction amongst its part-time higher education	29/06/2018	Sharon Woodward-Baker	In Progress	Improved student satisfaction levels from 91% to 95%	Partial	<p>constructivist learning. The tutor was inspiring, knowledgeable and passionate this was evident from the respect ethos demonstrated in the studio. The effective use of questioning enabled the tutor to gather information regards the students work, facilitating their own ideas and awareness. The students have produced a sketch book this showed excellent evidence of their progress to date. The students produced a well-documented journal showing targets set, targets achieved and targets outstanding.</p>	<p>discussed in some COM areas, CPLs have also been asked to arrange a meeting with Business Leads and their team in order to review workforce development requirements.</p> <p>Further develop its new strategies to ensure that the higher education student body is being represented by elected higher education students on the College's deliberative committees and governance bodies and that strategies are in place to improve the below-benchmark student satisfaction amongst its part-time higher education students and ensure an equitable experience for its full- and part-time higher education students, and to work towards lessening the achievement gap. The College now has elected HE students at Curriculum Council and a representative at Student Parliament. The President of the Students' Union serves on the Higher Education Governance Board and also on Governors to represent higher level learners. The experience of</p>

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	students and ensure an equitable experience for its full- and part-time higher education students, and to work towards lessening the achievement gap							part time students has been mitigated against by a) redistribution of bursary b) appointment of a Higher and Adult Education Success Co-ordinator c) adult specific approaches to improving attendance and retention d) a non-recruitment against awards known to be under achieving e) the sharing of views in year with our H E Leads who meet half termly to update COM on student satisfaction."
2.4	Narrow all achievement gaps to within 2% of the college average specifically focusing on achievement gaps for students with dyslexia and declared mental health conditions and learners in receipt of free school meals and learners in care	20/07/2018	Karen Tucker	In Progress	Overall attendance for all groups is >=91% Overall retention >=95%	Partial	No significant retention gaps, small gaps with learners in receipt of FSM and CLA. Male: 98%/Female 97.9%; Ethnicity: White 98.0%/Other 98.1%, Indian (14 learners at 93.6%); LLDD: Yes 97.3%/No 98.2%, Social and Emotional Difficulties (99 learners) 87.9%; Care Leavers: Yes 93.8%, No 98.0%; English as a Second Language: Y 99.2%, No 97.9%; Free School Meals: Yes 95.9%, No 98.3%	No significant retention gaps in most areas, small gaps with learners in receipt of free school meals and care leavers. Male: 98%/Female 97.9%; Ethnicity: White 98.0%/Other 98.1%, Indian (14 learners at 93.6%); LLDD: Yes 97.3%/No 98.2%, Social and Emotional Difficulties (99 learners) 87.9%; Care Leavers: Yes 93.8%, No 98.0%; English as a Second Language: Y 99.2%, No 97.9%; Free School Meals: Yes 95.9%, No 98.3%
2.5	Ensure every student and apprentice has an individualised plan for learning identifying ambitious, stretching targets and targeted goals and outcomes which are quality assured and monitored for impact monthly via the teacher/tutor scorecard	28/02/2018	Karen Tucker	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Value added score of 6 for graded Level 3 provision 100% level 3 students in scope have minimum target grade	Partial	92.94% of learners on level 3 programmes having a recorded target grade, an improvement of 4.94% on last reporting period;	The Excellence and Improvement team along with the TEL team continue to monitor compliance with ensuring all learners have a minimum target grade to support improvement and benchmark their progress against their starting point. 92.94% of learners on level 3 programmes having a recorded target grade

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2.6	Implement robust strategies to improve exam techniques and practice across the group	15/12/2017	Gill Parkes	Not Started	Overall pass rates >=92% High grades for English and maths GCSE >=40%	Partial		The teaching team have worked hard to substantially embed exam preparation and technique into lessons. Staff now commonly provide students example questions and explore details of mark schemes with students to help them understand the values associated with different questions. Identification of support needs is good and learning support staff work effectively with students to ensure they are familiar with the nature of support they will receive in exam conditions. Staff often implement exam conditions in tests to build students' familiarity; students who have exams based anxiety have good support from the Progress Coach team.
2.7	Implement fully the build your future tutorial programme with strong emphasis on the individual career plan for every student and apprentice with an emphasis on building resilience and employability skills	28/02/2018	Gill Parkes	In Progress	Improved attendance >=91% Improved overall retention >=95% 100% of students in scope completed distance travelled activity to improve and develop wider employability skills	Partial	Retention at 97.2%, +3.7% Attendance 90.0%	Mid point survey of distance travelled questionnaires in progress and reviewed during On Track to Succeed weeks that provide opportunities to create individual career plans for learners with an emphasis on building resilience and employability.
2.8	Develop and implement the stakeholder engagement strategy to build an infrastructure of support and innovation from employers to influence positive role modelling and desired employability skills for students and apprentices	22/03/2018	Julie Richards	In Progress		Partial		Julie Richards 22/11/2017 (a) Work is underway to scope out the stakeholder engagement strategy. We are currently identifying sectors where we need to focus stakeholder engagement and are carrying out a review of current engagement to identify any gaps. (b) Crucial to the strategy is the Customer Relationship Management (CRM) infrastructure and this is also being reviewed. (c) It is intended to take an initial stakeholder engagement plan to Corporation in Jan 2018. Julie Richards 29/01/2018 Draft engagement strategy presented to Corporation. Actions to implement to be transferred to SMT business Plan

Ref	Objective	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
2.9	Implement a high quality WFD plan to raise standards across all teaching and learning provision, sharing good practice across the college and meeting the demands for consistently good teaching and learning experience across the college group. Monitor attendance and impact monthly	28/02/2018	Gill Parkes	In Progress	Improve value added, share good practice, increase areas self assessing with good and outstanding, increasing outstanding teaching, learning and assessment experience of students and apprentices	Partial	Workforce Development sessions = 3050 at this point compared to 2206 year end 16/17	<p>Managers have used the workforce development plan well in targeting staff with specific training opportunities to improve their practice, skills and knowledge.</p> <p>In the last academic year six members of staff upskilled and completed their TAQA verification qualifications. Thirty two members of staff engaged with teacher training, twenty two for Cert Ed/PGCE, nine for Award in Education & Training and one for MEd TESOL.</p> <p>As a result of targeted WFD and actions from the QA & I Strategy, observers report that teachers plan lessons well and use information on Learners starting points to plan effective lessons that enable Learners to develop and practice new skills with confidence, for example, in Performing Arts, teachers encourage learners to develop their creative response skills to starting points stimulus through the rehearsal of their improvisation of scrooge's performance. The learners demonstrated the ability to problem solve throughout the creation of ideas and adapt the performance accordingly.</p>
3)	Student and apprentice outcomes relating to maths and English are not yet good and require improvement with a particular focus on the numbers achieving higher grades	20/07/2018	Gill Parkes	In Progress	(a) People: a. At least 95% of students satisfied with the college services b. At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process (b) Performance: a. Achievement rates for classroom based provision of at least 86.5% b. Achievement rates for work based provision of at least 75% c. Achievement rates for maths and English of at least 80% d. At least 90% of curriculum areas graded	Partial	Improved attendance from 82.8% at the end of January to 83.7% in two weeks	<p>WFD activity delivered to WBL staff during January on further embedding and developing of English and Maths Skills for apprentices and WB Learners</p> <p>Attendance in maths has improved from 82.8% at the end of January to 83.7% in two weeks</p>

Ref	Objective	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
3.1	Review the departmental infrastructure, centralise the delivery and ownership of maths and English across the group by introducing a maths and English hub	30/04/2018	Chris Todd	In Progress	<p>as good or outstanding through the self-assessment process (c) Position: a. At least 95% of employers satisfied with college services (d) Prosperity a. Profit of at least 2.75% (e) Progress a. Value added score for maths and English progress for 16-18 year olds of at least the national average b. Value added score of 6 for graded Level 3 provision c. At least 97% of students gain a positive destination following completion of their course d. At least 70% of full-time students progress to a higher level of study, including HE</p> <p>Improved attendance within maths and English to within 3% of vocational attendance Value added score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80% and English progress for 16-18 year olds of at least the national average</p>	Partial	Improved attendance from 82.8% at the end of January to 83.7% in two weeks	The management of English and maths has been successful centralised to a specialist team. The team is led by a Head of English and maths who has taken line management responsibility for all teachers of English and maths on study programmes. This allows for central coordination of staffing and timetables and provides a single point of contact for all matters concerning English and maths across the college. This role is supported by a specialist coordinator in maths and in English. The coordinators teach but have 50% remission to support the ongoing development of maths and English across the college. Coordinators assist the delivery of English and maths through the development of centralised plans for learning and development of resources. The team have made good progress in the development of coordinated approaches for the delivery of GCSE programmes and are working to develop similar coordinated approaches in Functional Skills

Ref	Objective	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
3.2	Manage and quality assure all schemes of work, lesson plans and teaching methodology for maths and English delivery across the group	30/04/2018	Karen Tucker	In Progress	80% of staff noted as 'excelling' in observation theme outcomes 80% of staff noted as 'excelling' in plan for learning outcomes 80% of staff noted as 'excelling' in work review outcomes 80% of teams noted as 'excelling' in target setting outcomes VA score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80% and English progress for 16-18 year olds of at least the national average	Partial	Improved evidence in planning for learning during term 2 has been demonstrated with 78.5% of plans good or better, an improvement of 14.7% on term 1	English and maths Learning Community was undertaken during January 2018 and explored CSPARR in more detail along with the Expert Learner. Improved evidence in planning for learning during term 2 has been demonstrated with 78.5% of plans good or better, an improvement of 14.7% on term 1
3.3	Implement a maths and English learning community and use outstanding practitioner to lead the learning. Monitor impact monthly	28/02/2018	Chris Todd	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80%	Partial		First English and maths Learning community took place during January. Leading the Learning, CSPARR and developing conversations around the Expert Learner were explored. Good participation from maths and English staff.
3.4	Implement, monitor and review a specified workforce development plan for all teachers and tutors of maths and English	28/02/2018	Chris Todd	In Progress	Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average	Partial	Attendance in maths and English has from 82.8% at the end of January to 83.7% in two weeks	First English and maths Learning community completed early January; content included Leading the Learning, CSPARR, Expert Learners - good attendance and participation from staff. Attendance in maths and English has from 82.8% at the end of January to 83.7% in two weeks
3.5	Further develop and recruit to the graduate teaching programme	31/07/2018	Chris Todd	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80%	Partial		Karen Tucker 12/02/2018 The graduate staff in English and maths are making good progress. They benefit from having 50% remission to develop their teaching skills and work alongside more experienced staff in different situations to gain a breath of teaching experience. Both are making good progress on their teaching qualification and receive good feedback from observations. The SMT are currently considering options to further enhance and develop this programme.

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3.6	Use outcomes of initial assessment more effectively to inform plans for learning. Develop student and apprentice learning communities including homework and tutorial groups	30/04/2018	Chris Todd	In Progress	Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average	Partial		Focus on the use of initial assessment has been focused upon in walkthroughs. These demonstrate there are good examples of practice whereby staff have highly individualised planning based on learners' individual profiles. Teachers are increasing homework requests on students and are increasingly using BKSB resources to direct students to personal development. The good practice is being disseminated in team meetings and in 1:1 support meetings with English and maths teachers. Group profiles have been automated and provide vocational and English and maths staff with clear and consistent student data on English, maths and initial assessment outcomes that is used to plan learning. Although improving this is still an area for further development.
3.7	Plan and implement exam preparation and technique for every student and apprentice in every lesson	28/06/2018	Chris Todd	In Progress	Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average	Partial		<p>The teaching team have worked hard to substantially embed exam preparation and technique into lessons. Staff now commonly provide students example questions and explore details of mark schemes with students to help them understand the values associated with different questions. Identification of support needs is good and learning support staff work effectively with students to ensure they are familiar with the nature of support they will receive in exam conditions. Staff often implement exam conditions in tests to build students' familiarity; students who have exams based anxiety have good support from the Progress Coach team.</p> <p>The college has planned a bespoke and dedicated 'Exam Rehearsal Room' that will enable teachers to undertake mock and practice exams in a formal setting, preparing learners and giving them an understanding of the expectations and what to expect. To further support students, the college has introduced a mindfulness programme to support and prepare learners</p>

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3.8	Ensure the use of teacher and tutor scorecard is relentless to review progress and inform swift actions to improve. Report on maths and English improvements and interventions monthly in the Group Performance Report	28/02/2018	Neil Carruthers	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80%	Partial		Teacher Scorecard is being used to hold 1-1 Meetings with staff. As a result incorrect data is being recognised and amended. Staff have clear targets to improve attendance and progress of learners. Following the latest III3 meeting attendance has improved from 82.8% to 83%.
3.9	Implement seamless reporting and recording of student progress through functional skills to give a clear line of early sight to achievement	31/10/2017	Anthony Gribben-Lisle	In Progress	Achievement rates for maths and English of at least 80% Value added score for maths and English progress for 16-18 year olds of at least the national average	Partial		System changes to capture required information completed and implemented. Teachers can now report on detailed exam completion information at student/group level in the eILP. Dashboard development has started with a focus on tracking formative assessments. This report will be updated following pilot user feedback and then published to inform discussions and target setting with staff.
3.10	Implement regular reporting mechanisms for maths and English to assure Directors of the progress students are making and allow for early intervention	31/10/2017	Anthony Gribben-Lisle	In Progress	Value added score for maths and English progress for 16-18 year olds of at least the national average Achievement rates for maths and English of at least 80%	Partial		System changes to capture required information completed and implemented. Teachers can now report on detailed exam completion information at student/group level in the eILP. Dashboard development has started with a focus on tracking formative assessments. This report will be updated following pilot user feedback and then published to inform discussions and target setting with staff.

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3.11	Ensure capability process is invoked to address all teaching under-performance	20/07/2018	Chris Todd	In Progress	(a) People: a. At least 95% of students satisfied with the college services b. At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process (b) Performance: a. Achievement rates for classroom based provision of at least 86.5% b. Achievement rates for work based provision of at least 75% c. Achievement rates for maths and English of at least 80% (c) Position: a. Enrol and support at least 10,500 students b. Provide support to at least 2,000 employers c. At least 95% of employers satisfied with college services (d) Prosperity a. Profit of at least 2.75% b. Pay costs/income ratio to not exceed 65% c. Total debt does not exceed 20% of income (e) Progress a. Value added score for maths and English progress for 16-18 year olds of at least the national average b. Value added score of 6 for graded Level 3 provision c. At least 97% of students gain a positive destination following completion of their course d. At least 70% of full-time students progress to a higher level of study, including HE	Partial		Curriculum Managers and Directors regularly undertake 1-1 health check meetings with staff and immediately address any under-performance. As a result of the swift actions and intervention staff are supported well to improve practice; those who have not made sufficient progress have been exited from the organisation.

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4)	Workforce development planning and engagement requires further development and rigorous management in order for it to facilitate outstanding practices and consistent high standards of service across the group	20/07/2018	Karen Tucker	In Progress	(a) People: a. At least 95% of students satisfied with the college services b. At least 90% of departments graded as good or outstanding through the customer excellence self-assessment process (b) Performance: a. Achievement rates for classroom based provision of at least 86.5% b. Achievement rates for work based provision of at least 75% c. Achievement rates for maths and English of at least 80% (c) Position: a. Enrol and support at least 10,500 students b. Provide support to at least 2,000 employers c. At least 95% of employers satisfied with college services (d) Prosperity a. Profit of at least 2.75% b. Pay costs/income ratio to not exceed 65% c. Total debt does not exceed 20% of income (e) Progress a. Value added score for maths and English progress for 16-18 year olds of at least the national average b. Value added score of 6 for graded Level 3 provision c. At least 97% of students gain a positive destination following completion of their course d. At least 70% of full-time students progress to a higher level of study, including HE	None		

Ref	Objective	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
Ref	Task	Target Date	Assigned To	Status	Expected Impact	Actual Impact	Notes	Progress Reports
4.1	Develop the workforce development plan for the Group including effective programmes for mandatory training and industrial/ professional updating	01/09/2018	Karen Tucker	In Progress		Partial	Workforce Development sessions = 3050 at this point compared to 2206 year end 16/17	WFD Plan • 9 sessions already being delivered added to plan. • 31 new sessions added to plan. • Currently adding over 50 online sessions. • Plan being updated with direct links to training, making it more interactive and now available on intranet. • Weekly section in Principals briefing to advertise WFD sessions.
4.2	Further develop and embed the culture and practice of higher education scholarship	29/06/2018	Sharon Woodward-Baker	In Progress	Enhance quality and/or further secure the reliability and/or comparability of academic standards at Chesterfield College	Partial		The College is supporting higher scholarship in the following ways: part funded study towards Masters awards and or Fellowship Applications for those that deliver on Level 4 or above. A series of Professional Thinkpieces offered as KEY activities and an annual conference to encourage staff to present and share research. Higher and Adult Education now has tri-annual area briefings together with distinct Teach Meets to support idea sharing across our Higher Education Leads. Further investigation underway to secure registration with SEDA organisation for Associate Fellow status for staff. Additional to this is the draft of an Adult Education Strategy is currently in consultation where teaching and learning will form part of the review to conclude 2017/2018 for first implementation 2018
4.3	Implement the plan first and foremost with every member of staff during their performance development review meeting	15/12/2017	Craig Acaster	Complete		Met	Workforce Development sessions = 3050 at this point compared to 2206 year end 16/17	As part of the PDR process, the WFD plan was used to plan work force development activity in line with college objectives in ensuring we are an outstanding organisation with outstanding business practices. Off the 99% of staff with completed PDRs, all have used the WFD plan to plan WFD activity.

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4.4	Analysis demand for workforce development to inform planning	28/02/2018	Karen Tucker	In Progress		Partial		As part of observation and QA review outcomes, WFD activity is reviewed and undertaken with teams resulting out of the findings. As a consequence of some of the QA review activity it was noted that in order to accelerate the progress for all learners at a rapid pace, planning for learning could be more specific in identify strategies using the CSPARR and integrating the college's evolving, aspirational themes.
4.5	Quality assure the standard of delivery with a regular cycle of observations and impact measuring	20/07/2018	James Wilson	In Progress	80% or more sessions observed as 'Excelling'	Partial		QA of WFD has begun - staff are encouraged and are feeding back through surveys after the events. E&I compile analysis of impact of events.
4.6	Implement a buddy system with outstanding practitioners across the group to ensure the teaching and learning is outstanding	20/07/2018	James Wilson	In Progress		Partial	Staff have been encouraged to reflect on how to work with their students to: Develop resilience. • Encourage problem solving. • Enable curiosity. • Promote independence. • Extend wider skills. • Reward confidence. Staff have been encouraged to reflect and act on the following questions: • What specific actions will help you achieve your goal? • What will your first step be? • How long will you stay focused on your goals and plans? • Who can support you in moving forward?	Learning Communities are now forming the basis of the 'sharing of good practice' concept that is being shared throughout the college. WFD sessions that are delivered by the teaching and learning coaches are also in some instances called 'Developing Conversations' that are centred around the sharing of peer experience and knowledge.

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4.7	Seek feedback from every session to inform improvements	20/07/2018	James Wilson	In Progress		Partial		All development events are followed up with a survey that asks staff for feedback on the session. It also asks for a reflection of knowledge prior to the session and knowledge after the session. This has now evolved and staff are asked for examples of how they will implement the new knowledge and specific examples of where they have implemented the knowledge with their students.
4.8	Monitor the impact of WFD on the student/apprentice experience and report in the monthly Group Performance Report	20/07/2018	Karen Tucker	In Progress		Partial		Impact is being collated and recorded through QDP survey. Impact statement collected: 'Some of the techniques that were discussed during the session have really helped me to identify areas of my own practice that need to be improved upon so that the low-level behaviour does not impact upon the learning process. It also helped me to identify some new techniques that I can now use to enhance the learning process to ensure that I adequately challenge the low-level disruptions that happen.' Health & Social Care Tutor
4.9	Implement and monitor the minimum WFD hours requirements for all staff in line with the workforce development plan	20/07/2018	Karen Tucker	In Progress		Partial		Workforce Development sessions = 3050 at this point compared to 2206 year end 16/17
4.10	Maximise identified good practice across the college, drawing for the college staff a workforce development delivery team of outstanding practitioners	30/03/2018	James Wilson	In Progress		Partial		In many instances it is the TLCs that deliver the Teaching and Learning development sessions, a matrix of identified good practitioners outside of this team has been identified and their specific skills will be exploited through 'sharing of good practice' events. In some instances teams are working to host an 'Expert' teaching and learning roadshow in development week at the end of the academic year.