



2023
2024

 **New Directions College**
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Strategic Development Plan and Quality Improvement Goals



Introduction

This strategic development plan and the quality improvement goals are for the academic year 2023-24.

It has been formulated in response to emerging developments throughout the academic year 2022-23 and in line with the annual self-assessment report that was published in February 2023 that reflected on the academic year 2021 - 22.

This document sets out our strategic development plan, including our intention to deliver an outstanding quality of service, how we will implement our plans and how we will measure impact.

Furthermore, this document sets out our priorities and objectives for service development and our quality improvement goals.

The College is currently self-assessing as Good with outstanding features.

Annually the self-assessment process measures the college's performance against the Ofsted Education Inspection Framework (EIF). The EIF is used as one benchmark for success.

Delivery and governance

Day to day the service is managed by the college service managers who are individually and collectively responsible for managing continuous improvement and strategic and operational development.

This work is led by the Principal and Deputy Principal and supported by the Quality and Continuous Improvement Managers.

Two key groups govern and quality assure this work:

1. The Governance Board
2. Quality Standards Committee

Governance Board

The current terms of reference set out in Article 10 of the Council's Constitution for Governance of Adult Skills and Community Learning at the Council, is as follows:

The Governance Board is:

- To provide advice and guidance for the development of adult skills and community learning across Reading.
- To monitor and evaluate the portfolio of provision funded by the ESFA.
- To endorse the annual accountability statement and three-year strategic plan/statement of intent for Adult Skills and Community Learning.
- To review the priorities of the plan on an annual basis.
- To monitor service and financial performance against an agreed set of KPIs and the quality improvement plan.
- To consider and recommend for approval by the Board the annual Self-Assessment Plan and associated Quality Improvement Plan.

Specific duties include:

Scrutiny of overall performance of the service against agreed KPIs.

Review and endorse key documents:

- Strategic Development Plan.
- Self-Assessment.
- Quality Improvement Plan.

Endorse commissioned activity.

Consider links and opportunities with other Council/place-based services.

Consider contribution to overall Council objectives.

Review learner engagement, feedback & communication with stakeholders.

Engage with learners and service users, to elicit first hand feedback

The chair of the governance board will be the lead Councillor responsible for Education including adult learning. The board will meet 3-4 times per year.

Quality Standards Committee (QSC)

The QSC is made up of service managers and lead tutors. The committee has collective decision making powers and work together for:

- Reporting and accountability;
- Discussion and Review;
- Problem solving; and
- Decision making

The core themes and standard agenda items reviewed at the QSC are as follows:

1. Continuous service improvement

- Annual Self-Assessment Report (SAR)
- Quality Improvement Plan (QIP)
- Key Performance Indicators (KPIs)
- Qualification Achievement Rates (QAR)

2. Quality of Education, innovation and good practice

- Intent of curriculum and curriculum development.
- Observations of Teaching Learning and Assessment (OTLA).
- Internal and External Quality Assurance (IQA/EQA).
- Learner and service user engagement and feedback, including survey data.

3. Behaviour, attitudes and personal development

- The College environment.
- Promotion of British Values and equality and diversity.
- Linking learning to life – developing knowledge and skills beyond the academic, technical or vocational.
- Attendance and engagement levels.
- RAG Reports (curriculum & learner level) and action plans
- Careers guidance and Information, Advice and Guidance (IAG).

4. Leadership & Management

- Setting and monitoring service standards.
- Impact of community presence.
- Effectiveness of governance.
- Service user engagement in shaping the strategic plans of the College.
- Intent, implementation and impact of workforce development, including continuous professional development (CPD) and considerations to work-load and well-being.

The committee meets half termly.

Our strategic vision, aims and how we measure impact

Our aim:

To deliver an outstanding quality of education that supports all our learners to achieve future social and economic prosperity.

How we will measure impact:

- Our learners gain new skills and qualifications, report enhanced levels of knowledge and self-development, including increased resilience, confidence, and independence.
- Our learners know how to keep physically and mentally healthy and have access to education for sustainable development (ESD).
- An outstanding quality of education develops personal and social skills, including employability skills that prepare learners well for their intended job role, career aims and/or personal goals.
- Learners are and feel safe. Arrangements for Safeguarding are appropriate and effective.

Implementation

Our core principles (1)

- The College uses a placed-based approach to both service and curriculum planning and development. We use local social, economic, human, and environmental data and intelligence to build our local learning offer. The College is focused on supporting the future social and economic prosperity of all learners, local communities, and businesses.
- The College, its partners and subcontractors deliver an outstanding quality of learning with clear delivery intentions, strong implementation plans and effective methods of monitoring and recording impact.
- The College is committed to ensuring all learners, including the most vulnerable and those furthest from the labour market, have good and equal access to high quality learning opportunities that meet local need and support progression to employment or further learning.
- The College develops and harnesses strong and effective partnerships with local employers, sector bodies, business associations and stakeholders such as Job Centre Plus, that widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.
- The College offers a range of community learning opportunities that provides first rung access to pathways into further learning or employment and support for adults with learning difficulties and/or disabilities to support their personal development and access to independent living.
- The College prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society, developing their understanding of fundamental British values and developing their understanding and appreciation of diversity.

Implementation

Our core principles (2)

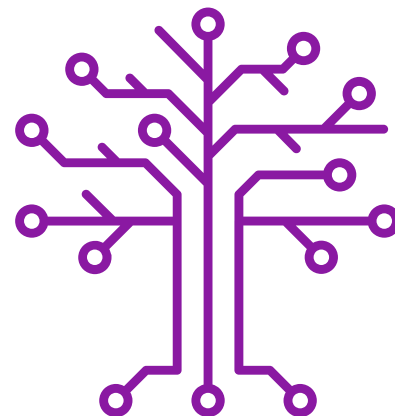
- The College provides an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do to reach and succeed in their chosen career, actively supporting readiness for the next phase of education, training, or employment so that learners can make the transition to the next stage successfully.
- The College is graded Good/Outstanding by Ofsted, financially fit for the future, is well resourced and sustainable and delivers value for money and is prepared to take risks in a balanced and measured way.

Service Priorities

- **1. Strong and relevant service offer;** the service offer is strong, relevant, and aligned to local needs.
- **2. Outstanding quality of service delivery;** the service delivers the highest quality standards and is recognised by external bodies such as Ofsted, Matrix, and other awarding organisations for doing so.
- **3. Excellent access to the service;** ensure equality of access to learning for learners from different communities across all parts of Reading, including those who have learning difficulties and/or disabilities, suffer hardship or experience other barriers to participation.
- **4. Strong and effective partnerships;** build strong and effective partnerships with local employers, sector bodies, business associations and stakeholders, that lead to improved outcomes for our learners.
- **5. Fit for the future;** Ensure the service is fit for the future, is well resourced and sustainable and delivers excellent value for money.

Objectives

Priority 1. Strong and relevant service offer



Objectives (1.1)

1A. Deliver a service that is effectively aligned and connected to local projects and programmes of work linked to improved economic and social outcomes and skills for adults.

1B. Build and deliver foundation level talent pipelines into jobs within existing and emerging sectors across Berkshire, including Film and Production Industries and Green Skills.

1C. Deliver Multiply to over 1000+ adults in Reading until 2025, providing innovative numeracy courses that promote skills development and progression to further learning.

1D. Further develop innovative employability opportunities that are created in partnership with local employers, key stakeholders such as REDA and JCP i.e., Sector Based Work Programmes linked to specific employers/sectors and targeted at specific learner groups that lead to employment outcomes.

1E. Deliver learning programmes that support adults who are 'under-employed' and are seeking in work/career progression through the acquisition of new skills and experiences.

1F. Deliver Apprenticeships and technical/vocational education that meets the skills gaps within key sectors and is responsive to employer demand.

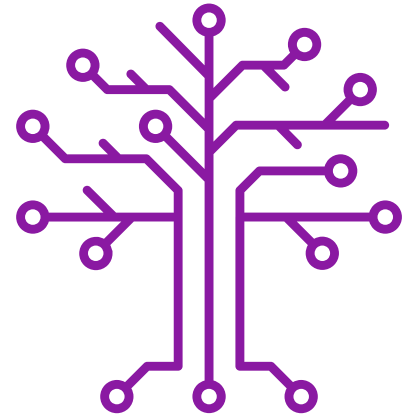
1G. Offer the National Skills Fund and Lifetime Skills Guarantee to Adults across Reading looking to secure their first full L3 qualification.

1H. Offer bespoke provision for adults with LD with a focus on developing pathways to employment.

1I. Offer provision for adults with mental health conditions that will support their recovery and enable them to progress.

Objectives

Priority 1. Strong and relevant service offer



Objectives continued (1.2)

1j. Offer family learning activities which promote the development of basic skills and parental engagement in education.

1k. Celebrate Learner success throughout the year and via the annual Adult Learning Awards.

Objectives

Priority 2. Outstanding quality of service delivery



Objectives (2.1)

2A. Deliver adult skills and community learning that is recognised as good to outstanding by Ofsted and other external bodies.

2B. Aim to be recognised as an example of excellent practice and share our knowledge and expertise with others.

2C. Develop and offer a highly effective physical and virtual learning environment where learners can fully access high quality education with high quality ICT kit and equipment available to all.

2D. Deliver education for sustainable development as an integral part of the whole college curriculum.

2E. Develop and implement an effective and meaningful system for monitoring and developing the quality of teaching, learning and assessment.

2F. Establish effective methods of recognising and recording progress and achievement and implement this across all non-accredited ESFA provision (RARPA).

2G. Enhance the delivery of fundamental British Values across all provision so that it celebrates our cultural diversity and has a prominent place within the College.

2H. Grow the delivery of highly effective Apprenticeships, with timely achievement and excellence in end point assessment.

2I. Establish a Governance Board that will monitor and challenge the service performance rigorously, quarterly, and annually.

2J. Develop innovative ways of capturing service user feedback, that will contribute to ongoing service development.

Objectives

Priority 2. Outstanding quality of service delivery



Objectives continued (2.2)

2K. Develop new mechanisms for promoting and delivering highly effective staff CPD.

2L. Celebrate staff and contributor's success regularly and at the adult learner awards.

2M. Establish protocols for collectively assessing staff workload and implementing measures to address challenges.

2N. Deliver highly effective careers and IAG across the service to ensure all learners have access to the information they need to make positive progression from learning and beyond.

2O. Explore new ways of promoting a sense of community and belonging for apprentices and other remote learners.

Objectives

Priority 3. Excellent access to the service



Objectives (3.1)

3A. Offer adult skills and community learning across the borough and in a range of community outreach settings to widen participation.

3B. Ensure easy access to course information and the local learning offer.

3C. Deliver a highly effective Learner Support programme, tackling hardship and childcare issues, that break down barriers to participation and success.

3D. Deliver highly effective learning support for all learners who need it, including specialist support for adults with SEND.

3E. Strengthen partnerships with local community and voluntary sector groups to promote the learning offer, build and deliver support packages that increase participation and identify potential gaps in the service.

3F. Work with employers to increase the numeracy skills of the existing workforce through the delivery of Multiply.

3G. Establish a system for signposting adults to local alternative provision that meets their needs if the college is not able to.

3H. Re-fit our digital learning suite to ensure it provides state of the art technology and a fully accessible learning environment.

Objectives

Priority 4. Strong and effective partnerships



Objectives (4.1)

4A. Work with key partners and stakeholders such as the local FE sector, REDA, the Berkshire LEP and Chamber of Commerce to identify and utilise local social, economic, human, and environmental data and intelligence to build our local learning offer.

4B. Contribute to the development and delivery of Local Skills Improvement Plans (LSIPs) and where appropriate, bid for structural development funds.

4C. Work with local FE and learning providers to avoid duplication and to ensure equality of access to learning provision across Reading.

4D. Work with the local VCS and develop volunteering opportunities for adult learners and accredit the skills gained to support future employment opportunities.

4E. Work with partners and stakeholders to actively identify and promote progression opportunities for all adult learners.

4F. Build on the exploratory work for the possible devolution of AEB in Berkshire and maximise opportunities for collaboration in the delivery of high-quality adult skills across Reading and beyond.

Objectives

Priority 5. Fit for the future



Objectives (5.1)

5A. Deliver a service that is financially sustainable and agile to changing demands.

5B. Horizon scan and adapt how we operate considering emerging policy changes.

5C. Produce clear and accurate annual budgets

5D. Budget for the service to operate within its own financial envelope from 2024 onwards.

5E. Implement robust systems for financial reporting and monitoring.

5F. Have a clear plan for sustainability.

5G. Annually revise the fees policy for co-funded learners and full cost recovery provision.

5H. Fully deliver against the AEB Grant – aiming for 3% over delivery where possible.

5I. Set and monitor clear income generation targets for the service.

5J. Annually review the local terms and conditions and pay scales for academic roles.

5K. Ensure the service operates at full staff utilisation and identifies emerging resource need in a timely manner.

5L. Ensure the service is agile to respond to emerging funding streams and is successful in its bids for external funding.

Quality Improvement Goals

Quality Improvement Delivery Plan

The Quality Improvement Delivery Plan (QIDP) sets out a range of goals that have been identified through our self-assessment process as either requiring improvement or sustaining or developing its current level of success.

These goals are identified in-year and are in addition to or complement our strategic development priorities and objectives.

Each goal has a Lead who is responsible for driving activities that will achieve the intended outcome. The Lead is also responsible for monitoring and reporting progress.

Key contributors are those individuals who will play an active role in quality improvement activities, including monitoring and reporting impact against each goal.

Each goal will have a separate delivery plan that describes the individual quality improvement activities that are leading to the intended outcome.

This will include details on how impact will be measured and any associated deadlines.

These delivery plans are reviewed once every half term and progress reported back to the Quality Standards Committee. Progress is shared with the Governance Board quarterly.

Quality Improvement Goals

Quality Improvement Delivery Plan

There are currently 13 quality improvement goals the college is focused on. These are:

1. The intent of the curriculum is outstanding. Lead: Andrea Wood
2. The quality of education is outstanding. Lead: Fiona Hale
3. Learners are active citizens within their community. Lead: Lisa Welch
4. The college continues to be a safe place that celebrates and promotes the diversity of our learners. Lead: Lisa Welch
5. The college continues to actively promote and support good mental and physical health and wellbeing. Lead: Fiona Hale
6. The college offers outstanding careers, advice and guidance and access to the world of work. Lead: Fiona Hale
7. Learner attendance and punctuality to learning and work settings are outstanding. Lead: Aliea Rashid
8. Apprentices complete on time and celebrate outstanding outcomes. Lead: Bes Baxha
9. College staff continue to have access to highly effective continuous professional development (CPD). Lead: Fiona Hale
10. The college continues to be well connected to our community, including employers, and this increases opportunities for our learners. Lead: Andrea Wood
11. Leadership and management are outstanding. Lead: Andrea Wood
12. MI systems and data are strong and effective and significantly contribute to the quality of education and performance management. Lead: Aliea Rashid
13. Arrangements for Safeguarding and Prevent continue to be highly effective. Lead: Lisa Welch

Version Control



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Owner: Andrea Wood – Principal

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