

Furness College Quality Improvement Plan (Ofsted actions)

2018/19

Number of actions raised 29

Percentage completed and objective achieved	48.3%
Percentage on track, in progress and complete to plan, no issues	34.5%
Percentage in progress, a risk but not yet an issue	17.2%
Percentage requiring immediate action	0.0%

	Intended Impact	Actual Impact	
Measurable Outcomes:	<p>Apprenticeship achievement rates increase to:</p> <p>72% within the Health sector</p> <p>72% within the Early Years sector</p> <p>71% within the ICT sector</p>	<p>Apprenticeship overall achievement rates are forecasting an improvement overall, but in the worst performing areas the improvement targets are yet to be achieved.</p> <p>In 2017/18 Health overall achievement rates were 48% and forecast achievement rate in 2018/19 is 35%.</p> <p>In 2017/18 Early Years overall achievement rates were 52.4% and forecast achievement rate in 2018/19 is 67.6%.</p> <p>In 2017/18 ICT overall achievement rates were 33.3% and forecast achievement rate in 2018/19 is 40%</p>	<p>Accountability</p> <p>Steve McAloone</p>

SAR Area for improvement: Achievement on apprenticeship programmes require improvement within the Health, Early Years and ICT sectors

Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
8 week review, additional support, starting points and progress are rigorously undertaken	Apprentices make rapid progress	Overall achievement rates are forecasted to increase by 4.2pp. ICT is forecasted to increase by 6.7pp and Early Years by 15.7pp. Health achievement rates in forecasted to fall by 13pp. Apprenticeship achievement rates remain an area for improvement.	Luci Ord	31/07/2019

Progress Updates

Regular monthly team meetings alongside individual assessor meetings headed up by Head of Area. Meetings and development sessions have a strong focus on 8-weekly review process with employers and apprentices, additional support needs and tracking and monitoring of progress both at qualifications and skills levels. Salesforce tracking system is used to track progress alongside Learning Assistant, This has resulted in robust management information, enabling accurate forecasts to be made. This approach has been validated by 2017/18 results.	22/02/2019
Forecasted information suggests apprenticeship achievement rates will increase from 63% in 2017/18 to just over 67% in 2018/19. Achievement rates within ICT and Early Years are forecasted to improve by 6% and 15% respectively, whilst Health is forecasted to fall by 13%.	01/10/2019

Intended Impact		Actual Impact	Accountability	
Measurable Outcomes:	Apprenticeship achievement rates increase to: 72% within the Health sector 72% within the Early Years sector 71% within the ICT sector	Apprenticeship overall achievement rates are forecasting an improvement overall, but in the worst performing areas the improvement targets are yet to be achieved. In 2017/18 Health overall achievement rates were 48% and forecast achievement rate in 2018/19 is 35%. In 2017/18 Early Years overall achievement rates were 52.4% and forecast achievement rate in 2018/19 is 67.6%. In 2017/18 ICT overall achievement rates were 33.3% and forecast achievement rate in 2018/19 is 40%	Steve McAloone	
SAR Area for improvement:	Achievement on apprenticeship programmes require improvement within the Health, Early Years and ICT sectors			
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
A member of the English and maths team is dedicated to delivering functional skills to apprentices, so creating a single point of responsibility	Performance of English and maths within Apprenticeships improve to college targets	Although below target, overall achievement rates are forecasted to increase by 4.2pp between 2017-18 and 2018-19	Luci Ord	21/12/2018
Progress Updates				
English and maths specialist dedicated to the delivery of apprenticeships now in post. This is having the desired impact as apprentices are responding well and achievements are forthcoming				22/02/2019
Reviews of apprenticeship progress are carried out every eight weeks and are focused to ensure that more learners are on target to achieve their framework/standard on time	Effective progress reviews resulting in rapid progress	Management in-year progress tracking informaton demonstrates progress. Overall achievements are forecasted to increase by 4.2pp. This remains an area for improvement in 2019-20	Luci Ord	31/07/2019
Progress Updates				
Apprentices' starting points are established with the employer, apprentice and Development Coach and progress against agreed targets is reviewed at each meeting,				22/02/2019

Intended Impact		Actual Impact	Accountability	
Measurable Outcomes:	Apprenticeship achievement rates increase to: 72% within the Health sector 72% within the Early Years sector 71% within the ICT sector	Apprenticeship overall achievement rates are forecasting an improvement overall, but in the worst performing areas the improvement targets are yet to be achieved. In 2017/18 Health overall achievement rates were 48% and forecast achievement rate in 2018/19 is 35%. In 2017/18 Early Years overall achievement rates were 52.4% and forecast achievement rate in 2018/19 is 67.6%. In 2017/18 ICT overall achievement rates were 33.3% and forecast achievement rate in 2018/19 is 40%	Steve McAloone	
SAR Area for improvement:	Achievement on apprenticeship programmes require improvement within the Health, Early Years and ICT sectors			
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
Targets are set for improvements to achievement on apprenticeship programmes by sector at a minimum of 71%.	Apprenticeship achievement rates begin to show an upward trend	4 areas within SSA2 are forecast to be under the minimum of 71%, although in all cases, performance has improved	Mark Nicholson	31/07/2020
Progress Updates				
Detailed improvement plan in progress			11/12/2018	
Deputy Principal Curriculum and Quality oversees and leads on full implementation of the Apprenticeship improvement strategies	Well designed improvement strategies bring about improvements both in the shorter and longer term	Improvement strategies are having the desired impact. Forecasted achievement rate of 76% overall	Mark Nicholson	31/07/2020
Progress Updates				
Apprenticeship monitoring meeting held fortnightly and chaired by Deputy Principal Curriculum and Quality and also attended by senior management. Focus is very much on quality. Forecasts suggest a significant improvement on both overall and timely achievement (forecasted 76% and 71% respectively). Key sectors which fell under MLP in 2017/18 are of a particular focus and improvement strategies are in progress (strategies and progress detailed in the Apprenticeship Improvement Plan.			30/01/2019	

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SAR Area for improvement: Achievement on apprenticeship programmes require improvement within the Health, Early Years and ICT sectors

Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
Employers and their apprentices have access to good IAG before sign up and understand their rights and responsibilities. Starting points are established to ensure that apprenticeship programmes add value to businesses and apprentices make rapid progress	Apprentices make rapid progress relevant to their starting point	Clear starting points are established which informs progress measures.	Luci Ord	31/07/2019

Progress Updates

Detailed discussions are held with employers and apprentices prior to start-up to ensure business and apprentice needs will be met. Also roles and responsibilities are clarified and decisions around pathways and end point assessment are made by the employer. Apprentices go through rigorous initial assessment to ensure support needs are established prior to starting.

22/02/2019

Introduce further improvements to delivery models of 20% off the job training element	20% off the job training for all apprentices	Tailored 20% off the job models are meeting employer and apprentice needs. Employer and apprentice feedback provides confirmation that the college continues to meet their needs.	Luci Ord	31/07/2019
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Progress Updates




Off the job delivery models have been developed in partnership with employers to ensure they meet both the needs of employers and the needs of the apprentices. A range of off-the-job models have been successfully implemented.

22/02/2019

Intended Impact		Actual Impact		
Measurable Outcomes:	Apprenticeship achievement rates increase to:	Apprenticeship overall achievement rates are forecasting an improvement overall, but in the worst performing areas the improvement targets are yet to be achieved.	Accountability Steve McAloone	
	72% within the Health sector	In 2017/18 Health overall achievement rates were 48% and forecast achievement rate in 2018/19 is 35%.		
	72% within the Early Years sector	In 2017/18 Early Years overall achievement rates were 52.4% and forecast achievement rate in 2018/19 is 67.6%.		
	71% within the ICT sector	In 2017/18 ICT overall achievement rates were 33.3% and forecast achievement rate in 2018/19 is 40%		
SAR Area for improvement:	Achievement on apprenticeship programmes require improvement within the Health, Early Years and ICT sectors			
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
College strategic aim To raise individual aspirations, create opportunities and promote personal development and progression by delivering high-quality inclusive education and training				

	Intended Impact	Actual Impact			
Measurable Outcomes:	Learners' in-year progress is fully accessible on line and leaders and managers know what percentage are above, at or below their target grade.				Accountability
SAR Area for improvement:	Ensure that leaders and managers monitor closely the progress that learners make throughout the year to make sure that they are challenged to reach their full potential and achieve high grades				Zee Walker
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale	
Develop ProMonitor to ensure learners' in-year progress is reportable at all levels within the college	learner in-year progress is effectively monitored and reportable at student, course, curriculum, site and college	On target to report within Corporate Objectives on NEXUS by the end of November	Zee Walker	29/11/2019	
Progress Updates					
Meeting held with Heads to determine student tracking processes which meets their needs.				12/06/2019	
Student group types set up and progress tracking through ProMonitor has been set up. Target grades have been imported into ProMonitor based on prior attainment and type of programme (using DFE value added system). Training has been delivered in readiness for September start. An additional progress measure has been implemented for 'Recorded Assessments' and this will be used to determine learner progress against target.				30/08/2019	
Teaching staff are in the process of recording assessment/unit grades within ProMonitor. Queries have been developed to pull progress measures through to high level and they are currently being tested. Further drop-in training sessions have been scheduled to support staff in tracking learner progress				01/10/2019	
College strategic aim To raise individual aspirations, create opportunities and promote personal development and progression by delivering high-quality inclusive education and training					

Intended Impact		Actual Impact			
Measurable Outcomes:	High needs students develop greater independence and achieve the outcomes of their educational health care plans (EHCPs)			Accountability	
SAR Area for improvement:	Implement a curriculum for learners who have high needs that meets and fulfils their needs and aspirations and focuses on the achievement of the outcomes of their education, health and care (EHC) plans				Sue Hannan
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale	
Carry out a thorough review of staffing and job descriptions to ensure team meets the needs of the college and learners	Staffing structure meets both learners and college needs	Restructure in progress. Curriculum will be managed by a Head of Area with knowledge and experience of working with high needs students	Sue Hannan	20/12/2019	
Progress Updates					
Restructuring programme in progress				16/09/2019	
Develop a consistent approach to inclusion service across sites	Learners enjoy the same high quality learning experience regardless of which site they study	Restructuring and associated actions continues to be implemented and on target to provide a renewed and more appropriate curriculum offer	Sue Hannan	31/07/2020	
Progress Updates					
Consultant carried out thorough review of the area and action plan devised				30/06/2019	
Restructuring programme has commenced. Curriculum to be managed by the Head of Health, Access and Early Years who has good knowledge and experience of working with high needs students				01/10/2019	
Develop inclusion staff ability to write SMART targets and where applicable, such targets reflect those set within the EHCP	Targets are SMART and reflect the individual needs of learners	SMART target training has been delivered and staff understand the importance of SMART targets	Sue Hannan	08/11/2019	
Progress Updates					
SMART target training has been delivered and staff understand how to set targets which reflect EHCPs and wider course related targets				30/08/2019	

	Intended Impact	Actual Impact		
Measurable Outcomes:	High needs students develop greater independence and achieve the outcomes of their educational health care plans (EHCPs)			Accountability
SAR Area for improvement:	Implement a curriculum for learners who have high needs that meets and fulfils their needs and aspirations and focuses on the achievement of the outcomes of their education, health and care (EHC) plans			Sue Hannan
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
Develop Skills for Working Life curriculum to allow key SEND aspects to be met including independence and preparation for adulthood	Key SEND aspects are fully met	Development of learner independence and preparation for adulthood is a focus of actions plans and tracking of progress	Sue Hannan	09/09/2019 
Progress Updates				
<i>Curriculum delivery reviewed with a clear focus on independence and preration for adulthood</i>				01/10/2019
Ensure all EHCPs are reviewed within the statutory timescale in line with the SEND code of practice	All EHCPs remain current and up-to-date	Audit of EHCSs are current and up-to-date	Sue Hannan	19/07/2019 
Progress Updates				
<i>EHCPs reviewed in line with SEND code of practice</i>				01/10/2019
Improve communication between management, learning mentors and LSAs	All relevant staff fully understand the needs of learners and the progress made against their EHCPs	Staff have been trained in the use of ProMonitor to track learner progress and they full understand learners individual needs	Sue Hannan	09/09/2019 
Progress Updates				
<i>Schedule of regular meetings devised with clear agenda items. Meetings have commenced and feedback from staff is very positive</i>				30/09/2019

Intended Impact		Actual Impact			
Measurable Outcomes:	High needs students develop greater independence and achieve the outcomes of their educational health care plans (EHCPs)			Accountability Sue Hannan	
SAR Area for improvement:	Implement a curriculum for learners who have high needs that meets and fulfils their needs and aspirations and focuses on the achievement of the outcomes of their education, health and care (EHC) plans				
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale	
Improve the recording of the student journey	All relevant staff know and understand learner progress in all aspects of the student journey	Staff trained in the use of ProMonitor to track progress. Further training will be delivered throughout the year	Sue Hannan	31/03/2020	
Progress Updates					
SMART target training successfully delivered and guidance on using ProMonitor to track progress				30/08/2019	

College strategic aim To inspire individuals through a rewarding, safe and inclusive environment

Intended Impact		Actual Impact		
Measurable Outcomes:	Those members of staff observed as requires improvement improve to at least good following support and CPD	Of the 7 tutors whose lessons were identified as requiring improvement in 2017/18 , 6 have moved to good and 1 to outstanding. The quality of teaching, learning and assessment was graded good by OFSTED in March 2019.	Accountability Sue Hannan	
SAR Area for improvement:	Teaching and learning requires improvement in a minority of lessons			
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale
A whole staff programme of CPD is provided to support teaching, learning and assessment through the college CPD programmes	Actions and CPD are effective in bringing about improvement	Moving 7 tutors on in their lesson observation grades demonstrates effective support programme in place	Sue Hannan	30/01/2019
Progress Updates				
Staff development programme continues to develop in order to support new tutors and those more experienced tutors who require improvement				22/02/2018
First meeting held and all staff on the Teacher Ed programme reviewed. Actions agreed for those staff where concerns have been raised.				11/12/2018
Heads of Area or Curriculum Leads are allocated to support improvements to TLA	Teaching staff have access to effective support	Heads and curriculum leads have been allocated to support staff in TLA. New teachers also benefit from the support provided by a subject specialist mentor and effective peer support.	Heads of Area	30/04/2019
Progress Updates				
Monthly moderation meetings held and TLA support strategies agreed for those staff where lessons were graded as requires improvement during window				10/01/2019
Impact to be measured through performance management and re-observations where appropriate				
New staff are required to complete a teaching qualification and their progress is monitored through four weekly review meetings	New staff are well supported and make good progress	4-weekly review meetings between HR and Teacher Ed Lead has a clear focus on supporting new staff. This is demonstrated through feedback and review meetings	Megan Hughes	30/04/2019
Progress Updates				
4-weekly review meetings have commenced where staff performance is reviewed.				22/02/2019

Intended Impact		Actual Impact		Accountability	
Measurable Outcomes:	Those members of staff observed as requires improvement improve to at least good following support and CPD	Of the 7 tutors whose lessons were identified as requiring improvement in 2017/18 , 6 have moved to good and 1 to outstanding. The quality of teaching, learning and assessment was graded good by OFSTED in March 2019.		Sue Hannan	
SAR Area for improvement:	Teaching and learning requires improvement in a minority of lessons				
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale	
Staff have access to a teaching and learning area on the college VLE where they can access a wide range of resources to support their improvement	The VLE is well resourced and used by teachers to bring about improvement	Teacher feedback indicates that they appreciate the good range of resources available on the VLE.	Sue Hannan	28/02/2019	
Progress Updates					
VLE continues to be developed with a wide range of excellent TLA resources				01/03/2019	
Staff whose performance continues to cause concern are referred to the college's professional support programme	Staff improve or leave	Case studies demonstrate staff improve or leave. 1 member of staff has now left the college.	Megan Hughes	30/06/2019	
Progress Updates					
One member of staff referred to the professional support programme after a dip in performance. Timetable reduced and support plan put in place. Employer resigned after questioning whether teaching was the right career choice				22/02/2018	
Teachers whose lessons require improvement are given feedback and support before being re-observed within six weeks	Effective and timely support brings about rapid improvement	Case studies demonstrate effective support - refer to case studies	Sue Hannan	30/04/2019	
Progress Updates					
Moderation and Teacher Ed meetings held resulting in identification of support needs. Timetable of CPD activities informed by observations and linked to identified priorities.				18/01/2019	

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SAR Area for improvement:	Teaching and learning requires improvement in a minority of lessons				
Actions to achieve measurable outcome	Intended Impact	Actual Impact	Responsibility	Timescale	
Teachers whose lessons require improvement are identified by the college observation process which follows a risk based approach to carrying our lesson observation	Teachers whose lessons were observed as requires improvement make rapid improvement	Of the 7 tutors whose lessons were identified as requiring improvement in 2017/18 , 6 have moved to good and 1 to outstanding	Sue Hannan	30/01/2019	
Progress Updates					
Moderation/standardisation meetings continue and support strategies devised to bring about improvement				30/01/2019	
Teaching and learning groups meet to provide support on the journey for staff who need to consolidate and sustain performance or who want to become outstanding teachers	Teaching and learning continues to improve	Lesson observation grade profiles has increased to 91% good or better over the full cycle	Sue Hannan	30/06/2019	
Progress Updates					
Meetings have commenced and support/TLA improvement strategies and actions agreed.				12/12/2018	
Regular observation team meetings take place with routine standardisation and disussions focussed on developing teaching and learning.				01/03/2019	
College strategic aim To raise individual aspirations, create opportunities and promote personal development and progression by delivering high-quality inclusive education and training					