

**Riverside
College**



STRATEGIC PLAN 2017-2018


CRANTON
SIXTHFORM
COLLEGE

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**Appendices will be attached to the Plan after August when the results and outturn are known*



Chapter 1 | Vision, Values and Strategic Aims

Our Vision

We believe in the power of education to enhance and transform lives.

We strive to be sector-leading in everything we do.

Our Values

1. Teaching and learning is our priority and the needs and safety of our students always come first.
2. As members of the College we are partners in the success of the organisation and we are all accountable for our results.
3. High standards are at the heart of all that we do. In our pursuit of excellence we recognise that individually and collectively we can always improve.
4. Within our College community we all treat each other with respect, trust, openness, care and consideration. We celebrate student and staff success.
5. We are an inclusive college where we promote and protect equality and diversity.
6. We work in partnership with employers and other stakeholders so that we can make a positive contribution to local, regional and national economic development.



Our Strategic Aims

1. To achieve high **quality** outcomes for our students by prioritising teaching and learning.
2. To continue to improve levels of **efficiency** and remain in outstanding financial health.
3. To maximise opportunities for **growth**.

Strategic Aims

- 1 To achieve high **quality** outcomes for our students by prioritising teaching and learning.

We will do this by:

- 1.1 Prioritising the delivery of **outstanding quality** in terms of teaching, learning and assessment and the student experience so that all our students reach their full potential.
- 1.2 Striving to create a college community with core values at its heart.
- 1.3 Nurturing our students and staff so that we have high levels of morale and wellbeing, together with creativity, innovation and excellence.
- 1.4 Providing exceptional levels of student care with an emphasis on good citizenship, employability skills and positive progression outcomes.
- 1.5 Investing in our staff to sustain high quality provision.

- 2 To continue to improve levels of **efficiency** and remain in outstanding financial health.

We will do this by:

- 2.1 Maintaining financial stability through effective cost control and creating funds to grow.
- 2.2 Investing in and modernising our centres to meet regional priorities.

- 3 To maximise opportunities for **growth**.

We will do this by:

- 3.1 Investing in growth areas, particularly 16-18, Higher Education, apprenticeships and full cost recovery courses.
- 3.2 Prioritising the needs of the people of Halton and the Liverpool City Region.
- 3.3 Continuing to be the first choice for school leavers, adult learners and employers while maintaining a market-led, regionally responsive college with an exciting and engaging curriculum.
- 3.4 Working in partnership to engage those who traditionally do not participate in education and training.
- 3.5 Working with employers to develop a responsive curriculum to close the skills gap and provide a highly skilled local workforce.

Chapter 2 | Environment

2.1 External and Internal Assessment

2.1.1 In September 2015 the College was inspected by Ofsted under the new inspection framework. Their judgement was that the College continues to be GOOD and safeguarding to be effective, with the capacity to be outstanding. The inspection report highlights many positive aspects for the College including:

- “Your leadership team has maintained the good quality of education and training in the college since the last inspection. You and your team have continued to have a strong focus on sustaining the quality of teaching, learning and assessment and the large majority of students are making good or excellent progress. Lesson observations accurately identify strengths and areas for improvement, including in apprenticeships and subcontracted provision. A rigorous and accurate self-assessment process and robust action plans ensure that underperforming courses are improved rapidly.
- You, senior leaders and governors have set a clear strategic direction. You work successfully with the local authority and the Local Enterprise Partnership (LEP) to ensure that provision is responsive to local and regional priorities. This results in a high proportion of your students progressing to further study, higher education, apprenticeships and employment.”

2.1.2 Alongside Ofsted the College receives a number of external endorsements throughout the year including Quality Monitoring Visits (QMV), Education & Skills Funding Agency (ESFA) audit, FE Choices Learner and Employer surveys and the Higher Education and Annual Provider Review which acknowledge excellent performance and high levels of satisfaction.

2.1.3 In Autumn 2016 the College produced a Self-Assessment Report (SAR) for 2015/2016, with the following grades:

Overall judgements	SAR Grade 15/16	SAR Grade 16/17
Overall effectiveness	Grade 2: Good	Grade 2: Good
Leadership and management	Grade 2: Good	Grade 2: Good
Quality of teaching, learning and assessment	Grade 2: Good	Grade 2: Good
Personal development, behaviour and welfare	Grade 2: Good	Grade 2: Good
Outcomes for learners	Grade 2: Good	Grade 2: Good

2.1.4 The following key strengths were identified:

1. Outstanding **achievement** levels on 16-18 study programmes.
2. **Valued added** on the large majority of programmes is excellent.
3. **Achievement rates** for apprentices are outstanding.
4. Strong and effective **links** with **external partners** including LEP, schools,

colleges, employers and the borough has resulted in exceptional growth in 16-18 provision.

5. Outstanding **financial management** has led to economic stability and effective deployment of resources.
6. An **inclusive curriculum offer**, from entry to level 7, reflecting the needs of the borough and the region.
7. **Professional development** and **support** processes are highly effective resulting in very good classroom practice.
8. Learners receive a high quality, holistic and **wholly encompassing experience** whilst at College.
9. **Progression** to further study, apprenticeships and university is very good.
10. Arrangements for **safeguarding** are **highly effective**.

2.1.5 The Quality Improvement Plan (QIP) identified the key areas for improvement:

1. **Achievement** rates on adult basic skills programmes.
2. Pre-advanced 16-18 **English** attainment.
3. **Attainment** on some AS and A level programmes.

2.1.6 The College aims to address these areas for improvement in addition to those parts of the College which are not yet rated as outstanding. These are detailed in the Quality, Efficiency, Growth (QEG) Plan which acts as the College's 'to do' list.

2.1.7 The College came third out of 207 colleges nationally in the Department for Education Key Stage 5 for its vocational performance.

2.1.8 The Register of Apprenticeship Training Providers (RoATP) has been completed successfully.

2.1.9 Overall, the College believes the delivery of outstanding quality is its overriding priority in the context of a volatile external environment.

2.2 The Policy and Funding Environment

The College continues to operate in a highly volatile policy and funding environment. Flexibility has to be built into our planning so that we are in a position to respond to rapid changes.

Some key recent developments include:

- i. The conclusion of the Liverpool City Region Area Based Review (LCR ABR) which accepted the recommendation that the College should remain as a standalone institution.
- ii. Devolution of powers to the Liverpool City Region which includes the Adult Education Budget (AEB) from 2018/2019 and the election of a Metro Mayor.

- iii. The introduction of the Apprenticeship Levy from May 2017 and the reform from Frameworks to Standards both of which will shift much of the power to employers.
- iv. Uncertainty around Brexit and public spending reductions to 2020 plus current flat cash funding rates with inflation rising above 2%.
- v. The current condition of funding for GCSE resits in maths and English and the new grading 9-1 for GCSE.
- vi. The recent announcements of significant reforms to technical education and the introduction of T-Level as part of the Skills Plan.
- vii. Increasing competition and declining demographics.

The pace of change clearly poses risks to the College however, it is in a very strong position in terms of quality and financial health, and is able to respond to these changes.

2.3 16-18 Students

- 2.3.1 The College set a target of recruiting 3,000 16-18 year old students by 2020. This target has been achieved this year despite declining demographics and increasing competition and this had had a positive impact on the financial plan to 2020.
- 2.3.2 Notwithstanding this, the College believes that there is the potential to increase recruitment of 16-18 year old students. With high quality provision and the opening of the IDEA Centre there is an opportunity to persuade more students from Halton and outside the borough to choose our College. In-borough applications and offers are ahead of last year and current projections, based on significant growth in 2016/2017, indicate that our 16-18 income will increase by at least 10% by 2019/2020.

2.4 Apprenticeships

- 2.4.1 The Government has pledged to create 3 million apprenticeships by 2020.
- 2.4.2 The College has been successful in its application to the Register of Approved Training Providers (RoATP) and as such can provide apprenticeships to both levy-paying and co-investment employers.
- 2.4.3 The College has built strong relationships with major employers this year and believes that the apprenticeship reforms will provide a strong platform for growth.
- 2.4.4 Continued investment in new facilities will enable the College to extend the range of apprenticeships available, especially to a higher level.

2.5 19+ Adult Education

- 2.5.1 The Adult Education Budget (AEB) remains challenging to deliver however, the College continues to meet the funding target.
- 2.5.2 This budget will be devolved to the Liverpool City Region Combined Authority (CA) from 2018/2019 and the College is working with the CA and other city region colleges to implement this.

2.5.3 In light of these changes the College has reduced the adult budget to 2019/2020 and will ensure that the local needs are met.

2.5.4 Over the medium-term the College is exploring the potential for more full cost delivery work with individuals and employers.

2.6 Higher Education

In 2017/2018 the College aims to build upon the improved consistency by the further development of current programmes which grew by 30 students in 2016/2017 and by identifying opportunities for growth in higher technical skills through the IDEA Centre.

2.7 Community Confidence

Significant progress has been made in establishing the College's reputation with key stakeholders as a high quality provider of education and training. These include partner high schools, prospective students and their parents/carers, Halton Borough Council, Liverpool City Region Combined Authority, employers, the LEP and key agencies including the newly combined ESFA and Ofsted.

2.7 Working in Partnership

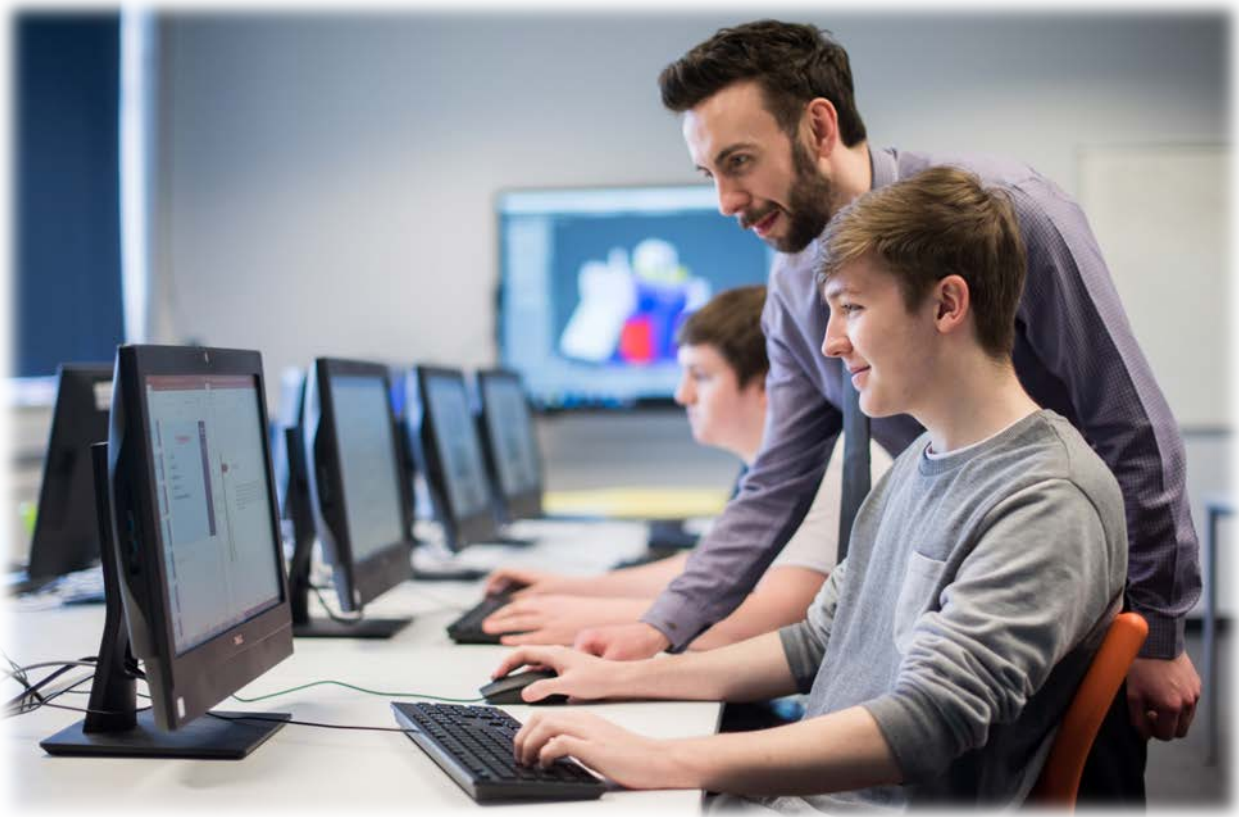
2.7.1 The College wishes to continue to work closely with partners. In the context of more diverse post-16 provision, it is important to maintain support for a successful, strong and viable college in Halton.

2.7.2 The College has made the following commitments:

1. We will consistently perform as a high quality college.
2. We will address the issue of those Not in Education, Employment or Training (NEET) in a collaborative and creative way.
3. We will increase the percentage of young people achieving Levels 2 and 3 by the age of 19.
4. We will reduce the number of young people leaving the Borough to further their education at age 16.
5. We will work towards closing the gap in attainment between those who were in receipt of free school meals and those who were not.
6. We will increase significantly the number of young people starting on apprenticeships and traineeships.
7. We will seek to address the needs of people with learning difficulties and/or disabilities who need clear progression routes within Halton.
8. We will respond positively to the requirement for young people to stay in education or training until they are 18.
9. We will contribute fully to addressing local needs and priorities, by implementing the priorities in Halton's Children and Young People's Plan.
10. We will engage with partners to work towards key targets for adults.

11. We will work with partners to expand higher education opportunities in Halton.
12. We will address the impact of the funding cuts on Halton residents through the provision of high quality courses.
13. We will work with Halton employers and other partners to provide training for workers. We will aim to focus on dynamic local sectors such as construction, engineering, science and technology.
14. We will work with the Local Enterprise Partnership to identify how we can contribute to growth sectors across the Liverpool City Region, in particular: Creative and Digital Industries; Advanced Manufacturing; Financial and Professional Services; Health and Life Sciences; Low Carbon; the Visitor Economy and Health and Social Care.





3.1 Quality and Standards Dashboard

3.2 Finance and Resources Dashboard

3.3 Quality, Efficiency and Growth (QEG) Plan



4.1 Monitoring of Performance

Quality Improvement Plans will be produced for all curriculum and support areas. These will be monitored throughout the year by:

- i. the quality improvement cycle as part of the self-assessment process;
- ii. the QEG (Quality, Efficiency and Growth) which summarises areas for improvement;
- iii. where emerging concerns are identified bespoke recovery plans will be implemented immediately;
- iv. SMT Monitoring meetings – 5 times per year.

4.2 Reporting Outcomes

Outcomes will be reported to Governors through Committee and Board meetings by:

- i. the QEG (Quality, Efficiency and Growth) Report;
- ii. dashboards for finance and quality;
- iii. strategic update reports by the Senior Management Team;
- iv. external assurance by auditors, Ofsted, performance tables, funding bodies.