

CLASS Quality Improvement Plan 2016/17
(Based on 2015/16 SAR)

Outcomes for Learners					
Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Improve achievement and pass rates 2.1 CL 2.1 SP 2.1 SP 2.2	a) Community Learning - Address the 3 SSAs where the SAR has identified poor attendance, retention and achievement rates. Service wide actions to address low level of ethnic minority and white other retention, achievement and attendance. Take this issue to the EDI group.	Bring 3 SSAs and the performance of ethnic minority and white other learners to the same level as overall (outstanding)	July 2017	Andy Ashley/Quality Improvement Group/EDI Group	For all Community Learning SSAs and learners from all ethnicities to have an achievement rate of outstanding (>90%)
	b) Study Programme – Retention. Ensure that IAG is robust and learners are enrolled on course of appropriate length to meet learners’ needs. Monitor through IAG observations. This will involve staff training and ILR guidance. Develop front end unit delivery to increase attendance and engagement. Commission attendance and retention study.	Increased retention of study programme learners	August 2017	Michael Reid	Study programmes retention to be in line with outstanding Study Programme providers.
	c) GCSE – Employ new maths and English tutor with a focus on GCSE. Introduce maths and English access to online learning. GCSE Improvement Plan to identify specific actions. Commission attendance and retention study. Peer provider research.	Increase percentage of GCSE Grades 4-9	Implement actions by March 2017 Evaluate actions by August 2017	Michael Reid	GCSE improvement rates to be > 50%
Progress/Milestones 31.03.17: b) IAG observations are planned to take place in 2016/17. Some of these have been completed. Attendance monitoring visits have taken place at half of Study Programme bases, with follow up actions being recorded. c) 2 new GCSE tutors have been recruited, who also have responsibility for Functional Skills. ‘mymaths’ now subscribed to for GCSE maths learners. SC to look into English GCSE equivalent. SC has drafted GCSE mini-QIP.					
Progress/Milestones 29.06.17: a) This year the focus on data has been more under the funding themes/lots (Employability, Health and Wellbeing, Family Learning, Discrete LLDD provision). Retention, attendance and achievement for most (but not all) ethnic minority groups are below the figures for the overall service.					

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- b) A minority of IAG observations are outstanding. However, these will be completed by the end of the academic year. IAG observations will need to be moderated by the quality team. Attendance monitoring visits have taken place at all SFE bases.
- c) GCSE tutors made excellent start. 2017/18 plan put together by SC includes access to GCSE at all bases. Mini-QIP update with in year progress.

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Insufficient use of individualised targets 2.2 LD 2.1	a) Community Learning and LLDD Provision - Staff training to improve the analysis of initial assessment leading to appropriate individualised targets.	Direct delivery (31 st March) and provider staff training events taken place	April 2017	Andy Ashley	Improved retention (>95%) and achievement rates (>90%) across Community Learning, LLDD and Family Learning provision.
	b) Community Learning and LLDD Provision - Monitoring of initial assessment and individualised target setting through lesson observations – in planning documentation and individual learning plans.	Lesson Observation Reports being used to monitor and record effectiveness of individualised learning targets.	July 2017	Andy Ashley/ Michael Reid	
	c) Study programmes file check to quality assure the appropriateness of targets, and to check that they are SMART.	All files to be QA'ed by manager at 16 weeks. Feedback and follow up checks required.	April 2017	Michael Reid	Increased progression in Study Programmes (>80%)

Progress/Milestones 31.03.17:

- a) Session planned for Tutor Training Day 31/03/17
- b) Lesson observations completed by EMFEC as part of the Quality Review found learners received good initial advice and guidance with effective use of questioning to check understanding and extend learning.
- c) File checks have taken place at myplace and Eastbourne. These need to be carried out earlier in the year next year and at all bases. File check pro-forma to be developed to ensure consistency amongst quality assurers.

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Progress/Milestones 29.06.17:

- a) Session delivered to tutors at Tutor Training Day on 31/03/17. Positive feedback from tutors.
- b) Lesson observations finding a good variety of methods in teaching and learning strategies but still some insufficient formal recording of learners progress related to their starting point.
- c) MR to arrange file check training and standardisation for lead tutors at next operational management meeting, due to some inconsistencies in what quality assurers were looking for.

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Quality of Teaching, Learning and Assessment					
Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Initial assessment is not always used effectively 2.2 CL 2.2	a) Community Learning and LLDD Provision - Staff training to improve the effective use of RARPA. More responsive and individualised learner support offer.	Direct delivery (31 st March) and provider staff training events taken place	April 2017	Andy Ashley	Improved grade profile (>95% good or outstanding)
	b) Community Learning and LLDD Provision - Monitoring of initial assessment and individualised target setting through lesson observations – in planning documentation and individual learning plans.	Lesson Observation Reports being used to monitor and record effectiveness of individualised learning targets.	July 2017	Andy Ashley/ Michael Reid	
Progress/Milestones 31.03.17: a) Session planned for Tutor Training Day 31/03/17 b) Lesson observations completed by EMFEC as part of the Quality Review found learners received good initial advice and guidance with effective use of questioning to check understanding and extend learning.					
Progress/Milestones 29.06.17: a) Session delivered to tutors at Tutor Training Day on 31/03/17. Positive feedback from tutors. b) Lesson observations finding a good variety of methods in teaching and learning strategies but still some insufficient formal recording of learners progress related to their starting point.					
Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Lesson grade profile requires improvement CL 2.3 SP 2.4 LD 2.2	a) Service Wide - Monitor, on an ongoing basis OTLA grade profiles by provider and area of provision using data from MIS. Follow up with individual providers/tutors at termly contract meetings or escalated as required after grade 3 and 4 observations to review OTLA action plan.	Regular observation summary reports produced and reviewed.	Ongoing throughout the year.	Andy Ashley	Increase OTLA grade profile so more than 95% of all observations are graded good or better

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	b) Study Programmes - External teaching and learning consultant with follow up actions and embedding into OTLA and Supervision procedures.	Consultant event followed by evaluation.	August 2017	Michael Reid	
	c) Identify strengths, weaknesses, good and poor practice relating to LLDD support workers. Share good practice within the LLDD thematic group. Best practice guidance to be a part of the tutor and provider handbooks.	Good practice identified and shared within thematic group	July 2017	Julie Dye	
<p>Progress/Milestones 31.03.17:</p> <p>a) 89.5% of graded observations graded good or better. However, 29.6% of observations were not graded.</p> <p>b) Planned for summer 2017.</p> <p>c) EMFEC Quality Review identified learners received patient and sensitive support, however, identified area for improvement was to use volunteers as effectively as support staff, encouraging them to model the behaviours and enthusiasm of the teacher.</p>					
<p>Progress/Milestones 29.06.17:</p> <p>a) 90.3% of graded observation were graded good or better. However, 45.6% of observations have not been graded.</p> <p>b) This will take place on the 28th July 2017.</p> <p>c) As above.</p>					
Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Equality and Diversity embedding into the programme SP 2.3	a) CL target			AB	
	b) Study Programme management team to ensure this is a focus at staff meetings and		April 2017	Michael Reid Andria Birch	

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	introduce themed competitions, in line with annual events.				
<p>Progress/Milestones 31.03.17:</p> <p>a)</p> <p>b) EDI an agenda on all staff meetings, management meetings and supervisions. EDI/FBV has been embedded into the programme through FBV competition and planned visits to the Holocaust Centre.</p>					
<p>Progress/Milestones 29.06.17:</p> <p>a)</p> <p>b) All Study Programme learners have attended Beth Shalom (the Holocaust Centre). LGBT week celebrated. In 2017/18 9 protected characteristic questions will be asked of SFE learners to monitor EDI groups.</p>					

Effectiveness of Leadership and Management

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
<p>Ensure a systematic approach to management review of specific groups of learners</p> <p>CL 2.4</p>	<p>a) Monitor retention, achievement and attendance rates closely in order to identify subject areas, providers, courses or groups of learners where attendance is below overall service figures.</p>	<p>Data regularly reviewed as part of Quality Improvement Group meetings.</p>	<p>July 2017</p>	<p>Andy Ashley/Quality Improvement Group</p>	
<p>Progress/Milestones 31.03.17:</p> <p>a) QIG met on 13/01/2017 and 02/03/2017. Retention, attendance and achievement for various funding themes and groups discussed.</p>					
<p>Progress/Milestones 29.06.17:</p> <p>a) QIG met on 25/05/2017</p>					

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Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
<p>Lack of submission of observation reports by two providers Including study programmes volume of observations</p> <p>2.3 CL 2.5 FL 2.1 SP 2.5</p>	a) Link observations completed to tutor details on the database.	System established to identify which tutors have been observed from database.	January 2017	Andy Ashley/ Andrew Piggins	Increase from xx to xx obs.
	b) At contract review meetings, monitor the percentage of requested of observations that have been completed by providers who do their own observations.	Minutes of contract meetings to include reference to percentage of observations completed in year to date.	July 2017	Ian Bond	
	c) Increase range of observations to include assessment of AIM Awards and Functional Skills, and IAG.	Observations of assessment and IAG sessions to be built in to the planning of observations of Study Programme tutors.	December 2016	Michael Reid	
	d) Introduce financial penalties to contracts for providers who do not fully comply with all requirements e.g. do not complete observations as required.	Amendments made to the contract for 2016-17 and implemented as part of contract management.	July 2017	Ian Bond	

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Progress/Milestones 31.03.17:
 a) Observations completed now recorded on database.
 b) Reports for observations completed by each provider now available for contract meetings
 c) Now 3 types of observation – OTL, Assessment and Review (IAG). Observation team working through their list and reporting to Andy.
 d) Included in contracts

Progress/Milestones 29.06.17:
 a) As above
 b) As above
 c) Most of the observations have been completed. Observation team aware of who remains and have plans to address. MR to talk to AA regarding moderation meeting.
 d) As above

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Lack of clear systems for monitoring progression of learners and impact of learning on learners LD 2.3	a) Establish benchmarking group with other local authority providers to share learner progression data gathered by a third party organisation.	Data collected and reviewed as well as shared as part of a benchmarking group.	March 2017?	Ian Bond	

Progress/Milestones 31.03.17:
 a) Using J2Profit to do follow up surveys of progression of learners

Progress/Milestones 29.06.17:
 a) As above

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Strategic approach to safeguarding, specifically Prevent and FBV	a) Mini QIP				
	b) Staff training, including strategy				

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	c) Focus in mocksted				
	d)				

Progress/Milestones 31.03.17:

Progress/Milestones 29.06.17:

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
Quality Improvement Strategy	a) Review and development of quality improvement framework to encompass all aspects of quality	Robust QIF published and adopted	30 th September 2017	Ian Bond – CLASS Service Manager	Grade 1 Ofsted
	b) Implementation of the new Quality Improvement Framework	KPIs	July 2018	Quality Manager (ALL)	

Progress/Milestones 31.03.17:

- a) No progress to date.
- b) No progress to date

Progress/Milestones 29.06.17:

- a) Sprint Group established to work on development of Quality Improvement Framework to cover all aspects of Inspire Learning delivery.
- b) New QIF under development

Personal Development, Behaviour and Welfare

Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
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<p>Attendance and punctuality</p> <p>Attendance of white other learners requires improvement</p> <p>Attendance of male learners is poor in FL</p> <p>Punctuality is poor in LLDD</p> <p>CL 2.6 LD 2.4 FL 2.2</p>	<p>a) In Study Programmes – Disciplinarys to take place when attendance falls below 80% followed by verbal and written warnings. OTLA team to ensure elements of ‘fun’ and purpose within sessions.</p>	<p>Monitoring of attendance,</p> <p>Specific references to learners enjoying their learning.</p>	<p>July 2017</p>	<p>Michael Reid</p>	
<p>Progress/Milestones 31.03.17:</p> <p>a) Disciplinarys taking place for learners who are failing to attend as required. MR, NP and TS carrying out disciplinarys. Attendance monitoring visits being carried out by lead tutors with follow up actions for tutors to address any attendance issues.</p>					
<p>Progress/Milestones 29.06.17:</p> <p>a) Disciplinarys continue to take place with follow on warning letters. However, this does not seem to effectively increase attendance. Behaviour and attendance steering group formed to identify a plan for 2017/18.</p>					
Identified Area for Improvement	Actions	Success Criteria	By When	By Who (Specify lead)	Intended Outcome
<p>Not enough learners engage in work placement (37%) on the Study Programme</p> <p>SP 2.6</p>	<p>a) Staff workshop on work placement opportunities to be arranged by Neil Pledger.</p> <p>b) Better embedding into IAG, by ensuring that pre and post induction literature emphasise the need to attend a work placement.</p>	<p>Staff workshop and follow up through supervisions.</p> <p>Adverts, interview and</p>	<p>January 2017</p> <p>April 2017</p>	<p>Michael Reid Neil Pledger</p> <p>Michael Reid</p>	<p>Study programme learners engaging in work placement to be > 50%.</p>

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		induction literature			
	c) Group placements as a stepping stone to an individualised placement. Such as through conservation work.	Monitor through base staff meetings.	April 2017	Michael Reid	
<p>Progress/Milestones 31.03.17:</p> <p>a) Completed in January 2017.</p> <p>b) Induction booklet to be updated in the summer to emphasise the importance of Work Placement and clarify that it is mandatory.</p> <p>c) This is happening at Mansfield and Retford. Opportunities to be explored in other regions.</p>					
<p>Progress/Milestones 29.06.17:</p> <p>a) Completed in January 2017.</p> <p>b) Induction booklet to be updated in the summer to emphasise the importance of Work Placement and clarify that it is mandatory.</p> <p>c) Miner2Major project will support with this, although this is a long-term goal. Lead tutors to ensure that tutors have a plan for 2017/18 for their learners to embark on a group work placement prior to an individual placement, where appropriate.</p>					