




Driving improvement in
quality and standards



- 
- A background image showing a group of students at what appears to be a school event or festival. In the foreground, a young man with dark hair is smiling, wearing a dark blue jacket over a red shirt and a green lanyard with a 'STUDENT' badge. To his right, another young man with glasses and a blue t-shirt is also smiling, wearing a similar green lanyard and holding a white coffee cup. In the background, other students are visible, including a young woman with long dark hair. The overall atmosphere is positive and social.
- How do middle and senior leaders identify key priorities for improvement?
 - How do middle and senior leaders quality assure all aspects of our provision?
 - How do leaders ensure a culture of consistent high expectations and accountability?
 - How were quality and standards explored by Ofsted during the inspection?

What do you feel your school / college does very well in relation to this workshop's focus?

What do you feel your school / college could improve in relation to this workshop's focus?

Is there anything specific that you're particularly keen to find out more about?

Introductory Reflections



Introductions



Defining 'quality'



In-year indicators

Formal indicators

Attendance / punctuality / retention

Assessment data

Learning development walks

'Student perception of college' surveys

Informal indicators

Lesson drop-ins

Corridor walks

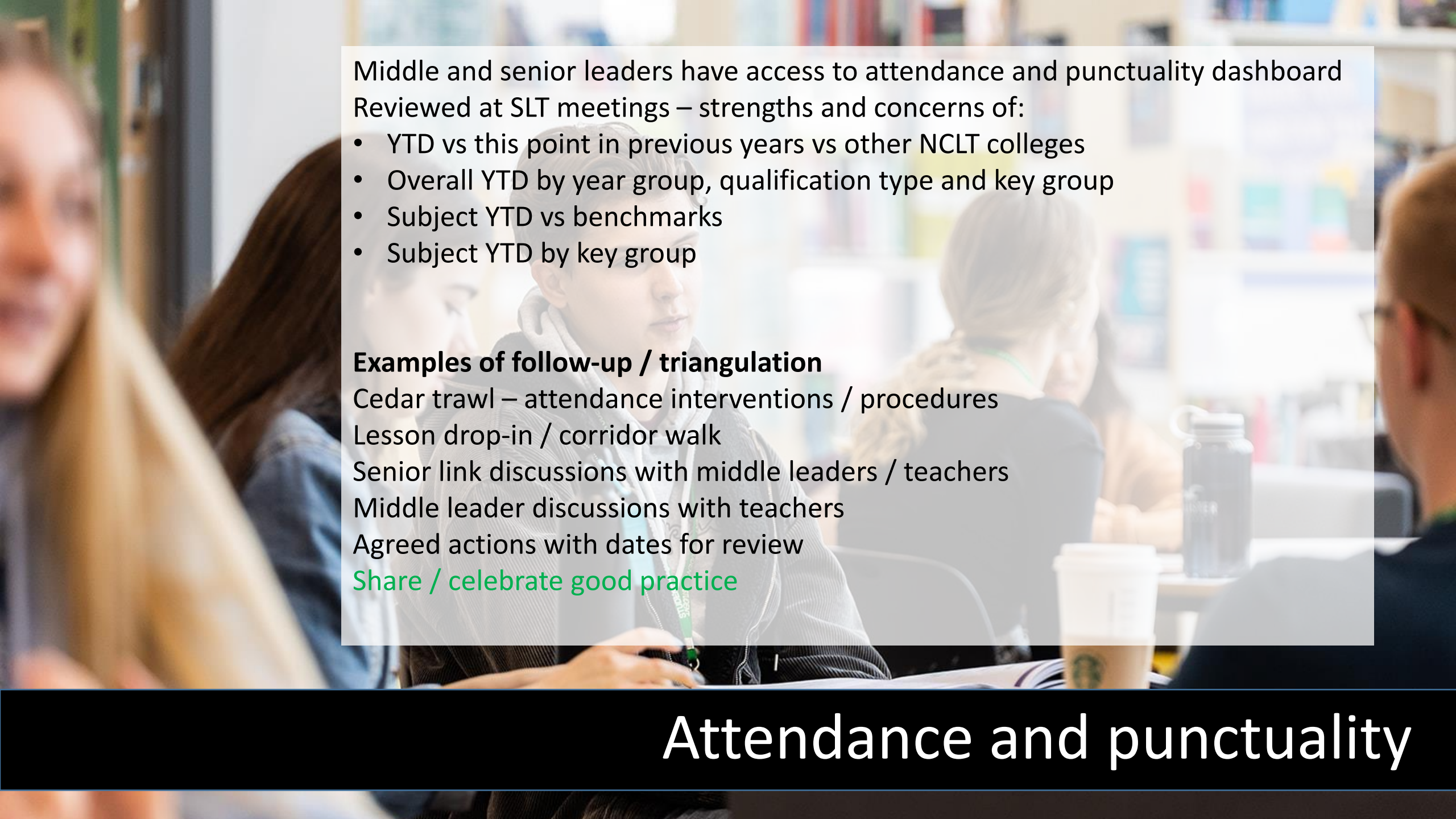
Cedar sampling

End-of-year indicators

External data

- Alps
- L3VA
- Nick Allen etc

Quality indicators



Middle and senior leaders have access to attendance and punctuality dashboard
Reviewed at SLT meetings – strengths and concerns of:

- YTD vs this point in previous years vs other NCLT colleges
- Overall YTD by year group, qualification type and key group
- Subject YTD vs benchmarks
- Subject YTD by key group

Examples of follow-up / triangulation

Cedar trawl – attendance interventions / procedures

Lesson drop-in / corridor walk

Senior link discussions with middle leaders / teachers

Middle leader discussions with teachers

Agreed actions with dates for review

Share / celebrate good practice

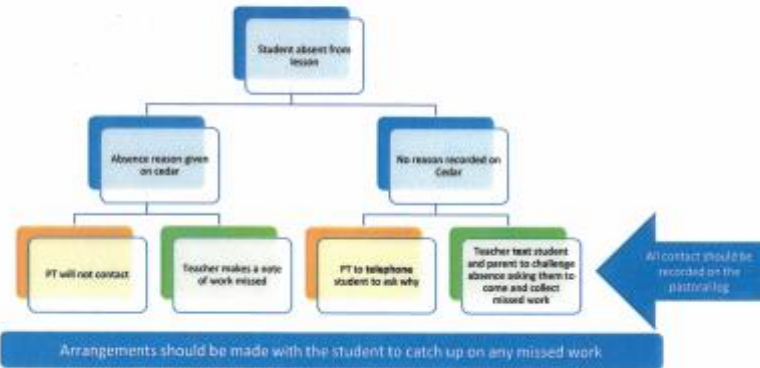
Attendance and punctuality

EXPECTATIONS FOR ATTENDANCE REPORTING



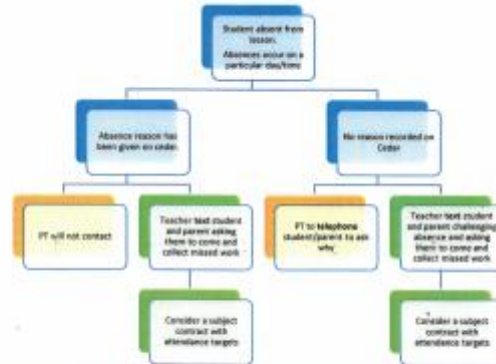
Student with +95% attendance and no previous attendance concerns

*Please be mindful when reviewing attendance of blocked holidays - a letter is sent out by the Principal in these cases.



All contact should be recorded on the pastoral log

Student with attendance below 95% with sporadic absences or regular subject absences



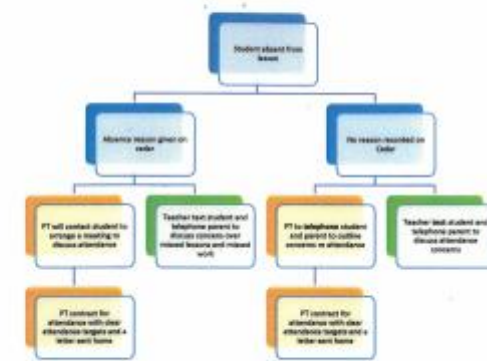
Arrangements should be made with the student to catch up on any missed work by attending additional lessons

*For longer term absences teaching staff should be proactive in talking with PTs on the frequency and nature of communication with the student

EXPECTATIONS FOR ATTENDANCE REPORTING



Student with below 90% attendance as YTD college attendance or within a particular subject



All contact should be recorded on the pastoral log

Arrangements should be made with the student to catch up on any missed work by attending additional lessons

Student with YTD attendance below 80% or within an individual subject

Student with YTD attendance below 70% or within an individual subject

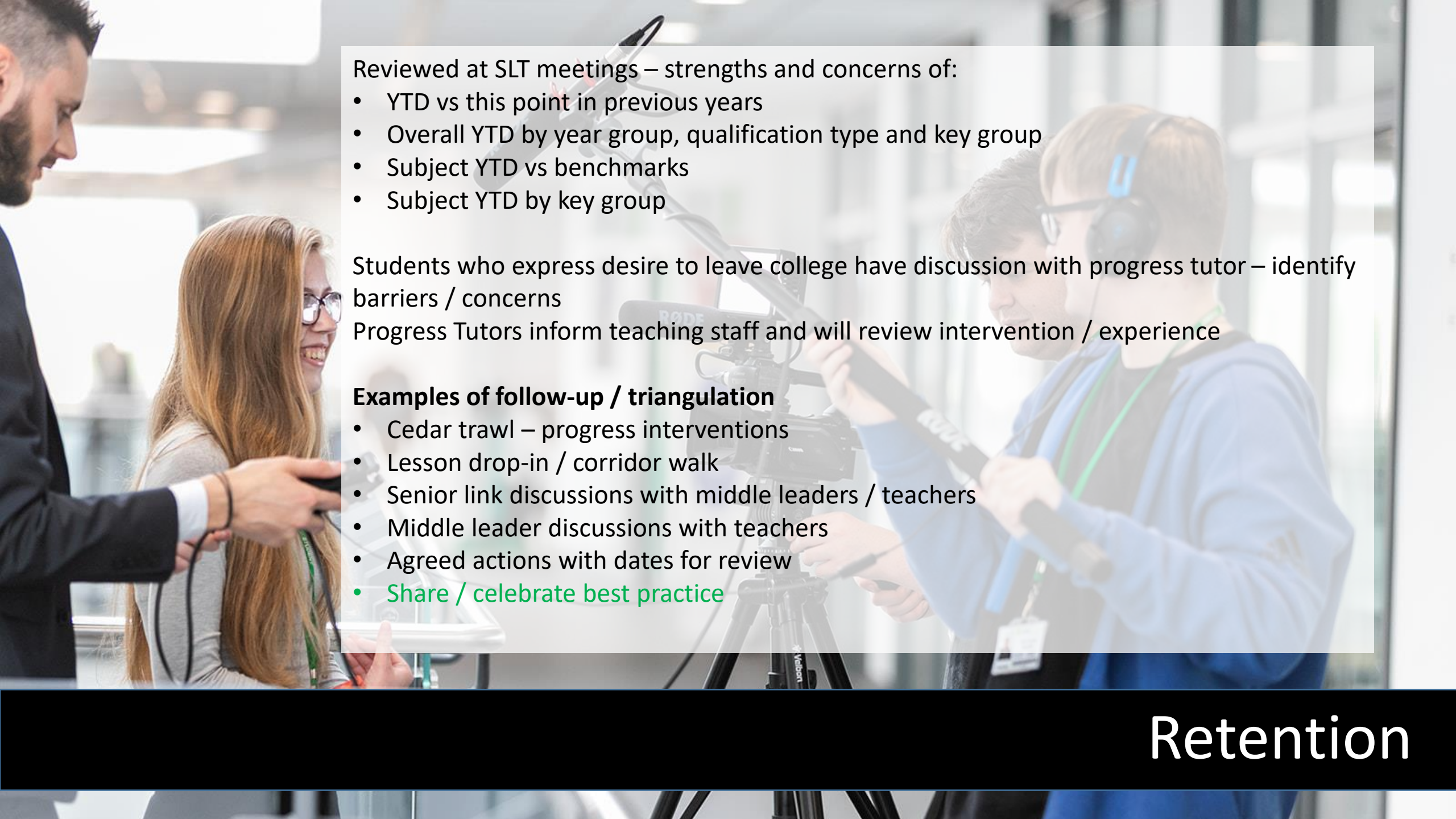


Fitness to Study

This is a 4 stage policy that is used by the SPT and PT team when student absence is directly attributed to either medical illness or mental health and there are concerns regarding the students' ability to achieve.

Teachers should be aware of the targets that are set and provide feedback to PTs on progress/ongoing concerns.

Attendance and punctuality



Reviewed at SLT meetings – strengths and concerns of:

- YTD vs this point in previous years
- Overall YTD by year group, qualification type and key group
- Subject YTD vs benchmarks
- Subject YTD by key group

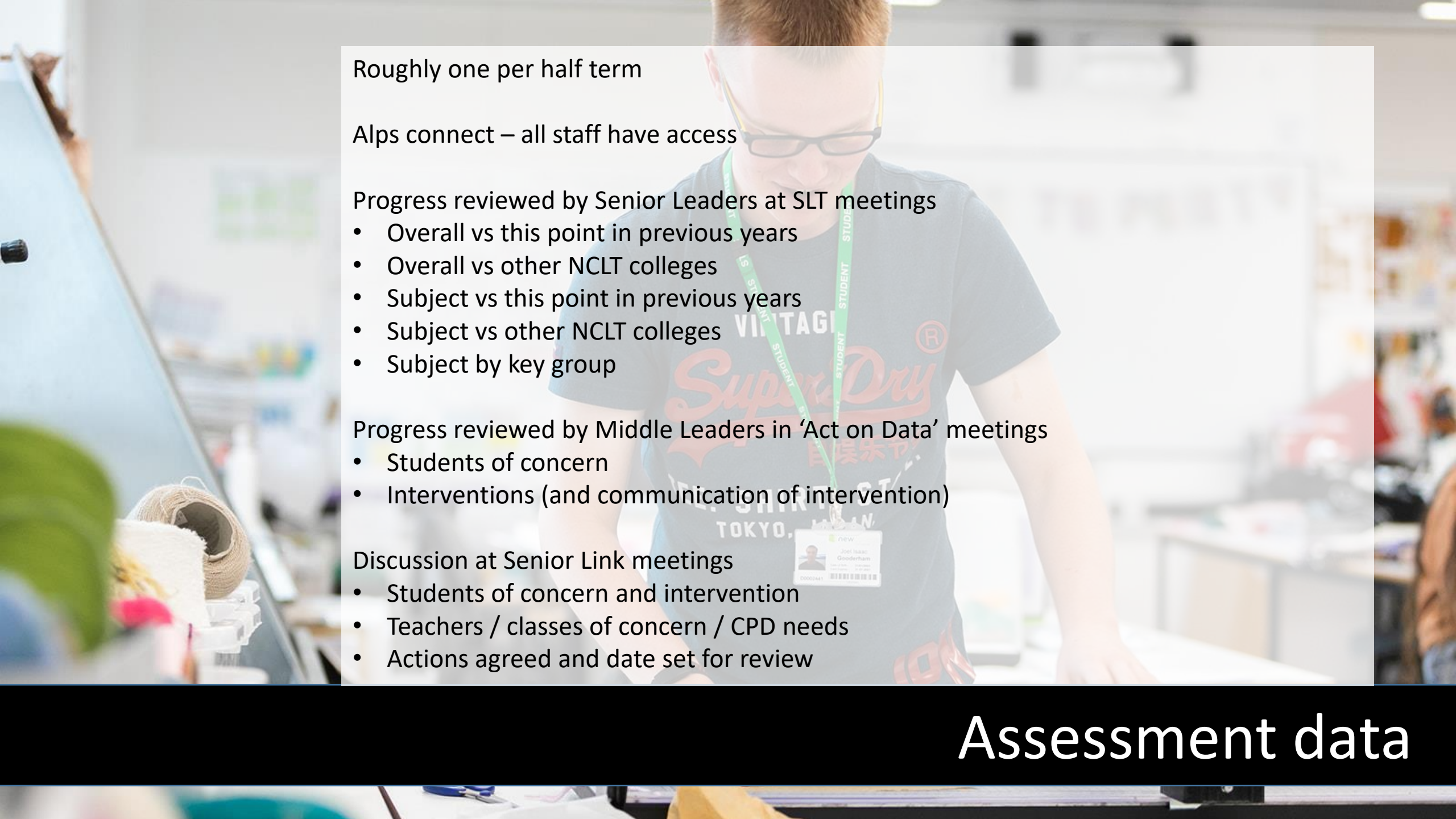
Students who express desire to leave college have discussion with progress tutor – identify barriers / concerns

Progress Tutors inform teaching staff and will review intervention / experience

Examples of follow-up / triangulation

- Cedar trawl – progress interventions
- Lesson drop-in / corridor walk
- Senior link discussions with middle leaders / teachers
- Middle leader discussions with teachers
- Agreed actions with dates for review
- **Share / celebrate best practice**

Retention

A man with glasses and a lanyard is looking down at a desk in a classroom. The background is slightly blurred, showing shelves and other classroom items.

Roughly one per half term

Alps connect – all staff have access

Progress reviewed by Senior Leaders at SLT meetings

- Overall vs this point in previous years
- Overall vs other NCLT colleges
- Subject vs this point in previous years
- Subject vs other NCLT colleges
- Subject by key group

Progress reviewed by Middle Leaders in 'Act on Data' meetings

- Students of concern
- Interventions (and communication of intervention)

Discussion at Senior Link meetings

- Students of concern and intervention
- Teachers / classes of concern / CPD needs
- Actions agreed and date set for review

Assessment data

A young man with glasses and a lanyard is working at a desk in a classroom. He is wearing a dark blue t-shirt with a 'Super Dry' logo and a lanyard with a student ID card. The background shows a classroom with desks and a whiteboard.

Possible follow-up / triangulation

Cedar trawl of interventions / communication of interventions

Lesson drop-ins

Student voice

Discussion with teacher

Discussion with students of concern

Agreed actions with dates for review

Share / celebrate best practice

Assessment data

Two per year for established staff*

- 20 minutes
- Random – any lesson/any time

Look for evidence of:

- Implementation of our '12 principles'
- Development of metacognition
- Teacher understanding of key groups and how needs are catered for

Achieved through:

- Observing teaching
- Student voice / checking of folders
- Teacher voice

Possible follow-ups

Agreed actions

CPD / review of professional enquiry

Re-observation (extra)

Support plan – 360

Share / celebrate good practice

*Three in first year for new staff

- Autumn Term – teacher lesson of choice
- Spring Term – teacher week of choice
- Summer Term - random

Learning development walks

Twice per year – Autumn and Spring Term
 12 questions – students respond as
 'strongly agree'
 'agree'
 'neither'
 'disagree'
 'strongly disagree'

1. My teacher speaks to me every lesson
2. My teacher challenges me to work hard and keep on improving
3. I feel safe when I make a mistake in this lesson
4. I feel that I can ask my teacher for help if I don't understand something
5. My teacher shows me how to be an effective learner
6. I feel my teacher enjoys teaching me
7. My teacher expects me to have a well organised folder of notes and resources
8. I am set directed independent learning (DIL) each week which has current
9. My teacher identifies any misconceptions I may have
10. Course materials in this lesson help me learn effectively
11. My teacher makes frequent links to exams/coursework criteria/assessment objects
12. My teacher develops the breadth and depth of my writing in this subject
13. My teacher shows me how to improve my work is marked
14. I am encouraged to read in this lesson
15. I know what I need to do in order to improve in this subject
16. My teacher checks knowledge and understanding every lesson
17. My teacher involves the whole class when asking questions
18. My teacher regularly reviews topics and concepts from previous units (spaced practice)
19. My teacher makes me think hard about the content we are covering
20. My teacher makes me think hard about the content we are covering

Teacher	School																					Grand Total	Participation Rate
	Health and Social Care	1.6	1.5	1.5	1.6	1.4	1.3	1.8	1.6	1.4	1.5	1.6	1.4	1.2	1.3	1.5	1.4	1.5	1.6	1.3	1.5	1.5	95.2%
	Health and Social Care	1.4	1.3	1.3	1.5	1.2	1.0	1.6	1.6	1.1	1.3	1.3	1.2	1.0	1.1	1.3	1.1	1.2	1.3	1.1	1.2	1.3	100.0%
	Health and Social Care	1.5	1.3	1.2	1.1	1.0	1.0	1.2	0.8	1.0	1.1	1.3	1.2	1.1	1.3	1.1	1.0	1.1	1.2	1.1	1.2	1.1	67.1%

- Possible follow-up**
- Lesson drop-in
 - Cedar trawl / Teams check
 - Further student voice
 - Discussion with middle leader
 - Discussion with teacher

The background image shows a classroom setting with several students. In the foreground, a student with long dark hair, wearing a light purple t-shirt with a butterfly graphic and a blue lanyard that says 'STUDENT', is sitting at a desk and writing in a notebook with a white marker. To her left, another student with long dark hair is also writing. To her right, a student with long dark hair is looking down. In the background, there are posters on the wall, including one with a red figure and another with a blue figure. The overall scene is a typical classroom environment.

Purpose

- Learning culture and expectations
- Student organisation
- Visibility

Possible follow-ups / triangulation

- Cedar trawl
- Further drop-in
- Senior link discussions with middle leader / teacher
- Middle leader discussion with teachers
- Agreed actions with dates for review
- Share / celebrate best practice

Lesson Drop-Ins

A blurred background image of a classroom. In the foreground, a young man with curly hair, wearing a teal sweatshirt with 'LYLE & SCOTT' and 'STUDENT' printed on it, is looking towards the right. Behind him, another student with glasses is visible. The background shows a red wall and various posters or notices pinned to it.

Purpose

- Learning culture and expectations
- Recording of punctuality
- Opportunity for student voice
- Visibility

Possible follow-ups / triangulation

- Cedar sampling
- Further student voice
- Senior link discussions with middle leader / teacher
- Middle leader discussion with teachers
- Agreed actions with dates for review
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Corridor walks

Purpose

- Check quality of intervention
- Check communication of intervention – with student / NOK

PROGRESS & PERFORMANCE - ACTION

Wood, Daniel

Concern

David has not completed his DIL this week

Action

Spoke to David to discuss concerns

David to complete and hand-in during Period 2 on Friday

EDIT

PROGRESS & PERFORMANCE - ACTION

Wood, Daniel

David failed to hand in his DIL this week and I am concerned about his approach to this course. David has an A* target grade so it is important that he completes all DIL on time and to a high standard. The work should be handed in by Friday at the latest.

Emotive

No discussion with student (or NOK)

No support / intervention

EDIT



Cedar sampling



External measures

Whole college themes for 2021-22

Covid-Catch up and Support – Ensure that students are well-supported, to mitigate the impact of disruption to learning as a result of Covid

Disadvantaged Students - Further develop provision for disadvantaged students so that value added is 'above average' and to support strong progression to Russell Group universities

Metacognition and Evidence Based Practice

Move to the next level, building on our strong platform, with an emphasis on deeper, richer aspects of metacognitive practice and academic literacy

Continue to strengthen personal development

Build on the strong foundations in place with respect to personal development and enrichment both within the curriculum and beyond the curriculum

Sexual Abuse and Harassment

Implementation of Ofsted recommendations regarding recently identified national prevalence of sexual harassment and violence in schools and colleges

Standards, Expectations and Culture

Continue to foster a culture of learning, of high professional standards, and of high expectations

Identifying priorities for improvement

School / department priorities

- Priorities that link to whole-college themes
- Priorities specific to a department or school
- Emerging priorities

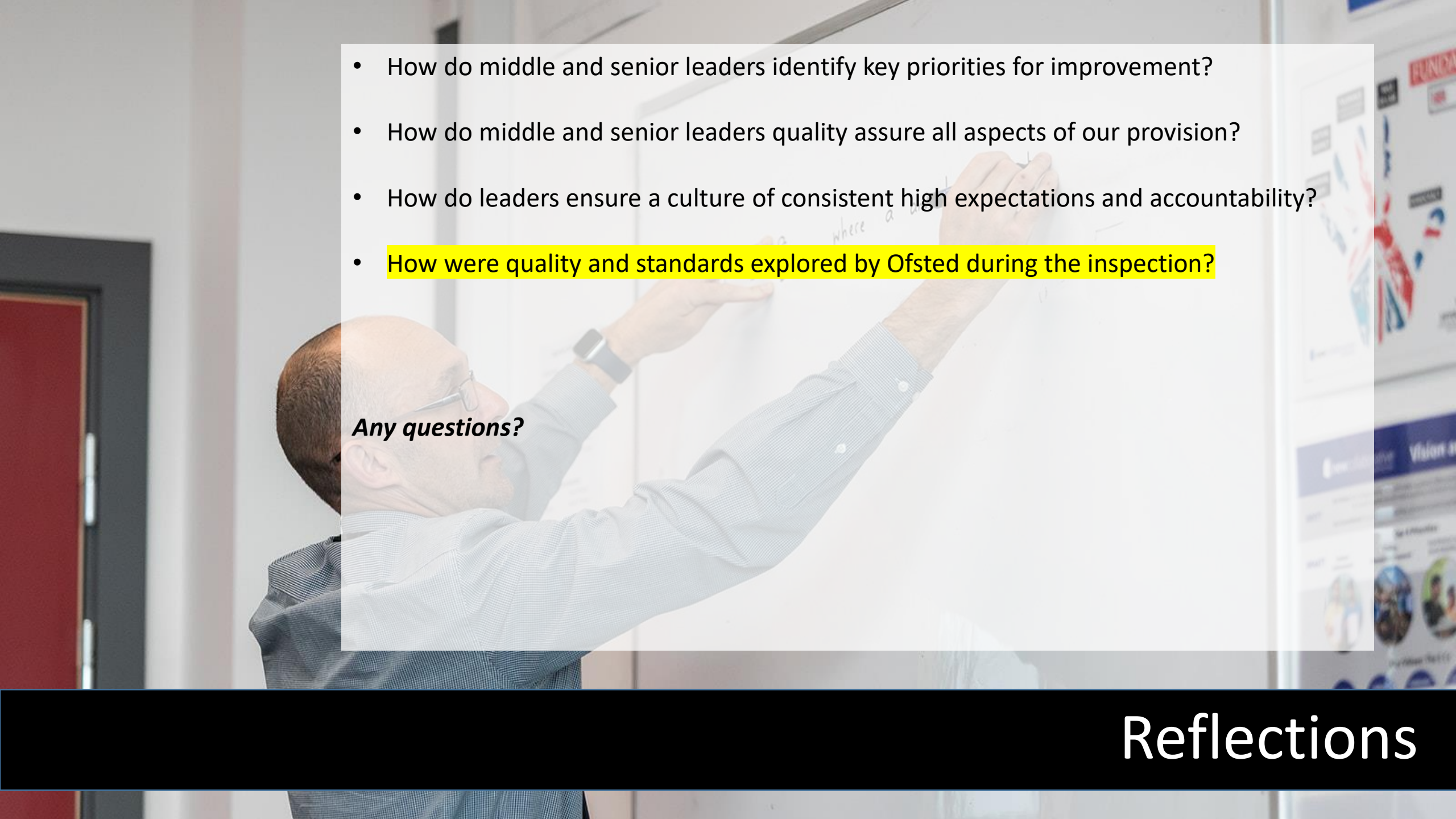
Whole College Priority 1				
Problem	Intervention Description	Implementation Activities	Interim Outcomes	Final Outcomes

Whole College Priority 2				
Problem	Intervention Description	Implementation Activities	Interim Outcomes	Final Outcomes

Other School Priorities				
Problem	Intervention Description	Implementation Activities	Interim Outcomes	Final Outcomes

Emerging Priorities				
Problem	Intervention Description	Implementation Activities	Interim Outcomes	Final Outcomes

Quality improvement plans

- 
- A man with glasses and a grey shirt is writing on a whiteboard. The whiteboard has some handwritten text, including "where a". To the right of the whiteboard, there is a poster with a map of the UK and the word "FUNCA". Below the poster, there is a poster with the word "Vision" and some images. The background is a blurred office setting.
- How do middle and senior leaders identify key priorities for improvement?
 - How do middle and senior leaders quality assure all aspects of our provision?
 - How do leaders ensure a culture of consistent high expectations and accountability?
 - How were quality and standards explored by Ofsted during the inspection?

Any questions?

Reflections

A background image showing two scientists in a laboratory. On the left, a man in a white lab coat and safety glasses is looking down at something. On the right, a woman in a white lab coat and safety glasses is smiling and looking towards the camera. In the foreground, there are several test tubes in a rack, some containing red liquid.

Not a separate thread / area – quality and standards explored in combination with focus areas

During the curriculum deep dives

- Learning culture within classrooms
- Student perceptions of their experience
- Teacher and student expectations
- Teacher understanding of subject intent, key groups, destinations, barriers, meeting needs of individual learners
- Punctuality


Whilst moving around the college

- Culture outside of classrooms
- Punctuality

In meetings with middle and senior leaders

- Attendance and punctuality – how disadvantaged and high needs learners compared with their peers

How were quality and standards explored by Ofsted?

- 
- A background image showing two scientists, a man and a woman, wearing white lab coats and safety goggles. They are working in a laboratory setting, with the man on the left and the woman on the right. They are both focused on their work, with the woman using a pipette. Various laboratory equipment like beakers and bottles are visible on the table.
- How do middle and senior leaders identify key priorities for improvement?
 - How do middle and senior leaders quality assure all aspects of our provision?
 - How do leaders ensure a culture of consistent high expectations and accountability?
 - How were quality and standards explored by Ofsted during the inspection?

Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?

Reflection



Thank you