

# STRATEGIC PLAN 2018-2021



# Ashton Sixth Form College Strategic Plan 2018-2021

## Introduction

The ethos of Ashton Sixth Form College is centred on the individual. Each student at the college deserves the very best. The aim of this strategic plan is to cultivate the conditions to ensure that each student is able to reach their potential and progress to the next stage of their lives prepared for the challenges ahead.

The vision for the college demonstrates our commitment to the borough and its residents; *transforming lives through learning* is why we are here. Helping young people and adults develop and achieve their potential is the keystone to future prosperity for Tameside. The mission is simple; to move from a good college to an outstanding provider over the next three years.

The educational landscape is in constant flux and now is not different at both local and national level. Significant challenges are ahead; the introduction of linear A levels, new BTEC qualifications, T levels and a changed key stage four curriculum will affect what we do and how we do it over the lifetime of this strategic plan. Increased competition in the local area and an unsustainable funding settlement will require creative solutions to new and as yet unseen problems. Academisation features strongly in our strategy over the next three years placing the college in a key position to strengthen outcomes across the borough through the development of the Stamford Park Trust.

The Strategic Plan provides a picture of the college at the time of writing (December 2017) and identifies the college's key strengths, areas for improvement, opportunities and threats. It sets a direction of travel for the college for the next three years and creates a series of key strategic priorities and operational plans.

This Strategic Plan has been developed through consultation with all members of staff, students and governors to reflect the views of all key stakeholders; with all supporting our plan for the next three years, our chances of becoming a truly outstanding college are enhanced.

## The Current Position

During the period of the last strategic plan, the college has enjoyed many successes. Most notable was the outcome of the March 2016 Ofsted inspection in which the college was judged to be 'Good'. In addition, the college maintained its status as a college holding an Investors in People Gold award.

Outcomes for students in both raw terms and for value added have continued to improve over the period of the last strategic plan. In relation to the college's 16-19 cohort, there have been significant increases in pass rates, success rates and high grade percentages. Value added was strong and improving throughout this period for both A level, AS level and BTEC programmes with the college placed in the top10% in the country for both A level and BTEC provision in 2016/17, and there was an upward trend in value added measures in the Department for Education's 16-19 accountability tables, moving the college to above average performance in both A level and General Vocational categories. Importantly, progression is excellent for all cohorts; year-on-year, around 93% of level 3 completers progress onto

'positive destinations' (defined as further study or apprenticeships/employment with training) within 6 months of leaving ASFC and the vast majority of level 2 students (92%) progress onto level 3 study. Progression to higher education has remained stable at around 65% each year, and Russell Group/Oxbridge progression is increasing steadily.

Achievement rates for 19+ students are outstanding. Although the college's SFA contract has been relatively small, the volume of delivery (which exceeds funding) alongside strong outcomes delivers excellent value for money. The college offers a range of Higher Education programmes, ranging from Foundation Degrees and HNDs to BA programmes and teacher training courses. During 2015/16, the college was approved to offer School Direct programmes at both primary and secondary levels and the first cohort of students enrolled on these programmes in September 2016. This provision complements the existing post-16 PGCE and strengthens the college's position as a quality provider of Early Years and Education courses. Although some of the college's higher education provision is directly funded, the majority of programmes are delivered via a partnership with Staffordshire University and one programme (HND Media) is accredited by Salford University. The college's HE and Skills Department also added an Art Foundation programme to its provision in September 2015. Now in its second year, the intention is to grow this provision. HE and Skills is an important aspect of the college's provision, contributing to the aspirational and inclusive ethos of the college as well as making a significant contribution to the local skills agenda and social mobility within the borough.

The A+ Trust was successful during the period of the previous strategic plan, with all schools and colleges bar one improving or maintaining their Ofsted grades. In the one school with concerns, an A+ Trust solution led to the development of a Multi-Academy Trust, a collaboration of both Longdendale High School and Astley Sports College, to address these concerns as a priority. Curriculum reviews have been well received and instrumental in driving up standards in the A+ Trust institutions. A well-attended and valuable curriculum network has matured, encompassing most subject areas and joint CPD events enable outstanding practice to be shared and transferred. The College was awarded the 2016/17 AoC Beacon Award for School/College Partnerships for its work with high schools and in particular, the benefits to students deriving from the work of the A+ Trust.

The college's continued membership of the '6 College Consortium' is of significant benefit to the college, providing a forum for benchmarking, sharing ideas, subject-level support and joint CPD. The consortium is well-established and mature, enabling a level of transparency and openness that may be difficult to achieve in more newly established collaborations. The wide range of provision offered by consortium colleges means that relevant and appropriate support is easily accessible. However, the college does not rely solely upon the 6 College Consortium for benchmarking and quality assurance; the college's membership of the SFCA and AoC gives the college access to a wider network of colleges/colleagues with whom learning and sharing can take place.

ASFC is committed to system-level improvement. In addition to collaborating with consortium colleges and partner high schools within the A+Trust, the college maintains close links with other schools through: the membership of SLT on other schools' governing bodies, SLT membership of external quality/inspection bodies and various committees, and a high level of involvement of many staff with awarding bodies. The college also plays a lead role in developments in Teaching, Learning and Assessment, holding a well-attended and highly regarded annual conference for teachers across north-west sixth form colleges.

The recruitment and retention of excellent staff are vital, and in recognising this, the college invests heavily in CPD for all staff. In addition to funding external CPD, the college has created a new Teaching and Learning Team in the past three years. Comprising of outstanding teachers, the team formulate a structured and coherent CPD programme for teachers with a mix of sessions led by colleagues and external speakers. In 2016/17, the college has run a Middle Leadership/Aspiring Senior Leaders programme for curriculum and pastoral managers with the aim of enhancing the skill and confidence levels of those managing significant areas of provision as well as enabling some to consider senior leadership as a future possibility. It is intended that such development continues into 2017/18 and that the programme is adapted to offer to support managers.

The college is committed to serving the population of Tameside and improving the outcomes and life-chances of residents within the borough and those students choosing to join us from the surrounding areas. The college plays a key role in improving the social mobility of students from the area and supports the local economy both directly through our provision and programmes, particularly in our Adult and Higher Education work, but also indirectly through our place as an employer rooted in Tameside. Our flagship Realising Aspirations programme and Imagine Your Future month are evidence of our commitment to supporting young people achieve their potential.

During the 2017/18 academic year, the college has

- 2009 16-18 students
- 600+ Adult / HE students

### **16-18 Students (school leavers)**

#### **Recruitment**

Our school leavers are drawn from the 15 high schools in Tameside and from a growing number of schools from the wider region. In 2017/18, the college attracted students from 79 different high schools.

During the time since the writing of the previous Strategic Plan, New Charter Academy, now renamed as Great Academy Ashton, closed its sixth form. Students from the school were offered places at Ashton, with almost all accepting the offer to continue their studies here. There have been changes to the schools organisation in the borough, with the development of the Aspire Plus Multi-Academy Trust comprising Longdendale High School and the recently renamed Rayner Stephens High School (formally Astley Sports College).

The status of the A+ Trust changed in 2017, with Headteachers agreeing to liquidate the company but remain focused on the educational aims of the federation. There were changes in personnel in the A+ Trust with Hyde Community College joining in September 2017 and Mossley Hollins High School withdrawing in July of the same year.

Post 16 competition remains as a strategic issue for the college. With the closure of sixth form provision at Great Academy Ashton, only Audenshaw School remains as a school sixth form in the borough. There is still competition from Tameside College and its sister site, Clarendon Sixth Form Centre and Connell Sixth Form College on the east side of Manchester. The area based review did not reach its aim of reducing duplication of provision in Tameside. Further developments include the opening of a new 11-18 school, the Laurus Ryecroft (Laurus Trust

Multi-Academy Trust: Cheadle Hulme High School), in September 2018 with the school's sixth form (300 students) planned to open in September 2020.

The college has seen a slight increase in the number of students choosing to study here over the last three years against a decline in the demographics of the borough. A significant decline in student numbers in 2016/17 was unexpected and exceptional. Student numbers have recovered to over 2000 in 2017/18. The demographics in Tameside and Greater Manchester grow significantly from 2018/19 and remain high for six years growing the pool of potential students. Although the number of applicants to the college has remained static, the conversion rate has improved as a result of a new approach to marketing the college in the local area. Over the same period, the number of students applying to the college from outside Tameside has increased over the same period.

## **Background of our Students**

The average GCSE points score for students studying at the college has steadily increased over the last four years and now stands at 6.0 (B average grade at GCSE). However, this is still below the national average for all Sixth Form Colleges at 6.2 (Alps). Subsequently, students at the college begin their study with lower than average qualifications than the majority of Sixth Forms nationally. This reflects local achievements rates which are below the national and Greater Manchester average in spite of improvements in recent years. Around 50% of our 16-18 students are drawn from 'disadvantage uplift' postcodes, with around 30% of our 16-18 cohort classed as 'Pupil Premium' students.

Our student body is also diverse in terms of ethnicity and cultural background. Around 23% of our students are from BME groups (Tameside: 11.5%; 2011 Census) which is an increasing percentage. As is often the case in Sixth Form populations, the student cohort is dominated by female students with around 60% of 16-18 students.

The majority (over 90%) of 16-18 students choose a level three programme. Three distinct level three pathways have been developed to meet the needs of our students: an A level programme, a Vocational programme and a new Mixed programme providing an opportunity for students to create a study programme consisting of a mix of both A level and Vocational qualifications. This third pathway has proven to be very popular with a growing number of students choosing to study in this mode. The curriculum offer at the college has changed to reflect the introduction of linear A level qualifications. Students now choose a three A level or equivalent package as part of their study programme. A smaller number (circa 100) study level two qualifications. Around 75% of these students progress to level three courses at the college with around 90% progressing to the next level of study when other institutions are included. The college offers 37 A level courses and 10 vocational qualifications at level three, and 6 Level two vocational programmes alongside GCSE resit opportunities in both English language and Mathematics.

Around 65% of students progress onto High Education. Progression to Higher Education is more common amongst A level students than vocational students although the number of vocational students progressing to university is increasing through a greater emphasis on progression to Higher Education from vocational courses. Support for those choosing not to progress to university has been strengthened through focussed provision in employability tutor groups.

The number of students successfully applying to Russell Group universities and Oxbridge has increased as a result of the success of our XL and Realising Aspirations programmes aimed at encouraging more students to consider a wider range of universities. The most common destinations include the University of Manchester, Manchester Metropolitan University and Salford University. Students are still more likely to study locally as a result of the introduction of University tuition fees.

## **Adult and HE Students**

### **Recruitment**

Adult and HE students are mainly recruited from the local area with a smaller number travelling from neighbouring boroughs. In line with reductions to the adult education budget, the college further reduced the numbers of adults it recruited in 2016/17 but maintained the HE numbers. The total adult and HE population in 2016/17 was approximately 450, 130 of whom were HE students.

Adult and HE students come to study at the college from a diverse range of educational backgrounds or low prior levels of achievement. Within the adult education student body, 60% of students come from 'disadvantage uplift' area post codes.

The curriculum offer is aligned to some of the priorities outlined in GM Work and Skills Strategies and Priorities (2016 -2019), namely around level 2 and 3 achievement, Maths and English achievement and higher levels of study. A large part of the curriculum focuses on a key strength of the college, offering qualifications to those in the Education sector, both support and teaching staff. Education remains one of the key employment sectors across GM.

In summary, the college offers level 2 and 3 education, youth or children's care related qualifications; foundation years in Health and in Art which prepare students for level 4 study; level 4 to level 6 degree level study in education and early years; level 7 post graduate study in teacher training for all phases of education – Primary, Secondary and FE (PGCEs); Maths and English GCSEs and Functional Skills from Entry to level 2 and Science GCSE. The college offers varied modes of study, both full and part time, and students make full use of the financial support available to them ranging from fully funded places to Advanced Learner Loans and HE Student Loans.

Key partners in the development of the curriculum are Staffordshire University – our main HEI partner for degree programmes; the local Learning Provider Network which brings together all adult education providers and referral agencies, including private providers, who operate in Tameside and numerous subject specific/course related partners such as industry links or local authority teams.

### **Finance**

At the time of writing this strategic plan, the college, like all other further education providers, finds itself with an unsatisfactory funding settlement. The overriding financial objective is to maintain good to outstanding financial health over the period of this strategic plan. Achieving small surpluses of between 1 and 2 percent improves the college's bank balance and cashflow position in these challenging times.

With greater competition post 16 in the local area, there is potential for a decline in student numbers. The college faces a period of uncertainty with the opening of a new 11-18 school in Littlemoss (Laurus Ryecroft) as part of the Laurus Trust, the re-brokering of Connell Sixth Form College, joining the Laurus Trust, and the continued duplication of provision at Clarendon Sixth Form Centre. In spite of these challenges, the college anticipates student numbers at 16-18 growing for the period of the strategic plan through improved market share. An emphasis on quality in the curriculum and strong and more confident marketing will ensure that Ashton Sixth Form College remains the post 16 provider of choice in Tameside.

However, for prudence, all financial planning is predicated on 2000 16-18 students during the lifetime of this strategic plan.

### **The College Estate**

The college has invested heavily in the quality of the campus over the last ten years. The facilities and accommodation are excellent and meet the needs of the student body. Phase 8 of the accommodation strategy will be a priority during the period of this strategic plan, funded by Condition Improvement Bids from the ESFA. However, if the college is unsuccessful in its bid for capital funding at this time, this project will be put on hold until the financial position of the college improves.

Current accommodation priorities for the period of the Strategic Plan:

- New Art and Design building
- Repurposing of the current Art and Design building to create a HE and Skills centre
- Extension of facilities for Sport and PE
- Improvements to the Astroturf facility
- Additional IT suites
- Redesigns of the Learning Commons and ST1.1
- Additional laboratory space

### **Equality, Diversity and Inclusion**

The college places high emphasis on EDI, and invests heavily in staff training in these areas. The growth in the number of students choosing the college from BME backgrounds is welcomed. The college will continue to espouse the key themes of tolerance, diversity and freedom of expression. One of the mission statements included in this Strategic Plan emphasises the promotion of well-being for all and echoes our dedication to these themes.

## Our Vision and Mission

### VISION

TRANSFORMING LIVES  
THROUGH LEARNING

### MISSION

TO ENGENDER A LOVE OF  
LEARNING THROUGH AN  
EXCELLENT STANDARD OF  
TEACHING AND LEARNING FOR  
ALL

### MISSION

TO LAY THE FOUNDATIONS  
FOR CAREER SUCCESS

### MISSION

TO PROMOTE WELL-BEING  
AND INSPIRE STUDENTS AND  
STAFF TO LEAD FULFILLING  
LIVES



## **The Strategic Plan**

### **Strategic Aim 1**

To achieve excellence in all aspects of our work

- 1.1 To foster a love of learning and a culture of ambition of all
- 1.2 To encourage innovation and outstanding practice in teaching and learning
- 1.3 To provide a range of opportunities to support all students in fulfilling their potential
- 1.4 To ensure excellence and consistent outcomes for all

### **Strategic Aim 2**

To deliver relevant and coherent 16-19 study programmes which meet the needs of students and the wider community

- 2.1 To respond proactively to national changes in priorities, qualifications and outcomes
- 2.2 To engage with key stakeholders in the local area to identify, understand and respond to their needs
- 2.3 To enrol with integrity enabling all students to achieve and progress

### **Strategic Aim 3**

To deliver a relevant adult and Higher Education curriculum which meets the needs of students and the community

- 3.1 To best use the adult education budget to contribute to local needs and ambitions
- 3.2 To respond proactively to national changes in priorities, qualifications and outcomes
- 3.3 To expand higher and adult education opportunities in areas of college expertise
- 3.4 To enrol with integrity enabling all students to achieve and progress

### **Strategic Aim 4**

To enhance the well-being of students and staff

- 4.1 To listen to and respond to student and staff feedback
- 4.2 To reduce bureaucracy and workload
- 4.3 To maintain a positive culture and supportive relationships
- 4.4 To foster an ambitious yet supportive culture within a diverse and inclusive community
- 4.5 To collaborate with our partners to develop innovative approaches to dealing with mental ill health

### **Strategic Aim 5**

To secure a sustainable and successful future for the college

- 5.1 To set up a Multi-Academy Trust and establish structures and lines of accountability
- 5.2 To work collaboratively to improve standards and opportunities through partnership
- 5.3 To increase market share to consolidate the college's position in the local area
- 5.4 To develop a new accommodation and finance plan to diversify income streams in response to curriculum changes and student choices
- 5.5 To recruit and retain talented staff

- 5.6 To mitigate as far as possible disruption to normal operations by security or health and safety issues

## Annual Milestones

<b>STRATEGIC AIM 1: To achieve excellence in all aspects of our work</b>			
<b>STRATEGIC OBJECTIVE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
1.1. To foster a love of learning and a culture of ambition of all	<ul style="list-style-type: none"> <li>To provide opportunities for all students to complete additionality and enrichment outside of the core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To extend opportunities for all students to complete additionality and enrichment outside of the core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To embed opportunities for all students to complete additionality and enrichment outside of the core curriculum</li> </ul>
1.2. To encourage innovation and outstanding practice in teaching and learning	<ul style="list-style-type: none"> <li>To refocus Teaching and Learning sets and further develop specific developmental pathways for all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>To offer action research projects to members of staff aimed at developing research and innovation in post 16 education</li> </ul>	<ul style="list-style-type: none"> <li>To set up a research unit for post 16 innovation led by Assistant Principal Higher and Adult</li> </ul>
1.3. To provide a range of opportunities to support all students in fulfilling their potential	<ul style="list-style-type: none"> <li>To offer a wider range of enrichment opportunities</li> <li>To increase enrichment and work experience participation by 10%</li> <li>To relaunch the EPQ qualification</li> </ul>	<ul style="list-style-type: none"> <li>To increase enrichment opportunities by 10%</li> <li>To increase enrichment and work experience participation by 10%</li> <li>To increase the number of students taking the EPQ by 20%. All XL students to take the EPQ</li> </ul>	<ul style="list-style-type: none"> <li>To increase enrichment opportunities by 10%</li> <li>To increase enrichment and work experience participation by 10%</li> <li>To increase the number of students taking the EPQ by 20%</li> </ul>
1.4. To ensure excellence and consistent outcomes for all	<ul style="list-style-type: none"> <li>Develop quality systems to be monitored at departmental level</li> <li>Improve accountability for Heads of Department for outcomes and the quality of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Embed quality systems at departmental level</li> <li>Strengthen accountability at Head of Department level for outcomes and the quality of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine quality systems at departmental level</li> <li>Embed accountability at Head of Department level for outcomes and the quality of teaching and learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide CPD opportunities for staff teaching new qualifications</li> <li>• Introduce Alps Connect for subject monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Provide bursary payments for examiners to increase the number of external examiners</li> <li>• Embed Alps Connect for subject monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• All departments to have an external examiner for the specification taught</li> <li>• Develop 'flight paths' for all subjects based on Alps Connect subject monitoring</li> </ul>
<b>STRATEGIC AIM 2: To deliver relevant and coherent 16-19 study programmes which meet the needs of students and the wider community</b>			
<b>STRATEGIC OBJECTIVE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	
2.1 To respond proactively to national changes in priorities, qualifications and outcomes	<ul style="list-style-type: none"> <li>• To stay abreast of national qualification changes</li> <li>• To develop improved understanding of T levels</li> <li>• To support the delivery of new linear A levels and BTEC qualifications through CPD</li> <li>• To monitor the impact of changes to curriculum at Key Stage 2 on performance and entry criteria</li> </ul>	<ul style="list-style-type: none"> <li>• To stay abreast of national qualification changes</li> <li>• To assess T level introduction in certain subject areas</li> <li>• To implement the new BTEC qualifications and evaluate and review linear A level delivery</li> <li>• To monitor the impact of changes to curriculum at Key Stage 2 on performance and entry criteria</li> </ul>	<ul style="list-style-type: none"> <li>• To stay abreast of national qualification changes</li> <li>• To prepare for the introduction of T levels in certain subject areas</li> <li>• To evaluate and improve new BTEC delivery and consolidate linear A level delivery</li> <li>• To monitor the impact of changes to curriculum at Key Stage 2 on performance and entry criteria</li> </ul>
2.2 To engage with key stakeholders in the local area to identify, understand and respond to their needs	<ul style="list-style-type: none"> <li>• To increase links with local and regional employers to improve access to work experience opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• To employ additional work experience staffing to increase links with employers in preparation for the launch of T levels</li> </ul>	<ul style="list-style-type: none"> <li>• To secure good quality T level 50 day placements in local and regional employers</li> </ul>

	<ul style="list-style-type: none"> <li>To engage with TASH headteachers to develop a coherent curriculum and improved transition to level three</li> </ul>	<ul style="list-style-type: none"> <li>To engage with TASH headteachers to develop a coherent curriculum and improved transition to level three</li> </ul>	<ul style="list-style-type: none"> <li>To engage with TASH headteachers to develop a coherent curriculum and improved transition to level three</li> </ul>
2.3 To enrol with integrity enabling all students to achieve and progress	<ul style="list-style-type: none"> <li>To work closely with local secondary schools to support IAG and meet the requirements of the new careers strategy</li> <li>To strengthen transitional arrangements with local schools</li> <li>To evaluate and review entry criteria to support transition, achievement and progression.</li> </ul>	<ul style="list-style-type: none"> <li>To formalise support with local secondary schools and develop links with local primary schools to improve IAG</li> <li>To embed transitional arrangements with local schools</li> <li>To evaluate and review entry criteria to support transition, achievement and progression</li> </ul>	<ul style="list-style-type: none"> <li>To continue to support local secondary schools with IAG and extend links with local primary schools to improve IAG</li> <li>To review transitional arrangements with local schools</li> <li>To evaluate and review entry criteria to support transition, achievement and progression</li> </ul>
<b>STRATEGIC AIM 3: To deliver a relevant adult and Higher Education curriculum which meets the needs of students and the community</b>			
<b>STRATEGIC OBJECTIVE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
3.1 To best use the adult education budget to contribute to local needs and ambitions	<ul style="list-style-type: none"> <li>80% of SEFA main budget to be utilised and 100% advanced loan budget.</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements around devolved budget for adult learning to be clear.</li> <li>100% of ESFA/devolved adult budget to be utilised. 100% advanced loan budget to be utilised and growth to be requested mid-year as required to meet demand.</li> </ul>	<ul style="list-style-type: none"> <li>100% of ESFA/devolved adult budget to be utilised and growth requested or larger allocation to meet output of year 2.</li> <li>100% advanced loan budget to be utilised and growth to be requested mid-year as required to meet demand.</li> </ul>

3.2	To respond proactively to national changes in priorities, qualifications and outcomes	<ul style="list-style-type: none"> <li>Adult learning to remain focussed on maths, English and some vocational learning. HE to remain mainly focussed on education and related public service sectors.</li> <li>Registration with new OfS (for HE).</li> </ul>	<ul style="list-style-type: none"> <li>Any changes to HE contracts required following academisation to be in place.</li> <li>TEF if/as required.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all HE contracts are moved to franchising agreements</li> </ul>
3.3	To expand higher and adult education opportunities in areas of college expertise	<ul style="list-style-type: none"> <li>To commence renegotiation around school direct contract.</li> <li>Approval for full time BA Education to be requested.</li> </ul>	<ul style="list-style-type: none"> <li>SCITT to be in place to replace School Direct contract of previous year. Recruit 18-19 ready for Sept 2019.</li> <li>To continue to grow teacher education and related HE.</li> </ul>	<ul style="list-style-type: none"> <li>To reach maximum capped amount of adult and HE students allowed within academy status rules.</li> <li>BA Education full time to commence Sept 2019. SCITT commences</li> </ul>
3.4	To enrol with integrity enabling all students to achieve and progress	<ul style="list-style-type: none"> <li>Audit of enrolment and admissions process across strands of learners and funding types. Findings to support any required improvements.</li> <li>Matrix IAG award re assessment</li> </ul>	<ul style="list-style-type: none"> <li>Revised enrolment and admissions process in place to further strengthen process.</li> </ul>	<ul style="list-style-type: none"> <li>To embed a revised enrolment and admissions process</li> </ul>
<b>STRATEGIC AIM 4: To enhance the well-being of students and staff</b>				
<b>STRATEGIC OBJECTIVE</b>		<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
4.1	To listen to and respond to student and staff feedback	<ul style="list-style-type: none"> <li>To review methods used to capture student and staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>To launch reviewed methods of capturing student and staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>To embed new methods of capturing student and staff feedback</li> </ul>

	<ul style="list-style-type: none"> <li>To develop a wider range of opportunities for staff and student feedback</li> </ul>	<ul style="list-style-type: none"> <li>To implement a wider range of opportunities for staff and student feedback</li> </ul>	<ul style="list-style-type: none"> <li>To embed a wider range of opportunities for staff and student feedback</li> </ul>
4.2 To reduce bureaucracy and workload	<ul style="list-style-type: none"> <li>To investigate the rationalisation and consolidation of data systems to improve work flows (VLE, Staff Advantage, MyDAY)</li> <li>To review the meetings calendar and remove unnecessary meeting times</li> <li>To add reduction of bureaucracy and workload to the staff survey</li> </ul>	<ul style="list-style-type: none"> <li>To implement the findings of the investigation to rationalise and consolidate data systems</li> <li>To review the meetings calendar and remove unnecessary meeting times</li> <li>To respond to suggestions on reducing bureaucracy and workload</li> </ul>	<ul style="list-style-type: none"> <li>To embed new rationalised and consolidated data systems</li> <li>To review the meetings calendar and remove unnecessary meeting times</li> <li>To implement changes in order to reduce bureaucracy and workload</li> </ul>
4.3 To maintain a positive culture and supportive relationships	<ul style="list-style-type: none"> <li>To continue to meet regularly with JCC</li> <li>To continue with a policy of trust and honesty in all working relationships</li> </ul>	<ul style="list-style-type: none"> <li>To continue to meet regularly with JCC</li> <li>To continue with a policy of trust and honesty in all working relationships</li> </ul>	<ul style="list-style-type: none"> <li>To continue to meet regularly with JCC</li> <li>To continue with a policy of trust and honesty in all working relationships</li> </ul>
4.4 To foster an ambitious yet supportive culture within a diverse and inclusive community	<ul style="list-style-type: none"> <li>To identify opportunities to celebrate our diverse and inclusive community</li> </ul>	<ul style="list-style-type: none"> <li>To devise events to celebrate our diverse and inclusive community</li> </ul>	<ul style="list-style-type: none"> <li>To embed events into the college calendar to celebrate our diverse and inclusive community</li> </ul>
4.5 To collaborate with our partners to develop innovative approaches to dealing with mental ill-health	<ul style="list-style-type: none"> <li>To support the development of the work of Greater Manchester in providing support and pathways to those with mental ill health needs</li> </ul>	<ul style="list-style-type: none"> <li>To implement the work of Greater Manchester in providing support and pathways to those with mental ill health needs</li> </ul>	<ul style="list-style-type: none"> <li>To embed the work of Greater Manchester in providing support and pathways to those with mental ill health needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Pilot Healthy Young Minds project offering trainee placements at the college with a view to extending this provision once the trainee is qualified.</li> <li>• For DSL to become trained in the GM Mental Health "I-Thrive" model.</li> <li>• Safeguarding Lead to attend Training/Launch of GM NHS Crisis Care Pathway Event</li> <li>• DSL to contribute to TSCB, Police and Local NHS CCG Local Partnership Consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Healthy Young Minds project and part employing qualified post and offer additional training placements</li> <li>• To introduce the GM 'I-Thrive' model to the college and add to safeguarding procedures</li> <li>• To implement and utilise the GM NHS Crisis Care Pathway</li> <li>• To contribute via consultation to Ashton's newly launched Multi Agency Safeguarding Hub (MASH)</li> </ul>	<ul style="list-style-type: none"> <li>• To expand capacity through the part employment of additional qualified post and offer additional training placements</li> <li>• To embed the GC 'I-Thrive' model in the college</li> <li>• To embed the GM NHS Crisis Care Pathway</li> <li>• To support the launch of Ashton's MASH (Multi Agency Safeguarding Hub) and embed in safeguarding procedures</li> </ul>
<b>STRATEGIC AIM 5: To secure a sustainable and successful future for the college</b>			
<b>STRATEGIC OBJECTIVE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
5.1 To set up a Multi-Academy Trust and establish structures and lines of accountability	<ul style="list-style-type: none"> <li>• To establish the Stamford Park Trust</li> </ul>	<ul style="list-style-type: none"> <li>• To develop structures and lines of responsibility across the MAT</li> <li>• To develop shared services across the MAT</li> </ul>	<ul style="list-style-type: none"> <li>• To embed structures and lines of responsibility across the MAT</li> <li>• To embed shared services across the MAT</li> </ul>
5.2 To work collaboratively to improve standards and opportunities through partnership	<ul style="list-style-type: none"> <li>• To dissolve the A+ Trust company</li> </ul>	<ul style="list-style-type: none"> <li>• To re-establish the A+ Trust as a new consortium</li> <li>• To broaden the membership of the A+ Trust</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the possibility of potential partners from the A+ Trust joining the Stamford Park Trust and expand the MAT structure</li> </ul>



		<ul style="list-style-type: none"> <li>• To re-engage with curriculum networks across the A+ Trust</li> <li>• To restart support and challenge visits across the A+ Trust</li> </ul>	
5.3 To increase market share to consolidate the college's position in the local area	<ul style="list-style-type: none"> <li>• To redesign the marketing strategy placing greater emphasis on achievement and outcomes</li> <li>• To rework and refresh the interview and 'keeping warm' activities</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the range of marketing and liaison activities lower down the school year (years 8 and 9) in local high schools</li> <li>• To rebrand the XL programme</li> </ul>	<ul style="list-style-type: none"> <li>• To develop relationships with local primary schools as marketing and liaison activities</li> <li>• To further develop the XL programme to provide identified pathways for professions</li> </ul>
5.4 To develop a new accommodation and finance plan to diversify income streams in response to curriculum changes and student choices	<ul style="list-style-type: none"> <li>• Develop new accommodation and finance plan aimed at diversifying income, reducing non-pay and pay costs and improving value for money</li> <li>• Begin construction of new Art and Design building</li> </ul>	<ul style="list-style-type: none"> <li>• Implement new accommodation and finance plan</li> <li>• Complete new Art and Design building</li> </ul>	<ul style="list-style-type: none"> <li>• Implement new accommodation and finance plan</li> <li>• Begin improvements to the Sport Hall (gym, improved changing facilities)</li> </ul>
5.5 To recruit and retain talented staff	<ul style="list-style-type: none"> <li>• To identify staffing requirements earlier in the academic year</li> <li>• To advertise for posts early in the Spring term</li> </ul>	<ul style="list-style-type: none"> <li>• To identify staffing requirements earlier in the academic year</li> <li>• To advertise for posts early in the Spring term</li> </ul>	<ul style="list-style-type: none"> <li>• To develop personalised CPD and Professional Development programmes and encourage scholarly activity and research for all teaching staff</li> <li>• To advertise for posts early in the Spring term</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide a support middle managers training programme</li> <li>• To develop teaching and learning sets with a focus on research</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a curriculum middle managers training programme</li> <li>• To embed research and scholarly activity as the focus of teaching and learning sets</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a support middle managers training programme</li> <li>• To engage all departments in scholarly activity and research across the college</li> </ul>
5.6 To mitigate as far as possible disruption to normal operations by security or health and safety issues	<ul style="list-style-type: none"> <li>• To redevelop the security and health and safety policies to ensure currency</li> </ul>	<ul style="list-style-type: none"> <li>• To scenario plan and test the security and health and safety policies</li> </ul>	<ul style="list-style-type: none"> <li>• To review the security and health and safety policies to ensure currency</li> </ul>