

**DRAFT (V7) STAFFORD COLLEGE
EXECUTIVE SUMMARY SELF ASSESSMENT REPORT 2009/10**
(with Executive Summary of Development Plan 2009-12 in appendix)

Date of production/latest revision: 2nd March 2011

Note: headline 09/10 SRA College learner responsive data which is from Proachieve uses new national data rules introduced in spring 2009 (these may not have been applied in earlier years for iLRPR/iCPR data, including national rates)

COLLEGE GRADES AND JUDGEMENTS
(08/09 grades in brackets)

CIF Aspects	Grade				
	Overall	Learner Responsive			Employer responsive
		14-16	16-18	19+	
Overall effectiveness	2 (2)	2 (2)	2 (2)	2 (2)	2 (2)
Capacity to improve	2 (2)	2 (2)	2 (2)	2 (2)	1 (2)
A. Outcomes for learners	3 (3)	2 (2)	3 (3)	3 (3)	1 (2)
A1 Achieve and enjoy	3 (3)				
Attain learning goals	3 (3)				
Progress	3 (3)				
A2 Improve economic and social well-being	2 (2)				
A3 Feel safe	1 (2)				
A4 Be healthy	2 (2)				
A5 Make a positive contribution	2 (2)				
B. Quality of provision	2 (2)	2 (2)	2 (2)	2 (2)	2 (2)
B1 Teaching, learning and assessment	2 (2)				
B2 Meet needs and interests of learners	1 (2)				
B3 Use partnerships to develop provision	1 (1)				
B4 Care, guidance and support	2 (2)				
C. Leadership and management	2 (2)	2 (2)	2 (2)	2 (2)	2 (2)
C1 Ambition & prioritisation	2 (2)				
C2. Governors leadership/direction/challenge	2 (2)				
C3 Promote safeguarding of learners	2 (2)				
C4 Equality & diversity	2 (2)				
C5 User engagement	2 (3)				
C6 Effectiveness of self assessment	2 (2)				
C7 Value for money in use of resources	2 (2)				

Framework for Excellence Performance Indicators		
Dimension	Grade/Score	Success Rates (based on 08/09 data)
Ofsted Inspection Grade	Grade 2	FE Long course success (exc A,AS,A2) 78.7%
Financial Health Grade	Grade 1	A, AS, A2 73.0%
Financial Management & Control Grade	Grade 1	FE short courses (5-24 weeks) 92.5%
Learner Views	8.2 out of 10	FE very short courses (<5 weeks) 97.8%
Employer Views	7.7 out of 10	Apprenticeships 75.9%
Learner Destinations	82.5%	Advanced apprenticeships 76.9%
Employment Rate	43%	Train to Gain (full Level 2 & 3) 81.8%
Learning Rate	57%	

COLLEGE EVALUATION

Overall Effectiveness

- The overall effectiveness of the College is good.
- Progress against the College mission and 3-year Development Plan is good. The 3-year Development Plan is being addressed in a timely fashion and the College is in line with the targets set for learner and employer responsive numbers.
- The overall College success rate in 2009/10 is satisfactory at 73%.
- College success rate for long course provision in 2009/10 is satisfactory at 72%, with 40% of provision good or outstanding, 57% satisfactory and 3% (SSA10) inadequate.
- College success rate for short provision (<5 weeks) is inadequate at 80%.
- College success rate for short provision (5-24 weeks) is satisfactory at 77%.
- Long course success rates in Sector Subject Area (SSA) 3, Agriculture, Horticulture and Animal Care are outstanding.
- Long course success rates in SSAs 4, Engineering, 7 Retail & Commercial, 9 Arts, Media & Publishing, 12 Languages and 13 Education & Training are good. Long course success rates in the other SSAs are satisfactory, except for 10 History which is inadequate.
- The College's 09/10 success rates for 16-18 compare very favourably with the latest national averages for state funded school sixth forms, with the College's success rate of 88% for 'A' levels at 1% above and the 'other' (mainly BTECs) rate of 74% at 18% above.
- Overall employer responsive apprenticeship success rate, at 84% for apprentices and advanced apprentices combined, is outstanding against the national rate of 74% for 2009/10. Timely apprenticeship success rate, at 80%, is also outstanding against national rate of 61%. The Colleges overall and timely success rates have risen by 11% and 9% respectively since 08/09. SSA timely framework success rates are outstanding for SSAs Health/Public Services/Care at 79% (NA57), Engineering at 95% (NA61), Retail at 80% (NA58) and for Business at 86% (NA65), and satisfactory for Construction at 64% (NA58).
- Employer responsive Train to Gain is satisfactory. The overall success rate was 89% in 2009/10 compared to a national rate of 87% and the timely success was 78% against the national rate of 76%.
- Overall Key Skill success rate at 45% is inadequate has not improved since 2004/05. This has been replaced by Functional Skills from September 2010 (in the 2009/10 functional skills pilot success rate was 67%, retention rate 91% and, pass rate 93%. Direct certificate claims status was granted by City and Guilds for the quality and reliability of the work of the College).
- The latest LSC distance travelled (DT) data for the college covers only FE and WBL 16-19 learners completing in 2006/07 and are therefore too out of date to be considered. For FE value added (VA) the Data Service's data at 24th February 2011 is for 2009/10. At headline college level for significant SSAs and qualification types the data shows a similar pattern to 2008/09:
 - on FE value added measures (i.e. for graded level 3 qualifications) most SSAs are around national average, with SSAs 1 (Health, Public Services & Care) and 7 (Retail & Commercial Enterprise) above – the former was also above last year and the latter was below last year. SSAs 8 (Leisure, Travel & Tourism) and 10 (History, Philosophy and Theology) were both below at -10.28 and -9.25 respectively, and were similarly below last year.
 - for significant qualification types (A level, AS level, BTEC National) the 09/10 value added scores are all around national average and within a single grade band.Value added evaluation at qualification level is considered in the SSA sub-SARs.
- The 14-16 provision for local high schools is good. In 2009/10 success rate on the discrete vocational provision was 77%, 11% higher than the Government target.

Evidence of the Capacity for Improvement

Progress on the Headline Employer Responsive Success Rates

	<u>08/09</u>	<u>09/10 (period 15)</u>
Overall framework success	76%	84%
Timely framework success	71%	80%
Overall app F/W success	76%	85%
Timely app F/W success	70%	82%
Overall adv app F/W success	77%	81%
Timely adv app F/W success	78%	74%

Progress on the Priority Learner Responsive Retention Rate Targets for 2009/10

Target for long L3 16-18 retention was 86% 09/10 actual was 85% (up 1%)

Target for long L3 19+ retention was 80% 09/10 actual was 77% (up 3%)

Implementation of 2009/10 College Leadership and Management Quality Improvement Plan

Actions taken in 2009/10	Targets for end of 09/10	Improvements that resulted
<p><u>Risks:</u></p> <p><i>Major disaster</i> ACTION: Review and update Disaster Recovery Plan annually</p> <p><i>Loss of vital electronic data</i> ACTION: Daily electronic backup tapes, stored for several weeks offsite</p> <p><i>Physical restrictions on expansion at Earl Street plus preparation for major building work</i> ACTION: Seek alternative locations in a timely fashion as part of normal business contingency planning</p>	<p>Disaster Recovery Plan allows business to proceed with minimal delays</p> <p>Business data is protected and recovered in the event of loss of working copies</p> <p>Alternative and cost-effective offsite locations, if necessary</p>	<p>Plan reviewed by Corporation</p> <p>Electronic backup procedure maintained</p> <p>Premises at Palmbourne Industrial Estate expanded and additional teaching space secured at Chetwynd Centre.</p>
<p><u>Strengths:</u></p> <p><i>Further improvements in the observation process for teaching and learning</i> ACTION: Higher rate of observations on teachers below the College average grade and more focus on tutorials and individualised learner support</p>	<p>Further improvement in learner satisfaction and success</p>	<p>Learner satisfaction rating for their course increased by 3% to 92% (NA78%). Response was ranked 1st out of 66 GFECs by QDP Services</p>

Actions taken in 2009/10	Targets for end of 09/10	Improvements that resulted
<p><u>Areas for Improvement:</u></p> <p><i>Level 3 long course retention rates</i> ACTION: Course monitoring and targeted learner support</p> <p><i>Long level 3 16-18 pass rate</i> ACTION: Course monitoring and targeted learner support</p> <p><i>Long success rates for male learner responsive provision</i> ACTION: Course monitoring and targeted learner support</p> <p><i>Further development of risk management process</i> ACTION: CPD for staff, including sharing of best practice in sector</p> <p><i>Promotion of learners independent learning</i> ACTION: Staff development on written feedback to learners and 1 to 1 tutorials</p> <p><i>Evaluation of the impact of College enrichment programme</i> ACTION: Further analysis of cross-college enrichment and enrichment opportunities to receive higher profile under 'learner voice'</p> <p><i>Analysis of views of ethnic minority groups</i> ACTION: Analysis after each questionnaire</p>	<p>Long L3 16-18 to rise by 2%</p> <p>Long L3 19+ to rise by 5%</p> <p>AS 16-18 to rise by 3%</p> <p>AS 19+ to rise by 10%</p> <p>A2 19+ to rise by 2%</p> <p>Long level 3 16-18 pass rate to rise by 3% to 91%</p> <p>Improved retention and pass rates for L3 males</p> <p>Safeguarding remains low risk</p> <p>Improved learner rating for teaching & learning (target of improved success rate not measurable this year because of national data handling rule changes)</p> <p>High participation by learners in enrichment programmes and satisfaction</p> <p>Course satisfaction of ethnic minorities at around college average rating</p>	<p><i>Targets hampered by national data rule changes</i> A rise of 1% to 85%</p> <p>A rise of 2% to 87%</p> <p>A fall of 3% to 83%</p> <p>A rise of 9% to 61%</p> <p>A fall of 17% to 72% (69 learners)</p> <p>A fall of 1% to 87%</p> <p>Retention rate fallen 1% to 84% Pass rate fallen 5% to 81%</p> <p>98% of learners feel safe (an improvement of 1% since 08/09)</p> <p>Learners' rating for 'teaching on my course is good' is 87% (NA77%), up 1% and ranked 1st out of 77 GFECs by QDP Services</p> <p>Learner participation remains rated as 76% (NA46%) but ranked 1st out of 26 GFECs by QDP. Learner rating for for quality of enrichment programme has increased by 2% to 75% (NA59%) and ranked 2nd out of 43 GFECs by QDP.</p> <p>Satisfaction ratings of the vast majority of ethnic groups is around or above the College average of 92% and all are above their respective QDP national averages, with 100% satisfaction</p>

Actions taken in 2009/10	Targets for end of 09/10	Improvements that resulted
<p><i>Participation of stakeholders at strategic level</i> ACTION: Opportunities for feedback to College at the AGM or in response to Annual Report</p> <p><i>Representation of women on governing body and SMT</i> ACTION: Encourage more applications from women</p>	<p>Stakeholder opportunities evidenced by minutes of AGM</p> <p>Increase in female representation</p>	<p>for Pakistani and Black Caribbean groups. Bangladeshi and Indian groups at 83% and 85% respectively are the only groups below the College average.</p> <p>Stakeholders endorsed the College's priorities and plans.</p> <p>Male/Female ratio on SMT has changed from 7:2 to 6:3. Male/Female ratio on Governing Body has changed from 14:3 to 11:6.</p>

Main Learner Responsive SRA Changes (all qualifications/ages & Long) since 2004/05
 (College and national trend data for 05/06 to 08/09 is unreliable)

Data in the following 3 tables is from the iCPR/iLRPR except for that in columns marked *, which is from Proachieve using F05 ILR data

Qualification Type	level	Year of completion	2004/05 (nat av)	2009/10 *	Improvement since 04/05	Grade (change)
All Qualifications (all ages) #	All	No. of starts	16025	5868		
		% retention	86 (86)	85	-1	N/A
		% pass	88 (87)	86	-2	N/A
		% success	75 (74)	73	-2	N/A
Long (all ages)	All	No. of starts	6485	4842		
		% retention	74 (76)	83	+9	2
		% pass	80 (82)	86	+6	2
		% success	60 (62)	72	+12	3 (+1)
Long (16-18)	1	No. of starts	810	654		
		% retention	81 (80)	83	+2	2
		% pass	74 (80)	88	+14	1
		% success	60 (64)	73	+13	3 (+1)
Long (19+)	1	No. of starts	895	367		
		% retention	73 (75)	85	+12	3
		% pass	81 (82)	74	-7	3
		% success	60 (62)	63	+3	3 (=)
Long (16-18)	2	No. of starts	927	961		
		% retention	72 (76)	82	+10	2
		% pass	85 (82)	87	+2	3
		% success	58 (61)	72	+14	3 (+1)
Long (19+)	2	No. of starts	1098	444		
		% retention	74 (73)	80	+6	2
		% pass	85 (82)	88	+3	3
		% success	63 (60)	70	+7	3 (=)
Long (16-18)	3	No. of starts	1482	1866		
		% retention	77 (81)	85	+8	1
		% pass	79 (84)	87	+8	1
		% success	61 (68)	74	+13	2 (+1)
Long (19+)	3	No. of starts	852	479		
		% retention	72 (72)	77	+5	3
		% pass	81 (79)	88	+7	2
		% success	58 (57)	67	+9	3 (+1)

2004/05 is not a useful comparison for 'all ages' as there was a much larger volume of 19+ provision then.

Headline Learner Responsive Retention, Pass and Success Rates for Short Provision
(National averages in brackets)

Qualification Type	level	Year of completion	2006	2007	2008	2009	2010 *	Prov. Grade
Short (16-18) (< 5 weeks)	All	No. of starts	144	148	87	73	134	
		% retention	99 (99)	100 (99)	100 (99)	100 (98)	98	
		% pass	95 (91)	100 (93)	99 (94)	95 (93)	78	
		% success	94 (90)	100 (92)	99 (93)	95 (91)	76	4
Short (16-18) (5 -24 weeks)	All	No. of starts	531	277	278	241	177	
		% retention	90 (91)	100 (92)	99 (93)	96 (92)	88	
		% pass	92 (83)	95 (84)	94 (86)	88 (87)	90	
		% success	83 (76)	95 (77)	93 (80)	85 (80)	79	3
Short (19+) (< 5 weeks)	All	No. of starts	4001	450	424	106	47	
		% retention	99 (100)	97 (99)	98 (99)	100 (99)	96	
		% pass	99 (95)	98 (95)	99 (96)	100 (95)	90	
		% success	98 (95)	96 (94)	97 (96)	99 (94)	86	3
Short (19+) (5 -24 weeks)	All	No. of starts	2281	1808	721	634	655	
		% retention	91 (91)	95 (92)	97 (94)	98 (93)	92	
		% pass	94 (89)	97 (90)	92 (92)	98 (89)	83	
		% success	85 (81)	83 (83)	89 (86)	95 (83)	77	3

Qualification Type	level	Year of completion	2006	2007	2008	2009	2010 *	Prov. Grade
Short <5 weeks (all ages)	All	No. of starts	4145	598	511	178	177	
		% retention	99 (100)	98 (99)	98 (95)	99	97	
		% pass	99 (95)	99 (94)	99 (95)	97	79	
		% success	98 (94)	97 (94)	98 (95)	97 (92)	80	4
Short 5-24 weeks (all ages)	All	No. of starts	2812	2085	999	885	841	
		% retention	91 (91)	95 (92)	97 (94)	96	90	
		% pass	93 (88)	97 (89)	93 (89)	93	86	
		% success	85 (80)	92 (82)	90 (83)	90 (81)	77	3

Employer Responsive Success Rates

Apprenticeship Headline Framework Success Rates (national rates in brackets)

(Data is from 08/09 and 09/10 period 15 QSRs)

The difference from the MLP (minimum level of performance) of 53% is shown for both years

Frameworks (with 08/09, 09/10 leavers in brackets)	2008/09		2009/10	
	<u>(T)imely/(O)verall</u>	<u>Diff. from MLP</u>	<u>(T)imely/(O)verall</u> (Grade in bold)	<u>Diff. from MLP</u>
App + Adv App (255, 190)	T = 71% (50%) O = 76% (71%)	+23	T = 80% (61%) 1 O = 84% (74%) 1	+31
Apprentices (207, 147)	T = 68% (51%) O = 76% (70%)	+23	T = 82% (62%) 1 O = 85% (73%) 1	+32
Advanced App (48, 43)	T = 75% (48%) O = 79% (71%)	+26	T = 74% (58%) 2 O = 81% (75%) 2	+29
16-18 apprentices (63, 51)	T = 68% (51%) O = 80% (68%)	+27	T = 86% (61%) 1 O = 90% (71%) 1	+37
16-18 adv. apprentices (23, 20)	T = 68% (50%) O = 68% (74%)	+15	T = 65% (60%) 4 O = 74% (76%) 3	+21
19+ apprentices (95, 60)	T = 61% (51%) O = 69% (72%)	+16	T = 78% (64%) 2 O = 82% (75%) 1	+29
19+ adv. apprentices (24,8)	T = 83% (47%) O = 92% (71%)	+39	T = 88% (59%) 1 O = 89% (75%) 1	+36

Capacity to improve: grade 1

Apprenticeship SSA Framework Success Rates (national rates in brackets)

(Data is from 08/09 and 09/10 period 15 QSRs)

Frameworks (with 08/09, 09/10 leavers in brackets)	2008/09 (T – timely, O - overall)		2009/10 (T – timely, O - overall)		SSA Grade
	<u>16-18</u>	<u>19-24</u>	<u>16-18</u>	<u>19-24</u>	
SSA1 (Health, Public Services & Care) (30, 29)	T = 87% (50%) O = 70% (71%)	T = 86% (45%) O = 100% (71%)	T = 80% (60%) O = 83% (72%)	T = 75% (57%) O = 100% (73%)	1 1
SSA4 (Engineering) (92, 34)	T = 71% (45%) O = 82% (68%)	T = 50% (52%) O = 100% (76%)	T = 94% (58%) O = 94% (73%)	T = 100% (67%) O = 100% (82%)	1 1
SSA5 (Construction) (26, 25)	T = 51% (48%) O = 86% (69%)	T = 69% (52%) O = 78% (74%)	T = 67% (55%) O = 78% (67%)	T = 0% (62%)* O = 100% (74%)	4 1
SSA7 (Retail) # (89, 58)	T = 33% (50%)* O = 33% (65%)	T = 66% (40%) O = 66% (66%)	T = 100 (59%) O = 100% (65%)	T = 79% (56%) O = 80% (66%)	2 2
SSA15 # (Business) (6, 6)	T = 0% (59%)* O = 67% (74%)	T = 60% (52%) O = 60% (73%)	T = 100% (73%) O = 100% (81%)	T = 100% (72%) O = 50 (83%)*	1 4

* numbers are low (2, except for Business (16-18) which was 6)

SSAs 7 & 15 additionally had learners aged 25+ in 09/10, with results as follows:

SSA7 T = 81% (62%), 36 leavers
SSA7 O = 81% (71%)

SSA15 T = 73% (56%), 15 leavers
SSA15 O = 85% (77%)

Train to Gain Headline Success Rates (national rates in brackets, leavers in italics)

The LSC/SFA has set the MLP (minimum level of performance) at 68% for 09/10 (65% in 08/09)

Timely Success	2007/08	2008/09	2009/10	Grade
Full Level 2	86% 264	84% (74%) 339	79% (78) 361	3
Full Level 3	72% 47	80% (67%) 20	74% (70) 90*	3
Other	71% 17	55% (68%) 11	67% (66) 3	3
Total	88% (64%) 328	81% (70%) 370	78% (76%) 454	3

* SSA13.2 Direct Learning Support (NVQ Teaching Assistants) is below timely MLP at 28% (18 leavers)

Overall Success	2007/08	2008/09	2009/10	Grade
Full Level 2	90% 256	94% (83%) 298	90% (88) 347	1
Full Level 3	87% 46	83% (80%) 18	85% (84) 69	2
Other	77% 17	100% (79%) 7	100% (82) 4	1
Total	89% 319	94% (83%) 323	89% (87%) 420	1

Learner responsive long duration Performance 2009/10 by Sector Subject Area (SSA)

LONG DURATION 2009/10		Volume of Total	Age 16-18				Age 19+				All Ages			
			No of Starts	Success (%)	Retention (%)	Pass (%)	No of Starts	Success (%)	Retention (%)	Pass (%)	No of Starts	Success (%)	Retention (%)	Pass (%)
SSA	Sector Subject Area	(%)		College	College	College		College	College	College		College	College	College
01	Health, Public Services & Care	8.3%	336	73%	79%	93%	79	72%	77%	93%	415	73%	78%	93%
02	Science & Mathematics	9.6%	367	63%	79%	81%	114	60%	70%	85%	481	63%	77%	82%
03	Agriculture, Hort. & Animal Care	0.3%	8	88%	88%	100%	6	100%	100%	100%	14	93%	93%	100%
04	Engineering & Manufacturing Tech.	8.3%	287	77%	90%	85%	128	83%	94%	88%	415	79%	91%	86%
05	Construction & Planning	4.1%	155	73%	81%	90%	49	65%	69%	94%	204	71%	78%	91%
06	Information & Comm. Technology	3.6%	153	68%	82%	83%	25	72%	76%	95%	178	69%	81%	85%
07	Retail & Commercial Enterprise	9.7%	359	77%	82%	93%	128	84%	86%	97%	487	78%	83%	94%
08	Leisure, Travel & Tourism	5.0%	230	71%	82%	87%	22	64%	64%	100%	252	71%	81%	88%
09	Arts, Media & Publishing	13.5%	634	79%	87%	91%	43	60%	74%	81%	677	78%	86%	91%
10	History, Philosophy & Theology	2.9%	62	74%	82%	90%	81	47%	59%	79%	143	59%	69%	85%
11	Social Sciences	3.2%	142	72%	87%	82%	19	58%	74%	79%	161	70%	86%	82%
12	Languages, Literature & Culture	5.0%	200	82%	86%	95%	50	64%	70%	91%	250	78%	83%	94%
13	Education & Training	1.5%	1	100%	100%	100%	73	84%	89%	94%	74	84%	89%	94%
14	Preparation for Life & Work	17.5%	383	64%	84%	76%	495	67%	88%	77%	878	66%	86%	77%
15	Business, Admin & Law	7.5%	164	72%	87%	83%	210	62%	80%	78%	374	67%	83%	80%
LONG College Total 2009/10		100.0%	3481	73%	84%	87%	1522	68%	82%	84%	5003	72%	83%	86%

Learner responsive long duration Performance 2009/10 by Sector Subject Area (SSA) - key

Inadequate - under	60%
Satisfactory - between 60 and	74%
Good - between 75 and	84%
Outstanding - Equal to or over	85%

COLLEGE AVERAGE ATTENDANCE RATES

2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
82%	83%	85%	85%	87%	88%	87%

2009/10 Faculty/Unit rates were:

Skills for Life, Gen Ed, Prof Studies – 88%, Technology – 87%, Arts – 84%

COLLEGE TEACHING AND LEARNING OBSERVATION RESULTS

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
No. of Observations	273	264	176	279	242	220
Average grade	2	2	2	2	2	2

College Key Strengths	College Key Areas for Improvement
<ul style="list-style-type: none"> • Good leadership and management and governance • The College has a good capacity for improvement • Proportion of learners achieving high grades • Outstanding learner enjoyment and satisfaction • Timely success rate for WBL apprentices and adv • Outstanding financial management • Good success for learners on non-accredited adult and community programmes • Good, well planned and effective teaching • Staff development and training • College libraries and information services are good • Outstanding partnerships • Pro-active safety and safeguarding culture • Good value for money • Very effective promotion of equality and diversity • Good quality assurance and self assessment systems leading to improvements • Average level 3 pass rates • Good learner progression rates • Meeting the needs of employers 	<p>Some long course retention rates</p> <ul style="list-style-type: none"> • Long L1 16-18 retention rate is 83% (1% below College 16-18 long rate) • Long L2 16-18 retention rate is 82% (2% below College 16-18 long rate) • Long L3 19+ retention rate is 77% (5% below College 19+ long rate) <p>Long L1 19+ pass rate is 74% (10% below College 19+ long rate)</p> <p>Retention rates for SSAs 2 and 10 (SSA2 retention rate is 77% (6% below college's average) and SSA10s rate is 69% (14% below)</p> <p>SSA14 pass rate is 77% (9% below College's average)</p> <p>Pass rates for short courses (<5 weeks) is inadequate at 79% (previously 97%)</p> <p>Promotion of independent learning and stretching more able learners (Missed opportunities noted by Ofsted inspectors during the November 2009 College inspection)</p>

Executive summary of Stafford College Development Plan 2009-12

Introduction

The plan takes into account the LSC priorities as outlined in 'Statement of Priorities – Investing in our future through learning and skills (Nov 2008) and the recent reports on 14-19 and skills. It highlights how the college will respond to employers, the local community and individuals. It demonstrates how we will use the staff, physical resources and expertise to meet the needs of our major stakeholders and takes into account our self assessment review, quality improvement plan, Risk Management plan, financial plan and capital strategy

The college mission is:

Stafford College will meet learners' needs and aspirations through excellence in education and training

The corporate aims of the college are to:

1. Raise standards
2. Optimise learner opportunities for the broadest range of learners
3. Realise staff potential
4. Optimise physical and financial resources
5. Develop and maintain effective external partnerships
6. Contribute to the economic and cultural prosperity of the whole community
7. provide an inclusive college committed to the principles of equality and diversity

Planning Assumptions

Our assumptions in the plan were that

- the present economic downturn will have a negative impact on apprenticeships and employer responsive provision
- new opportunities for dealing with rising unemployment may be available
- Growth in application levels will be lower than those of the last year three years due to the demographic downturn particularly in the Cannock area and the opening of new 6th form provision in Newport. In addition the decanting of some curriculum areas to locations outside the town centre will limit recruitment
- Most one year Level 2 students in 2008/09 will transfer to two year programmes in 2009/10 as has happened in previous years
- Improving retention rates during 2007/08 will lead to larger numbers of two-year students progressing into year two
- Our market share of school leavers from the Cannock and South Staffordshire area will, at least, be maintained
- Growth in A Level numbers through collaborative working in the Stafford Collegiate will continue
- Budgets for Adult work will reduce
- Adult work including ACL contract continues at similar levels to 2008/09
- Full-time H.E. numbers will remain at current levels but part-time numbers will grow
- Costs including pay will be controlled and further efficiencies, particularly in procurement, will occur

Summary of the Strategic Aims

During the period of the plan the college will

- Concentrate on the 14-19 market and seek to increase numbers year on year
- Develop a greater range of H.E. opportunities and increase the level of part-time provision

- Work with local employers to develop apprenticeship and other training provision
- Improve quality: in particular improve Level 3 long retention rates; some work based learning success rates; and narrow any achievement gaps between groups of students
- Continue with 'Going for Gold' as the College's overarching approach to quality improvement.
- Improve initial advice and guidance and effective use of initial assessment linked to Additional Learning Support
- Further prioritise safeguarding of young people and vulnerable learners and enhance staff training in safeguarding
- Continue to enhance the promotion of equality and diversity, challenge any discrimination and celebrate diversity in the college community
- Further develop personalised learning to include: refinements to Individual Learning Plan and its use in one-to-one tutorials; further developing the group tutorial programme and coverage of ECM themes; extension of the healthy college agenda
- Work to increase the impact of the learner voice policy in involving learners in the decision making process in the College
- Improve learning and teaching using various quality initiatives related to practice in the classroom, these include Peer Coaching for teaching and learning building on the pilot; a new approach to moderation of observations; and new strategies to expand the use of e-learning
- Further develop staff development opportunities in relation to the strategies in 'Going for Gold', and use the College Pay Initiative to incentivise appropriate continuing professional development activities for staff.
- Prepare a revised accommodation strategy
- Deliver value for money and financial performance as outlined in the 10yr forecast