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Longley Park Sixth Form College

Development Plan 2010-13

Approved 6th October 2010

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1. Strategic Summary

1.1. Mission

- i. The College Mission represents fundamental areas of commitment. Perhaps the most significant of these is our commitment to increase 16-18 year old participation in the fullest sense of the term. Longley Park Sixth Form College was primarily created to serve the community of north-east Sheffield; an area confronted with significant educational, social and economic challenges. There exists a strong determination to continue to fulfil the purpose of the College: to increase participation and achievement and to enable young people fulfil their individual potential. The Mission remains unchanged from the 2009-12 Plan.
- ii. The College will respond to national developments regarding funding to ensure financial stability moving forward. The Comprehensive Spending Review in October 2010 will give some indication of funding levels. A key aspect of ensuring robust financial health for the College from 2010-13 will be reviewing the balance of recruitment of 16-18 and 19+ students in response to the move to a 'lagged' funding model for 16-18 Learner Responsive funding and likely reductions in 19+ Learner Responsive funding.
- iii. The College will continue work during 2010-11 to improve success rates through ensuring appropriate pathways, effective monitoring and tracking, early intervention and support for students.
- iv. The College will continue to foster inspirational classroom practice. Coaching and development programmes will be further developed in 2010-11 to ensure that teaching staff are empowered and inspired to embrace innovations in Teaching and Learning.
- v. Curriculum pathways will be reviewed in 2010-11 in the context of potentially changing priorities for 14-19 education. Changes to BTEC specifications and reduced funding to support the implementation of Diplomas will need to be carefully considered to ensure an offer which meets the needs of our students and has security of funding.
- vi. Foundation Learning will be delivered for all Level 1 students from September 2010, with 2 pathways offering specialist vocational experience in IT and Health, and 2 pathways offering personalised experience across a range of vocational areas.
- vii. We will review our Skills for Life offer (at entry, level 1 and level 2, including functional skills) to ensure that appropriate support for our students is in place for September 2011 when ALAN will no longer be funded. We will also explore opportunities for embedding ESOL, Literacy and Numeracy across the curriculum to support students' achievement.
- viii. The College will during 2010-11 develop an accommodation strategy for the short, medium and long-term. This may involve a review of general and specialist teaching accommodation, as well as enhanced learning and development space for students. Although there are currently limited options in terms of funding, the College will pursue possible collaboration with the Local Authority and other partners to access accommodation in the local area.
- ix. The College will work closely with the Local Authority and other relevant agencies such as YPLA and SFA to ensure that we play a full role in 16-19 planning locally and regionally.
- x. There are significant changes to the educational landscape in Sheffield driven by national agendas and local priorities such as the Local Authority's 'Extending Choice' proposals. The College will actively explore more formal partnership arrangements with each of our partner schools to ensure that the needs of young people in the North East of Sheffield are appropriately met. This may involve shared Training and Development and reciprocal arrangements for staff to gain cross-phase experience.

- xi. The College is proud of its highly successful work on promoting Equality and Diversity, creating a vibrant and supportive community, and the value placed on this by staff and students. In 2010-11 we will seek opportunities to raise the profile of Longley Park's work in this area and gain national recognition for good practice.
- xii. The College aims to seek the views of students in a variety of imaginative ways to inform practice. In 2010-11 the Learner Involvement Strategy will be strengthened across both curriculum and cross College teams.
- xiii. The College has a strong track record of recruiting and retaining the highest calibre of staff. In 2010-11 we will continue to develop Training and Development and 'staff voice' opportunities to motivate and inspire staff.
- xiv. The College already enjoys a good reputation within our local communities. In 2010-11 we will further develop strategies to engage parents and local community groups.
- xv. As part of our ongoing mission, we will continue to promote LPSFC as an aspirational destination in the local area. A key aspect of this will be raising awareness of HE progression and developing mentoring programmes to promote LPSFC students as positive role models.

1.2. Meeting Local and National Priorities

i. Overview

In drawing up this Development Plan, the College has taken account of LSC National and Regional priorities, as well as the stated local priorities of Sheffield City Council, regional Statement of Need, and the aims of the Corporation as set out in the College Mission. We can see few areas of conflict between the objectives of both the regional and local Statements of Need, and the aims of the College. In the short to medium term, the College will have as its focus:

- The need to increase participation post-16
- To provide a high quality, supportive learning environment that will maximise opportunities for students to achieve their learning aims and progress, either into employment or into further study or training
- The need to provide suitable pathways for young people at risk of becoming NEET
- The need to raise the skills base at level 2 / Key Stage 4 and the dual role of further education in this area: both by encouraging pupils in the schools, and by fulfilling post-16 targets in the College
- Increasing the number of young people in receipt of free school meals at 16 achieving level 2 by age 19 (LSC target 62%)
- Reducing the gap in attainment of Level 3 at 19 between those who were in receipt of free school meals and those who were not (LSC target – by 1.8% points)

Maintaining a commitment to genuine open-access is more difficult than excluding some students: whether on the basis of ability; previous school record; or time of application. Recruitment from partner and other secondary schools is based on an open access approach. Partner schools and College Governors have expressed their views that this approach should continue. Longley Park should provide a high-quality, aspirational destination for young people, with access available to programmes from level 1 to level 3 based largely (but not exclusively) on performance at Key Stage 4.

ii. **Participation in Education**

16-18 Learner Responsive

The College is planning only very modest growth in student numbers over the life of the plan. Our student number target for 16-18 year olds has increased from 1210 in 2009-10 to 1290, however this is in line with the number of students actually enrolled in September 2009. In 2011-12 we plan to increase by a further 15 students, and a further 5 in 2012-13.

There is likely to be an increase in demand for places in post-16 education in the short to medium term. Although there is a demographic downturn in 16 year old students across the city as a whole, this pattern is not replicated in the North East of the city where numbers remain stable. In addition, improving success rates in our partner schools, the economic climate and the significant numbers of young people locally not in employment, education or training (NEET) suggest that there may be additional demand. Longer term, expansion of some of our key Partner Schools, including Fir Vale and Parkwood plus the need for additional places in the local area will add to the possible numbers seeking to access post-16 provision.

There has been sustained growth in participation at the College over the last five years, achieved through good results, strong schools liaison and curriculum development designed to widen participation and provide enhanced life chances for young people in the area. There could, therefore, be opportunities for growth. However, we are conscious that the College has extremely high utilisation already and so any further significant increase in numbers would be dependent on additional accommodation or a reduction in 19+ students as outlined below.

19+ Adult Learner Responsive

The number of funded 19+ students has been dramatically reduced for 2010-11, with a 24% cut in Adult Learner Responsive funding. As a result the College does not plan to run any Adult and Community Education throughout the lifetime of the plan. All 19+ students will be full-time, day-time following LSC priority provision, including Skills for Life and full Level 2 or Level 3 programmes. In 2010-11 the College is likely to enrol unfunded 19+ students, as 94 offers have been made against 57 funded places.

The College does plan to increase the number of funded 19+ students in future years to reflect actual activity and demand with regard to 19+ entitlement (those students moving from year 1 to year 2 of a Level 3 course, who turn 19 prior to September of their second year). However, pressures on Adult Learner Responsive budgets mean that the College will need to watch national developments very carefully. If there is no move to align 19+ entitlement funding with 16-18 Learner Responsive funding – and therefore include numbers in calculations for the ‘lagged’ funding model – then it is unlikely that additional funding will be forthcoming. In this case the College will have to revisit policy with regard to progression for 19 year olds. This represents a key risk for the College, as carrying additional unfunded 19+ learners has an impact on our ability to over-recruit 16-18s and therefore build up numbers for this funding stream under the ‘lagged’ model.

Attainment by age 19

The College has invested significantly to widen participation at levels 1, 2 and 3 for 16-18 year olds. About 25% of all 16-18 year old students are following full-time programmes at level 1 and 2. This is to ensure access for young people leaving our partner schools and increase attainment of full level 2 and level 3 qualifications by age 19. We have sought to develop a range of relevant and attainable level 2 qualifications, and we will continue to invest significantly in our programme monitor and support students during 2010-11. Progression to level 3 study is very good, with over

65% of those who begin a full-time level 2 programme remaining at College the following year to begin advanced level study.

iii. LLDD

The expansion of opportunities in the College for supporting learning, together with an even greater focus on monitoring and supporting students learning through individualised (personalised) learning plans, will combine to provide improved support for students' additional learning needs. Site improvements which include improved student access to common areas will contribute to better opportunities for students with physical disabilities.

iv. Foundation Learning Tier

The College introduced a Foundation Learning Tier programme as a pilot alongside BTEC Introductory Diplomas in September 2009. From September 2010 Foundation Learning will be expanded. The College recognises that some students benefit from focusing on a particular vocational specialism, so there is a need to design programmes that offer both individualised learning pathways and the opportunity to specialise in areas such as IT, Childcare and Health where there is significant demand.

v. Skills for Life

The College piloted Functional Skills in 2009-10, and these will be integrated into the Foundation Learning offer from September 2010. The College has a commitment to ensuring that all students who enrol without Level 2 qualifications in Maths and English work towards this during their time here. The single largest courses (by student hours) in the College are Maths and English at levels entry, 1 and 2 (including GCSE), reflecting the operating context of the College. In addition, a significant proportion of our Level 3 students require Maths or English support at Level 2 or below. In 2010-11 the College will continue to deliver skills for life using a suite of specialist and appropriate qualification aims (including GCSE Maths and English). We will also review our offer in year to identify appropriate programmes to support our students when Adult Literacy and Numeracy qualifications are withdrawn from September 2011. A focus for 2010-11 will be integrating Literacy and ESOL strategies across the curriculum to support students on their main programmes.

1.3. Managing the Quality Improvement Process

Quality Improvement processes are focused on ensuring that the College moves from 'Satisfactory' to 'Good' or better.

The College has a good underpinning self-assessment process which was largely validated in the OfSTED inspection of February 2009. Management have a good understanding of the strengths and weaknesses within each Directorate and cross-College management team. An improvement plan/action plan has been agreed with individual areas, and reviewed regularly. The SAR contains the College improvement plan and is available through the Provider Gateway.

However, the College recognises that there are weaknesses with its self assessment, especially within whole College and Directorate reports, where improvements are required to make the underpinning evaluative evidence for judgements more robust. Changes to high level documentation to reflect the new Common Inspection Framework and simplify overarching judgements have been introduced. The College seeks to improve the timeliness of documentation and validation processes.

The College's key areas for improving attainment are focused on giving students a better whole College experience. Fundamental to this is the continuing investment in staff development in teaching

and learning. Increasingly personalised target setting, closer and more robust monitoring and action planning will support students to better achieve their goals. The College will further develop processes to identify students who are At Risk of not succeeding and implement actions designed to increase intervention and support. This will be supported by widening access to information for all students and staff within carefully controlled parameters.

The College already seeks the views of stakeholders to inform quality improvements in a variety of ways. In 2009-10 the Learner Involvement Strategy was given a higher profile with investment in staff development and a pilot programme of consultation with Progress Tutorial groups. This will be further developed in 2010-11 with a published calendar of events seeking to involve all students, and improved strategies for feedback. As well as developing the Student Voice, the College will develop a wider range of strategies for consulting staff and improve timely feedback on outcomes. The College will further develop work with key community groups to encourage greater dialogue with parents.

1.4. Employer Responsiveness

Whilst the College does not currently offer employer dedicated provision, the range and breadth of opportunities for the development of sector based skills through experience in a relevant setting for students will continue to expand through further investment in employer liaison. The College has formed very good relationships with employers through the quality of its student placement programme and the involvement of employers in the UK Careers Academy programme which provides mentors for students from the business sector. This will be enhanced in 2010-11 through the roll-out of a revised employer engagement strategy. Student progression into employment, for those not wishing to continue in education, is good.

1.5. Resources

The College will continue to maintain Good financial health and aspire to Outstanding status. We plan to achieve unqualified audit reports from all areas of its activities.

The College will continue to invest in its most important resource, ie staff, through substantial staff training programmes. At the same time the College will seek to maintain competitive remuneration and conditions of service for its employees.

1.6. Infrastructure Development

Accommodation is increasingly becoming a fundamental constraint on College development. Despite internal remodelling and timetable/resource changes, in 2009-10 frequency of room use was almost 90%; occupancy levels are around 80%; and utilisation being is almost 60%. These are above sector norms. The constraints of the current College site mean that further growth to meet significant local demand cannot be achieved without additions to the estate. A further extension of rental/leased accommodation is financially unsustainable: the College already pays in excess of £100,000 annually for off-site facilities, transport and associated staffing.

The College will develop a revised accommodation strategy for 2010-13. Capital plans identified in the 2008-9 plan have not been progressed due to national funding issues. The College will seek opportunities to access additional accommodation in the local area, through dialogue with the Local Authority and other partners.

1.7. Success Rates and the Quality of Provision

The table overleaf shows success rates for 2009-10, and projections for 2010-11. The College is mindful of the need to continue to improve success rates at all levels, but will also continue to support

learners who develop at differential rates, and for whom partial achievement is a significant personal challenge.

Value added indicators (including CVA) show students do very well and A-level point scores for students underpin our belief that they achieve well across a breadth of courses.

1.8. Characteristics of the College

The College's students are drawn from socially, economically and culturally diverse areas. They come to the College with levels of achievement which are relatively low. The College is not typical for a sixth form college, as is illustrated by the facts below.

From the 2009 survey of sixth form colleges by the SFCF:

- Longley Park Sixth Form College has the 3rd highest percentage of students in receipt of Widening Participation (Disadvantage) uplift funding from the LSC when all Sixth Form Colleges are listed by average disadvantage factor in descending order (out of 94 sixth form colleges in England and Wales)
- Longley Park has the 5th highest percentage of students in receipt of EMA of all Sixth Form Colleges, with 74% of students eligible. 64% of Longley Park students receive the highest band of EMA. A significant number of our students are not eligible due to residency status rather than household income.
- LPSFC is one of 12 colleges with the lowest proportion of Level 3 students with a GCSE points score on entry of 7 or higher (i.e. those students averaging A and A* GCSE grades). The actual proportion is 1.99% (average 8.86%).
- The College has the 5th largest proportion of students whose average GCSE grade is less than 4 (i.e. lower than grade D at GCSE). The actual proportion is 19.91% (average 4.86%).

1.9 14-19 Partnerships

The Local Authority has published proposals for 14-19 planning across the city in the consultation document 'Extending Choice, Personalising the Offer'. Our close links with CYPD Sheffield and individual partner schools encourage us to regard this development as an opportunity, and one that should increase the range of successful learning opportunities available to young people in NE Sheffield aged 14-19. We are particularly keen to work with the Local Authority on strategies to 'close the gap' and ensure that young people from disadvantaged and under-represented groups are able to make progress equal to that of other

5 of the College's 7 partner schools were part of the National Challenge, but 4 of these have now succeeded in achieving the 30% threshold for 5 x A*-C including English and Maths. The remaining school has become an 11-16 Academy. 3 of our partner schools, Chaucer, Firth Park and Yewlands are seeking to establish a Co-operative Trust in partnership with the Local Authority, Specialist Schools and Academies Trust, Sheffield Hallam, Airedale School, the Co-operative College and Longley Park Sixth Form College. We see this as an opportunity to further develop imaginative partnerships, focused on transition, teaching and learning, staff development and initial teacher training. The College is keen to formalise partnership arrangements with all Partner Schools.

1.10 Key Risks

Risk management is embedded throughout the College. This is confirmed by regular internal audit reports. For Directorates of Teaching and Learning, risk management is included in the quality improvement process and included in the SAR.

The Risk Register is reviewed regularly by the College Management Team and monitored by the Audit Committee of the Corporation.

An action plan is completed for all areas identified as being high risk and some medium risks are also identified for action.

A key financial risk to the College is under recruitment. Demand for courses at the College remains strong (and is getting stronger: offers made to interviewed applicants during 2009-10 were 7% higher than in the previous year). However, increased diversity of provision across Sheffield may have an impact on recruitment.

There are a number of developments already planned within the city that may have an impact on providers in terms of 'displacement' of funded places. In 2010-11 there will be additional places for Sheffield College at Meadowhead and City College of around 210 places in total. In 2011-12 there will be 170 places at the newly formed 11-18 Forge Valley school (increasing to 300 in 2012-13), plus 322 additional places over 2 years for the Sheffield College at the newly developed Peaks centre. . At the time of writing it is not yet clear what proportion of these places will be displacement, and how the pattern of that displacement will fall. In the context of the cohort decline across the city – though not in the North East – any displacement will have a significant impact on other providers. The move to a 'lagged' funding model may have some mitigating effect here, though it is highly likely that the development at Peaks will be regarded as an exceptional case in terms of numbers.

Changes to funding methodology also constitute a key risk. The move to a lagged funding model for 16-18 Learner Responsive funding means that an institution will be funded for 2011-12 based on the actual number of students recruited in 2010-11. For 19+ Adult Learner Responsive all the indicators are that funding will be significantly reduced. As we have a large number of 19+ students following daytime courses who will not be funded in 2010-11 (offers were made in good faith to these young people before a 24% reduction in our 19+ funding was announced) our ability to over-recruit 16-18 year olds has been limited. We are lobbying for an alignment of 16-18 and 19+ funding for full time, day time students. However, we will need to monitor the situation closely and if this does not appear to be forthcoming by December 2010, revisit our policy with regard to 19+ students and their progression.

2. Improvement Indicators

2.1. Improvement Indicators

The College has identified its AS provision to be an area requiring further improvement in 2010-11 together with aspects of its vocational provision, especially at levels 1 and 3 (see SAR and Quality Improvement Plan). In addition to individual subject area action plans, the College has introduced a series of support programmes for level 3 students, a number of pilot extended induction programmes ("Y schemes") and rolled-out an At Risk strategy for learners in danger of not succeeding on one or more courses. January examinations have proved very effective in raising expectations and achievement on AS courses. Vocational courses are structured to ensure that students can achieve milestone qualifications. Predictions for 2010-11 are shown below:

	Retention %				Achievement %				Success %				
	2008-9 Actual	2009-10 Pred	2009-10 Actual	2010-11 Pred	2008-9 Actual	2009-10 Pred	2009-10 Actual	2010-11 Pred	2008-9 Actual	2009-10 Pred	2009-10 Actual	Bench- mark	2010-11 Pred
L3 A2	97%	98%	97%	97%	98%	98%	98%	98%	95%	96%	92%	91%	95%
L3 AS	89%	92%	90%	90%	80%	85%	82%	84%	70%	78%	74%	72%	75%
L3 Extended Diploma 1(BTEC/CACHE)	65%	75%	75%	87%	94%	94%	98%	95%	60%	71%	73%	74%²	82%
L3 Diploma (BTEC) ³		n/a	78%	85%		n/a	100%	95%		n/a	78%	74%⁴	80%
L3 Subsidiary Diploma (BTEC) ⁵	62%	60%	78%	95%	90%	90%	94%	95%	56%	54%	73%	74%⁶	90%
L3 Certificate (BTEC) ⁷	n/a	n/a	n/a	85%	n/a	n/a	n/a	85%	n/a	n/a	n/a	n/a	72%
L2 Diploma (BTEC/CACHE)	84%	90%	85%	85%	97%	97%	93%	95%	80%	87%	79%	74%	80%
L2 GCSE (high grades)	87%	90%	88%	89%	38%	45%	44%	45%	32%	41%	39%		
L1 Diploma (BTEC/CACHE)	87%	85%	85%	85%	96%	96%	100%	98%	78%	82%	85%	78%	83%
Skills for Life (Numeracy and Literacy)	84%	n/a	90%	90%	76%	n/a	71%	75%	63%	n/a	64%	n/a	67

¹ BTEC National Diploma up to 2009-10

² Benchmark includes all L3 BTEC

³ BTEC National Certificate up to 2009-10

⁴ Benchmark includes all L3 BTEC

⁵ BTEC National Award up to 2009-10

⁶ Benchmark includes all L3 BTEC

⁷ New 1 x AS equivalent course, introduced 2010-11