

# LONGLEY PARK SIXTH FORM COLLEGE

## QUALITY STRATEGY

### Policy Statement

Longley Park Sixth Form College is committed to providing the highest quality education through the continuous improvement of its standards and performance. In order to do this it is our policy to:

- Improve the quality of the student experience by monitoring, reviewing and continuously improving the quality of our teaching
- Set, monitor and develop standards and targets for all areas of activity and all College teams, benchmarked where possible
- Provide a variety of means for our students, customers and other stakeholders to express their views on our services and have them taken into account
- Be responsive and accountable to our many stakeholders, including our students, parents and carers, the local community, partner schools and government agencies
- Develop and maintain a college culture which is self-critical, honest and transparent
- Establish and maintain Quality Assurance systems and procedures that enable us to evaluate our strengths and weaknesses and respond to improvement needs effectively
- Ensure that staff are able to respond effectively to the challenges of self-assessment, targets and continuous improvement by investing in developing the skills of staff through training

### Policy Context

**The College's Mission Statement and Strategic Objectives are as follows:**

Longley Park Sixth Form College will provide outstanding educational opportunities for the young people of North East Sheffield. We will work in active partnership with others to offer high quality teaching and learning for 16-19 year olds, which will raise participation and achievement. This will be delivered in a caring and supportive environment, which celebrates diversity. The College itself will be an innovative, creative and open community and will strive to play a full role in raising aspirations in the local area.

To achieve this Mission, the Governors of Longley Park Sixth Form College are committed to the following strategic objectives. We will:

1. Provide a world class-learning environment for 16-19 year olds in North East Sheffield.
2. Recruit, motivate and retain an outstanding staff team able to inspire and support learners.
3. Work with partner schools to provide high quality information to young people and their parents about the range of learning and progression opportunities available post 16, in order to raise aspirations and participation in education and training.
4. Provide a challenging but inclusive curriculum offer, which motivates learners and facilitates creativity.
5. Work in partnership with other local agencies and the community to ensure that the college maximises the contribution it makes to the development of North East Sheffield.
6. Provide highly effective student support structures, which recognise our students as young adults whilst also involving parents and guardians who continue to have a vital role in maximising student achievement.

7. Aim to meet and exceed benchmarks in attendance, retention and value-added achievement set by sixth form colleges nationally.
8. Work in partnership with the University of Sheffield and Sheffield Hallam University to raise participation in Higher Education.
9. Provide an environment which matches best practice in terms of equality and diversity policy for both staff and students in order to ensure that all sections of our community can share fully in the opportunities provided by the College.
10. Lead the College effectively and safely in an open, responsible and accountable way, which meets the highest standards expected of public institutions and which maintains confidence in our ability to deliver this mission over time.

The Quality Policy supports the Mission and Strategic Objectives of the College in seeking to drive up standards in everything that we do. It is important that every member of the College understands their role in helping to fulfil the College Mission and is able, through their team, to reflect on what is going well and what needs to be done to improve.

## Policy

The quality process involves a cycle of activities of which Self-Assessment and Action Planning are major parts. The key elements are

- Identifying priorities at different levels of the College, informed by the Strategic Plan
- Establishing performance indicators/targets against which provision is judged
- Collecting data in order to measure performance
- Analysing performance against benchmarks and performance indicators
- Identifying areas of strength and areas for improvement at team level, linked to the 5 key questions of the Common Inspection Framework, the 5 outcomes of Every Child Matters and the College's Strategic Objectives
- Implementing and monitoring improvement plans
- Issuing reports on quality issues for the senior management team, governors and the Learning Skills Council

## Implementation

### All Staff

- To take part in College training and professional development
- To follow College policies and procedures relating to their work

**Senior Managers** to identify the Strategic Priorities for the College in response to internal and external demands and initiatives

**CMT** and other designated staff to develop and review College Policies and associated procedures, guidelines and strategies

**CMT** to agree whole college targets in relation to teaching and learning in the light of Strategic Priorities and communicate these to College staff

**Teachers/course teams to complete Subject Quality Reviews cross referenced to the Common Inspection Framework and Every Child Matters by:**

- Reviewing student retention and achievement against benchmarks
- Reviewing induction
- Reviewing teaching, learning, resourcing and assessment
- Reviewing student feedback
- Produce an Action Plan setting targets to maintain strengths, address areas of concern and set targets to measure success
- Review progress against targets at course meetings throughout the year

and to

- Provide effective & appropriate teaching and support for learning
- Maintain current course and subject files
- Take part in the College's PMR scheme
- Undertake appropriate development and training

**Directors of Teaching & Learning to:**

- Self-assess their area of provision and contribute to the College Self-Assessment Report, drawing on SQRs for teams in their area
- Conduct professional performance reviews of all teaching staff in their Directorate
- Ensure that course teams and teachers keep records of meetings and maintain course files
- Support course teams in completing the annual Subject Quality Review and Action Plan, and monitoring progress against targets
- Carry out a programme of teaching observations
- Take appropriate action to address areas of underperformance

**Cross College Managers to:**

- Produce an Area Quality Review linked to the College's Strategic Objectives/Common Inspection Framework/Every Child Matters outcomes
- Produce an Action Plan to maintain strengths and address areas of concern and set targets to measure success
- Ensure that staff in their team have the opportunity to contribute to the self-assessment process
- Review progress against targets in course team meetings
- Conduct professional performance reviews of all teaching staff in their area
- Take appropriate action to address areas of underperformance

**Senior Managers to**

- Manage the annual quality cycle
- Validate Directorate and Cross College SARs
- Draw up the College's Self Assessment Report, Quality Improvement Plan and Strategic Plan
- Review improvement plans
- Manage and report on the staff & student perception survey processes
- Carry out a programme of teaching observations
- Manage the annual staff development plan to provide continuous professional development opportunities
- Oversee the induction of new staff and the mentoring of all staff who are new to their roles and responsibilities in College
- Oversee the maintenance of up-to-date College policies, strategies and procedures
- Ensure, through audit, that all staff comply with policies and procedures

## Associated Documentation

College Strategic Plan  
College Mission  
College Charters  
College Self Assessment Reports  
Equal & Diversity Policy  
Learning and Development Policy  
Professional Review and Performance Management policy  
Observation of Teaching and Learning Policy  
Quality Calendar  
Guidelines for Self Assessment

### Quality Assurance Cycle

	Curriculum	Cross College	CMT/SMT
June/July	Team review of Action Plan feeding into: <ul style="list-style-type: none"> <li>• Team Self Assessment</li> <li>• Draft Subject Quality Review identifying strengths and areas for development</li> <li>• Draft Directorate SAR</li> </ul>	Team review of Action Plan	CMT review of Quality Improvement Plan Update on progress to Governors (July Corporation)
September	Re-draft Subject Quality Review in light of examination performance Action Plan to maintain strengths and address weaknesses Re-draft Directorate SAR and Action Plan	Area Quality Review	Strategic Plan, including Strategic Priorities College targets for attendance, retention, achievement
October			Validation of Directorate and Cross College SARs College SAR and Quality Improvement Plan to Corporation for Approval
December			College SAR uploaded to LSC website
January	Team review of Action Plan	Team review of Action Plan	CMT review of Quality Improvement Plan Update on progress to Governors (January Curriculum & Quality Committee)
April	Team review of Action Plan	Team review of Action Plan	CMT review of Quality Improvement Plan Update on progress to Governors (April Curriculum & Quality Committee)
June/July	Team review of Action Plan feeding into: <ul style="list-style-type: none"> <li>• Team Self Assessment</li> <li>• Draft Subject Quality Review identifying strengths and areas for development</li> <li>• Draft Directorate SAR</li> </ul>	Team review of Action Plan	CMT review of Quality Improvement Plan Update on progress to Governors (July Corporation)