



Havering Sixth Form College Strategic Plan 2009-2012

1. Strategic Summary

Sixth Form Colleges are well thought of by the current Government because they deliver successful educational outcomes for young people. Havering Sixth Form College is a good and improving College with a good reputation. We are focused on our Mission but we do keep a watch on national, regional and local developments in order to inform our work.

We will not chase every initiative and development but will retain focus on our mission. Nevertheless we understand the requirement to learn and adjust and not to miss key issues.

Machinery of Government changes, the Economic Downturn, and the post-16 ambitions of local schools mean that this is a particularly turbulent time for Havering Sixth Form College.

i. Machinery of Government

Machinery of Government changes have signalled clearly that Sixth Form Colleges, whilst retaining independent status, will no longer be Colleges of Further Education. They will return to the family of local authority institutions. Planning, funding and issues of performance will be discussed with the local authority.

-On the National stage this is resulting in some interesting discussions about the status of Sixth Form Colleges (and their relationship with bodies such as Sixth Form College Forum (SFCF), Association of Colleges (AoC), Institute for Learning (IfL), Learning and Skills Improvement Service (LSIS) and the General Teaching Council (GTC). The SFCF is rightly trying to become more professional and offer a fuller service. This includes the appointment of a Chief Executive. Havering Sixth Form College is in favour of this, however we believe that the SFCF needs to stay fully engaged with the AoC and other Learning and Skills Sector agencies such as LSIS, and IfL. This is because the Sixth Form College Sector is very small and it would be dangerous to be outside the larger family of Colleges.

Havering Sixth Form College will take the following actions:

- *Support the professionalization of the SFCF;*
- *Argue for SFCF to negotiate a continued membership of the AoC;*
- *Maintain close links with other bodies eg by Paul Wakeling remaining on LSIS Council and retaining close links with Ann Robinson (Interim Director for Sixth Form Colleges at the AoC).*

-On the Regional Stage Havering Sixth Form College understands that London needs a special solution to the Machinery of Government changes and understands that whilst we will have our planning discussions with Havering Local Authority, there will need to be an overall London solution. We are a net importer of students and we will work with the Local Authority to have discussions with other London Boroughs to ensure that the funding continues to follow the learner.

Havering Sixth Form College will take the following action:

-strengthen our relationship with particular Newham schools in order to offer a fuller partnership service.

-Locally we have further improved our communication with the Borough. The Principal meets regularly with the Director of Children Services, is on the 14-19 Partnership Executive and we have involved the Borough fully in the 'Dry -Run' this year. This has allowed the Borough to shadow the planning discussions that we have had with the LSC. The Principal has discussed with the Director of Children Services joining the Strategic Partnership (HSP).

-Action is to ensure Director of Children Services gives Principal membership of the HSP.

II. Economic downturn

The likely effect of the Economic downturn is to increase the number of local students who want to attend the College. In order to support this we will need to further strengthen our IAG processes so that students can be properly advised of the appropriateness of courses. This will include enhanced taster events for example the 'two week' Summer experience and an improved IAG in the induction period.

In order to facilitate affordable progression Higher Education Partnerships with local and regional institutions will be strengthened.

*-Enhance the two week Summer Project
-Improve IAG during the six week induction
-Strengthen Progression Agreements.*

iii. Local Post-16 Ambitions

Currently there is a consultation about the establishment of an Academy with a Sixth Form; there is also a school with a Sixth Form Presumption. Many schools in the Borough have ambitions to start a Sixth Form.

According to Learning Plus UK data all post-16 provision in the Borough is currently either very good or outstanding. It is difficult to see the strategic argument to establish new provision. However, it is clear that within the foreseeable future there will be some new provision. Our approach is to lobby hard regarding our strengths in order to demonstrate that new provision is not necessary but to work in partnership if new provision is established. We will take the following action:

-Actively engage with consultation processes regarding academies and pos-16 presumption

2. Vision, Mission and Strategic Objectives

The College has a very clear vision of where we want to be in three years time. Until recently the vision has been intricately linked with our capital proposals. However due to the LSC Capital debacle the capital project, as planned is now unlikely. However, the College continues to have an ambitious vision.

Vision Statement

By 2012 Havering Sixth Form College will offer a 21st Century Learning Environment for the Young People of Havering & beyond. Learning & Teaching will be fully personalised (see Appendix 1) to respond to the different needs of young people in the 14-19 phase. Havering Sixth Form College will be a lead partner in the delivery of the 14-19 entitlement which will happen in Havering, ahead of schedule.

We will offer outstanding education. Our success rates will be in the top 10% in the country when compared to other Sixth Form Colleges and our value added will be outstanding. With approximately 2400 learners we will respond to the Government agenda to increase participation. Our size and efficient use of buildings will ensure that we offer outstanding value for money.

The academic year 2009-2010 will be significant in ensuring that we can achieve this vision. We plan to achieve the following milestones in 2009-2010:

- Re-working of capital plan;
- Fully implemented and rolled out Managed Learning Environment for our students and appropriate partners to include individual learning plans;
- Major partners in Creative Arts & Media, ICT, Sport & Active Learning, Business, Science, Social Health & Development, Languages, Humanities and Travel & Tourism Diplomas;
- Success rates significantly above benchmarks;
- Outstanding Value Added;
- 2324 FTE 16-18 year old students.

Mission

The College aims to be an outstanding provider of full-time education for 16-19 year olds embracing diversity and creating excellent opportunities for all. Staff and students will participate fully in Teaching & Learning to maximise their collective potential and promote individual achievement at the highest level.

The Mission statement reflects the student, staff and Governor commitment to be outstanding. The aim of this plan is to provide a framework to become an outstanding Provider.

Strategic Objectives

The Core Business of Havering Sixth Form College is Teaching & Learning. This is reflected in the Strategic Objectives which focus on improving Teaching & Learning.

1. To develop a culture of learning in order to raise standards of learning for all of our learners
2. Maximise the agency of students and develop staff/student relationships in order to improve teaching & learning
3. To maximise the professionalism of our staff by investing in their professional development
4. To provide excellent leadership & management that supports staff to improve

college effectiveness including the timely provision of key information in formats that are easily accessible, secure, personalised and relevant

5. To further develop the curriculum to suit the learning needs of the young people of Havering and neighbouring communities
6. To maximise the use of the college site in order to provide excellent learning for the maximum number of young people
7. To develop effective strategic and operational partnerships to ensure that we are at the vanguard of 14-19 developments
8. To effectively manage college finances in order to preserve the health of the college and maximise investment in teaching & learning

The College believes that by consistently working towards these objectives it will become outstanding. Each year the College develops an Operational Plan, with specific targets that ensures progress towards achieving these Strategic Objectives.

Learning Organisation

We believe that the way to improve teaching and learning is to ensure that Havering Sixth Form College is a proper Learning Organisation. A learning organisation is one in which the majority of staff could describe themselves as learners because they were engaged in and supported in their learning. It is one in which there is evidence of staff developing and progressing but also an organisation in which staff feel able to lead change and develop new ways of working, of teaching and of learning. It is an organisation that isn't afraid to address difficult questions and isn't afraid to acknowledge that it doesn't have the answers.

The College's first priority is Teaching and Learning.

Learning refers ... to significant changes in capability, understanding, attitudes or values by individuals, groups, organisations or society. It excludes the acquisition of further information when it does not contribute to such changes (Frank Coffield, 2008).

In order to ensure that Teaching and Learning are our first priority we have embedded them into our 8 Strategic Objectives. We also have 5 clear ways in which Teaching & Learning will be improved, these are monitored through our Operational Plan.

1. Creating a Culture of Learning

- Students, staff, institution to get better at learning
- Executive support for teaching & learning
- Resourcing learning
- Researching teaching & learning
- Developing teaching & learning environments

2. Maximise the Professionalism of Staff

- Investment in and recruitment of high quality staff
- Investment in and recruitment of high quality leaders & managers with distributed leadership of teaching & learning

- Good career structures and career development
 - High quality CPD and involvement in ITT
 - Development of teaching & learning communities
 - Staff as full partners in the evaluation and design of policy
3. Maximise the Agency of Students
- Listen to the student voice regarding teaching & learning
 - Support the whole student
 - Rights to enrichment and participation
 - Involve students in the design of learning
4. Maximise the Staff/Student Relationship
- Develop relationships based on mutual respect, trust, affirmation and challenge
 - Provide two way purposeful feedback
 - Engage in meaningful dialogue
 - Teachers to have a notion of students' minds
 - Focus on progression and achievement
5. Deal with Complexity
- Transforming an institution
 - Political Climate: bureaucracy/ inspection vs team work/development
 - Stability and continuity needed for innovation rather than relentless change
 - empowerment and accountability

Business and Financial Plans

The College has a rigorous Business Planning Process for all teams which will ensure that our resource, capital and financial plans are properly considered.

The College is currently graded as outstanding under the Framework for Excellence criteria or Financial Health Category A under the traditional approach. Due to the planning of the capital project the College's financial grade will drop to satisfactory for 09-10 and then back to good in 10-11. However, this is based on certain assumptions that are still being explored with relation to Accounting treatments of the new build and growth assumptions.

Specialisation

Having Sixth Form College specialises in education for young people. Currently it specialises in 16-19. In 09-10 we aim to continue to work with this priority Group specialising in delivering full level 3 and full level 2. We aim to be a regional provider for Level 3 with a national reputation but also guarantee all local young people a second chance at Level 2. We will actively engage with Schools, FE College, LSC and the Borough in developing the 14-19 entitlement. We are a key partner and will work hard to ensure that the Borough wide entitlement is delivered ahead of schedule. We will be a partner in all of the Diploma Line bids in the Borough in 09-10 and we are already major partners for Creative Arts & Media and ICT.

The Principal will continue to lead the development of the Virtual and Managed Learning Environment for the Borough Diplomas and the building project will be planned in order to facilitate specialist provision for the 14-19 Diplomas.

We will be a regional centre for the IB and are the nominated provider for Havering, Barking & Dagenham and Redbridge.

Our key specialism is Teaching & Learning and we will be a provider of teacher education at Level 4 in partnership with UEL. In order to develop our staff as learners we will continue and extend our involvement in the Skills Pledge and we will seek accreditation from UEL at Masters Level for some of our Continued Professional Development.

Capital Plans

We achieved LSC Approval in Principle in June 2008 and Local Planning in November 2008 for a substantial capital project which would enable us to fulfil our vision for 21 Century Learning. The project was to comprise of approx 11,500m² new build and 4,500m² refurbishment and would have been funded by £2 mill reserves, £5.5 mill loan and a contribution of £43.3 Mill from the LSC (at April 2008 prices).

As this plan is being written the LSC announced that we are not one of the latest colleges to get full approval. The Foster Review states very clearly that there has been LSD mis-management of this process. Due to the lack of moiney around it is now very unlikely that this project will be fully funded.

The College vision for the Project was to create 21st Century facilities which would deliver outstanding and innovative education. The College Executive is now considering which parts of the vision can be retained and achieved in other ways. This will form part of the next Property Strategy for consideration by the Corporation.

2. Improvement Indicators

There are no areas of serious concern at Havering Sixth Form College but the College is committed to transforming its provision from good to outstanding. A detailed Quality Improvement Action Plan that works alongside the Operational Plan will be produced annually to ensure that unsatisfactory, satisfactory and good provision are improved.

College management are using a range of different mechanisms to achieve this goal including resource allocation, external inspections, coaching, HR procedures, Performance Standard Payments, rigorous Governor monitoring, staff development, teaching & learning strategy and achievement reviews.

Curriculum Areas and courses that are a particular focus at the moment are:

Subject Sector	College Sector	Qualification	Success % 08	Targe † % 08	Targe † % 09	Bmrk*	ALPS Score
Humanities	Humanities	General Studies A2	73	76	78	76	6

Humanities	Humanities	General Studies AS	71	86	86	86	7
Humanities	Humanities	Government and Politics AS	81	85	86	85	7
Literature and MFL	English	English Literature GCSE (not running in 09)	25	67	na	67	na
Literature and MFL	MFL	Italian A2	100	100	100	75	7
Literature and MFL	Classical Civilisation	Classical Civilisation A2	90	100	100	95	7
Literature and MFL	Classical Civilisation	Classical Civilisation AS	76	85	87	85	5
Social Science	Psychology	Psychology AS	73	78	82	78	7
Social Science	Social Science	Communication Studies AS	81	86	87	86	
Social Science	Social Science	Communication Studies A2	96	96	96	94	7
Social Science	Social Science	Sociology AS	81	80	85	80	
Business	Business	Economics AS	83	82	84	82	7
Business	Business	Economics A2	95	97	98	97	8
Business	Business	Bus. Comms GCSE	48	63	63	63	na
Creative and Media	Performanc e	Theatre Studies AS	88	90	92	90	8
Creative and Media	Art & Design	Interior Design AS	67	85	85	85	7
Creative and Media	Performing Arts	Music AS	100	86	100	86	6
Creative and Media	Art & Design	Textiles A2 (discontinued)	100	95	n/a	94	8
Science	Chemistry	Chemistry AS	68	81	82	81	7
Science	Physics	Physics AS	67	80	82	80	8
Science	Physics	Electronics AS	48	78	80	78	8
Science	Health and Social care	Health and Social Care(Double A2)	100	87	100	87	7

Equality & Diversity

2008 saw an encouraging increase in the number of male students going on to HE (+8%) after a number of years of stagnation. The percentage of BME students entering HE stands at a very impressive 95% yet the figure for white British remains at a disappointing 55%. Overall the figure rose 3% points to 64%. The disparity between white British and BME students is of interest and at the same time of some concern.

Action

- to investigate further the reasons for the disparity between white British & BME HE take-up figures

- to agree an Action Plan to raise awareness of HE opportunities among white British students which will lead to an increased take up

Reliable data is now available to the college from the Borough of Havering concerning how many students on arrival have been in receipt of Free school Meals (FSMs). The Staff / Student E&D group has highlighted the issue of poverty / deprivation as being one of the key E&D areas for the attention of the college. We need to know whether those most affected by deprivation are suffering in their studies as a consequence.

Action

- to analyse appropriate data in conjunction with performance data to see if there is a correlation
- if such a correlation exists, to agree an Action Plan which has, as its primary aim, a set of measures to be taken by the college to address any disparity

The BME student population has gradually increased in recent years to reach a current level of 26%, which is significantly higher than the total Havering figure of 7%. BME achievement is higher than the college average yet we need to know how BME students feel about their experience at HSFC.

Action

- to set up Learner Voice groups consisting solely of various pre-determined groups of BME students to ascertain their feelings and perceptions about life as a BME student in HSFC
- to act upon relevant findings

BME Staff

The BME profile of the London Borough of Havering is approx 7%, and the BME profile for the College's teaching staff is 6% in 08-09. The target for 2009-10 is to increase BME staff to 7%

Actions for improvement:

1. Expansion of the Personnel Team to facilitate a repeat pilot of advertising support staff posts in local job centres. This pilot to be evaluated for effectiveness.
2. Wider advertising of Support Staff posts to reach further into BME communities.
3. Tracking the BME profile of applicants through selection for interview to appointment.
4. 'Growing our own' - encouraging current and past BME students to apply for posts.

Learners with Learning Difficulties and Disabilities

We have the following targets to further improve our support of Learners with Learning Difficulties and Disabilities.

1. To maximise the number of disclosures at the start of the year through closer contact between the Student Support Team and Partner Schools
2. To develop a system of internal reporting to facilitate the flow of mutually beneficial information between the Care Team and tutors of LLDD students
3. To improve links with the Special Schools in the Borough in order to ensure equality of opportunity for all young people from Havering.

Success Rates

The table below shows the improvements in Success Rates from 06-07 to 07-08 and projects goes on to show our projected increase in starts and Success Rate improvements up to 2011.

1. Success Rates (DGA)

Notional Level	Benchmark Success % Under 19	Notional Level	Exp End Year	Starts Under 19	Success %S Under 19	Exp End Year	Starts Under 19	Success % Under 19	Notional Level	Exp End Year	Starts Under 19	Success %S Under 19	Exp End Year	Starts Under 19	Success % Under 19	Exp End Year	Starts Under 19	Success % Under 19
Long 1		Long 1	06/07	187	83	07/08	190	87	Long 1	08/09	144	87	09/10	206	88	10/11	206	89
Long 2		Long 2	06/07	885	86	07/08	920	83	Long 2	08/09	1165	87	09/10	995	87	10/11	995	87
Long 3		Long 3	06/07	6169	84	07/08	6416	85	Long 3	08/09	5878	86	09/10	6936	87	10/11	6936	88
Short (1,2,3,H)		Short (1,2,3,H)	06/07	50	98	07/08	40	98	Short (1,2,3,H)	08/09	45	98	09/10	45	98	10/11	45	98

2. Numbers

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
14-16					8*	20*	32*
16-18	1986	2093	2228**	2334	2334	2334	2276
19+	4	2	4	10	10	10	10
HE				5***	10	15	15

*The College will be a key partner in the delivery of 14 – 19 Diplomas, much of the main delivery will be in the 16 plus category. However the College will expect young people between the ages of 14 – 16 to be studying elements of their Diplomas in the College from 2010/2011. The College is expecting the following learner numbers 10/11 40; 11/12 100; 12/13 160 but these will translate into the FTEs above.

**Funded for 2130

***Cert Ed Provision with UEL

3. Value Added

	05/06	06/07	07/08	08/09	09/10	10/11
AS ALPS Grade	4	5	4	4	3	3
A2 ALPS Grade	4	5	4	3	3	2

4. Summary of other targets for 09/10 as expressed in this plan:

Target	Person Responsible	Key Performance Indicator(s)	Date
- Support the professionalization of the SFCF;	PGW	Executive appointed	May 10
- Argue for SFCF to negotiate a continued membership of the AoC;	PGW	New Membership terms for SFCFs	May 10
- Maintain close links with other bodies eg by Paul Wakeling remaining on LSIS Council and retaining close links with Ann Robinson (Interim Director for Sixth Form Colleges at the AoC).	PGW	Election to Interim Council, maintenance of Ann Robinson as coach	Sept 10
-strengthen our relationship with particular Newham schools in order to offer a fuller partnership service.	JCW	Partnership agreement with two schools	May 10
- Principal to gain membership of the Havering Strategic Partnership	PGW	Membership and attendance at meetings	Sept 10
- Enhance the two week Summer Project -Improve IAG during the six week induction -Strengthen Progression Agreements.	PAN PAN, JDD JCW	Successful Summer project with improved attendance Clear 43 day induction process 3 additional agreements, signed	May 10 Sept 09 Feb 10
- Actively engage with consultation processes regarding academies and pos-16 presumption	PGW and Chair of Corporation	Regular correspondence and meetings with DCS and relevant local politicians, also involving SFCF and AoC.	Sept 09- May 10
- Re-working of Capital Plan;	PGW (PJM)	New Property Strategy Approved by Corporation	Dec 09
- Fully implemented and rolled out Managed Learning Environment for our students and appropriate partners to include individual learning plans;	PGW (GJF/JDD)	Inc. SharePoint Mysites and portals plus Individual Learning Plans	May 10
- Major partners in Creative Arts & Media, ICT, Sport & Active Learning, Business, Science, Social Health & Development, Languages, Humanities and Travel & Tourism Diplomas;	PAN	Lead or co-lead all diplomas listed	May 10
- Success rates significantly above benchmarks;	PAN/DGA	Success Rates to be above sector benchmark and rising	Oct 09
- Outstanding Value Added;	PAN/DGA	Alps 3 in 09-10	Sept 10
- 2324 FTE 16-18 year old students.	PGW/JCW	2334 16-18s and 10 adults after first 42 days	Nov 09
- accreditation from UEL at Masters Level for some of our	JAP/JCW	Masters level accreditation for some action research projects	May 10

	Continued Professional Development			
	<ul style="list-style-type: none"> - to investigate further the reasons for the disparity between white British & BME HE take-up figures of HE - to agree an Action Plan to raise awareness of HE opportunities among white British students which will lead to an increased take up 	JDD JDD	Report Action plan	Oct 10 Oct 10
	<ul style="list-style-type: none"> - to analyse appropriate data regarding students that received free school meals in conjunction with performance data to see if there is a correlation - if such a correlation exists, to agree an Action Plan which has, as its primary aim, a set of measures to be taken by the college to address any disparity 	JDD/DGA JDD	Report Action Plan	Nov 10 Nov 10
	<ul style="list-style-type: none"> - to set up Learner Voice groups consisting solely of various pre-determined groups of BME students to ascertain their feelings and perceptions about life as a BME student in HSFC - to act upon relevant findings 	JDD JDD	Action Plan	Nov 10
	<ul style="list-style-type: none"> - Expansion of the Personnel Team to facilitate a repeat pilot of advertising support staff posts in local job centres. This pilot to be evaluated for effectiveness. - Wider advertising of Support Staff posts to reach further into BME communities. - Tracking the BME profile of applicants through selection for interview to appointment. - Growing our own' - encouraging current and past BME students to apply for posts. 	JAP JAP JAP JAP	Enhanced Tracking process	Nov 10
	<ul style="list-style-type: none"> - To maximise the number of disclosures at the start of the year through closer contact between the Student Support Team and Partner Schools - To develop a system of internal reporting to facilitate the flow of mutually beneficial information between the Care Team and tutors of LLDD students - To improve links with the Special Schools in the Borough in order to ensure equality of opportunity for all young people from Havering. 	JDD JDD JDD/JCW	Increased numbers of disclosures Reporting system School visits	Dec 10 Dec 10 Dec 10

Appendices

1. 21 Century Learning Environment
2. Performance Indicator Report
3. Summary Statement of Activity
4. Financial Forecast
5. Accommodation Strategy
6. Marketing Strategy
7. HR Strategy
8. Operational Plan (including post inspection action plan, Quality Improvement Plan)
9. Quality Strategy
10. Equality and Diversity Plan
11. Equality Impact Assessments

Appendix 11

Equality Impact Assessments

As set out in our Single Equality Scheme, Havering Sixth Form College is committed to carrying out equality impact assessments on all our policies. As such, all of the policies covered in this document have undergone at least an initial screening. An initial screening is used to identify whether a policy could have differential or adverse impacts on different groups of existing and potential learners or LSC employees. The following policies have undergone a full equality impact assessment, available from the Havering Sixth Form College website: