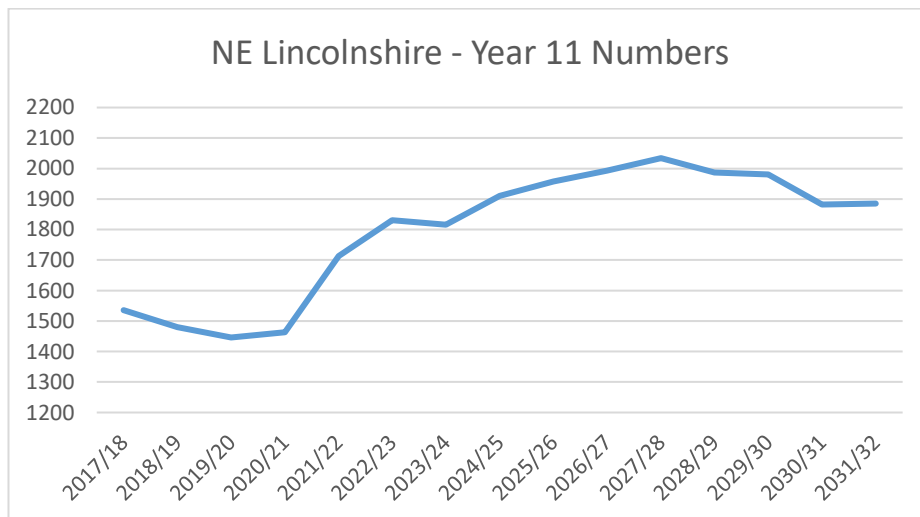


## Strategic Plan 2024 – 2027

### ‘Grace Under Fire’



# Strategic Plan 2024 - 2027

**Our Vision:** to provide the best possible life chances for our community

**Our Values (ASPIRE):** Aspirational; Supportive; Persistent; Inclusive; Respectful and Even/consistent

**Our Intent - Franklin aims to be:**

- *an inclusive sixth form college serving its community and local business*
- *a high performing college – with outstanding progress and progression*
- *a college campus that promotes learning and development*
- *a great place to work*

## Executive Summary

Our Vision, Intent and our Strategic Objectives remained consistent through the previous Strategic Plan and continue into the new Strategic Plan. At strategy events for a number of years, governors have steadfastly reinforced the view of the College's purpose in its community and the relevance and importance of striving to be the best post-16 provider in the area and beyond.

Around us, the world has changed and continues to change, necessitating this new Strategic Plan, which, although retaining the same overall purpose requires the College to move forward within the context of continued turbulence and change in the sector. Our previous strapline 'Growth with Quality' is updated to 'Grace Under Fire' on the basis that the College's quality mechanisms, its reputation and place in our community are stronger now than ever, underscored by our Ofsted inspection of May 2024. The coming years require us to maintain excellence, to improve where possible and to continue to cope well with the obstacles and changes we must navigate.

The strategic plan therefore sets out how the College intends to:

- Maintain an inclusive, community focus in its operations as the key priority
- Balance the competing elements of pressure to increase numbers derived from the continued increase in the local demographic and in relation to the inclusive priority
- Ensure that growth is well planned, accommodated and consolidated, exercising control to ensure the quality of provision is continuously improved
- Support and develop our staff so that Franklin is a great place to work, so ensuring growth can be sustained in terms of appropriate staff recruitment & retention

*Within this context Franklin Sixth Form College will increasingly become the 'go to' post 16 provider in the Region because our students' experience, life chances and positive progression are second to none.*

## Preface

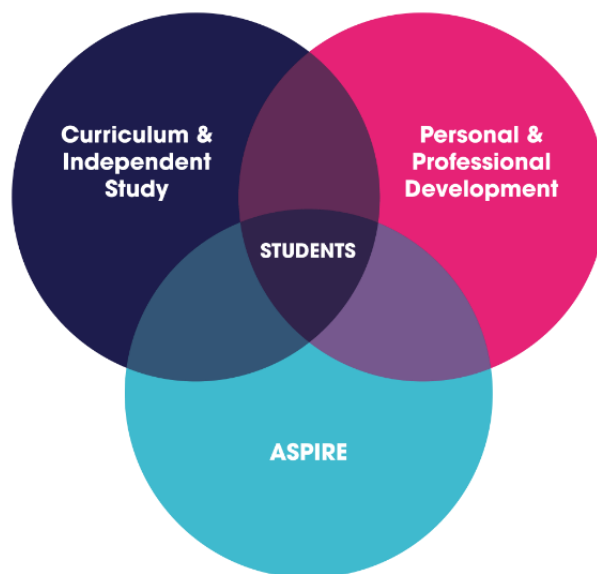
As we enter the realm of a new Strategic Plan for the College, Franklin as a designated Sixth Form College is in a significantly different, stronger position than at the inception of the previous plan. In line with our vision 'to change lives', we have developed our ways of working, focussing on supporting our students to grow and achieve and supporting staff to realise their own development of expertise.

Our focus on changing lives underpins the culture of the College and has consequently shaped the way we form our discussions with each other and students. We increasingly refer to processes that are integrated to ease student (and staff) navigation of the experience of education. We focus heavily on how everything

we do can assist in developing students' positive progression and take very seriously our obligation to support young people to become the best they can be.

The articulation of these considerations led to the development of The Bridge and the surrounding student support areas: the Skills@ desk; the central location of Aspire delivery rooms and of staff involved in support, tutoring and so on. They have resulted in clear student messaging and staff cultural understanding:

- Students undertake a Study Programme consists of only three things: classes & Independent Study; Personal and Professional Development (PPD) and the Aspire (pastoral/tutorial programme). Essentially their classes along with everything else that helps them grow up and find their way.



- Our 5 pillars to success, and how we implement, support and measure these are central to our vision

*Excellent Attendance (pillar 1) is the foundation for students, enabling them to develop Knowledge & skills (pillar 2). This ensures they are more likely to complete their study programme/be retained (pillar 3) and successfully achieve their qualifications (pillar 4) and so leads to outstanding positive destinations (pillar 5)*

- We have the highest expectations and respond increasingly robustly where students will not meet these and increasingly supportively where they cannot

### **Strategic Objective 1:**

an inclusive sixth form college serving its community and local business

*The College will remain inclusive in approach, retaining a curriculum which includes level 2 and level 3 provision and a range of academic and applied options as relevant and appropriate to our community and a small adult provision which is predominantly geared to supporting the development of adult numeracy*

and literacy locally. The demographic upturn together with increasing popularity suggests a 16-19 student body within the lifespan of this strategic plan would be in the region of 2,000.

In order to achieve this, we will:

- Review our curriculum offer and entry thresholds annually to ensure that our inclusive intent is maintained and that we recruit with integrity to that offer
- Review curriculum intent and implementation annually across all subjects (and in relation to work within the LSIP through the 20 Questions format)
- Maintain a substantial Level 2 programme and programme manager, such that study programmes at this level make up between 5 and 10% of our total cohort
- Continue to offer some courses as “niche” courses which may not be profitable in their own right, but add to the diverse offer of the college and the overall character of the College
- Manage the increasing demographic pressures in an inclusive way by focussing admissions planning, implementing a robust approach to deadlines and late applicants – this to retain a planned enrolment in the region of 2,000 students by 2025 and beyond
- Continue to engage with the LSIP, LEAs, schools, HEIs, DfE and Local and Devolved (Lincolnshire) Authorities so that we can respond flexibly to our community’s changing needs and aspirations.
- Continue to develop our approach to Personal and Professional Development in our students through the Centre for Professional Development concept, drawing together Career Academy and other employer engagement/progression academies and activities coherently in support of regional priorities related to the future professional infrastructure and shortfall areas, in particular as identified through the work of the developing LSIP and in collaboration with strategic partners such as the Federation of Lincolnshire Colleges (c60,000 shortfall in level 4 qualified individuals by 2030) and the Hull & East Yorkshire/Humber provider partnership
- Continue to develop our small Adult and Community provision, focussing primarily on supporting literacy and numeracy development in our local community alongside development of curriculum that supports adult retraining & workforce preparation.

## **Strategic Objective 2:**

**a high performing college – with outstanding progress and progression**

*The College will increasingly be known locally as the most successful post-16 education provider, not simply because of our ‘Outstanding’ Ofsted outcome, but also because our students are guided to enrol on appropriate programmes, succeed beyond their expectations and beyond what might be expected from their incoming attainment and because our students go on to positive destinations which are aspirational and productive.*

In order to achieve this, we will:

- Continue to develop our application processes and support for students making the transition from school to College (and from home education to college)
- Achieve attendance levels that are consistently above the average for sixth form colleges **(Pillar 1)**
- Achieve retention rates that are consistently above the average for sixth form colleges **(Pillar 3)**
- Achieve continually improving positive progression rates, demonstrating that over 95% of students progress to positive destinations **(Pillar 5)**
- Achieve qualification pass rates that are above national averages **(Pillar 4)**
- Secure GCSE progress measures of at least half a grade per entry above average **(pillar 2 & 4)**
- Secure internal progression rates of over 95% annually for L3 students between Yr1 and Yr2 **(pillar 3)** and 60% progression for L2 to L3 students **(pillar 3 & 5)**
- Support all groups of students to ensure that their performance secures improvement in the average for the College (based on retention and progress indicators)
- Develop further our approach to supporting students in their Personal and Professional Development **(Pillar 2)**

- *Utilise our partner organisations such as SFCA, local school and College partners and NorVIC to support the curriculum and Cross College areas and drive up quality and service*

### **Strategic Objective 3:**

a college campus that supports learning and development

*A 'campus to support learning and development' is always work in progress.*

*In order to achieve this, we will:*

- *Implement the planned new build by Summer 2025 (curriculum and auditorium space)*
- *Continuously review and improve Aspire programme, its location, resourcing and content to ensure delivery meets the changing demands of the wider knowledge and skills needs of our students (ie their personal and professional development).*
- *Continuously evaluate the quality, location and operation of independent learning and social spaces, through dialogue with students & staff, and learning from others*
- *Invest in our IT and digital infrastructure in the most cost-effective way to support learning and promote digital skills (LSIP key skills deficit)*

### **Strategic Objective 4:**

a great place to work

*As we grow and develop, the local environment in terms of staff recruitment will mean increased competition for the best staff. It is also clear that we will improve more rapidly and more sustainably with a settled and happy staff body.*

*At inception of this plan, the exploration of academisation continues. Clearly, any change in structural relationship with the DfE will impact on our 'place to work'. A key priority of academisation exploration is to maximise the benefits to staff of working in a college that sits within a larger organisation including; enhanced career planning, wider opportunities for diverse/different roles, training and co-planning, inter-institution support etc.*

*In order to achieve this, we will:*

- *Review (ongoing) the Staff Wellbeing Group, using this as a key temperature gauge of staff concerns and a conduit for ideas to enhance staff morale*
- *Strive to offer opportunities to staff for development and progression, utilising the advantages of growth and academy explorations to continually review our staffing and deployment*
- *Continue to offer and improve our Aspiring Leaders Programme so that those staff intent on career progression have opportunities to develop their skills and to enhance their opportunities to progress internally or elsewhere*
- *Ensure that our strong links with the local Teaching School, our FE partners locally and HE partners including BGU give us access to the best trainee teachers and support trainees to enter the profession successfully.*
- *Continue to develop our Performance Management Systems further so that performance is specifically linked to our agreed values and behaviours and staff feel able to challenge in all situations where these values and behaviours are not met*

### **Performance Metrics – Strategic Plan 2024-27**

The wider thinking and parlance around our 'pillars' inform the way we discuss key performance metrics going through to the end of this Strategic Plan. This remains in line with our performance metrics as previously discussed. Evaluation uses a range of external benchmarks and other data, with the bullet

points below reflecting our priorities and underpinning our continuous self-assessment and Quality Improvement planning (see Outcomes Report, SAR & QIP).

We will annually review the impact of the Accountability Statement and Local Needs Duty to ensure compliance with the Skills Act Duty

The primary performance metrics include:

- Positive progression from the College on completion of studies (Pillar 5)
- Attendance in classes including PPD and Aspire (Pillar 1 & 2)
- Retention for the duration of the course/subject (Pillar 3)
- Progression from level 2 to level 3 study programme (Pillar 3 & 5)
- Achievement/Pass rates in Qualifications (Pillar 4)
- Staff sickness and retention rates
- Financial health grade to be maintained at good or better

Ongoing self-assessment against these performance metrics will form a key feature of the developing Outcomes Report and SAR Grading Framework.