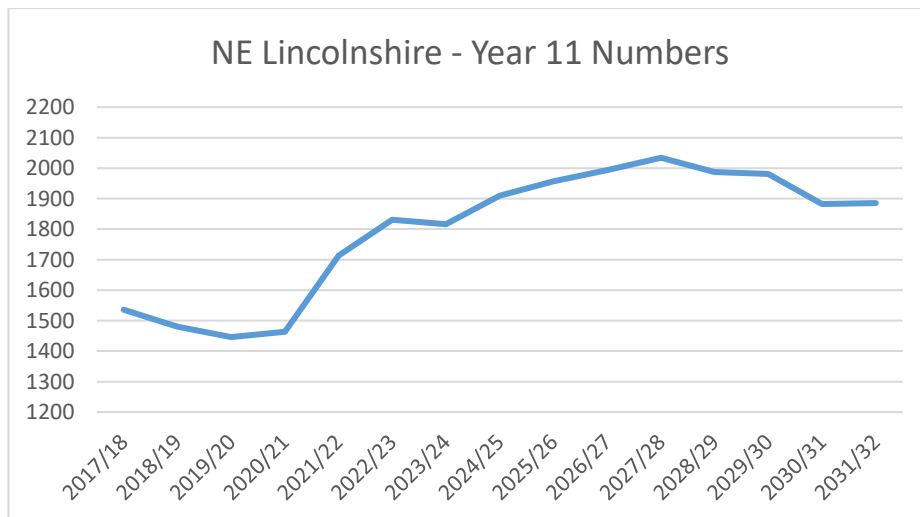




Strategic Plan 2021 – 2024

‘Growth with Quality’



Strategic Plan 2021 - 2024

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 – value added/progress and progression*
- *a college campus that promotes learning and development*
- *a great place to work*

Within this context Franklin Sixth Form College will emerge from the Covid Pandemic, blending lessons learned from our pre and post-pandemic experience to support growth with quality

Foreword

The Governors' Strategy Day in November 2021, the departure of our long-standing Deputy Principal in December 2021 and College Management restructure from January 2022 have together informed our strategic priorities for the next three years.

Our purpose as defined by our vision is supported by an increasingly positive intent amongst College teams to see genuine and accelerating improvement in all we do.

The lifetime of this strategic plan will see the return of the previous anchors of performance evaluation; examination results & value added as we leave CAG/TAG systems behind. At the same time, our evaluation framework is shifting increasingly heavily towards the indicators of positive progression; attendance, retention and destinations. The new Ofsted EIF (Education Inspection Framework) evaluation criteria in theory at least have sufficient merit that our improvement plans can be vested in doing what is right for our students and not simply for external evaluation.

The Strategic Plan is an ambitious one, setting significant challenge to the College to deal effectively with increased size, changes in structure, uncertain curriculum reform pace, economic turbulence/recovery and improvements in quality. Whilst the strap-line growth with quality is a simple one, the task involved in moving the College to be palpably outstanding is less so.

At the same time, the machinery of Government may make a change to college governance arrangements through academisation more attractive, or in increments, a necessity for viability. Governors' exploration of academisation, especially in terms of timing and red lines is becoming somewhat urgent, although within the context of the 21-24 plan, such a change would necessitate significant revisiting.

In getting to where we are now

Our inspection of September 2018 now seems a very distant experience in a very different college. As do recollections of financial concerns that necessitated redundancies and severe, beyond the bone cost-cutting. The fact that we have not had a 'normal year' since inspection, but we have had a change of inspection framework means that we come to the new Strategic Plan with a range of unknowns and of learning well beyond anything we might have guessed in constructing the previous plan. It is therefore encouraging that governors did not feel the 'core' of the previous plan needed changing, rather the detail

and the updating of progress, progress measures and evaluation elements. It is worthy of note that, despite the changes embodied by almost two years of significantly different and reactive operating practice, the Executive Summary is almost completely unchanged.

Beyond 2024

Strategy Day discussion included reference to longer term strategic direction. It's clear from the demographic information we have that the growth in 16-19 numbers continues for a significant number of years, and that economic regeneration planned only increases the likely numbers.

Whilst curriculum reforms give turbulence, over the next 10 years we:

- *will not see a removal of A levels and so our offer here remains vital to our community*
- *will see T level introduction, but the final form must allow for students to develop at level 3 in a way that is not excessively limited by local employer landscape*
- *will probably see devolution in terms of the adult education budget, but will also see some opportunities for us to develop adult programmes designed to re-train into higher level careers*
- *will see clarification of the academy agenda in relation to post 16*

In reviewing and developing our strategic direction, we will give some consideration to the longer term future of the College, especially as noted, to be ready in case of a stronger push from DfE around governance structure.

Executive Summary

The strategic plan 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 increased local demographic in relation to the inclusive priority
- Ensure that growth is planned and consolidated whilst quality of provision is maintained and improved
- Within the growth planning, develop the campus to be a modern, vibrant sixth form college environment which is attractive to potential students (#morethanaclassroom)
- Support and develop the staff so that Franklin is a great place to work, so ensuring growth can be sustained in terms of appropriate staff recruitment
- Future-proof the college through the planning and implementation phases – working with key stakeholders including ACT Partners, Local Authority, HEIs and LEPs to ensure that decision making is as effective as possible within wider horizon scanning

Strategic Objective 1:

an inclusive sixth form college serving its community

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 by the end of the strategic plan period would be in the region of 2000, some 50% larger than the low-point of 2018-19, or put another way, a level of growth equal to accommodating the total cohort of two large school sixth forms to our cohort over a 4-5 year period.

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
- 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 2000 students by 2024
- Continue to engage with the LEPs, schools, HEIs, DfE and Local Authorities so that we can respond flexibly to our community’s changing needs and aspirations. And engage with the Federation of Small Businesses in the development of the Local Skills Plan (LSIP)
- Continue to develop the Centre for Professional Development concept, drawing together Career Ready and other employer engagement/progression 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 partnerships such as the Federation of Lincolnshire Colleges (c60,000 shortfall in level 4 qualified individuals by 2030)

Strategic Objective 2:

a high performing college – value added/progress and progression

The College will increasingly be known locally as the most successful post-16 education provider 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.

With an understanding that Covid has impacted young people in their engagement in and preparedness for education, we will continually review how the whole college supports our students’ personal and educational development needs.

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
- Achieve retention rates that are consistently above the average for sixth form colleges
- Achieve continually improving positive progression rates, demonstrating that over 95% of students progress to positive destinations
- In the absence of national performance tables and L3VA information, we will use internally focussed evaluation of progress based on the proportion of students meeting their target grade, alongside any proxy evaluative metrics we can glean from work with the SFCA. Our evaluation metrics will be clarified in SAR documentation.
- Secure GCSE progress measures of at least half a grade per entry above average
- Secure internal progression rates of over 95% annually for L3 students between Yr1 and Yr2 and 60% progression for L2 to L3 students
- Support all groups of students to ensure that their performance meets the average for the college (based on retention and progress indicators)
- Develop our wider enrichment programmes, ensuring all students are supported in their personal development, understand the importance of independent learning and are ‘rounded, resilient and ready for their future’
- Utilise our partner organisations such as The ACT Group, SFCA 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

The lock-down period gave the College opportunities to undertake some refurbishments and improvements to the estate. We've also invested significantly in some areas, such as the esports facility and the Community Hub, and we have at last dispatched the Chelmsford Suite!

In securing a College Improvement Fund and Strategic Development fund bid, along with careful financial management to achieve surpluses, we're able to make further improvements to the estate through 2021/22, with plans to develop social and independent learnings spaces.

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

In order to achieve this we will:

- *Continue with plans to develop social and independent learning space through the development of the Learning Centre area by April 2023*
- *Continuously evaluate the quality, location and operation of independent learning and social spaces, through dialogue with students & staff, and learning from others*
- *Implement changes to current accommodation deployment to release rooms into teaching spaces through minor works and relocations as required, so that by 2022 we can accommodate the anticipated cohort of c1800 (achieved)*
- *Bid again for the Capital Expansion fund in 2022 to finance a new teaching block to accommodate further growth and release capacity for improved independent learning spaces (whilst continuing to explore alternative mechanisms to support build projects)*
- *Implement improved Wi-Fi across the college to provide a 'university level standard' to support teaching and independent learning*

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.

In order to achieve this we will:

- *Review (ongoing) the newly formed Staff Wellbeing Group, using this as a key temperature gauge of staff concerns and a conduit for ideas to enhance staff morale (e.g., introduction of termly 'staff team lunch' from 3/12/21 and responses to economic developments such as amending pay dates in December and January and offering supermarket vouchers to staff at Christmas)*
- *Strive to offer opportunities to staff for development and progression, utilising the advantages of growth to continually review our staffing and deployment*
- *Revisit 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*
- *Continue to identify areas of work where the award of a small honorarium can be made to offer opportunities to develop and recognise staff contribution to the College*
- *Ensure that our strong links with the local Teaching School and 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 2021-24

The primary performance metrics, both in relation to inspection and in recognition of a move from CAGs to TAGs to 'partial exams' to full examination/assessment are suggested as follows:

- Positive progression from the College on completion of studies
- Attendance in classes
- Retention for the duration of the course/subject
- Progression from level 2 to level 3 study programme
- New student recruitment

A data table to reflect these primary measures will be constructed to allow checking of ongoing performance more systematically by governors in the relevant committees and at corporation. This data table will also be incorporated into the College SAR/QIP reports.

Appendix 1

ADDENDUM following Strategy Day 9 November 2022

Governors considered three key strategic themes though the day; an exploration of academisation, the size and future shape of the college and the College's place in the post 19 local landscape.

Further exploration of academy/structural options is now underway and will be reviewed and discussed in Corporation and future strategy meetings.

The College's strategic objectives and its intent were reiterated as being the College's core purpose, and so the Strategic Plan 2021-2024 'Growth with Quality' remains in place, albeit that some minor amends to the content or emphasis of the elements within the Strategic Objectives have been updated. It is anticipated that a revision of the Strategic Plan will be necessary as the scope of future structural relationships with the DfE and other partners is clarified through 2022-23.