

Annexe A

Ofsted Action Plan

Abbreviations

RP	Responsible person
QPM	Quality and Performance Manager
MSO	Marketing Support Officer
HOCLS	Head of Community Learning and Skills
LC	Learning Coordinator
ADA	Assistant Data Analyst
FLT	Family Learning Tutor
MB	Management Board
SFA	Skills Funding Agency
OTL	Observation of Teaching and Learning
PDP	Personal Development Plan
SAR	Self Assessment Report
ILP	Individual Learning Plan
IA	Initial Assessment
DA	Diagnostic Assessment
SfL	Skills for Life
IAG	Individual Advice and Guidance

1. Effectiveness of leadership and management

No.	Area for improvement or development	Planned actions (What we are going to do)	Timescale	Responsible Person	Intended outcomes (SMART - what will happen as a result of the action)	Progress to date	Impact measurement	Comments	
1	Monitoring the success rates of learners taking English and maths skills courses (see action point 4.1 for actions to improve success rates)	Reports on exam successes at each Management Board	From Autumn 2016 onwards	MB / QPM	Success rates to be on an upward trend	Baseline from 13/14 provision - Foundations for Learning & Life 13/14 - 89 leavers (Success rate 64%), 14/15 - 69 leavers (SR 92.8%), Preparation for Work 13/14 - 111 leavers (SR 68.5%), 14/15 - 54 leavers (83.3%)	QAR reports	Success rates can only be measured after the exam res	
		Set and monitor targets for success rates	Annually in October						
2	Monitoring the numbers of learners on preparation for life and work courses	Targets to be set for numbers on prep for life and work courses (known locally as "Skills for Work" courses)	From Autumn 2016 onwards	HOCLS/MB	Increased number of learners on skills for work courses	New programme for Autumn 16 being planned	Increase the number of learners on skills for work courses by 20% and into volunteering and employment by 10%		
		Targets to be set for shift away from Leisure Courses being run with SFA funding	September 2016	HOCLS/QPM	To meet Skills Funding Agency direction of travel for future funding	Reduced numbers of leisure courses planned for Autumn 2016			
		Marketing plan to include more robust mechanisms to target those eligible for Skills for Work courses (expanded SFA targets for 16/17)	June 2016	HOCLS/MSO	More learners will undertake employability courses	Groups to be targeted being identified			
3	Monitoring the quality of observations with particular reference to the impact that tutors are having on learning and the progress learners make	Observers trained in recognising and recording learner impact	March 2016	HOCLS	Improvement in quality of learning experience for all learners. This will be measured by increasing achievement rate to 90% in short course provision and increase in qualifications achieved (target yet to be defined).	Joint Berkshire training session took place, March 2016. Improvements identified.	Reliable observation results. Observations completed to Ofsted standards. Peer/Ofsted review. A reduction in number of major action points required.		
		Establishing an 'observing the observers' quality assurance process	August 2016	HOCLS		Discussions with Wokingham re joint OTL procedure and QA process, April 2016. Decision in May 2016			
		Adopting a more prescriptive observation form to ensure multiple criteria are addressed	August 2016	HOCLS					
						Moderation meeting, 13 May. Decision taken to produce new form combining best practice from training and others. New obs schedule to be drawn up. Agreement to pilot non-grading up to Christmas 2016 with major and minor action points to measure progress.			
		Review and moderation of all submitted observation forms on an individual basis until quality is assured	April 2016	HOCLS		OTL identifies tutor development areas			Not yet started.
		QA of observations by School Improvement Team, which is fed back to QPM and HOCLS	September 2016 onwards	HOCLS		OTL identifies tutor development areas			Not yet started.
		Feedback on OTL to be included in MB reports	January 2017 onwards	QPM		Strategic response to OTL, if required			Not yet started.
		Tutor communication re new OTL procedure	October 2016	HOCLS/LC/QPM		Improved quality of learning experience. Measurement as above.			Not yet started.

4	Monitoring the impact of observer feedback to tutors to help them improve	A selection of tutors converted from casual contracts to fixed term contracts, which will encompass the Council's appraisal and PDP process	Sept 2016	HOCLS	Tutors with increased commitment to excellence in teaching and learning	In discussions with HR about best way to action this.	Improved quality of classroom practice measured through tutor action plans. 90% of action plans completed and monitored.
		Give tutors access to training material specific to their identified areas of development	July 2016	HOCLS	Improvement in quality of learning experience for all learners. Measurement as above	Training software purchased, May 2016. not yet launched to tutors. Launch in October.	
		Tutor action plans to include mechanisms for PDP	Sept 2016	HOCLS	Improvement in quality of learning experience for all learners. Measurement as above.		
		The introduction of learning walks. These need to be linked to development plans	Sept 2016	HOCLS	Improvement in quality of learning experience for all learners. Measurement as above.		
5	The evaluation of the provision in the SAR needs to capture the views of tutors and learners	Project plan for the production of the SAR to include time to collect tutor and learner views	May 2016	QPM	Summary of learner and tutor views used to inform service improvement.	Date for review of SAR fixed for MB. Project plan not yet done.	A more realistic and manageable document which will drive forward further improvements.
		Collection of tutor views via survey - suggest multiple choice with box for comments/other. (* survey could form part of an annual eval/input SAR meeting - best way to ensure all complete and thus have input) at Autumn training session and supplementary email.	June/July 2016	QPM/ADA	Greater ownership of SAR	No date set	
		Collection of learner views. Best mechanism to be decided.	June/July 2016	QPM/ADA	SAR gives more holistic picture of service	Improved process to collect learner views re course provision started March 2016.	
6	The SAR needs to be realistic in its assessment of the quality of the provision	Link with observation results, tutor and learner feedback, qualification and destination data	Autumn term 2016	QPM/whole team	A more realistic timescale and manageable format which will drive forward further improvements	Not yet started.	Timely SAR and QUIP used as working documents for Service improvement. Meetings to include Ofsted action points. Progress through cross ref. in team meeting minutes.
		SAR/QUIP discussion at team meetings	Bi-monthly	HOCLS/LC/QPM	Needs to be a holistic whole team approach with moderation	Started May 2016.	
		Tutor input to the SAR at Autumn tutor training session	September/October 2016	HOCLS/LC/QPM	SAR gives more holistic picture of service	Possible dates identified for tutor training	
		SAR Moderation meetings to be arranged		HOCLS/LC/QPM	More holistic document	First taken place. Ongoing ones need to be scheduled.	
7	Targets within the quality improvement plan need to link clearly to the areas identified as requiring improvement in the self-assessment report	The adoption of numbered cross-referenced actions to show links clearly	July 2016	HOCLS	Progress easier to identify	Not yet done.	
8	Targets in the quality improvement plan need to be more precise to ensure that targeted and measurable action is taken	SMART targets	Autumn 2016	HOCLS	Progress easier to identify	Not yet done.	
9	Monitoring learners' awareness of equality and diversity and British values	Establish baseline (perhaps by learner survey)		HOCLS	Learners' awareness of equality and diversity and British values needs to be consistently good.	Not yet done.	Learners who feel safe, respected and able to identify the dangers of radicalisation. Baseline to be established in themed learning walks.
10	Monitoring tutors confidence of: a) Equality and Diversity b) British values c) Prevent to develop learners understanding effectively	The introduction of themed learning walks	Autumn 2016	HOCLS	Improved Learners understanding of		
					a) Equality and Diversity		
					b) British values		
					c) Prevent		
11	Managers to promote the importance of punctuality and attendance	Monitoring of attendance and punctuality of learners	September 2016	QPM/ LC	Improvement in quality of learning experience		Increased punctuality and attendance - information from Registers
		Provide learners with more detailed information on courses they have booked	September 2016		Increased attendance		

2. Quality of teaching, learning and assessment

No.	Area for improvement or development	Planned actions	Timescale	RP	Intended outcomes	Progress to date	Impact measurement
1	Tutors need to plan activities effectively in all lessons	Tutor training in SMART lesson planning	Autumn Term 2016	LC	Lesson plans to incorporate differentiated learning activities and a variety of learning styles. For longer courses, user led, effective ILPs, where appropriate, to inform planning and regular tutorials to inform future lesson planning.	Training software purchased, May 2016. not yet launched to tutors. Launch in Autumn term.	Increased learner achievement to 100% in Community Learning courses
		Check SMART lesson planning as part of OTL	Starting from September 2016		Effective planning resulting in higher quality lessons which impact on learning.		90% of sessions have SMART lesson plans by July 2017
2	Tutors need to always use the results of initial assessment, or routinely identify learners' aspirations for the learning session, to agree individual learning goals with learners or to plan learning	Results of IA/DA to be used as starting point for target setting in first iteration of ILP/action plan. Introduce tutorials to update ILPs and action plans on longer courses. Regular review to ensure plans are current and take account of the learners changing needs. Learners and tutors input to ensure individualised learning and goal setting. Lesson planning to take account of learner aspiration and objective, with individual task setting and appropriate self learning.	Autumn Term 2016	LC/lead tutors in English and maths	Clear objectives which are monitored and reviewed in order to progress and stretch the learner. A good range of learning opportunities including online and self learning as well as classroom teaching.		Increased learner aspirations and achievement as measured in data reports
		Tutor training to ensure robust methods of initial and formative assessment	Autumn Term 2016	LC	More formative assessment to more accurately guide learners and maximise achievement		
3	Targets to identify the purpose of the learning in relation to the learners' aims and aspirations, so that learners can monitor their own progress and develop good independent learning skills	High quality action planning to ensure aims and objectives are highlighted on the ILP. Gateway sessions and access programmes to ensure learners are aware of their commitments in order to progress and achieve. Tutors to make use of online training tool.	Autumn Term 2016	LC/lead tutors in English and maths	Learners are better able to see their achievement and understand the need to develop and progress under their own steam, along side their tutorials and classroom learning.		Independent learning measured in evaluation forms. Baseline to be established.
4	For longer courses, the learning plans need to be effective in tracking and recording progress over time or enabling learners to redefine or set new learning targets	Improved ILP templates and processes	Templates July 2016 for introduction Autumn term 2016	LC	Learners are stretched and working at the correct level. Accurate recording on ILPs to reflect the ongoing assessment process.		Learner ILPs of a better standard
		Tutors to be trained in the better use of ILPs	Autumn Term 2016				
		ILPs and action plans to include individual 1-2-1 tutorials	Autumn Term 2016		Embedded in the scheme of work.		
		ILPs to be monitored by OTL and learning walks	Autumn Term 2016		Better quality ILPs		Not started
5	All tutors need to use technology effectively to support learning	Focus on a limited number of useful techniques in the classroom	Jul-16		Regular use of training tool to keep ideas fresh.	Jisc training arranged for October 2016	100% of tutors use technology

		Focus in observations and training for tutors	Autumn Term 2016	New OTL process introduced for the Autumn term.	Not yet in place	
		Investigate mobile-friendly applications for tutors to introduce for learners	Autumn Term 2016	Regular use of training tool to keep ideas fresh.		
6	The recording of learners' progress needs to be strengthened. Tutors need to use reviews to assess learners aspirations, to identify further learning opportunities or to set increasingly challenging targets	Learner reviews to be put in place	Jul-16	1-2-1 tutorials, reviews and increased use of ILP as a working document.	Not yet in place	Moderated through half-termly Learning walks and OTL.
		Review and moderate all learning objectives	Summer term 2016	Learning objectives are appropriate, challenging and SMART	In progress	Increased challenge to learners
		Review all course information sheets	Summer term 2016	Course information is specific and offers challenge to learners	In progress	Increased challenge to learners
		Increase achievement targets on Community Learning courses to 100%	Autumn Term 2016	Courses offer greater challenge to learners.	Process being designed to feedback success rates to tutors by ADA via termly	Increased challenge to learners
		Ensure tutors understand importance of achievement targets and success rates	Autumn Term 2016	Tutors are aware that classroom practice affects learner outcomes		Improved learner outcomes in CL and ASB
		Identify model of good practice	Jul-16	Continuous - always identifying good practice.	Not yet identified	
7	All tutors need to use questioning effectively to check learners' knowledge and to probe and confirm understanding	Tutors to be trained in using a variety of relevant questioning techniques	Autumn Term 2016	Regular use of training tool to keep ideas fresh.	Training software purchased, May 2016. Not yet launched to tutors. Launch in Autumn 16.	Improved learning experience measured through OTL and Learning Walks
		Tutors to be observed in their use of q&a	Autumn Term 2016			
8	Ensure high quality observations to monitor the impact that tutors are having on learning and the progress learners make See action point L&M3	See action point L&M3				
	Prioritise tutor training re: 'the impact that tutors are having on learning and the progress learners make' - ideas and examples of how this can be done					

3. Personal development, behaviour and welfare

No.	Area for improvement or development	Planned actions	Timescale	RP	Intended outcomes	Progress to date	Impact measurement
1	More-able learners always need to be sufficiently challenged and not have to wait for others to catch up	Initial assessment to identify the more able learner	Autumn Term 2016	LC	Improved differentiated learning, learners more able to progress at the appropriate rate and achieve at the correct level	Training software purchased, May 2016. not yet launched to tutors. Launch in Autumn 16	Improved learning experience measured through OTL and learnervoice
		Improve tutors' awareness to develop all learners and of the need to stretch learners	Autumn Term 2016	LC	Tutors better prepared with tools required to stretch learners		
		Increase tutors' skills in stretching the more able learners	End of Autumn Term 2016	LC	Improved outcomes for learners		
2	Tutors need to ensure that learners have sufficient opportunity to develop other work-related skills, including English and maths	Tutors to be aware of the requirement to embed English and maths	Autumn Term 2016	LC	Better IAG opportunities in non accredited courses. Tutors to take advantage of naturally occurring opportunities to embed English and maths.		Increased learners from non-accredited learners taking up opportunities to undertake SfL courses. Baseline data still to be established before target set.
		Tutors to understand and identify national curriculum levels of English and maths	Autumn Term 2016	LC/lead tutors on English and maths	Introduction of tools for tutors to use in order to maximise opportunities to embed English and maths		
		Tutors to be able to identify opportunities to embed English and maths	Autumn Term 2016	LC/lead tutors in English and maths			
		Lesson plans to include reference to identified potential opportunities for embedding English and maths, that will be utilised should those opportunities arise	June/July 2016	LC			
		Tutors to have a range of techniques to embed English and maths	Autumn Term 2016	LC/ lead tutors in English and maths			
3	Tutors need to promote the importance of good attendance and punctuality	Arrange meeting with SfL tutors initially to discuss best way of monitoring attendance and punctuality	June/July 2016	LC	Gateway preparatory/Access programme to address expectations prior to commencement of accredited learning. Tutors to make use of techniques in training tool.	Not yet arranged	Improved learner experience and increased success rates. Baseline data still to be established before target set.
		Learner agreements to be put in place for longer accredited courses.	June/July 2016	LC		Learning Handbook updated to include learner agreement, May 2016	
		Register to include info. on late arrivals	June/July 2016	QPM			
		Set targets for attendance and punctuality - reward approach?	Autumn Term 2016	LC			
		Ensure learners have physical information about the course they have booked on to	Autumn Term 2016	MSO		In development	

		Improve tutors' techniques to inspire learners to return to further sessions	Autumn Term 2016	LC		Training software purchased, May 2016. not yet launched to tutors. Launch in Autumn term.	
		Improve tutors' use of "hooks" at the start of the session to improve punctuality	Autumn Term 2016				
4	Learners' awareness of a) online safety and b) the dangers posed by radicalisation and extremism needs to be developed by tutors during learning sessions	Tutors to be supported with techniques to introduce and reinforce the dangers	Autumn Term 2016	LC	Training tool and regular updates from official sources.		Reduced risk of radicalisation, as measured by risk assessment
		Leaflets for learners to be distributed to reinforce learning	Jul-16		To be included in learner contract.	Not yet in place	

4. Outcomes for learners

No.	Area for improvement or development	Planned actions	Timescale	RP	Intended outcomes	Progress to date	Impact measurement
1	Success rates for learners on preparation for life and work courses need to be increased. Also see action point 1.1	Implement gateway sessions for English and maths	Autumn Term 2016	LC	Opportunities to improve attendance and punctuality before progression to full course and timely completion.	New programme being planned	Improve success rates by reducing the risk of learners not achieving
		Ensure learners encountered through gateway sessions are first required to attend 'access cours(es)' to give them the necessary skills to be ready to progress on to accredited modules. Access courses will be individualised for the learner according to their needs and prior learning/experience.	Autumn Term 2016		Learners are committed to undertaking a longer/accredited course.	New programme being planned	
		Put learner agreements in place	June/July 2016		Learners are sufficiently able to achieve and understand importance of attendance/punctuality.	Not yet in place	
		Rigorous assessment to ensure learners on correct course/level	Autumn Term 2016		Increased success rates	Not yet in place	
		Set targets for success rates	Autumn Term 2016		Good quality action planning on 1-2-1	Agreed 90% for non-qualification courses.	
		Increase achievement targets on Community Learning courses to 90%	Autumn Term 2016		Courses offer greater challenge to learners.	Not yet in place	
		Ensure learners are accurately entered for exams	June/July 2016		Correct information is given to the exams officer in a timely manner in order to avoid error	New procedure in place, May 2016	
		Formal induction - gateway preparation programme to ensure learners are aware of the commitment they are making.	Autumn Term 2016		Improve outcomes by the end of the academic year	Not yet in place	
		Clearer more robust measures to monitor progress and achievement for tutors.	September 2016 onwards	QPM	Tutors and Management informed of tutors' achievement levels, which will form part of tutors' performance management	Process being designed to feedback success rates to tutors by ADA	Improved success rates by tutors being more aware of achievement targets. Targets yet to be quantified.
2	Learning aims need to be defined more clearly so that learners and tutors can use them as a robust measure of achievement	Tutors to set clear aims on the ILP during the induction process	September 2016 onwards	LC	Learners are able to keep track of their progress and keep their learning on target.	Not yet in place	Better outcomes for learners. Baseline data still to be established before target set.
		Tutors to revisit ILPs every half term (1-2-1 tutorials) in order that tutors can individualise learning and improve rates of achievement.	September 2016 onwards				
		Audit of ILPs on a half termly basis	October 2016 onwards				