

2022-2025



WEST NOTTINGHAMSHIRE COLLEGE
STRATEGIC PLAN



OUR MISSION IS:

To provide skills to enable all students, employer partners and our community to thrive.

WE WILL BECOME:

A force for raising aspirations across our communities, where high-performing staff encourage students to stretch the boundaries of their potential and, in partnership with employers, develop the workforce of the future.

OUR VALUES:

Respect

Integrity

Collaboration

High **E**xpectations

Responsibility

STRATEGIC AIMS

AIM 1: **LEARNERS**

We will encourage and inspire our learners to aim high in life and at work and equip them to achieve these ambitions.

AIM 2: **EMPLOYEES**

We will equip our staff to enable our learners to reach their full potential.

AIM 3: **EMPLOYERS**

We will work with local employers to provide our learners with the skills they need today and those that will help them thrive in the future.

AIM 4: **COMMUNITIES**

We will be a significant force for raising aspirations throughout the communities we serve.

AIM 5: **FINANCES**

We will sustain the financial strength required to deliver high-quality services in response to new challenges.

AIM 6: **INFRASTRUCTURE**

We will continue to invest in efficient and well-managed facilities, systems and resources to support outstanding learning.



STRATEGIC OBJECTIVES

We will maintain a rolling three-year set of strategic objectives to ensure that we drive the college towards its vision. They are designed to be progressive, with each year building on the achievements of prior years. These objectives will serve as the performance objectives for the principal and will be cascaded into performance objectives for the executive and onwards throughout the college.

These objectives are developed into KPIs within the four sections of the college's balanced scorecard:

- Financial
- Learning and Innovation
- Operational Excellence
- Students, Employers and Community.

These KPIs are monitored through board committees and a full corporation board.

Clear explanations, plans and expectations are set out whenever a KPI is performing significantly below expectations.

2022-2023 ▶

1

Improve teaching to ensure the proportion of learners who achieve high grades increases by 10% year-on-year.

Consolidate an Ofsted grade and/or self-assessment grade of 'good' with some 'outstanding' features.

Improve apprenticeships' overall achievement to 10% above the national rate.

70% of 16-18-year-olds enrolled on GCSE English improve by at least one grade and 30% by at least two grades.

50% of 16-18-year-olds enrolled on GCSE Maths improve by at least one grade and 20% by at least two grades.

Increase the proportion of study programmes students who leave to take up positive full-time destinations in education and employment to 92%.

Implement our people strategy to ensure we attract and retain high-performing staff who are well-led and empowered

2

Achieve a rating for 'overall satisfaction' of 94% in the staff survey.

Achieve 'Microsoft Showcase' status as a college.

75% of all new teachers, trainers or specialists graded 'good' or better at their first observation.

80% of all teachers take up industrial experience opportunities as a key part of their development.

3

Respond to the government's employer-led skills and curriculum reform agendas in such a way as to continue to accelerate towards achieving our vision.

Establish productive and challenging employer advisory panels for at least five curriculum areas and use these to improve the experience of employers who are interested in working with the college.

4

Develop and recruit to a five days per week offer for learners with an Education Health and Care Plan ready for delivery in 2023/24.

Deliver our Equality and Diversity Action Plan.

5

Meet our key financial targets relating to staff cost, operating surplus, EBITDA, growing cash balances, investment for development, and bank covenants.

6

Progress capital projects in accordance with agreed timescales and within agreed budgets.

Implement the carbon reduction strategy working towards a net zero target, and continue to follow the Climate Action



2023-2024 ▶



2024-2025

Improve teaching to ensure the proportion of learners who achieve high grades increases by 10% year-on-year.

Improve teaching to ensure the proportion of learners who achieve high grades increases by 10% year-on-year.

Consolidate an Ofsted grade and/or self-assessment grade of 'good' with significant 'outstanding' features.

Consolidate an Ofsted grade and/or self-assessment grade of 'outstanding'.

Improve apprenticeships' overall achievement to 12% above the national rate.

Improve apprenticeships' overall achievement to 13% above the national rate.

75% of 16-18-year-olds enrolled on GCSE English improve by at least one grade and 40% by at least two grades.

80% of 16-18-year-olds enrolled on GCSE English improve by at least one grade and 45% by at least two grades.

60% of 16-18-year-olds enrolled on GCSE Maths improve by at least one grade and 30% by at least two grades.

70% of 16-18-year-olds enrolled on GCSE Maths improve by at least one grade and 40% by at least two grades.

Increase the proportion of study programmes students who leave to take up positive full-time destinations in education and employment to 93%.

Increase the proportion of study programmes students who leave to take up positive full-time destinations in education

Implement and review our people strategy to ensure we attract and retain high-performing staff who are well-led and empowered to do their best for students, employers and the community.

Implement our people strategy to ensure we attract and retain high-performing staff who are well-led and empowered

Achieve a rating for 'overall satisfaction' of 95% in the staff survey.

Achieve a rating for 'overall satisfaction' of 96% in the staff survey.

Use 'Microsoft Showcase' status as a college to drive demonstrable improvements in teaching and learning.

Use 'Microsoft Showcase' status as a college to drive demonstrable improvements in teaching and learning.

80% of all new teachers, trainers or specialists graded 'good' or better at their first observation.

80% of all new teachers, trainers or specialists graded 'good' or better at their first observation.

90% of all teachers take up industrial experience opportunities as a key part of their development.

95% of all teachers take up industrial experience opportunities as a key part of their development.

Demonstrably develop our curriculum offer in response to local and national interpretation of government reforms.

Demonstrably develop our curriculum offer in response to the strategy of the elected mayor of D2N2.

Establish productive and challenging employer advisory panels for at least ten curriculum areas.

Establish productive and challenging employer advisory panels for all curriculum areas.

Successfully deliver a five days per week offer for learners with an Education Health and Care Plan.

Create a plan to further develop the five days per week offer for learners with an Education Health and Care Plan to benefit from devolution.

Deliver our Equality and Diversity Action Plan.

Deliver our Equality and Diversity Action

Meet our key financial targets relating to staff cost, operating surplus, EBITDA, growing cash balances, investment for development, and bank covenants.

Meet our key financial targets relating to staff cost, operating surplus, EBITDA, growing cash balances, investment for development, and bank covenants.

Progress capital projects in accordance with agreed timescales and within agreed budgets.

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Implement the carbon reduction strategy working towards a net zero target, and continue to follow the Climate Action

Implement the carbon reduction strategy working towards a net zero target, and continue to follow the Climate Action Roadmap for FE Colleges.



THE ASPIRE CURRICULUM

It is our intention that every course at every level, in every subject and for every cohort will meet the standard set out below.

AMBITION

The college will be clear that every course is simply a stepping-stone into the next stage of a learner's career.

We will constantly and consistently espouse the value of achieving the highest grade possible and will encourage our partners, particularly employers and universities to do the same.

We will strive to understand and meet the needs of every student so that no teachers

SUCCESS

The college will support learners in acquiring good habits for learning and for future employment. These will be appropriate to the level of study and the next stage of learning.

We will show our students that we believe in them and their ability to succeed in life.

We will encourage and support every student in improving their maths and English skills.

PLANNING

Each course will be constructed so that skills, knowledge and attributes will build up coherently, logically and progressively.

Whilst allowing students to choose their own path, every course, however short, will have at least one clear progression route mapped to it, into which students will be supported.

The classroom-based curriculum will provide high-quality preparation for progression onto an apprenticeship.

The curriculum will provide progression from one level to the next, including from FE into HE.

Our sub-contractors will be incentivised to ensure that their students progress onto purposeful learning at a higher level, including college courses whenever appropriate.

INDIVIDUAL

We will consider the needs of all disadvantaged groups in designing and delivering our curriculum and in providing support.

We will train teachers and support staff well to meet the needs of our most vulnerable learners, including those with learning difficulties and disabilities, those who may have suffered early childhood trauma and those who may have struggled to engage in formal secondary education, to ensure that all learners can fully-access the curriculum. Where necessary, these learners will receive individualised personal support to enable them to gain as much as possible from their learning experience.

We will identify the most able learners in every group and encourage them to aim high, broaden their learning and achieve great outcomes, which align with their potential and their aspirations.

We will respond to students who disengage from their learning in any way by first seeking to understand and then working with them to adjust our approach and provide support, whilst maintaining the high expectations which will enable them to thrive.



RELEVANCE

We will develop partnerships with local, regional and national employers to enable them to contribute fully to the design and delivery of courses across the college curriculum.

We will use our resources effectively to understand the nature of the future jobs market in order to best prepare and advise our learners for prosperous futures.

We will use the talents of our teachers and the resources at our disposal to develop talented employees who will support their employers to compete in a changing and technological context.

We will help every student to find something they're good at, to build their self-confidence and self-esteem and to enable them to thrive.

EXCELLENCE

We will embolden our staff to be creative in their practice in order to provide students with a high-quality learning experience, wherever and whatever they are studying.

We will encourage our staff to share their successes and areas for development with colleagues in order to learn as much from one another as we can.

We will use our deep dives to identify the best practice and use this to support those whose performance may not yet be at that level.

EMPOWERMENT

We will empower our staff to be creative in their practice in order to provide students with a high-quality learning experience, wherever and whatever they are studying.

We will empower our staff to take control of their own professional development by sharing their professional practice expertise with colleagues.

We will empower our students to shape their own development through flexible use of the study programme, enrichment and employer engagement.

This strategic curriculum intent will be developed for specific groups of learners, including education programmes for young people, adult learning programmes, apprenticeships, provision for learners with high needs and higher education.

Curriculum teams will be asked to consider how this framework can be used to ensure that their courses play a part in taking the college towards achieving its vision. Their response to this challenge will be considered as part of the deep dive process.

LIVING OUR VALUES TO ACHIEVE OUR VISION

LEADERS

ALL STAFF

STUDENTS

R ESPECT

Treat every member of staff as they would wish to be treated.

Remember to say please and thank you.

Listen hard to other members of staff and consider carefully what is said.

Begin every conversation in the belief that the person we're talking to wants to do their best.

Value your teachers and other staff – they work hard to help you succeed.

Be aware of the impact – positive and negative – of your actions on your fellow students.

I NTEGRITY

Take decisions fairly and as far as possible in an open and transparent way.

Tell the truth.

Always share information on college performance as openly as possible.

Face-up to difficult decisions in the interests of the college.

Admit when we don't know.

Always act in the interests of the college.

Admit when you don't know.

Do your best.

C OLLABORATION

Communicate effectively, regularly and routinely so that everyone feels able to contribute fully.

Share successes and frustrations so that we can all learn together.

We share achievements that we are proud of and are willing to take time to help others follow in our wake.

We work together in a constructive and compromising spirit to improve the experience and outcomes of our students.

We read communications within the college and seek to play the best part we can in the college's success.

Share your knowledge, skills and understanding with other students.

Make the most of opportunities to get involved with college lie beyond your course.



LEADERS

HIGH EXPECTATIONS

Demand the very best of ourselves and be honest about where we need to improve.

Set clear expectations of the college and those who work here.

Support and invest in staff to improve their performance.

Identify the best practice and use this to support those whose performance may not yet be at that level.

Celebrate creativity and risk-taking – even when it doesn't quite work.

ALL STAFF

We strive to be better today than we were yesterday.

We are honest about our strengths and how we can improve.

We invest in our own development.

We ask questions which challenge leaders.

STUDENTS

Set yourself challenging targets and work hard to achieve them.

RESPONSIBILITY

Hold ourselves accountable for the impact of decisions we make.

Remember how many people rely on us to do a good job.

If we see something that seems wrong, we tell someone.

If we become aware of an issue with a colleague, a student or an external partner, we take ownership of ensuring that the issue is resolved.

Attend all of your timetabled sessions on time.

Wear the appropriate clothing and bring the right equipment.

Meet all agreed deadlines.







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