



Centre Improvement Priorities 2021-22	
<p><b>QUALITY OF EDUCATION</b></p> <p><i>Curriculum, outcomes, and teaching and learning</i></p>	<ul style="list-style-type: none"> <li>● Curriculum intent and implementation built around a language of learning which equips young people to make strong transitions into higher education, further training or employment.</li> <li>● TLA enables a continually improving trend of student progress, above national average levels.</li> <li>● <b>TLA ensures that all students with additional needs / barriers (BAME, PP, EAL and SEND) are able to make good progress, beyond the progress of these cohorts nationally.</b></li> <li>● TLA challenges students at all levels of prior attainment, allowing access to the highest grades.</li> <li>● Our recovery curriculum is regularly reviewed to ensure that every possible measure is taken to mitigate the impact of the COVID context on student progress, outcomes and life chances.</li> <li>● Feedback ensures that <b>all students</b> are empowered to make progress.</li> <li>● A culture of continuous improvement and student ownership of targets allows students to aim for and exceed their average expected grade (AEG).</li> <li>● Post 16 Forum works to evaluate, create and sustain an antiracist and decolonised curriculum.</li> <li>● Leaders at all levels ensure that interventions are efficient and effective and continue to develop an ambitious culture of student achievement for all.</li> <li>● Quality assurance (conducted by leaders at all levels) shows that teaching has a notably positive impact on learning and outcomes for <b>all students</b>.</li> <li>● The use of digital platforms improves engagement with and impact of home learning.</li> <li>● <b>Leaders have effective contingency in place to ensure that the impact on students of the COVID context (and any related changes) are mitigated to the fullest possible extent.</b></li> <li>● <b>Leaders ensure that course entry requirements allow all students to access appropriate P16 pathways, including contextual admission considerations for individual courses.</b></li> </ul>
<p><b>BEHAVIOUR AND ATTITUDES</b></p> <p><i>Attitude to learning and community</i></p>	<ul style="list-style-type: none"> <li>● Tutor and teacher guidance and monitoring allows students to make good use of directed study time, ensuring that students complete 1 hour of independent work for every 1 hour of lesson time.</li> <li>● Student behaviour is outstanding and students are purposeful in lessons and private study.</li> <li>● Teachers and the P16 team foster a culture of independent study, ensuring students are equipped (in the short term) for any part/full school closure and (in the long term) for lifelong learning.</li> <li>● There is an improving attendance trend for <b>all student groups</b>, and effective measures are in place to ensure that the impact of the COVID context (part/full closure, self isolation etc.) is mitigated to the fullest extent possible.</li> </ul>
<p><b>PERSONAL DEVELOPMENT</b></p> <p><i>Preparation for life</i></p>	<ul style="list-style-type: none"> <li>● <b>Ensure that all students have access to high quality and impartial CEIAG.</b></li> <li>● <b>Support all students in securing appropriate Post 18 pathways.</b></li> <li>● Core Programme, tutoring and enrichment activities develop skills of independence, employability, self-awareness, responsibility, co-operation and wellbeing.</li> <li>● <b>Enrichment offer at both learning communities is rebooted to offer and expanded provision, including inter-Centre sporting fixtures.</b></li> <li>● <b>Our work experience programme development is adapted to focus on increasing access to and take-up of high-quality remote work experience opportunities.</b></li> <li>● Opportunities for student leadership are offered to all students.</li> <li>● Tutors enable students to make effective use of Unifrog to record extra and super curricular /enhancement activity to inform the process of preparing applications for their next steps.</li> <li>● Further incorporate British values into Core Programme, with prioritisation of our antiracism work.</li> <li>● There are opportunities for <b>all students</b> to develop their literacy, numeracy and employability skills in all curriculum areas.</li> </ul>
<p><b>LEADERSHIP AND MANAGEMENT</b></p> <p><i>Effectiveness of leadership and management</i></p>	<ul style="list-style-type: none"> <li>● <b>Leaders at all levels commit to the work of NBP16 becoming a fully antiracist space.</b></li> <li>● <b>Leaders at all levels commit to further developing a safe, open, informed and proactive culture to tackle sexual violence and harrasment.</b></li> <li>● Centre students and staff are safe at all times with effective safeguarding collaboration.</li> <li>● Continue to ensure that the process from application to induction secures increased numbers of students on roll, and on an appropriate curriculum, at autumn census.</li> <li>● Senior leaders strive for retention performance measures above the national average.</li> <li>● Governance at the Centre is effective and holds senior leaders to account.</li> <li>● Stakeholders, including parents, carers and students, are engaged effectively by leaders.</li> </ul>