

Appendix 1													
Objective Ref	Action Ref	CIF Aspect	Date Objective Added	Source of Afl	Area for Improvement	Objective	Date Action Added	Action	Deadline	Action Complete? Y/N	Responsible	Review Progress/Impact against Objective with dates	Objective Complete? Y/N
					This new Quality Improvement Plan (QIP) has been established with effect from 1st June 2016, following the service's Ofsted inspection in April 2016, to manage the improvements that will enable NCLS to become an outstanding provider.	Objective with effect from 1st June 2016: The aim of this Quality Improvement Plan is that the service will be an outstanding provider by July 2018.			31/07/18		IY		
1		L&M	31/05/2016	Ofsted	The collection and analysis of information about learners' progression are neither well established nor used fully to improve the provision.	Information about learners' progression is systematically collected, analysed and used regularly and fully to inform future planning and improve the service's provision.					JM		
1		Outcomes	31/05/2016	Ofsted	Leaders have only just started analysing progression in detail.	Information about learners' progression is systematically collected, analysed and used regularly and fully to inform future planning and improve the service's provision.					JM		
1		Adult Learning	31/05/2016	Ofsted	Managers do not analyse progression information well enough to inform future planning.	Information about learners' progression is systematically collected, analysed and used regularly and fully to inform future planning and improve the service's provision.					JM		
1	1.1						31/05/16	Procure an external provider to collect and report on learner destinations	01/09/16		JM		
1	1.2						31/05/16	Produce regular internal progression data	01/09/16		JM		
1	1.3						31/05/16	Information on the progression and destinations of learners is available and used regularly at management and steering group meetings to inform future planning and improve the service's provision	31/07/17		JM		
2		L&M	31/05/2016	Ofsted	Leaders are aware that underperformance in a few areas needs to be dealt with, such as in creative arts.	Leaders, managers and governors focus on consistently improving outcomes for all learners and securing provision of very high quality across all areas of delivery.					DS		
2	2.1	L&M	31/05/2016				31/05/16	QIP reviewed on a monthly basis at management and steering group meetings and new objectives and actions are added where further improvement areas are identified.	31/07/18		DS		
3		L&M	31/05/2016	Ofsted	Senior leaders and managers evaluate thoroughly the quality of provision through comprehensive self-assessment. However, self-assessment by programme managers is less effective because their assessments are largely descriptive.	All leaders, managers and governors use highly effective self-assessment to thoroughly evaluate the quality of provision and focus their actions on improving the provision and reviewing the impact of their actions.					DS		
3	3.1	L&M					31/05/16	Complete NCLS restructure so as to ensure that the service has an effective structure and management team in place.	01/08/16		IY	Interviews are complete and appointments to new structure have commenced. DS 10/06/16	
3	3.2	L&M					31/05/16	Review self-assessment process in the light of the new NCLS structure and implement the new process.	01/09/16		DS		
3	3.3	L&M					31/05/16	Provide report writing training for managers, focusing on effective use of data, how to use actions to improve provision and review the impact of actions.	01/09/16		DS		

3	3.4	L&M					31/05/16	Monitor the quality of self-assessment against the objective and provide support for staff who need further training.	31/07/17		DS		
4		L&M	31/05/2016	Ofsted	Managers do not check that safeguarding referrals are effectively resolved by partner agencies. As a result, records remain open and managers cannot confirm if an effective resolution has been achieved.	Managers check that safeguarding referrals are effectively resolved by partner agencies and records confirm that a referral has been resolved and closed in a timely manner.			31/07/16		JY		
4	4.1	L&M					31/05/16	Revise safeguarding referral management process so that referrals are effectively closed.	31/07/16		JY		
5		QTLA	31/05/2016	Ofsted	Teachers of adult learning programmes do not always correct English errors in learners' written work. Teachers do not use written feedback well enough to help learners to achieve at the highest level of which they are capable.	Teachers correct and provide high quality, detailed written feedback on learners' written work so that learners know how they can improve and are encouraged to achieve at the highest level of which they are capable.					DS		
5	5.1	QTLA					31/05/16	Develop and complete delivery of mandatory CPD programme for teaching staff.	31/12/16		DS		
5	5.2	QTLA					31/05/16	Carry out a programme of learning walks in the spring term 2017 to assess progress and provide additional developmental support to teaching staff and performance manage where necessary.	31/03/17		DS		
5	5.3	QTLA					31/05/16	Assess progress using feedback from formal observation and learning walk data and develop further actions as required.	31/07/17		DS		
6		QTLA	31/05/2016	Ofsted	A minority of teachers do not use the results of assessments of learners' starting points well enough to plan learning and set challenging targets and help learners to achieve at the highest level of which they are capable. The quality of learners' work meets the requirements of their qualification aims. However, teachers do not challenge learners to produce the very best work of which they are capable consistently.	Effective initial assessment of learners' starting points is used well to plan learning. Teachers have increased the rigour and effectiveness with which they set targets for learners, particularly to stretch and challenge learners to consistently produce the very best work of which they are capable and achieve their full potential.					DS		
6		Adult Learning	31/05/2016	Ofsted	Teachers do not always provide sufficient challenge to all learners. Teachers do not always provide more difficult work for those learners who make progress more quickly than others.	Effective initial assessment of learners' starting points is used well to plan learning. Teachers have increased the rigour and effectiveness with which they set targets for learners, particularly to stretch and challenge learners to consistently produce the very best work of which they are capable and achieve their full potential.					DS		
6		Apps	31/05/2016	Ofsted	Apprentices are not always challenged by the sometimes insufficiently detailed targets set by teachers, to achieve their full potential.	Effective initial assessment of learners' starting points is used well to plan learning. Teachers have increased the rigour and effectiveness with which they set targets for learners, particularly to stretch and challenge learners to consistently produce the very best work of which they are capable and achieve their full potential.					DS		
6		Apps	31/05/2016	Ofsted	Teachers do not always help apprentices develop their vocational skills beyond the level required by the qualification.	Teachers support apprentices to develop vocational skills beyond the level required by the qualification.					DS		
6	6.1	QTLA					31/05/16	Develop and complete the delivery of a mandatory CPD programme for teaching staff.	31/12/16		DS		

6	6.2	QTLA					31/05/16	Carry out a programme of learning walks in the spring term 2017 to assess progress and provide additional developmental support to teaching staff and performance manage where necessary.	31/03/17		DS		
6	6.3	QTLA					31/05/16	Assess progress using feedback from formal observation and learning walk data and develop further actions as required.	31/07/17		DS		
7		QTLA	31/05/2016	Ofsted	A few teachers make insufficient checks on learning to ensure that learners have understood before moving on. They often do not check thte understanding of less confident learners.	Teachers check regularly for learning and ensure that all learners, including less confident learners, have understood before moving on.					DS		
7	7.1	QTLA					31/05/16	Develop and complete the delivery of a mandatory CPD programme for teaching staff.	31/12/16		DS		
7	7.2	QTLA					31/05/16	Carry out a programme of learning walks in the spring term 2017 to assess progress and provide additional developmental support to teaching staff and performance manage where necessary.	31/03/17		DS		
7	7.3	QTLA					31/05/16	Assess progress using feedback from formal observation and learning walk data and develop further actions as required.	31/07/17		DS		
8		QTLA	31/05/2016	Ofsted	The majority of teachers do not extend learners' understanding of equality and diversity in society, and their role in modern Britain based on British values. Teachers make brief references to these subjects in lessons and include relevant points in lesson plans. However, most staff lack the confidence to deal with these subjects in detail.	All staff have the skills, confidence and resources to routinely and effectively develop learners' understanding of equality, diversity and British values.					DS		
8	8.1	QTLA					31/05/16	Complete appointment of Lead Practitioner Equality and Diversity	01/08/16		DS	Interviews in progress DS 10/06/16	
8	8.2	QTLA					31/05/16	Following implementation of the new structure, hold a management workshop to review Ofsted feedback, discuss the issues and develop a detailed plan of action.	01/09/16		DS		
8	8.3	QTLA					31/05/16	Lead Practitioner to support the development of resources and support tutors to embed Equality and Diversity and British values with confidence	31/07/17		DS		
8	8.4	QTLA					31/05/16	Develop and deliver a comprehensive, mandatory CPD programme to all staff - teaching and non-teaching.	31/03/17		DS		
8	8.5	QTLA					31/05/16	Carry out a programme of learning walks in the spring and summer terms 2017 to assess progress and provide additional developmental support to teaching staff and performance manage where necessary.	31/07/17		DS		
8	8.6	QTLA					31/05/16	Assess progress using feedback from formal observation and learning walk data and develop further actions as required.	31/07/17		DS		

9		Outcomes	31/05/2016	Ofsted	Leaders are aware that in a very few subjects, such as creative arts, learners' success rates are not improving quickly enough.	Success rates are consistently good and at or above national rates in all subject areas and types of provision.			31/07/17		IY	NB. Data will not be available to evidence this outcome until November 2017.	
9	9.1	Outcomes					31/05/16	Ensure subject and tutor level attendance, retention and outcome data is available for learning managers and for analysis at management meetings.	01/08/16		JM		
9	9.2	Outcomes					31/05/16	Learning managers report on attendance, retention and outcome data in the BRAG and use this data to inform the BRAG rating of each member of teaching staff and to discuss and manage performance with teaching staff.	01/09/16		DS		
9	9.3	Outcomes					31/05/16	Learning managers report on performance within the teaching staff team at each monthly QI meeting.	01/10/16		DS		
9	9.4	Outcomes					31/05/16	Teaching staff with below target attendance, retention and outcomes are supported to improve and performance managed if they do not improve. This will be evidenced through observations and learning walk evidence, the BRAG and performance data.	31/07/17		DS		
9	9.5	Outcomes					31/05/16	Monitor attendance, retention and outcome data by subject area and type of provision regularly at management meetings and implement improvement actions where issues are identified.	31/07/17		IY		

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						Objective: November 2015 to May 2016: The aim of this QIP is that the service improves to Good at re-inspection (PIAP-OR-52)						The service was judged to be Good at its re-inspection by Ofsted 18th-21st April 2016. For this reason, the aim of this QIP has been achieved. A new QIP will be established incorporating a new over-arching objective and new areas for improvement. This QIP has been closed as at 31/05/16	Y
1		L&M	16/11/2015	SAR	The scrutiny and management challenge provided by the Adult Education Steering Group has improved, however, there is not yet sufficient, effective challenge to improve the quality of provision and outcomes for learners	The Adult Education Steering Group has created a culture that enables learners and staff to excel; and systematically challenge senior leaders so that the quality of provision is consistently good and so as to secure excellent outcomes for learners (links to PIAP-OR-53)			31/07/16		HW	Ofsted confirmed (21st April 2016): <input type="checkbox"/> The governance of the provider –Senior council members, elected officials and steering group members, who constitute the governing body, support and challenge the head of service robustly to bring about rapid improvements. –Governors have a clear vision for the service and use their knowledge and skills well to ensure that priorities are closely aligned to those of the council and the needs of Norfolk’s residents. –Governors monitor the performance of the provision regularly and in detail. They monitor attendance and the quality of teaching, learning and assessment particularly well.	Y
1	1.1	L&M					01/12/15	Put in place a performance dashboard for the Steering Group to approve targets set by service managers and track performance at each Steering Group meeting	31/01/16	Y	HW	November Steering Group minutes show iteration 1 considered. December SG shows this item on agenda. Monitoring on Jan 2016 agenda - further discussion at SG on refined targets and data to indicate value added by NCLS interventions.	
1	1.2	L&M					01/12/15	Put in place monthly budget/funding monitoring	31/01/16	Y	HW	Andrew Skiggs' report on Jan 2016 SG agenda and will be a regular report. From February 2016 will include monthly funding report (JM). Feb 16 performance dashboard presented to SG by JM. AS gave a verbal budget update in Feb 16 and SG requested that a written budget report be presented from March 16. 08/04/16: AS presented written budget report to March steering group meeting and JM presented monthly funding report. This action is now in place and complete. DS	
1	1.3	L&M					21/01/16	Monthly review by JH and HW confirms that effective governance arrangements provide oversight and robust challenge to improve the performance of the service (Transfer from PIAP-OR-03)	31/07/16	Y	HW	To be increased in frequency to a monthly review after each SG. Cllr Law attended an Ofsted Improvement Seminar 25/02/16 and gave feedback to SG on 29/02/16. Performance dashboard 29/02/16 has improved the opportunities for challenge by the SG. Chair of SG Cllr Bearman attended the NCLS Performance Board 09/03/16 to discuss performance. 08/04/16: JH has discussed with Steering Group Chair RB how to develop and progress Steering Group membership, knowledge and involvement. Decisions were made about an annual SG member development programme, how to exploit the strengths of SG members and to add to SG membership with 2 learners and 1 business representative. New actions to be added. DS Close and manage as part of normal business in future. DS 31/05/16	
1	1.4	L&M					08/04/16	Improve and maintain the knowledge base within the Steering Group so as to ensure robust challenge through a series of steering group briefings between May (after AGM) and July each year.	31/07/16	Y	HW	08/04/16: JM delivered a KPI CPD session to steering group members prior to March meeting. HW/DS to develop an ongoing programme of CPD. To be managed as part of normal operational business wef 31/05/26	
1	1.5	L&M					08/04/16	Implement more specific invitations to Members to particular events that relate to their field of experience rather than generic, open invitations to all members, so as to improve relevance.	31/07/16	Y	HW	08/04: JH agreed with Chair RB to implement more specific invitations to Members to particular events. To be managed as part of normal operational business from 31/05/16	

1	1.6	L&M					08/04/16	Recruit two learners (One apprentice and one other adult learners) and one business sector representative to the steering group membership.	31/07/16	Y	HW	08/04: JH has asked DS to develop role descriptions and consider how to take forward recruitment of volunteer members. To be managed as part of normal operational business from 31/05/16	
2		L&M	31/12/2015	Ofsted Nov 15	Operational links between the service and its key community partners, such as children's centres, are not sufficiently secure	Excellent operational links between the service and its key community partners, such as children's centres, inform the service's planning of provision and enable learners to access a wide range of learning opportunities that meet their needs very well.			31/03/16		JY	Ofsted April 2016: Leaders use well their effective partnerships with local employers, other council departments and partners to ensure that learners have access to a wide range of courses. These partnerships focus well on engaging learners from the most deprived areas of the county to improve community relationships and learners' employment prospects. Leaders have increased the participation of these learners significantly and the proportion who receive useful employment-related training.	Y
2		L&M	31/12/2015	PIAP		The service provides a good offer and service to learners (PIAP-OR-55)			31/03/16		JY	Complete as per objective 2	Y
2	2.1	L&M					07/12/15	Meet with Children's Centre Cluster Leads and assign a programme manager to each Cluster to act as a single point of contact for operational planning	31/01/16		JY	Meeting held with Children's Centre Cluster Leads 06/01/16. Programme Managers attending first of a series of planning meetings 18/01/16. Programme Managers attending Children's Centres Cluster leads quarterly meeting 28.4.16	
2	2.2	L&M					02/02/16	A programme manager has been assigned to work in partnership with each Children's Centre Cluster and has planned a programme for 2016/17	31/03/16	Y	JY	Programme managers assigned to Children's Centre Clusters and initial meetings have been held to inform planning. 02/02/16. Planning is complete, planning spreadsheets have been submitted and are being checked by JM/JY and are due to be signed off by 30/04/16. Signed off JY	
2	2.3	L&M					02/02/16	Children's Centres/NCLS partnership agreement for 2016/17 agreed and signed off	31/03/16	Y	JY	Initial draft reviewed 06/01/16. Informed by all Children's Centre managers. Children's Centre Improvement Officer preparing first draft 02/02/16. 20/02/16 Draft agreement received and reviewed, returned to Tracey Andrews, Children's Centre Development Manager with comments. 6.4.16 Partnership agreements will be signed by each cluster lead at meeting 28.4.16 Signed and complete JY	
2	2.4	L&M					02/02/16	Strategic links have been made with key locality partners and have informed the 2016/17 planning	31/03/16	Y	JY	02/02/16: Each programme manager has met with Library Service Locality Manager, Early Help Locality Managers, Museums Service and Norfolk Records Office and third sector organisations in their locality. 2.3.16 Team meeting planned for 1/03/13 to review locality plans. 6.4.16 Core programme planning completed. 08/04: Planning spreadsheets are being checked and will be signed off by 30/04/16. Planning complete JY	
3		L&M	16/11/2015	SAR	The use of performance data to effectively monitor and manage performance and improve quality and outcomes for learners has significantly improved, but is not yet fully embedded and this means that some learners are at risk of not completing their programme of learning	The effective use of performance data has secured consistently good or better quality of teaching, learning and assessment and has resulted in substantial improvements in outcomes for learners (links to PIAP-OR-53)			31/07/16		JM	Ofsted April 2016: Leaders and managers monitor learners' attendance and achievements closely. They use regular and comprehensive data to measure progress towards meeting challenging targets. Their improvement actions are swift and effective. As a result, learners' attendance has improved significantly and the large majority of current learners are making strong progress. Leaders and managers assess and improve the performance of staff very effectively. They deal swiftly and robustly with underperforming staff and partners.	Y

3		PDBW	16/11/2015	SAR	Learner attendance is not yet monitored sufficiently to ensure that learners at risk are supported to complete their programme of study and achieve their outcomes	Through regular monitoring of learner attendance, the service is able to demonstrate that attendance is consistently good and that no groups of learners are disadvantaged by low attendance (links to PIAP-OR-07)		SEE REF 3 L&M FOR ACTIONS	31/07/16		JM	Ofsted April 2016 Leaders and managers monitor learners' attendance and achievements closely. They use regular and comprehensive data to measure progress towards meeting challenging targets. Their improvement actions are swift and effective. As a result, learners' attendance has improved significantly and the large majority of current learners are making strong progress.	Y
3	3.1	L&M					30/11/15	Regular performance data at tutor/assessor level is available to subject teams and used to manage performance	29/02/16	Y	JM	22/02/2016 - All performance data is available via Pro-Achieve and SSRS with the underlying data updated weekly.	
3	3.2	L&M					30/11/15	Performance data for apprenticeships is available to subject teams and used to manage performance	29/02/16	Y	JM	29/02/2016 - Need to arrange a member of staff to attend the Pro-Achieve Apprenticeship training in order to complete this action. 08/04/16: Complete JM	
3	3.3	L&M					30/11/15	Weekly Beyond Expected End Date (BEED) reports sent to programme managers and discussed at weekly performance boards. Programme managers expected to comment to JM within 2 days	29/02/16	Y	JM	29/02/2016 - Weekly BEED Reports are now available and need to be discussed at weekly performance boards. The reports need to be transferred over to SSRS so they can be scheduled and forwarded to staff automatically. 08/04/16: Reports will be sent out weekly wef 11/04/16 and will be discussed at Performance Boards wef 13/04/16. JM	
3	3.4	L&M					30/11/15	Attendance is monitored by all subject managers through the electronic absence tracking lists	24/03/16	Y	JM	29/01/16: Audit planned for March 16 DS. 15/02/2016 - Reports on 2, 3 and 4+ week absences available for Subject Managers to track learners with. 08/04/16: Data team is currently carrying out an audit to check compliance. Keep open pending outcome of audit.	
3	3.5	L&M					30/11/15	Electronic reports are available to monitor attendance	29/02/16	Y	JM	15/02/2016 - All attendance reports are available on SSRS.	
3	3.6	L&M					30/11/15	Weekly performance boards are used effectively to challenge performance	29/02/16	Y	HW	Performance is challenged effectively at the NCLS Performance Boards evidenced in the minutes.	
3	3.7	L&M					21/01/16	Data analysis is available and effectively used to improve service performance and learner outcomes (PIAP-OR-24)	31/07/16	Y	JM	SSRS Reports and ProAchieve are currently being used to improve service performance. Managers are attending data management training. Feb 16 JM 08/04/16: On-going development work and audits taking place. Final training session 21/04/16.Final training delayed to 09/06/16 due to inspection but all is now complete JM	
3	3.8	L&M					21/01/16	Reasons for learners leaving are used to improve provision further (PIAP-OR-49)	31/07/16	Y	JM	2014-15 learner destinations are in the process of being tracked by the business support team Feb 16 JM 08/04: Still in process of being tracked. JM Learner destination tracking will be included within hew QIP so closing this reference down. DS	
4		L&M	16/11/2015	SAR	The service's process for the performance management of teaching staff is fully implemented, but its use is inconsistent and this means that some teaching staff are not yet managed effectively so as to improve the quality of teaching, learning and assessment for learners	The service's process for the performance management of teaching staff is used consistently in accordance with the service's policy across all subject areas and has resulted in consistently good or better quality of teaching, learning and assessment for learners (Links to PIAP-OR-63)			31/07/16		DS	Ofsted April 2016: Teaching, learning and assessment are good across all types of provision. Leaders monitor the quality of teaching, learning and assessment robustly. Observations are accurate and improvement action is prompt and highly effective. Managers' analysis of observations identifies the few weaknesses found by inspectors correctly. Leaders and managers assess and improve performance of staff very effectively. They deal swiftly with underperforming staff and partners.	Y
4	4.1	L&M					16/11/15	Continue monthly audit of BRAG, including cross-referencing with formal observation outcomes and follow up with subject teams where performance issues are identified	31/07/16	Y	GR	QI meeting. GR is following up regularly with subject teams. DS. 07/04: BRAG audit presented to Performance Board 23/03/16 and showed 43% of BRAG reviews either overdue or not covering minimum criteria. To be brought to next QI meeting for discussion on 13/04/16. DS 14/04/16: BRAG was discussed at QI meeting 13/04/16 and a significant improvement was reported by GR. Following management action BRAG reviews requiring improvement reduced to 15.9%. Continue to review at monthly QI meeting. DS	
4	4.2	L&M					16/11/15	Report BRAG audit outcomes to Monthly QI Meeting	31/07/16	Y	GR	Outcomes of BRAG audit are reported every month at QI meeting. 07/04: BRAG issues identified at Performance Board 23/03/16 will be on the agenda on 13/04/16. DS 14/04/16: BRAG audit reported to QI meeting 13/04/16. Continue to review monthly DS	

4	4.3	L&M					16/11/15	Ensure management support and performance management of staff is in place where use of BRAG is inconsistent or performance requires improvement	29/01/16	Y	DS	BRAG audits are reported at the monthly QI Meeting and followed up through line management. Support is provided by the Quality Manager 29/01/16. 08/04: BRAG issues to be discussed at QI meeting 13/04/16 and agreement reached on how to support staff and performance management implications. Ultimately the new service structure will manage this issue but in the meantime staff need to comply with policy. DS 14/04: continue to manage through line management and	
4	4.4	L&M					16/11/15	Implement appraisals for sessional staff	31/07/16	Y	DS	08/04: currently considering most appropriate way forward and whether to link with BRAG monitoring and management. DS. This action is closed as the new Learning Manager team will implement 1-1 appraisals	
4	4.5	L&M					08/02/16	Review service needs in relation to a database of teaching staff and produce an action plan to put in place a solution that meets service requirements	01/08/16	Y	DS	07/04/16: Planning underway with proposed launch 1/8/16. AS to update plan with additional field requirements to be followed by confirmation of reporting requirements for SMT for next stage of the build. Next meeting end of April. Action plan to follow April meeting by 06/05/16. DS This piece of work has become a separate project wef May 2016 so is now closed on the QIP. DS 31/05/16	
5		L&M	16/11/2015	SAR	High quality professional development is used to improve the quality of teaching, learning and assessment for learners, however, not all teaching staff value the benefits of continuing professional development and this means that some learners experience a quality of provision that is not consistently good or better	Professional development encourages, challenges and supports staff improvement. Managers provide an appropriate environment and climate that supports teaching staff with their continuing professional development and it is having a positive impact on their teaching and the progress learners make. The quality of teaching, learning and assessment is improving rapidly and is good or better in the majority of provision			31/07/16		DS	Ofsted April 2016: Leaders and managers have invested heavily in providing high-quality, comprehensive staff training and development, which is aligned closely to the services' key areas for improvement. Managers monitor closely and accurately the impact of training through observations of teaching, learning and assessment and the development of learners' skills, such as in English and mathematics. Teaching, learning and assessment are good across all provision types.	Y
5	5.1	L&M					16/11/15	Identify key afis through observation.	18/12/15	Y	GR	Afis identified and presented to CPD review meeting 18/12/15	
5	5.2	L&M					16/11/15	Review autumn 2015 CPD and establish methodology for 2016 spring term	18/12/15	Y	DS	Methodology established through review and discussion at CPD review meeting 18/12/15	
5	5.3	L&M					18/12/15	Ensure mentoring and coaching available and taken up by subject staff to support teaching staff with improvement activity	29/01/16	Y	DS	CPD programme, including mentoring and coaching support through KK, is in place and recorded in the CPD database 29/01/16	
5	5.4	L&M					18/12/15	Implement Spring term CPD programme	24/03/16	Y	DS	Spring term CPD programme, linked to emerging themes from observations, has been developed and	
5	5.5	L&M					18/12/15	Decide approach and implement timeline for online E&D training	30/04/16	Y	DS	Currently reviewing options as the ETF online course may not be the most appropriate option. CPD programme includes E&D workshops. 29/01/16 Workshop programme to continue in the summer term and make online resources available to staff by 30/04/16.	
5	5.6	L&M					18/12/15	Implement training through subject teams	24/03/16	Y	DS	Programmes in place through subject team meetings. 08/04	
5	5.7	L&M					18/12/15	Involve teaching staff who have been observed delivering outstanding TLA in the delivery of CPD and support	31/07/16	Y	DS	Meeting with observation team 05/05/16 at which the team were asked to identify tutors who would be appropriate to support key CPD themes. Follow up by end of May 16. DS This work will be carried forward by the learning managers as part of normal operational	
5	5.8	L&M					18/12/15	Create an academic year CPD record for teaching staff	31/07/16	Y	DS	08/04: AS has created and populated a spreadsheet to log all staff CPD	
5	5.9	L&M					18/12/15	Identify key afis through observation.	15/04/16	Y	GR	Key AFIs through observation have been identified and are being considered so as to inform summer term CPD planning 03/03/16 DS	
5	5.10	L&M					18/12/15	Review spring 2016 CPD and establish methodology for 2016 summer term	15/04/16	Y	DS	Review complete and summer CPD programme to be in place by 30/04/16	
5	5.11	L&M					18/12/15	Develop and implement summer 2016 CPD programme	30/04/16	Y	DS	Summer CPD programme to be in place by 30/04/16. Include new two part supporting learners with mental health issue workshops and British values DS Delayed due to Ofsted inspection and needs to consider Ofsted feedback. New target date 31/05/16. DS Summer CPD programme is in place. DS 31/05/16	
5	5.12	L&M					18/12/15	Improve the professional development culture	31/07/16	Y	DS	Take up of CPD to be reviewed end of year including evaluation by teaching staff. As at 14/04/16: in April 15-April 16 period, 1,432 attendances on CPD. DS See Ofsted feedback against this objective. Closed. DS	
5	5.13	L&M					20/01/16	Provide training to all tutors and assessors in online health and safety incident reporting through staff team meetings	31/07/16	Y	JY	5.2.16 Reminder issued to all staff via Staff Briefing about how to access Oshens online health and safety incident reporting system. Check progress by 30/04/16 JY	

6		L&M	16/11/2015	SAR	The quality of self-assessment is variable and requires further improvement so as to secure improvements in the quality of provision and outcomes for learners in all subject areas	Self-assessment is accurate and robust and is used to plan, monitor and refine actions to improve all key aspects of the service's work. The service we provide to learners is good and supports learners to access our provision and achieve their outcomes in a timely manner (PIAP-OR-56)			31/07/16		GR	Ofsted April 2016: "Senior leaders and managers evaluate thoroughly the quality of provision through comprehensive self-assessment. They use information from a wide range of sources to assess the provision and make accurate judgements about the quality of the provision. However, self-assessment by programme managers is less effective because their assessments are largely descriptive." The issue identified will be managed through the new QIP.	Y
6	6.1	L&M					16/11/15	Finalise 15-16 SAR writing cycle	30/11/15	Y	GR	15-16 SAR Cycle finalised and shared with managers at Performance Board 16/12/15	
6	6.2	L&M					16/11/15	Finalise 15-16 report format	15/01/16	Y	GR	15-16 SAR report process and format have been finalised and implemented 15/01/16	
6	6.3	L&M					16/11/15	Refocus contributory subject report format and issue templates to subject teams	15/01/16	Y	GR	Subject area report format has been redesigned to focus self assessment with the new CIF. Templates have been issued 15/01/16	
6	6.4	L&M					16/11/15	Improve the SLT SAR moderation process to increase the robustness of senior management scrutiny	15/01/16	Y	GR	A new validation process, led by the SMT and Quality Manager, has been developed and implemented 15/01/16. Validation of autumn term subject SARs is complete and subject teams have updated their reports following feedback.	
6	6.5	L&M					16/11/15	Review and refocus learner, tutor/assessor and other stakeholder involvement	31/07/16	Y	GR	This will be managed as normal operational activity 31/05/16 DS	
6	6.6	L&M					21/01/16	All non subject-related support departments to develop an area specific action plan which feeds into the key QIP themes and this action plan is monitored in line with the SAR process (PIAP160)	31/07/16	Y	DS	This will be developed as normal operational activity 31/05/16 DS	
7		L&M	16/11/2015	SAR & Ofsted Nov 15	While learners are now able to access comprehensive, impartial information, advice and guidance, the service is not yet able to evidence the impact on learners in terms of their future career plans and destinations (SAR). Arrangements are now in place with an external adult guidance company to provide careers advice to learners, but contract monitoring is not yet secure (Ofsted Nov 15)	The provision of accurate, timely and impartial careers guidance enables learners to make informed choices about their learning programme and learners are very well prepared for the next stage of their education, training or employment (links to PIAP-OR-22)			31/07/16		AN	Ofsted April 2016: "Learners receive good careers advice and guidance before they start their programmes, which ensure that these meet their intended career or learning goals and prepare them for their next steps. Learners receive good ongoing advice and uidence during their coursee, which helps them to make well-informed decisions about future learning and employment choices". Matrix Accreditation assessment June-July 2016 will further assess the service's IAG processes and a new admissions process will be implemented wef 01/08/16. Learner destination tracking will be carried into the new QIP	Y
7	7.1	L&M					07/12/15	Contract monitoring of Realise Futures arrangement is in place	29/01/16	Y	AN	Contract review meetings are booked on 8th February 2016, 21st March 2016, 2nd April 2016, 13th June 2016, 25th July 2016 with Realise Futures to ensure contract monitoring is robust and learners are benefiting from the provision. 29/01/16	
7	7.2	L&M					07/12/15	Put in place observations of IAG sessions delivered by Realise Futures and use the outcome to inform future IAG delivery	29/01/16	Y	AN	Realise Futures have been informed that we will be conducting 'no notice' observations of IAG sessions which their staff are facilitating/delivering. The outcomes of these sessions will be discussed at the contract review meetings to continually quality assure the service offered to our learners. The first observation has taken place. 29/01/16 The first batch of observations have taken place and the quality of the service is generally good, however, there have been a number of redundancies within Realise Futres and as such the number of advisers has decreased. 08/03/2016	
7	7.3	L&M					07/12/15	Put in place observations of internally delivered IAG sessions and use the outcome to inform future IAG delivery	29/01/16	Y	AN	Internal observations of IAG provision offered by the Learner Services team are taking place from January 2016. Actions from this will be built into CPD offer for the LSS team as we move through the year. 29/01/16 This work is ongoing, currently three observations have taken place and actions and good practice are being discussed with the team to inform the development of the team as we move through the academic year. 08/03/2016	

7	7.4	L&M					07/12/15	Review format of learner feedback from IAG sessions delivered by Realise Futures	29/02/16	Y	AN	Learner feedback is currently collated by Realise Futures by curriculum area. This is returned to the service on a termly basis. AN to discuss further reporting requirements with RF in contract meeting in February. Discussed with DK at contract meeting, at this point there is little more information gathered other than learner satisfaction scores. AN considering alternatives to capture measurable data to measure outcomes and effectiveness. 08/03/2016. 08/04: AN to complete this task by 30/04/16 Feedback received as provided by Realise Futures. This is limited feedback at this stage, new management of RF is now in place as they have undergone restructure. AN meeting with new lead from RF in w/c 25th April 2016. 15/04 Delayed due to Ofsted inspection. Completed AN 31/05/16	
7	7.5	L&M					07/12/15	Complete procurement of external provider to monitor learner destinations	31/07/16	Y	AN	The service is aware that other departments within NCC are using an external organisation to support with destinations capture and reporting requirements. It is anticipated that a joint opportunity to tender for the work is moved forward through the procurement team by May 2016. In the interim period the service is looking to capture destinations evidence for learners from the 14/15 academic year internally. Work to capture destinations internally continues, however NCC have informed the service that our intention to opt for a joint tendering process cannot now happen, therefore NCLS will be looking to work through a procurement process of its own in the near future. AN to discuss with SMT regarding previous quotes which had originally been obtained. 08/03/2016 AN & DS to discuss this procurement exercise and put in place an action plan with JM by 31/05/16. DS This will be carried into the new QIP. DS 31/05/16	
7	7.6	L&M					07/12/15	Use learner destination data effectively to inform the curriculum and planning	31/07/16	Y	AN	Currently the service is looking to capture destinations data relating to the 14/15 academic year via internal data teams. Once this information is collated and assured it will be used to inform the future curriculum planning across the service. This work is ongoing via JM and the data team. 08/03/2016. To be informed by external procurement exercise. 05/05/16 DS This will be carried into the new QIP DS 31/05/16	
8		L&M	16/11/2015	SAR	Leaders actively promote equality of opportunity and diversity and ensure that learners experience an inclusive learning environment, however, there is further work to do with teaching staff to promote equality of opportunity and diversity and support learners to promote the fundamental British values	Leaders promote equality of opportunity and diversity very well so that the ethos and culture of the service counters any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the service's work			31/07/16		DS	Ofsted April 2016: "Teachers do not routinely and effectively develop learners' understanding of equality, diversity and British values." This issue will be carried into the new QIP	Y
8		QTLA	16/11/2015	SAR	The promotion of equality and British values and raising awareness of diversity through teaching and learning have improved but are inconsistent and this means that not all learners are well prepared for successful life in modern Britain	Staff promote equality of opportunity and British values and raise awareness of diversity through teaching and learning and provide learners with a good understanding of people and communities beyond their immediate experience		SEE REF 8 L&M FOR ACTIONS	31/07/16		DS	Ofsted April 2016: "Teachers do not routinely and effectively develop learners' understanding of equality, diversity and British values." This issue will be carried into the new QIP	Y
8		PDBW	16/11/2015	SAR	The service does not enable all learners to explore personal, social and ethical issues through their learning programmes so that they are able to take part in life in wider society and in Britain	Learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain		SEE REF 8 L&M FOR ACTIONS	31/07/16		DS	Ofsted April 2016: "Teachers do not routinely and effectively develop learners' understanding of equality, diversity and British values." This issue will be carried into the new QIP	Y
8	8.1	L&M					16/11/15	All staff to complete ETF online E&D course	31/07/16	Y	DS	Currently reviewing approach as ETF course may not be the best option. In process of securing resources from the FE Equality Provider Network. CPD programme includes E&D workshop. 29/01 New E&D /British Values training materials purchased and due to arrive by 09/03/16. These materials will inform decisions about the best approach to this training. DS Following Ofsted inspection April 16, a review of how this training will take place for teaching staff who will be teaching in 16/17 will be carried out and is likely to lead to a change in this action . 05/05/16 DS. Closed and issue transferred to new QIP 31/05/16 DS	

10		QTLA	16/11/2015	SAR	The quality of teaching, learning and assessment is inconsistent between different subject areas. This means that while in some subject areas, learners are set challenging targets, teachers and assessors have high expectations and provide good support for and motivate learners well and the use of ILT is good; in other areas, learners are not well supported to achieve their outcomes and are more likely to drop out of their course	The quality of teaching, learning and assessment is consistently good or better across all subject areas (links to PIAP-OR-54 and OR-57)			31/07/16		DS	Ofsted April 2016: "Teaching, learning and assessment are good across all provision types" New QTLA actions following inspection will be added to the new QIP	Y
10	10.1	QTLA					16/11/15	Continue and complete quality assurance of teaching and learning through the formal observation programme of all teaching staff, including follow-up, CPD and performance management in line with Observation Policy. Target observation profile by end of academic year is at least 90% consistently good or better	31/07/16	Y	DS	Formal observation programme is in place and on track to achieve service target observation profile. Reported monthly at QI Meeting and to Steering Group. 29/01 As at 09/03/16: 92.23% of current observation outcomes were Good/Outstanding. As at 04/04/16: 92.19% of current observation outcomes were Good/Outstanding.As at 31/05/16 95.14% observations good or better. This will continue to be monitored wef 31/05/16 as part of normal operational busienss. DS	
10	10.2	QTLA					16/11/15	Review Assessor Practice Observation (APO) process and ensure that judgements are accurate and robust. Monitor profile through Monthly QI Meeting. Target observation profile by end of academic year is at least 90% consistently good or better	31/07/16	Y	DS	Process reviewed 11/01/16. As a result: Grade profile to be reported to and collated by GR. Monthly report to GR one week prior to QI meeting. GR to present profile at monthly QI meeting. HH to update form by 01/02/16 to include new CIF elements. KK to carry out paired APOs with each IQA and report on quality. Actions to be monitored through BRAG. Prepare APO form to upload onto Curriculum Observer for 2016/17 academic year by 31/07/16. DS 11/01/16. APO form updated by HH and KK has commenced paired APOs with each IQA 29/01 APO profile reviewed at QI meeting 13/04/16 This will continue to be monitored wef 31/05/16 as part of normal operational business.	
10	10.3	QTLA					16/11/15	Involve practitioners who have been observed delivering outstanding teaching and learning in sharing their good practice across all subject areas	31/07/16	Y	DS	Meeting held with observation team 05/05/16 to ask them to establish a list of tutors who could support improvements in key areas. To take further by 31/05/16 DS This action will be taken forward by new learning manager team as part of operational business. Closed on QIP. DS 31/05/16	
10	10.4	QTLA					16/11/15	Ensure that the Learning Walk programme is robust, responds to emerging observation themes and is reported through BRAG and the QI Meetings in a timely manner	31/07/16	Y	DS	First report at QI Meeting November 2015 indicated programme is on track. Half yearly report to be submitted by subject teams after February half-term. Process to validate quality of learning walks to be developed. DS 05/02/16 Paired learning walks (manager with subject manager) to be in place by 30/04/16 DS 09/03/16 Ofsted confirmed management judgements in relation to learning walks 21/04/16 DS	
10	10.5	QTLA					16/11/15	Strengthen the line and performance management of teaching staff through the implementation of a new service structure with line management of teaching staff through the Quality lead and a team of Learning Managers	31/07/16	Y	DS	Staff consultation March 2016 includes proposal to introduce Learning Managers to manage teaching staff DS 09/03/16. 08/04/16: Consultation has closed and final structure is under consideration. Implementation will be complete by 31/07/16 as part of operational business DS 31/05/16	

10	10.6	QTLA					09/03/16	Ensure that formal observation actions are followed up promptly and robustly by subject staff and that they are complete within the target timescale.	30/04/16	Y	DS	At Performance Board 09/03/16 a review of the timely completion of post-observation action points highlighted there is an issue. All overdue actions will be discussed with the responsible manager at the next Performance Board DS. 08/04/16: At Performance Board 23/03/16 managers were asked to explain overdue actions (27 overdue or 67.5% of open actions). The outcome was that the discussion between the observer and the subject manager needs to be more focused on agreeing the actions and the target completion dates so that everyone is on board. Evidence shows that where this is taking place effectively there are no overdue actions. All subject managers and observers were advised of this clarification of the process on 30/03/16. This will be further reinforced at the QI Meeting on 13/04/16. Current performance as at 07/04/16 shows 22 overdue actions or 73.33% of open actions. Revised target date for no overdue actions is 30/04/16. Training for new Learning Managers once in post will be scheduled both looking at quantitative and qualitative aspects of managing post-observation actions. DS 05/05/16: Follow up of learning walk actions is now robust and timely and reasons for overdue actions are known. We will continue to monitor closely. DS	
11		QTLA	16/11/2015	SAR	Support for learners to develop their skills in English and mathematics has improved but is not yet embedded across all subject areas	Staff develop, where appropriate, learners' English and mathematics skills across all subject areas			31/07/16		DS	Ofsted April 2016: "Teachers place a high importance on the development of learners' English and mathematics skills in lessons". Further development work will be managed as part of normal operational business. DS 31/05/16	Y
11	11.1	QTLA					16/11/15	Appoint a subject manager with responsibility for embedding English and maths to work with support staff and tutors to ensure that our learners make sustained progress in developing their English and maths, achieving a qualification where relevant	01/02/16	Y	AR	Katherine Shaw appointed 0.5 FTE Subject Manager Basic Skills - Embedding and has taken up her post on 01/02/16	
11	11.2	QTLA					16/11/15	Ensure service vision for English and mathematics is communicated clearly to all staff	29/01/16	Y	DS	Service vision communicated by HW at staff conference 05/11/15. Further reinforcement will be needed. The service's English, Mathematics and ICT Strategy has been updated, ensuring that the service has a clear vision. This has been communicated to all staff through Staff Briefing (15/01/16), the service's website and Moodle. CPD for tutors who need further training will continue in the Spring term 2016.	
11	11.3	QTLA					16/11/15	Continue CPD programme and post-observation coaching and performance management of tutors who need support	31/07/16	Y	DS	English and maths workshops. Subject managers have been asked to refer tutors identified as needing support through observation. 29/01/16 Kathy Shaw, Subject Manager Embedding is working 1-1 with staff to support them 08/04/16. CPD and support from Kathy Shaw will continue as part of normal operational business. DS 31/05/16	
11	11.4	QTLA					01/02/16	Develop English and maths action plan to secure implementation of the service's vision	12/02/16	Y	AR	05/02: Draft action plan developed to be consulted on at Performance Board 10/02 and finalised by 12/02 and new actions to be added to QIP by 24/03	
11	11.5	QTLA					16/11/15	Arrange peer observations for tutors identified through formal observation as needing support	31/07/16	Y	DS	Peer observations are in place and have been promoted through Staff Briefing 29/01	
11	11.6	QTLA					16/11/15	Develop good practice resource bank for tutors	24/03/16	Y	AR	Functional Skills team have commenced development of resource bank. Feb 16 Moodle has been updated HMS - 6/4/2016 some good practice has been entered. Tutor meeting for Functional Skills 11/13th April 2016 - sharing good practice in on the agenda.	
11	11.7						22/02/16	Reinforce service priorities in relation to English and maths and the implementation of actions through a Summit on 02/03/16	02/03/16	Y	DS	English and Maths Summit held at QI Meeting on 02/03/16 with all Programme and Subject Managers present. Detailed discussion of actions needed to ensure learners attending vocational programmes are supported to gain the English and maths skills they need took place and will be followed up with each team at the next Performance Board.	

11	11.8						02/03/16	Action plans demonstrate that effective action is being taken in every vocational subject area to address issues with the take up of maths and English	31/07/16	Y	DS	08/04/16: English and maths delivery will be embedded within all vocational courses summer term 2016. Further follow up with subject staff at QI meeting on 13/04/16. Immediate implementation of FS delivery to all vocational learners who need to work towards L2 functional skills. Check through learning walks and observations. Ofsted inspection confirmed 21/04/16 DS	
12		QTLA	16/11/2015	SAR	While the process for Recognising and Recording Progress and Achievement (RARPA) in non-accredited learning has been re-developed in consultation with tutors and learners, the impact of the changes on learners will not be evidenced until the 2015-16 academic year	All learners receive effective initial assessment and agree both course and personal objectives. Learners also have the opportunity to review and renegotiate their objectives with their tutor regularly throughout the course and are supported to achieve their learning goals			31/07/16		GR	developed an effective system for recognising and recording progress and achievement in non-accredited provision. Managers review teachers' assessments regularly and with great rigour. As a result, leaders have a very accurate picture of learners' progress. Learners on these courses	
12		Outcomes	16/11/2015	SAR	While there has been a significant improvement in the success of learners on community learning programmes, the impact on learners of changes to the Recognising and Recording Progress and Achievement (RARPA) process needs to be verified in the 2015-16 academic year so as to ensure that learner progress and achievement is fully evidenced	RARPA evidence demonstrates that across the large majority of provision, current learners make consistently strong progress from their different starting points, developing secure skills, knowledge and understanding		SEE REF 12 QTLA FOR ACTIONS	31/07/16		GR	Ofsted April 2016: "Leaders and managers have developed an effective system for recognising and recording progress and achievement in non-accredited provision. Managers review teachers' assessments regularly and with great rigour. As a result, leaders have a very accurate picture of learners' progress"	
12	12.1	QTLA					16/11/15	Develop and disseminate RARPA moderation timetable	30/11/15	Y	GR	Timetable developed and disseminated 23/11/15 GR	
12	12.2	QTLA					16/11/15	Use RARPA moderation to establish issues and identify and share good practice	31/07/16	Y	GR	Moderation 10/12/15. Next moderation due 14/03/16.08/04: Moderation meeting took place 14/03/16. Further work is needed to focus staff on the rigour of RARPA, in particular SMART objectives and completion of personal goals. GR to develop action plan by 30/04/16. 05/05/16: Following Ofsted feedback 21/04/16 further work will be scheduled to manage issues with initial assessment and SMART targets. 31/05/16: Issues with SMART targets will be included in the new QIP. Moderation will continue as part of normal operations. DS 31/05/16	
12	12.3	QTLA					16/11/15	Focus Learning Walk programme Spring term 2016 on use of RARPA to support learners to achieve their individual learning goals	24/03/15	Y	DS	Learning walk programme in place 29/01 08/04: Outcomes to be checked by 30/04	
12	12.4	QTLA					21/01/16	RARPA is reliable and used effectively on all non-accredited learning programmes (PIAP-OR-58)	31/07/16	Y	DS	By 30/04/16 review proress and develop actions as necessary GR. 05/05//16: Following Ofsted feedback 21/04/16, further actions will be scheduled to improve initial assessment and target setting in new QIP. DS 31/05/16	
12	12.5	QTLA					21/01/16	ILPs have SMART targets that include English and maths skills (PIAP-OR-14, 23, 25 and 43)	31/07/16	Y	AN	08/04: AN to provide report on ILP moderation outcome by end of April 2016. 05/05/16: Further actions will be scheduled by 31/05/16 to improve target setting by tutors and assessors. DS Target setting will be included in new QIP DS 31/05/16	
13		QTLA	16/11/2015	SAR & Ofsted Nov 15	Support for learners has improved, however, the timely provision of additional learning support to support learners with specific needs requires improvement (SAR). Inconsistencies remain in the management of processes for learners with additional needs (Ofsted Nov 15). In a minority of instances support needs are not identified or interventions poorly timed, with learners a long way through a course before receiving the help they needed (Ofsted Nov 15).	Staff identify learners' support and additional learning needs quickly and accurately and this leads rapidly to the provision of high quality and effective support to help learners achieve as well as they can (PIAP002)			31/07/16		AN	Ofsted April 2016 said: "Learners benefit from very good support, both during and outside lessons. Teachers provide additional individual coaching if needed. Learners lacking the confidence to attend group classes benefit from these sessions. In addition, a specialist support team is extremely effective at helping most learners deal well with a range of challenges, such as mental health, domestic violence and homelessness. As a result, many of these learners stay on, or rejoin, their programme and achieve their goals."	Y
13	13.1	QTLA					16/11/15	Revise and disseminate process for applying for support	31/12/15	Y	AN	Process revised and disseminated AN 29/01	

13	13.2	QTLA					16/11/15	Strengthen the rigour of the formal LSA observation process	29/01/16	Y	AN	Observation team fully staffed (7 team members), each team member is allocated a caseload to observe. First observation completed by each team member by mid February. Report on findings from subsequent observations will be submitted to Performance Management meeting on March 3rd 2016 for review 29/01/16. Initial tranche of observations have been completed, feedback did not take place as 03/03 Performance Meeting was adjusted for Basic Skills summit. AN to present 16/03 meeting. 08/03/2016	
13	13.3	QTLA					16/11/15	Provide CPD for teaching staff on Dyslexia Awareness	31/07/16	Y	AN	CPD workshop developed and delivery commenced autumn 2015. Records of attendance are held centrally by SMT Administrator.29/01	
13	13.4	QTLA					16/11/15	Strengthen dyslexia and access arrangements screening processes	24/03/16	Y	AN	Capacity issues addressed by appointing an additional team member to support Learner Support Officer in completing dyslexia screenings and access arrangements across the service. Work commencing February 2016. 29/01 Revised process working well and capacity issue has been addressed. 08/03/2016	
13	13.5	QTLA					16/11/15	Recruit additional LSAs to meet demand	31/03/16	Y	AN	External recruitment advert has closed 08/01/16. 28 applications currently being shortlisted. 29/01 Interviews taking place on 15/03 & 16/03 for the new roles - this will help to address capacity issues of the LSA team and ensure learner needs are met. 9 new additional LSAs have been appointed to the pool, currently working through the HR process to enable them to commence work for the service, anticipated	
13	13.6	QTLA					16/11/15	Improve the use of LSA skills aligned to curriculum areas	24/03/16	Y	AN	LSA Team completing a Skills Scan task to identify qualifications held across the team. Once completed, LSAs will be utilised and offered work (where possible) according to their given expertise as part of the recruitment process. 29/01 Skill Scan hosted within Moodle, LSAs required to complete and return by 31/03 - once complete the findings will be reviewed and actions will be taken accordingly. 08/03/2016 LSAs have experienced issues in accessing moodle. A number of LSAs have returned their documents, those that have not completed will be requested to bring these along to the LSA team meeting on 21st April 2016. 15/04 05/05/16: Delayed due to Ofsted inspection 18th-21st April 16. Complete and will be managed by Learning Manager team in the 2016/17 year DS 31/05/16	
13	13.7	QTLA					16/11/15	Complete review of Learner Support Services team and management of LSA team as part of service restructure so as to ensure high quality and effective support is available to all learners	31/07/16	Y	DS	Ongoing review of team structure. Further work to complete on this action following the consultation via HR team at county hall. 29/01. 08./04: service consultation has closed and feedback is currently being reviewed to inform final structure. DS Recruitment to new structure underway and will be managed as part of normal operational business. DS 31/05/16	
13	13.8	QTLA					16/11/15	Establish a good practice area for LSAs on Moodle	24/03/16	Y	AN	Moodle site has been redesigned. Initial amendments presented to the LSA team at their 1st meeting of the year in January 2016. Further developments to follow. 29/01 Good practice section in place - as each batch of observations are completed this is updated and all LSAs are alerted via a news item within Moodle. 08/03/2016	
14		PDBW	16/11/2015	SAR	Learners' understanding of their rights and responsibilities needs to be further developed	Learners understand their rights and responsibilities as a learner and, where relevant, as an employee and in the wider community and demonstrate their understanding through their attitudes, conduct and behaviour			29/04/16		DS	Objective complete.	Y
14	14.1	PDBW					07/12/15	Improve dissemination of the code of conduct and rights and responsibilities of learners to both learners and staff through the development of a Keeping Yourself Safe and Healthy booklet and awareness raising campaign Spring 2016	29/04/16	Y	DS	Contents of booklet have been developed, to include Code of Conduct and rights of learners, and finalised and draft booklet is currently being produced by RR 29/01. Draft booklet has been produced and is being reviewed by the team 09/03/16 DS. 08/04/16: booklet is complete and at the printers. Delivery is imminent. 14/04/16: Booklet delivered from printers and sent out to tutors and assessors for distribution to learners. DS 05/05/16: Leaflet distributed to all learners. DS	

15		PDBW	16/11/2015	SAR	The take up of English and mathematics by learners as an additional qualification is low and this means that learners are not supported to improve their wider skills so as to enhance their employment opportunities	The achievement of English and mathematics by learners as an additional qualification, to enhance their future employability, is good			31/07/16		DS	Ofsted April 2016 said: Learners develop good skills in English and mathematics. Success rates in qualifications in these subjects are high. Learners on vocational programmes develop these skills well. Learners develop their personal, social and employment skills well.	Y
15	15.1	PDBW					16/11/15	Reinforce communication of the service's vision for English and mathematics	29/01/16	Y	DS	Service vision was communicated at staff conference 05/11/15. The service's English, Mathematics and ICT Strategy has been updated, ensuring that the service has a clear vision. This has been communicated to all staff through Staff Briefing (15/01/16), the service's website and Moodle. CPD for tutors who need further training will continue in the Spring term 2016. 29/01/16	
15	15.2	PDBW					16/11/15	Assess take up of English and mathematics by learners as an additional qualification and develop further QIP actions, as necessary, once assessment complete	29/02/16	Y	DS	Draft action plan has been produced and will be shared at the Performance Board 10/02 SEE QIP 11 FOR FURTHER ACTIONS	
15	15.3	PDBW					16/11/15	Develop MI reports to enable robust monitoring of the take up of English and mathematics as an additional qualification in different subject areas	29/02/16	Y	JM	08/03/2016 - Reports not finalised so not as yet published. 08/04/16: Reports are available but not yet published onto SSRS. Waiting for timeline. JM 05/05/16: Reports were available for Ofsted inspection 18-21 April 16 and the service was able to demonstrate good progression. DS	
15	15.4	PDBW					11/01/16	Develop courses where English and maths qualifications are embedded within the main programme	31/07/16	Y	DS	This work has commenced as part of the 2016/17 programme planning. 09/03 12/04/16: 2016-17 planning meeting held and curriculum plans evidence embedding of English and maths qualifications within vocational programmes. Review detail prior to signing off. DS Planning for embedded English and maths within vocational qualifications is complete. DS	
16		PDBW	16/11/2015	SAR	The service needs to improve learner awareness of safeguarding and the dangers of radicalisation and extremism, so that learners are able to protect themselves from these risks	Learners understand how to keep themselves and others safe in different situations and settings and in particular in relation to safeguarding and the dangers of radicalisation and extremism. They trust leaders to take rapid and appropriate actions to resolve any concerns they have			29/04/16		JY	This objective is complete. A new objective will be developed in response to Ofsted inspection April 2016.	Y
16	16.1	PDBW					07/12/15	Develop a Keeping Yourself Safe and Healthy booklet and awareness raising campaign Spring 2016	29/04/16	Y	JY	Contents of booklet have been developed and finalised and draft booklet is currently being produced by RR 29/01. Draft booklet has been produced and is being reviewed by the team 09/03/16 DS. 08/04/16: Booklet signed off and gone to print. 14/04/16: booklet delivered from printers and sent out to tutors and assessors for distribution to learners. DS.05/05/16: Distribution of booklet to learners is complete. DS	
17		PDBW	16/11/2015	SAR	While the service provides opportunities for learners to experience sports activity tasters, it needs to improve how well learners know how to keep themselves fit and healthy	The service provides learners with the knowledge and understanding to know how to keep themselves fit and healthy, both physically and emotionally			31/07/16		AN	Ofsted April 2016 said: "Learners use the clear advice and guidance provided by staff, for example about the benefits of healthy diets, to help them stay healthy and safe. They use information such as a well-written and informative booklet about staying safe and healthy to increase their knowledge, for example of healthy eating recipes. Learners' awareness of internet safety is high because of the good focus by staff on this topic. Learners feel safe and know how to keep themselves safe."	Y

17	17.1	PDBW					07/12/15	Develop a Keeping Yourself Safe and Healthy booklet and awareness raising campaign Spring 2016	29/04/16	Y	AN	An initial draft of the booklet has been developed by JY, DS, KK and AN. Quotes for the production of the booklet have been gathered and the marketing department are currently designing the booklet based on the information collated to date. 29/01 Drafts have been produced and a follow up meeting is in place to discuss this before final copies are sent to the printer. 08/03/2016. Draft booklet has been produced and is being reviewed by the team 09/03/16 DS. 08/04/16: Booklet is at the printer being printed. DS Booklet received and disseminated to learners to promote the Active Norfolk offer and the 'keep healthy and safe agenda'. 14/04/2016	
17	17.2	PDBW					07/12/15	Promote Active Norfolk programmes to NCLS learners	24/03/16	Y	AN	Active Norfolk courses are promoted to all NCLS learners within the Keeping Healthy and Safe booklet. Further work is to take place on hosting links to the Active Norfolk webpage on the NCLS internal and external facing websites. 29/01 Information included within the Keeping Healthy and Safel Leaflet to promote the Active Norfolk offer - with the introduction of a revised admissions process this wider offer of partners who work with the service can be combined within this work. 08/03/2016. 08/04/16: awaiting delivery of booklet which will promote Active Norfolk offer to all learners. Booklet received and disseminated to learners to promote the Active Norfolk offer and the 'keep healthy and safe agenda'. 14/04/2016	
17	17.3	PDBW					07/12/15	Review use of Every Learner Matters themes by teaching staff through formal observation programme	31/07/16	Y	GR	05/05/16: Review to be commenced by 31/05/16 by GR This will be managed by the Learning Manager team as part of normal operational business. DS 31/05/16	
17	17.4	PDBW					07/12/15	Establish process for Learner Support Services to support learners to access emotional support	24/03/16	Y	AN	Learners can access emotional support internally by speaking with the LSS team who will then signpost learners to appropriate external agencies to access the required support according to the need identified 29/01. Further work to be done to ensure learners Aare aware of the support that is available. Keeping Healthy and Safe booklet will support this. 29/01 Clarifying the support available to all learners from the point they start on programme is a key factor in the new admissions process, as such this is under development and will be trialed within the Basic Skills team in May 2016. 08/03/2016 08/04/16: Keeping Yourself Safe and Healthy booklet is at the printers and will be distributed to all learners in April 2016. 14/04/16: booklet received from printers and sent out to tutors for distribution to learners. AN	
17	17.5	PDBW					07/12/15	Identify opportunities to promote fit and healthy themes through calendar events delivered through teaching and learning in all subject areas	29/02/16	Y	AN	The LSS team are updating a noticeboard in reception on a monthly basis which will promote health and wellbeing themes to staff and students alike. This promotion will also take place on the internal and external facing websites - work ongoing to develop this aspect of the provision. Teaching teams can access this resource to support embedding into their own teaching activities 29/01/16 Work continues on noticeborads, however, work still to complete on development of external and external facing web resources. This wok has been limited due to a hold on I.T. work completed by NCC. 15/04/2016 05/05/16 Following good feedback from Ofsted in April 2016, the service will continue to promote fit and healthy themes through its normal operational planning and delivery. DS 31/05/16	
18		PDBW	16/11/2015	SAR	While learners are now able to access comprehensive, impartial information, advice and guidance, the service is not yet able to evidence the impact on learners in terms of their future career plans and destinations	The service is able to evidence the positive impact of information, advice and guidance on learners in terms of their future career plans and destinations			04/02/16	Y	AN	Case studies are available, to demonstrate the effectiveness of internal IAG, through the Learner Support Services team. 29/01/16	Y

18	18.1	PDBW					07/12/15	Learner Services to provide case studies to demonstrate the effectiveness of internal IAG	04/02/16	Y	AN	Case Studies are recorded and available for evidencing. LSS team are completing 3 per term as a benchmark. 29/01/16 9 Case Studies have been completed to date and are stored by the LSS team if required. 08/03/2016	Y
19		Outcomes	16/11/2015	SAR	While the rate of improvement in learner success is increasing rapidly, and is now good in some types of provision and subject areas, there are some subject areas, types of provision and/or groups of learners who are less likely to complete their programme of learning and/or achieve their outcomes and this means that some learners will not have the opportunity to progress in their learning or into work	The rate of improvement in the proportion of learners who complete their courses and achieve qualifications, including, where appropriate, in English and mathematics, is good and increasing rapidly			31/07/16		HW	Ofsted April 2016 said: "Qualification success rates are high. Success rates for courses in English and mathematics are high with a high proportion of learners achieving a grade A* to C in GCSEs in English and mathematics." Success rates will continue to be monitored and managed as part of normal operational business.	Y
19	19.1	Outcomes					16/11/15	Establish KPIs for 2015-16 academic year	21/12/15	Y	HW	KPI dashboard complete and approved by Steering Group 16/12/15 HW	
19	19.2	Outcomes					07/12/15	Ensure regular reporting of performance against KPIs	31/07/16	Y	JM	29/02/2016 - Attendance is reported on at all Performance Board meetings and other KPIs are included when relevant, e.g success, retention and achievement at the beginning of each term.	
19	19.3	Outcomes					07/12/15	Use the weekly Performance Board to monitor and manage performance against KPIs	31/07/16	Y	HW	Performance against KPIs is discussed at the weekly Performance Board.	
19	19.4	Outcomes					21/01/16	Service target KPIs achieved in 2015-16 academic year (PIAP-OR-02 and OR-61))	31/07/16	Y	HW	Attendance at 86% (KPI 85%) as at 09/03/16. 05/05/16: Data reviewed during Ofsted inspection April 16 demonstrated service is on track to achieve KPIs. DS Continue to manage as part of normal operational business. DS 31/05/16	
19	19.5	Outcomes					21/01/16	Achievement gaps have been narrowed to less than 5% across all demographic groups (PIAP-OR-01)	31/07/16	Y	HW	Data as at 18-21 April 16 shows no achievement gaps between different groups of learners and confirmed by Ofsted. DS 05/05/16 Ofsted April 2016 said: " Different groups of learners achieve equally well". This will continue to be monitored as part of normal operational business. DS 31/05/16	
20		Outcomes	16/11/2015	SAR	As a result of the current low return of learner destination information for 2014-15, the service is not yet in a position to judge whether learners progress to relevant further learning and employment or gain promotion at work	A high proportion of learners progress to further/higher education, employment or training at a level suitable to meet appropriate career plans (PIAP-OR-22)			31/12/16		HW	Carried into the new QIP wef 31/05/16	N
20	20.1	Outcomes					07/12/15	Use comprehensive learner destination data to evidence progression of 14-15 learners	31/07/16	Y	JM	Internal tracking of 14-15 learners has commenced through the business support team. 05/02/16 08/04: still in process of being tracked. JM Closed as focus is now on getting the 2015-16 data right DS 31/05/16	
20	20.2	Outcomes					07/12/15	Use comprehensive learner destination data to evidence learner progression for 15-16 and beyond	31/12/16	N	JM	Discussions with procurement to secure an external provider to track learner destinations from 15-16 are ongoing as at 09/03/16 DS 08/04: Still in discussion with procurement. JM Carried over to new QIP DS 31/05/16	
20	20.3	Outcomes					21/01/16	Where appropriate, learners progress to an alternative course or onto a higher level programme tailored to their individual needs (PIAP-OR-12)	31/07/16	N	HW	Once internal tracking of 14-15 learners is complete, a report on the effectiveness of the 14-15 programme to inform future planning will be produced by JM 05/02 and 08/04. 05/05/16: Data reviewed during Ofsted inspection April 16 showed that there is good learner progression. Needs to be reviewed more systematically by management team. DS Carried over into the new QIP DS 31/05/16	