

2023-2026



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. We will develop a brief milestone plan for every objective. The governing body will monitor progress against these objectives at least once every term.

2023-2024 ►

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

Consolidate our self-assessment grade of 'good' with significant 'outstanding' features.

Improve apprenticeships overall achievement to 6% above the national rate.

55% of 16-18-year-olds enrolled in GCSE English improve by at least one grade and 30% by at least two grades.

40% of 16-18-year-olds enrolled in GCSE Maths improve by at least one grade and 20% by at least two grades.

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

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

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

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

All staff have an individualised CPD plan and are engaged in completing that plan.

Use technology effectively to improve teaching, learning and assessment.

Ensure that our curriculum remains inclusive for learners and responsive to our local partner employers whilst being developed in response to curriculum reforms.

Develop employer advisory panels to drive impact upon the development of transferable/soft skills amongst our students.

Significantly improve the profile of our offer to adults, both as employees and as individuals.

Deliver the commitments within our Community Pledge.

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.

Implement the Carbon Reduction Strategy, working towards a net zero target, and continue to follow the Climate Action Roadmap for FE Colleges.

2024-2025 ►

2025-2026

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

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Consolidate our self-assessment grade of 'outstanding'.

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Improve apprenticeships overall achievement to 9% above the national rate.

Improve apprenticeships overall achievement to 14% above the national rate.

65% of 16-18-year-olds enrolled in GCSE English improve by at least one grade and 35% by at least two grades.

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

50% of 16-18-year-olds enrolled in GCSE Maths improve by at least one grade and 25% by at least two grades.

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

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

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All staff are engaged in completing their individualised CPD plan, and these are delivering a demonstrable benefit to student experience and outcomes.

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Use employer advisory panels to assess the development of transferable/soft skills amongst our students.

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Further improve the profile of our offer to adults, both as employees and as individuals.

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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 or specialists feel obliged to set lower targets for those in disadvantaged groups.

SUCCESS IN LIFE

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

INDIVIDUAL NEEDS

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.



LIVING OUR VALUES TO ACHIEVE OUR VISION

LEADERS

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.

ALL STAFF

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

STUDENTS

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

Make 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 life 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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