

Downs View Life Skills College

Improvement Plan

2022 - 2023

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Specialist Schools and Academies Trust

Research
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Contents

	<u>Page</u>
Introduction	3
Key areas for the new plan	5
SIP 2021-2022	
Improvement area 1 - Leadership & Management	7
Improvement area 2 – Quality of Education	8
Improvement area 3 – Behaviour & Attitudes	9
Improvement area 4 – Personal Development	10
Evaluation of the 2020-2021 plan	11
Abbreviations	17

Introduction to the 2022- 2023 plan

DVLSC had a monitoring visit by Ofsted in May 2021, the visit went well and showed how well the college has developed. It also identified areas for development. Following the monitoring visit we would expect there to be a full inspection in 18 months to 2 years. The academic year 21/22 has been dominated by Covid recovery and 'learning to live' with Covid. All learning has been onsite this year apart from short times when individual classes have been impacted by Covid. Many of our students have an increased vulnerability so we have and will continue to have a cautious approach in liaison with parents and carers. Covid impacted on our employability pathways and our work experience program, this year we have been developing them within the limitations that Covid has left. There has been significant building development which has improved our facilities for PMLD learners and increased our capacity.

This document evaluates the targets set in September 2021, our progress over the 2021/2022 academic year as assessed through our self-evaluation (SSE) mechanisms and sets out our targets for 2022/2023. In the review of the improvement plan targets in the improvement areas, there are some targets that will be carried forward to the following year.

It is essential to emphasise that, despite its independent status, the Life Skills College is an integral part of Downs View overall. All our long established outstanding curriculum, teaching and learning practice is applied to all sites, including the LSC. Our curriculum is designed as effective progression from Downs View Link College in a way that continues to challenge learners to develop their skills and abilities to be as independent as possible in their community in their adult lives. The LSC assessment system is 'Onwards & Upwards' and is the same system (monitored similarly) as the rest of Downs View. Additionally, this also includes the NOCN accreditations that each learner works towards throughout their time at LSC.

Review of whole school targets and data analysed

We have in previous years set our challenging targets annually using the DfE published Progression Guidance data tables related to progress by the end of each specific key stage. Since September 2018, following the move away from P-Levels and Progression guidance, we have created our own data sets. These are based on the Progression guidance expected rates of progress, but we have translated the P-Level data into using Onwards and Upwards stages. We provide aspirational challenge to each individual pupil through the progress meeting process in order that outcomes are personalised. This process involves the site leader, teachers, learners and parents on a termly basis. Our measures of challenge are determined by our previous understanding of the Progression Guidance expectations and professional challenge by the SLT using the criteria in our O&U system.

We are engaging in professional debate internally within the SLT but also externally with our SPA, Hill Park (Western Hub), and our mainstream school partners about what constitutes outstanding progress. This process applies across all Downs View sites.

Our refined target setting and monitoring system is as follows:

At the beginning of each term, individual pupil level data from O&U including the skills ladders, are used by teachers to set challenging targets which are discussed/challenged through the termly progress meetings with the deputies. Our process also allows us to finely assess progress across all strands rather than just as an average.

The college leader meets with each teacher each term in the individual progress meeting to discuss both progress and targets. These meetings also cover behavioural, sensory and medical needs, attendance and wellbeing which need addressing and may be affecting progress. Recommendations are identified to support the individuals and where appropriate discussed with them. This process also informs the appraisal target setting process. As part of this process, each learner sets their own target every term as part of their own continuing progression during their adulthood. This is supported by their teacher as relevant or needed for each individual. The target can be linked to any area they choose.

Where this is not relevant or possible, where for example the learner may have a condition which will lead them to have difficulty making academic progress or where the possibility of regression has to be considered, challenging targets are set that are aspirational for that learner.

We have developed an embedded 'Core Skills' towards independence assessment system which measures lateral personal development to fit alongside linear academic progress. Skills identified are; problem solving, self-regulation, collaboration, making choices, curiosity and exploration, developing a special interest. These skills are assessed on 'skills ladders'.

LSC learner's progress targets are set in line with NOCN accreditation assessment criteria, core skills curriculum towards independence, progress against past term's achievement and independent learning and personal development through PSHE. They will also be related to the EHCP outcomes. Learners are involved, where appropriate, in reviewing their termly targets and also set a 'personal target' that may not necessarily be linked to the curriculum, it may be developing a skill linked with leisure for example. We encourage learners to be part of the progress target setting process and, those who are able, discuss progress and expectations with their teachers.

The teachers update their individual pupil achievement on O&U, and the data is plotted term on term, year on year in order to build up a picture of pupil attainment and also spot trends within need-types, classes, key stages and subjects. This also allows us to see where every pupil is every term and allows early targeted intervention (for example, by one of the lead teachers) if a learner is not making expected progress. This is managed through the progress meeting and moderation processes.

The Progress meetings provide the context for situations where a learner is not making expected progress and enable teachers to discuss further interventions to enhance progress. Staff are confident (and judgements are moderated within the organisation) in using Onwards & Upwards to assess progress.

At review in July 2021 all learners were making at least good progress, the majority, outstanding. Ultimately, because of our longstanding experience with this population and knowing their potential progress over time, we are confident that we can judge the standard for both good and outstanding progress in our population.

It is evident from our analysis that no defined 'vulnerable' groups are making different progress to their 'non-vulnerable' peers.

The 2022-2023 plan

Key themes and focus areas

The issues below are themes and issues drawn from the following main sources;

1. The analysis of the impact our work over the last year has had on the progress of our learners (via our SSE mechanisms)
2. The views of parents through the survey and informal & formal contacts & meetings
3. The views of staff through the meetings cycle
4. The views of the SLT & Lead Teachers
5. The views of the Trustees sought at the monthly Trustee Board meetings.
6. Central and local government initiatives and targets
7. The Ofsted monitoring visit (May 2021)
8. The implementation of the SEND review proposals
9. Issues arising from partnership working in the city

Themes:

- i. Ensure all students are supported to reach full potential with continual curriculum review and development with a particular focus on ensuring that all resources support learner's preparation for adulthood.
- ii. Sustainability – systematic review of all curriculum, processes and procedures to enhance sustainability.
- iii. Ensure the wellbeing of staff in a challenging climate.
- iv. Extend external learner access to employment and volunteering opportunities in adulthood.
- v. Review the effectiveness of the current structure of leadership, admin, premises & staffing for the college
- vi. Develop premises to ensure that it meets the needs of learners to include a life skills centre and sensory areas.
- vii. Increase staff and students awareness of equalities with a particular focus on racism.

Targets for 2022 - 2023

Improvement Area: 1 – Leadership & Management								
Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
1.1	Placement cost agreed with LA.	<ul style="list-style-type: none"> Updated budget to reflect increased costs. Placement costs agreed with board. Costings agreed with LA. Increased placement cost for ES/WS. 	Accountant VH By Nov.22	Time with accountant	Finance Trustee – review of figures.	Placement cost agreed.	Funded learning programs in place.	
1.2	Development of Life Skills 'flat' provision on site.	<ul style="list-style-type: none"> Lease agreed with LA. Agreement needed from LA for changes to the building. Curriculum review with staff to feed into plan. Plan/quotes in place. Life skills curriculum updated. 	VH/RO/LK All staff	DFC funding. College development funding.	Trustees	Life skills 'flat' provision on site.	Enhanced life skills curriculum.	

1.3	Further develop staffing structure & responsibilities which support ongoing improvement of the college.	Review role/responsibilities for the DHT/admin/premise/finance at LSC. New structure in place, job descriptions created and appointments made.	VH/Board	Possible cost increase for roles.	Trustees	New structure in place.	Effective support for learners.	
1.4	To ensure that DVLSC is a sustainable organisation.	Review areas of spending and procurement for a cost effective sustainable option. Work with staff and learners to enhance outdoor areas and increase curriculum opportunities.	VH/RO LK All staff	Outdoor area plans will need to be budgeted.	Trustees	Sustainability is a factor in all decisions.	Increased opportunities for outdoor learning.	
Improvement Area: 2 – Quality of Education								
Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
2.1	Review curriculum to ensure all areas are adult focused.	<ul style="list-style-type: none"> INSET training for staff on meeting needs of SEND adult learners. Learning walk to audit displays in classrooms and corridors. Curriculum review with external advisor. Implement actions. 	RO All staff	Cost for consultant	VH	Curriculum is appropriate for 19+ learners and meets FE requirements.	Curriculum prepares learners for adulthood.	

2.2	Sustainability incorporated into curriculum.	<ul style="list-style-type: none"> Sustainability training for all staff as part of INSET. All teachers to review curriculum offer to ensure sustainability focus. Sustainability target for all teachers at appraisal. 	TB/RO All staff		VH	Sustainability is incorporated into curriculum. Increased understanding.	Increased understanding for learners about sustainability and part they can play.	
2.3	Further develop employability pathways.	<ul style="list-style-type: none"> Continued use of established pathways e.g. shredding, junk food project Job coach to work with individual learners to look for new opportunities. 						
Improvement Area: 3 – Behaviour & Attitudes								
Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
3.1	Improve preparation for learner adulthood beyond college.	<ul style="list-style-type: none"> Further develop life skills curriculum. Work with learners and parent/carers to explore next steps. Work with social care to explore options. LTA for Job Coaching to work with LSC & employers to support more learners into the workplace on placements. 	RO LP	Mtg time.	VH		All learners have secured placement or job opportunity post college.	

3.2	For all learners and staff to have an increased awareness around equalities and in particular racism.	<ul style="list-style-type: none"> • Unconscious bias training for all staff. • Undertake audit in liaison with the LA. • Develop site specific action plan for next steps to include curriculum development. 	JHu	SLT mtg time.	VH		Increased awareness around equalities and in particular racism.	
3.3	To further develop learner's well-being through increased engagement with nature.	<ul style="list-style-type: none"> • Sustainability introduction delivered as part of INSET training. • All staff to review curriculum and develop opportunities for learners to engage with nature. • All staff to have a sustainability target as part as their appraisal. 	All staff		VH			

Improvement Area: 4 – Personal Development								
Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
4.1	Liaise with LA around the provision of a 4 th year program.	<ul style="list-style-type: none"> Determine increase in employment & independence related work to be delivered in 4th year. Consider individual needs & aspirations of the learner(s) who may engage. Offer presented to LA. Be ready for delivery in September 2023. 	RO/VH	DFC – renovate space for delivery. Funding for program set up. Recruitment of support staff.	Board	Destination data shows improved adulthood outcomes.	Secures employment or volunteering role.	
4.2	Improve preparation for learner adulthood beyond college.	<ul style="list-style-type: none"> Further develop life skills curriculum. Work with learners and parent/carers to explore next steps. Work with social care to explore options. LTA for Job Coaching to work with LSC & employers to support more learners into the workplace on placements. 	RO LP	Mtg time.	VH		All learners have secured placement or job opportunity post college.	

4.3	Ensure that safeguarding topics are embedded in PSHCE education.	<ul style="list-style-type: none"> • Audit the PSHCE curriculum against safeguarding areas. • Work with teachers around planning. Look at what it means for different learners so it is relevant dependent on pathway. • Further expand resources. • Training for teachers and staff. • Safeguarding trustee to monitor. 	RO (as part as NPQSL)	Funding for resources.	VH/SH	Curriculum in place.	All learners will be as safe as possible when they leave college.	
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Review of 2021-2022 targets

Targets on the SIP have been RAG rated (Red=not being completed, Amber=partially completed, Green = complete).

Improvement Area 1	Leadership & Management
Key Issue/Focus: Structures & Systems/Accommodation/Personnel	

Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Impact
1.1	Manage LA procurement process once/if LA invites tender for work.	Analyse LA procurement documentation. Seek independent advice, including legal advice. Draft, check and submit procurement bid.	VH/WT & Board	Board time. Solicitor & accountant fees.	Board DV FGB	Awarded contract.	College approved provider for B&H.	Relationship has developed with LA. No legal document in place but we are secure in the commitment of the LA.
1.2	Define relationship between DV school and Life Skills college.	Develop funding agreement. Define appropriate SLA documentation. Produce SLA with trustees and governors.	VH & Board & School govts.	Board time.	Board DV FGB	SLA agreed by board/FGB	Clear funding agreement with agreed developmental budget.	Funding agreement is in place. DV govts. and DVLSC trustees have agreed. Further work needed on additional costs.
1.3	Agree increased placement costs for B&H students.	Budget analysis to show ongoing costs. Discussion with LA around funding.	WT/VH/LA	Meeting time	VH LA	Funding arrangement in place.	Funding arrangement meets cost and allows for development.	Additional funding has been secured but not linked directly to placement cost. Work is being done on budget by outsourced accountant.

1.4	Development of site, conversion of swimming pool area to increase learner capacity.	Work with LA to agree plans and schedule. Work with builders to accommodate improvements alongside learners.	VH/LA	To be funded by LA.	VH LA	Pool area redeveloped.	Improved facilities for PMLD learners. Increased capacity for all learners.	Work completed and new PMLD area is open for learners.
1.5	Research premises for alternative domestic accommodat'n to The Flat (lease ended March 2020). Also to develop plan for community based work opportunities	Investigate sites for independence teaching & employability development (e.g. shop, café). Fully costed planning. Board agreement needed. Enter lease arrangements.	VH Spring term	Costed plan for accommodation and curriculum delivery.	Board DV FGB	Accommodat'n plan in place so that life skills curriculum can be more fully delivered.	Further development and greater access to life skills program.	Limitations from Covid and staff absences have impacted on this.
1.6	Further develop staffing structure & responsibilities which support ongoing improvement of the college linked to organisation structure.	Review role/responsibilities for the DHT at LSC. Review admin/premises support for LSC to include looking at the creation of the role of office manager. Continue work on well-being.	VH Board Wellbeing rep- group	VH/board	Board DV FGB	Roles specified and sufficient. Staff feel supported.	Staff able to support learners to fulfil potential as supported in wellbeing and roles.	This is an ongoing target.

Improvement Area 2

Quality of teaching, learning & Assessment

Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
2.1	Continued work on curriculum design for evolving cohort, including bespoke remote programme.	<p>Audit curriculum/learning environment to ensure age appropriate for cohort.</p> <p>Ensure online learning offer up to date in case of further lock down.</p> <p>Further revision of DVLSC framework to re-establish employability pathways.</p> <p>Expand work experience offer to include internal options. .</p>	<p>RO</p> <p>Autumn term</p> <p>Ongoing</p>	SLT & teacher mtg time.	Board	<p>Audit complete.</p> <p>Online learning available.</p>	Learning environment and curriculum age appropriate while allowing for learner choice.	This is a continual development area.
2.2	Sustained improvement & roll out of O&U assessment.	<p>This was impacted by lockdown. Assessment timetable to be re-established.</p> <p>Ongoing work with DV & Hill Park SLT.</p> <p>Agree further strand development where needed. Share all strands.</p> <p>Initiate moderation cycle for assessment judgements.</p> <p>Ensure appropriate work related learning assessment in place.</p> <p>Internal & external moderation.</p>	RO/BF	SLT & teacher mtg time.	Board	Data for all curriculum progress available for interrogation.	All progress good, majority outstanding.	Assessment systems re-established post-Covid. Clear plan. Learning journals shared with parents.

2.3	Improved art curriculum and assessment (Art Awards) that it is relevant for each individual and linked with adulthood	This has been delayed by lockdown. Art award advisor trained at DVLSC. Clear path (curriculum and assessment-Art Awards) for all learners. Opportunities for work experience in-house and in the local community	GN/RO	Meeting time SLT	Board	Art Award advisors trained. Curriculum on place and accessible to all and differentiated.	All learners' access and achievement relevant qualification. Being an artist work experience well established (Art exhibition in local community, re-start Open House, being a judge)	Very successful open house event and ongoing work around arts.
2.4	Continued monitoring and reviewing PSHE – RSE, up-to-dated and relevant for learners; including direct links with safeguarding issues	Review RSE curriculum against training attended and B&H PSHE curriculum Review, and include when it is needed, more complex specific safeguarding topics for relevant learners (e.g. MLR/ELR)	JH/GN/RO Safeguarding trustee	Training for PSHE lead Training for teachers by B&H PSHE lead Meeting time	Board	Curriculum sustained, reviewed, and amended as needed.	Learners safer in all areas in their life as adults. Learners better prepared if they face a risk situation	Curriculum has been reviewed and incorporates key learning opportunities.

Improvement Area 3

Behaviour and Attitudes

Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
3.1	Improve preparation for learner adulthood beyond college.	Work with DVLSC alumni to establish success or issues in relation to learner destinations post college. Consider if revisions to curriculum & teaching could produce better outcomes. Consider setting up contact group of alumni & their parents/carers to maintain information flow about adult life. Engagement with school & college councils. Evaluate information received.	RO Summer term	SLT mtg time.	Board PCQ	Destination log in place. Learner employment or independence opportunities in place. Information available from families & alumni on adult life issues.	Parent & learner evaluations positive. Impact on life, work, behaviour & wellbeing.	Successful Alumni event held for learners.
3.2	Ensure all behaviour is supported effectively and recording systems are effective.	Establish behaviour lead on DVLSC site. Access training and ongoing support from team. Work with DV Behaviour Support Team to implement excel behaviour recording sheet	Behaviour team BB/RO	Mtg time.	Board	Data is being used effectively to track behaviour.	Improved behaviour monitoring which informs interventions.	Trained behaviour lead on site. Systems in place and monitored. Very low level of behaviour incidents on site.

Improvement Area 4				Personal Development				
Target	Target outcome	Tasks to achieve outcome	Lead, who involved, timescale	Resources, finance, development implications	Monitoring & support process	Success criteria	Outcome for learners - improvement	Evaluation
4.1	Secure improved levels of employment post college. This has been impacted by Covid.	LTA for Job Coaching to work with LSC & employers to support more learners into the workplace on placements. Establish work experience placements and look for new providers. Further develop internal work experience (e.g. Shredding enterprise, canteen) at college to be able to offer it to a wider range of learners and as a pre-step to support community based work experiences.	RO	SLT time. T mtg time. Board time.	Board	Destination data shows improved adulthood outcomes.	Learners make good, majority, outstanding progress. No vulnerable groups experience lower progress. Improved outcomes re employment achieved, lower levels of adult/carer support needed (improved communication skills & behaviour) for more complex learners.	On and off-site opportunities extended.
4.2	Liaise with LA around the provision of a 4 th year program. This can be developed once we have a known timescale on development.	Determine increase in employment & independence related work to be delivered in 4 th year. Consider individual needs & aspirations of the learner(s) who may engage. Design bespoke programme. Deliver.	Spring term	Mtg time with VH	Board	Destination data shows improved adulthood outcomes.	Secures employment or volunteering role.	Due to ongoing issues around staffing, recruitment and accommodation this was unable to be implemented.

Abbreviations

AAC Augmentative & Assistive Communication
AR Annual Review

AH	Abi Hill	PPA	Planning, Preparation & Assessment time
ASC	Autistic Spectrum Condition	PSHE	Personal, social, health education
ASD	Autistic Spectrum Disorder	RFL	Routes for Learning
BHCC	Brighton & Hove City Council	RRN	Restraint Reduction Network
BHISS	B&H Inclusion Support Service	SALT	Speech & Language Therapy
C&I	Communication & interaction	SBM	School Business Manager
CP	Child Protection	SEF	school self-evaluation form (Ofsted)
DoL	Deprivation of Liberty	SIP	School Improvement Plan
DFC	Devolved Formula Capital	SLA	Service level agreement
DfE	Department for Education	SLT	Senior Leadership Team (formerly SMT)
DMT	Directorate Management Team (of LA)	SMART	Specific, measurable, accurate, realistic, timed (targets)
DT	Design Technology	SMSC	Spiritual, Moral, Social and Cultural development or curriculum
DVLC	Downs View Link College	SPA	School Partnership Adviser
DVLSC	Downs View Life Skills College	SSE	School self-evaluation
DW	Dan Whiley	TA	Teaching Assistant
EMAG	Ethnic Minority Achievement Grant	TLR	Teaching & learning responsibility (allowance)
EHT	Executive Head teacher	TR	Transition Review
ESFA	Education & Schools Funding Agency	TT	Transition Team
EYFS	Early Years Foundation Stage (curriculum)	UMPC	Ultra mobile personal computer
FGB	Full Governing Body	UPS	Upper pay spine (post Threshold teachers)
GB Met	Greater Brighton Metropolitan College (formerly City Coll)	UPR	Upper pay range (post Threshold teachers)
GFE	General Further Education (College)	UQ	Upper Quartile (of the progression guidance)
H&S	Health & Safety	VC	Varndean College
HC	Hilary Chappell	VOCA	Voice output communication aid
HR	Human Resources		
IBP	Individual Behaviour Plan		
JCE	Joint Committee East		
JH	Juliet Hudson		
JHut	Jackie Hutchings		
ITE	Initial Teacher Education		
LA	Local Authority		
LT	Lead Teacher		
LTA	Lead Teaching Assistant		
O&U	'Onwards & Upwards' assessment system		
OT	Occupational Therapy		
PaCC	Parent & Carer Council (Amaze)		