

The Mission, Vision and Values we have agreed for the College are set out on this page. The planning cycle for the College, is set out on page 2, distinguishing between 3-year strategy documents and annual plans. A robust cycle of review ensures that we can adjust our actions as required so as to ensure that they are aligned with key areas for development.

The Strategic Priorities for the College are set out on pages 3 & 4, with an outline of what we aim to achieve by 2024. A College Development Plan follows, which sets out specific actions for 2021/22. The Plan will include measurable outcomes. Plans will be reviewed in the Governors' committees.

The College Quality Improvement Plan will run alongside our Strategic Plan, but will be informed by the College's self- assessment process by using the current Ofsted Inspection Framework. This will help the College to identify its priorities for improvement and identify areas of strength on an annual basis. Different areas of the College will work together by drawing up their own Quality Improvement Plans, which in turn underpin our College Quality Improvement Plan and our College Self-Assessment Report.

#### **Our mission:**

St Brendan's mission is to serve the Catholic and wider community by providing Sixth Form education of the highest quality and to act in the spirit of the Gospel believing that every person is loved by God and has a unique value.

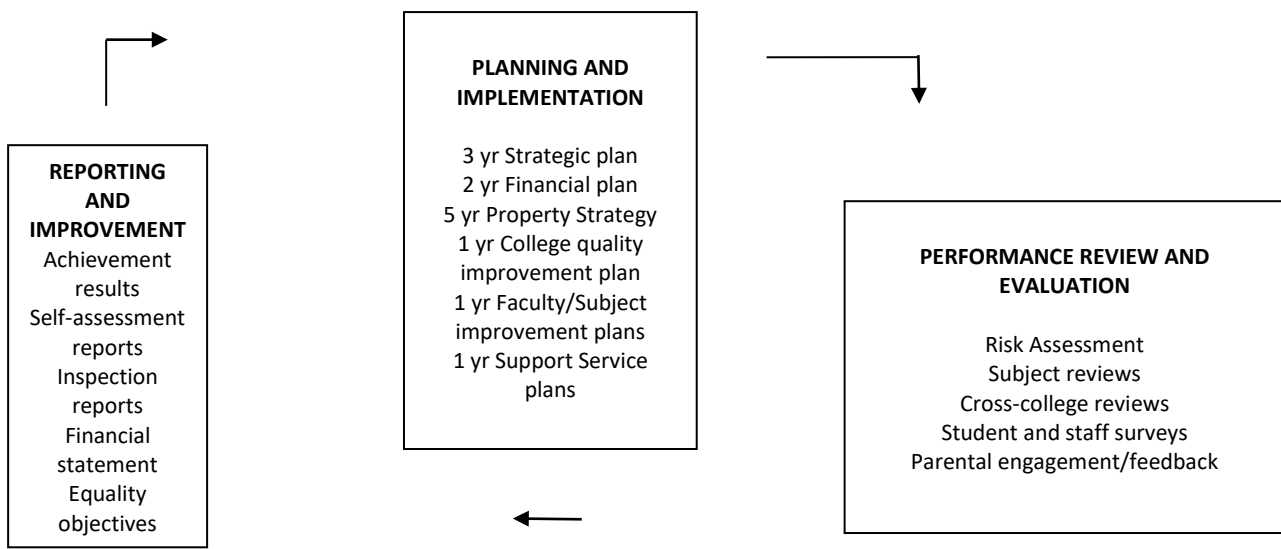
#### **Our Vision**

Guided by our mission and values, we aim to be a welcoming and transformative sixth form college where every member of our community flourishes and achieves their full potential

#### **Our values**

Integrity; Dignity; Truth; Justice; Forgiveness; Compassion; Service

# COLLEGE PLANNING CYCLE



## Strategic Priorities

<p><b>Strategic Objective 1: The environment and ethos reflects Catholic values and supports students and staff so that they thrive and flourish</b></p>	<p><b>Strategic Objective 2: The curriculum meets local and national needs and priorities, is expertly delivered and delivers outstanding outcomes</b></p>
<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Embedded our values so that they are recognised and understood by all members of our community</i></li> <li>• <i>Achieved 'Good' or better in our Section 48 inspection</i></li> <li>• <i>Reviewed and confidently articulated what it means to be a Catholic college for the community</i></li> </ul>	<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Developed a curriculum that delivers qualification breadth at a range of levels appropriate to the needs of students</i></li> <li>• <i>All teaching and learning will be good or better</i></li> <li>• <i>Examination outcomes meet national success rate and value added benchmarks</i></li> </ul>
<p><b>Strategic Objective 3: Students benefit from high quality pastoral support, have a range of opportunities to develop their skills and make outstanding progress</b></p>	<p><b>Strategic Objective 4: Strong leadership, fit for purpose staffing structures and innovative professional development ensure all members of staff are supported and valued</b></p>
<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Reviewed our tutorial and learning support provision and embedded best practice</i></li> <li>• <i>Developed an extensive enrichment and wider learning programme that promotes community, develops skills and contributes to the common good</i></li> <li>• <i>Destination outcomes for students that demonstrate how ambitious progression plans are being met</i></li> </ul>	<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Robust leadership at all levels so that high quality delivery can be seen in every aspect of the college's provision</i></li> <li>• <i>An efficient staffing structure that reflects college priorities and accountabilities</i></li> <li>• <i>A professional development and people strategy that reflects the training and development needs of all staff and supports their wellbeing</i></li> </ul>

<p><b>Strategic Objective 5: Productive relationships are established with a range of stakeholders, and the college has a good local, regional and national reputation</b></p>	<p><b>Strategic Objective 6: Financial security is secured; the estate meets curriculum and community needs and services are highly efficient.</b></p>
<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>An engagement strategy that sets out how the college works with parents, schools, the diocese and the local authority</i></li> <li>• <i>A number of strong and productive partnerships with universities and employers</i></li> <li>• <i>Ensured the college has raised its profile in responding to local, regional and national priorities</i></li> </ul>	<p><i>This means that by 2024 we will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Achieved student recruitment target of 2,500</i></li> <li>• <i>Maintained 'Good' or better Financial Health as assessed by ESFA</i></li> <li>• <i>Reviewed the Accommodation Strategy and delivered the first phase relating to Sports Facilities and developed plans to increase curriculum and social space capacities</i></li> </ul>

### St Brendan's College Development Plan and year one targets 2021-2022

	Task	Resp	Actions Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes/Governance meetings
				Review Progress	Completed		
1.	<i>The environment and ethos reflects Catholic values and supports students and staff so that they thrive and flourish.</i>						
1.1	Our values are embedded so that they are recognised and understood by all members of our community	MC	<ul style="list-style-type: none"> <li>• Celebrate demonstrations of our values by series of awards for students and staff</li> <li>• Engage CLT in defining awards for students and staff who demonstrate our values</li> <li>• Promote our values visibly across the College through posters in all areas</li> <li>• Ensure our values are highlighted in all our marketing both digital and print</li> </ul>	Sept 21	June 22	Rev	<b>CLT Meetings and Staff Briefings</b>  <b>Ethos, Safeguarding and Welfare</b>
1.2	Ensure that we have achieved Good or better in our Denominational inspection	MC and JO	<ul style="list-style-type: none"> <li>• Continue to raise awareness on the requirements of the section 48 inspection so as to ensure the College is fully prepared.</li> <li>• Ensure that there is a Denominational improvement plan in place which focuses on evaluation and impact</li> <li>• Review current Religion, Philosophy and Ethics Curriculum overview so as to ensure our College values are embedded throughout.</li> <li>• Ensure that a Catholic ethos day is planned into our CPD offer.</li> <li>• Develop a prayer and liturgy policy</li> </ul>	Sept 21	July 22	Rev	<b>INSET and Quality assurance</b>  <b>Ethos, safeguarding and Welfare</b>  <b>CLT</b>
1.3	Can confidently articulate what it means to be a Catholic college for the community	MC	<ul style="list-style-type: none"> <li>• Embed appropriate framed reflection on the college mission at the start of the academic year in all teams.</li> <li>• Raise awareness of the college mission and values among the student body.</li> <li>• Articulate the college mission in all marketing.</li> <li>• Ensure the role of chaplaincy is understood by students and staff at the College.</li> </ul>	Sept 21	Dec 22	Rev	<b>Start of Academic Year Meeting</b>  <b>Chaplaincy meeting</b>  <b>Ethos, safeguarding and Welfare</b>

Task	Resp	Actions and End Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes	
			Review Progress	Completed			
2	<i>The curriculum meets local and national needs and priorities, is expertly delivered and delivers outstanding outcomes</i>						
2.1	The curriculum delivers qualification breadth and skills at a range of levels appropriate to the needs of students	SC  VP SEP	<ul style="list-style-type: none"> <li>• Review our curriculum offer in the light of applied general reforms so that our offer meets local and regional demand.</li> <li>• Continue to review our curriculum to ensure it is responsive to evolving national trends within higher education and the workplace</li> <li>• Review the efficacy of the adoption of T-levels</li> <li>• Further embed the status of BTEC qualifications for staff and students</li> <li>• Increase links with local and regional employers to improve access to work experience opportunities</li> <li>• Continue to work towards achieving all the Gatsby benchmarks for effective careers education.</li> <li>• Further develop and refine the on-line/blended elements to our curriculum offer, so as to enhance the overall student experience.</li> </ul>	Sept 21	June 22	Rev	CLT meetings  Teaching, Curriculum and Quality

2.2	All teaching and learning will be good or better	<b>VHA</b>	<ul style="list-style-type: none"> <li>• Ensure that teachers' standards are embedded across the College and are understood by all teaching staff.</li> <li>• Continue to develop opportunities for shared curriculum planning across curriculum clusters and faculties so that best practice can be shared and acted upon.</li> <li>• Robustly monitor the quality of learning, teaching and assessment to inform and refine improvement strategies at subject, cluster and faculty level.</li> <li>• Make effective use of 'student voice' to guide and inform teaching, learning and assessment.</li> <li>• Ensure there is a literacy and numeracy strategy in place across the College so as to further develop our students' literacy and numeracy skills.</li> <li>• Encourage innovations in the use of digital technology so that best practice can be shared to support our professional development programme.</li> <li>• Implement a Digital learning strategy so as to enhance the learning experience of our students.</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<p><b>Linked to Quality Improvement plans and Extended reviews</b></p> <p><b>CLT meetings</b></p> <p><b>Teaching, Curriculum and Quality</b></p>
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2.3	Examination outcomes exceed national success rate and value added benchmarks	<b>SC and VHA</b>	<ul style="list-style-type: none"> <li>• Ensure that there is consistent and wider assessment strategies that measure student achievement across all curriculum areas.</li> <li>• Maximise use of low stakes testing and feedback to identify and remove misconceptions</li> <li>• Ensure that there is a systematic process in place at subject level for moderation and standardisation so that progress data is reliable and informs curriculum planning.</li> <li>• Ensure supported intervention for students is informed by the robust use of data.</li> <li>• Ensure all teachers are aware of student targets and are able to develop them with students.</li> <li>• All teachers, curriculum cluster leaders and DOFs are trained in and fully understand the use of ALPs.</li> <li>• Appropriate line managers set curriculum teachers targets based on ALPS.</li> <li>• Embed ALPS connect for subject and cluster monitoring</li> <li>• Explore the use of payment for teachers who become examiners</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<p><b>Exam results and course review meetings.</b></p> <p><b>CLT</b></p> <p><b>Teaching, Curriculum and Quality</b></p>
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2.4	Address the impact and benefits of Covid-19	<b>SC and VHA</b>	<ul style="list-style-type: none"> <li>• Use 16-19 tuition fund to continue to embed the role of Academic Coaches across the College to support bespoke student support.</li> <li>• Implement and develop a strategy for the consistent use of diagnostic assessment for students on entry to the college so that gaps can be identified and filled.</li> <li>• Induction schemes to introduce and facilities student self-study resources to bridge delayed attainment.</li> <li>• Ensure all teaching staff review their curriculum plans in the light of Covid -19 so as to ensure that all students make exceptional progress.</li> <li>• Develop cost-effective and research-tested catch up initiatives across all subjects and faculties so that all students benefit from additional support where needed.</li> <li>• Use lessons learnt to further investigate creative and bespoke solutions around flexible and agile working</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>Course review meetings.</b>  <b>CLT</b>  <b>Teaching, Curriculum and Quality</b>
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Task	Resp	Actions and End Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes	
			Review Progress	Completed			
3	<i>Students benefit from high quality pastoral support, have a range of opportunities to develop their skills and make outstanding progression</i>						
3.1	Our tutorial and learning support provision embedded best practice	<b>VP SEP</b> <b>LHH and KMU</b>	<ul style="list-style-type: none"> <li>Continue to prioritise and develop a culture of safeguarding across the College.</li> <li>There is a clear support map in place which directs student to support offered by the College.</li> <li>The tutorial programme supports the values and ethos of St Brendan's College in promoting students personal development.</li> <li>The tutorial programme also supports students growth and progress on a one to one basis</li> <li>Develop and promote wellbeing support across the college, sharing resources and developing links with external agencies to enable students to effectively manage their wellbeing and fully access their education.</li> <li>To review methods used to capture student voice</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>Academic Mentor Meetings</b>  <b>CLT</b>  <b>Ethos, safeguarding and Welfare</b>



Task	Resp	Actions and End Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes	
			Review Progress	Completed			
4	<i>Strong leadership, fit for purpose staffing structures and innovative professional development ensure all members of staff are supported and valued</i>						
4.1	Robust leadership at all levels promotes high quality delivery which is visibly evident in every aspect of the college's provision	MC/SC	<ul style="list-style-type: none"> <li>• Continue to develop our leadership programme so that our aspiring and current middle/senior leaders are supported in their leadership journey</li> <li>• Develop and embed a culture of coaching, training development as informed by our professional development plan.</li> <li>• Ensure that all curriculum cluster leaders benefit from ongoing professional development which focuses on leadership and management skills</li> <li>• Middle Managers set the tone for leading their areas by mentoring and coaching their teams.</li> <li>• Robust evaluation of quality of teaching and other student facing roles informs improvements.</li> <li>• Ensure that quality assurance processes apply to all aspects of the College ensuring effectiveness and alignment to strategic priorities.</li> <li>• The College leadership is mindful of upcoming Ofsted Inspection and ensures that all areas are Ofsted ready.</li> <li>• Recruit for a Chair of Governors</li> <li>• The College leadership develops and promotes amongst teachers and students a sustainability agenda that protects the planet the college growth.</li> </ul>	Sept 21	July 22	Rev	<p>CLT meetings</p> <p>Strategy and Search</p> <p>Teaching, Curriculum and Quality</p>

4.2	A revised staffing structure reflects college priorities by clearly articulating accountability for all teachers and managers	MC	<ul style="list-style-type: none"> <li>• Clearly identify and articulate leadership/management roles in the college.</li> <li>• Directors of faculty and curriculum cluster leaders embrace responsibility for student outcomes and the quality of teaching, learning and assessment.</li> <li>• Identify staff requirements early in the academic year</li> <li>• Work with Teach First and other teaching schools to provide training and potential recruitment of new staff</li> <li>• Invest in the use of Apprenticeships and Interns to further developing staffing capacity at the College.</li> </ul>	Sept 21	July 22	Rev	<b>CLT</b>  <b>Strategy and Search</b>  <b>Resources</b>
4.3	The training and development needs of all staff supports their wellbeing with an effective professional development and people strategy.	LAB  LAB & VHA  VP SEP	<ul style="list-style-type: none"> <li>• Ensure there is a re-alignment of key policies in relation to our mission, vision and values as a college.</li> <li>• Ensure that there is professional learning programme in place for staff which is evidenced informed and appraisal driven.</li> <li>• Further develop an effective appraisal and recognition process for all colleagues, including links to teacher and support staff standards.</li> <li>• Develop a well-being plan which positively engages on well-being issues for students and staff.</li> <li>• Refinement to our recruitment process whilst also ensuring the development and retention of staff</li> <li>• Review methods used to capture staff feedback.</li> </ul>	Sept 21	July 22	Rev	<b>CLT</b>  <b>Resources</b>

Task	Resp	Actions and End Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes	
			Review Progress	Completed			
5	<i>Productive relationships are established with a range of stakeholders, and the college has a good local, regional and national reputation</i>						
5.1	An engagement strategy that sets out how the college works with parents, schools, the diocese and the local authority	<p><b>MC</b></p> <p><b>SDo</b></p>	<ul style="list-style-type: none"> <li>• Develop the use of technology to further strengthen our relationship with parents and improve our reporting processes, for example remote consultation evenings.</li> <li>• Continue to build and strengthen transitional arrangements with schools where we recruit from</li> <li>• Ensure that our marketing strategy places greater emphasis on achievement, outcomes and destinations of our students.</li> <li>• Refresh our student interviews process and refresh our keep warm activities in the light of the impact of Covid-19</li> <li>• Further develop our engagement with the diocese and local authority</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>CLT</b>  <b>Strategy and Search</b>
5.2	A number of strong and productive partnerships with universities and employers	<b>MC/SC /VP SEP</b>	<ul style="list-style-type: none"> <li>• Continue to develop relationships with other Colleges, Trusts.</li> <li>• Continue to develop our relationship with local employers so as to further develop opportunities for students undertaking training or work experience.</li> <li>• Engage with local universities in the South West and beyond.</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>CLT</b>

5.3	The college has raised its profile in responding to local, regional and national priorities	<b>MC</b>	<ul style="list-style-type: none"> <li>• Continue to develop close working relationship with the Bristol Educational Partnership.</li> <li>• Establish a student working party for the Bristol Educational Partnership</li> <li>• The college markets its success both locally and nationally.</li> <li>• The college is represented in the sector both locally, regionally and nationally.</li> <li>• Review and consider academisation and MAT options</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>CLT</b>
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	Task	Resp	Actions and End Results	Dates		Monitor	Cross Reference to Agenda Items and Other Planning Processes
				Review Progress	Completed		
<b>6</b>	<i>Financial security is secured; the estate meets curriculum and community needs and services are highly efficient</i>						
6.1	Student recruitment targets of 2,500 are achieved	<b>MC and NMi</b>	<ul style="list-style-type: none"> <li>• Establish a marketing strategy that promotes the college in its traditional recruitment areas and beyond.</li> <li>• Raise the visibility of the College in local schools and with other providers.</li> <li>• Ensure students aspiration and recruitment links to a viable curriculum</li> <li>• Consistent enrolment is maintained beyond day 42</li> <li>• Course guidance closely matches student achievement and aspirations</li> <li>• Clear guidance on course requirements and progression pathways are understood by all teachers.</li> <li>• Student attendance is monitored on a fortnightly basis to ensure overall retention.</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>CLT</b>  <b>All governors committees</b>

6.2	'Good' or better Financial Health as assessed by ESFA is maintained	<b>PBe</b>	<ul style="list-style-type: none"> <li>• Income should exceed expenditure</li> <li>• Achieve and maintain staffing costs below a 70% of income threshold</li> <li>• Value for money is achieved on all expenditure, which is kept within budget</li> <li>• Continue to find new sources of income</li> <li>• Maximise our facilities lettings</li> <li>• Reduce power consumption and consider good ecological management</li> <li>• The College Café's remains financially viable and at the same time provides nutritious food options for students whilst promoting sustainability</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>Resources</b>  <b>CLT</b>
6.3	The curriculum and social space facilities are increased as well as the first phase of our sporting facilities as part of our ongoing accommodation strategy	<b>PBe</b>	<ul style="list-style-type: none"> <li>• Opportunities for further funding to support this are explored and delivered</li> <li>• Facilities usage is maximised to explore possible income streams</li> <li>• Plans for curriculum and social spaces are developed with students and teachers</li> </ul>	<b>Sept 21</b>	<b>June 22</b>	<b>Rev</b>	<b>Resources</b>  <b>CLT</b>