

**Strategic Plan
2023-30**



Updated December 2023

Greenhead College – the challenges faced today

Greenhead College is a very high-performing and oversubscribed Sixth Form College, located in the town of Huddersfield in the local government district of Kirklees in West Yorkshire. As a consequence of increased numbers of post-16 students in Kirklees and two years of young people enrolling at the College with their GCSE grades having been internally derived due to the COVID-19 pandemic, student numbers increased from 2550 in 2019 to 2650 in 2020 and 2800 in 2021. The College intends to maintain student numbers of approximately 2700-2750 whilst major building work is being carried out on the campus. From 2026-27, they will increase to 2800.

The College employs 268 staff, of which 149 are teaching staff and 119 support staff. The College has a local and national reputation as one of the top Sixth Form Colleges in the country and has been rated 'Outstanding' by Ofsted for nearly 30 years. The College's most recent inspection was in March 2022, when it was rated 'Outstanding' with no significant areas of weakness identified.

The College introduced a 4.5 block curriculum model in 2019-20, following a staffing restructure which was instigated in order to address the College's financial deficit for that academic year and projected deficit in future years. As a result of this restructure, College finances have significantly improved in recent years, with an 'Outstanding' Education and Skills Funding Agency (ESFA) Financial Health rating achieved in 2021-22 and forecast for the immediate years ahead.

At the time of writing, the 2024 saw no mention of whether core funding will rise further. We now look to the next spending review in 2024 for assurances on this, mindful that there is also a General Election due to take place within the next 12 months. This increases the possibility that the College may need to implement a further staffing restructure in the second half of the decade, should funding levels beyond the spending review period be frozen or not raised due to inflationary pressure. There is also uncertainty regarding the outcome of future pay settlements and the funding of increased employer contributions to the Teachers' Pension Scheme in the remainder of this decade.

Additionally, there has been a critical need to replace a number of College buildings (known as Laingspan buildings) which are now at the end of their shelf-life. During 2019-20, the College worked with FE Commissioners whose recommendations sharpened the need to develop a comprehensive estates plan and to review the mission and vision of the College for the years ahead. The College worked with two external consultants, AA Projects and The Engine Room, to accomplish this.

In February 2021, the College was announced by the Department for Education (DfE) as one of the first 50 schools/colleges nationally to benefit from government investment to improve the condition of its buildings. The building project started in April 2022 and is estimated to conclude in early 2025, and will see the College replace its outdated Laingspan buildings with a new four-storey teaching block for Biology, Chemistry, Politics and Psychology, with further study and social space for students; demolish its current science block; obtain a new outdoor all-weather pitch; and develop a new central hall in the main building. However, this will be a 'like-for-

like' replacement of existing buildings and not an extension which will allow the College to expand student numbers.

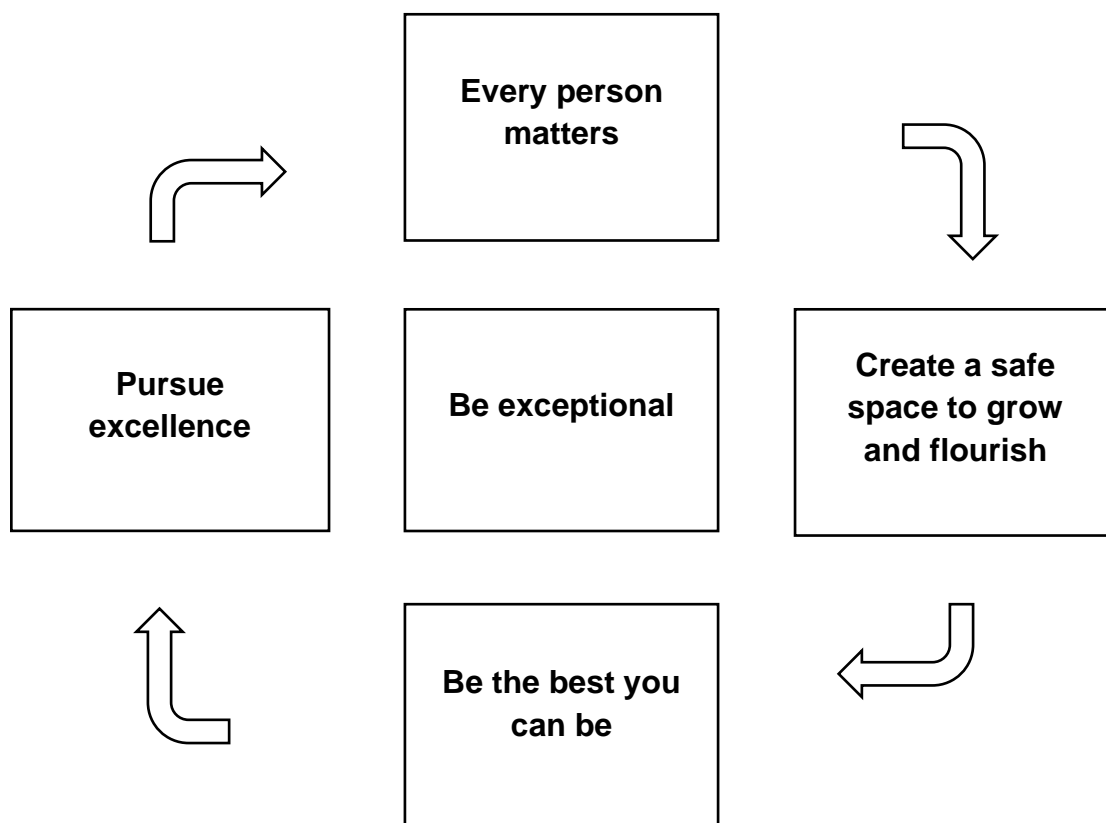
Additionally, the College is currently seeking to develop enhanced accommodation for areas such as sport, drama and music, and to ensure social space for students across the wider site can accommodate the increased numbers that have occurred since 2019. This improved accommodation of teaching, study and social space will allow the College to grow global student numbers to approximately 2800 from 2027-28, which is the optimum number of students the College can enrol as a condition of Local Authority planning permission being given for the new DfE build. The College is also exploring a number of offsite build options to contribute to the increased demand for places in Kirklees following the expansion of post-16 numbers locally over the coming decade.

The COVID-19 pandemic has also forced the College to consider how it may deliver its curriculum through the use of IT, both now, at the point where the global pandemic is still a concern, and in future years.

The ambition of the College is to maintain the highest academic achievements in the face of continued uncertainty over the remainder of this decade. Consequently, upholding Greenhead's status as the leading provider of inclusive, high-quality education to young people in Kirklees and surrounding areas, whilst delivering the curriculum in a vibrant, sustainable campus and with a maintainable IT infrastructure, are key underlying elements of this Strategic Plan, which covers the period 2023-30.

Greenhead College's key purpose and principles

The College's key purpose and principles are as follows:



Purpose:

Be exceptional.

Principles:**Every person matters**

- Enrich people's talents and skills
- Create opportunities for all abilities to achieve their full potential
- Challenge and educate (Try things, Fail, Learn)
- Allow students to grow in all aspects of self
- Develop responsible, resilient, caring, young adults.

Create a safe space to grow and flourish

- Create an inclusive, welcoming and safe space
- A sense of community amongst both staff and students
- Where wellbeing comes first (just as important as academic skills)
- Where all staff are trusted and valued as professionals
- Where praise, recognition and support are shown to each other.

Be the best you can be

- Treat every member of the College as an individual
- Clear direction and communication
- Mutual respect between all College staff and students
- Equality of opportunity for every student
- Value and celebrate individuality and diversity.

Pursue excellence

- Promote a culture of quality and success
- Go above and beyond for our students
- Very high quality of teaching and pastoral care
- Be flexible and embrace the future
- Be at the forefront of the sector in order to serve current and future generations of students and staff.

SWOT analysis

In order to achieve its purpose and principles for the coming years, the Senior Leadership Team (CLT) has undertaken a SWOT analysis. A digest of the College's key strengths, weaknesses, opportunities and threats is summarised as follows:

Strengths

- Best-performing provider of A Levels in the local area and one of the top Sixth Form Colleges in the country, according to national data
- Current ESFA Financial Health rating of 'Outstanding' and forecast for the immediate years ahead
- Very popular and oversubscribed College, with students attending from Kirklees and many surrounding areas
- Comprehensive A Level (or equivalent) curriculum offer which meets local priorities and students' needs
- Excellent pastoral provision, with students able to access a wide range of support tailored to their individual needs
- Very effective arrangements for safeguarding, including a commitment to raising awareness of public sexual harassment, which allows concerns and issues to be addressed in a timely way by well-trained and qualified staff
- Strongly-embedded framework for students' mental and physical health across both curriculum and pastoral areas, including outstanding internal counselling support service for students
- Outstanding extra-curricular activities, which complement students' academic studies and cultivate their moral, social and physical development
- Well-embedded careers programme with a clear commitment to providing careers education, information, advice and guidance that meets the needs of all students
- Exceptional links with employers within the curriculum and in the College's Step Into Your Future scheme)
- Outstanding destinations, with tutorial, careers, 'Believe and Achieve', and Oxbridge programmes enabling students to progress to top universities, higher-level apprenticeships and employment
- Strong contribution to addressing skills gaps, locally, regionally and nationally, with students prepared effectively for the world of work
- Inclusive College with a well-established ethos, a diverse student community and well-behaved and motivated students
- Outstanding provision for students with Special Education Needs and Disability (SEND) and high needs
- Vocal student voice with strong communication links to the Senior Leadership Team and the Governing Body
- Well-qualified and committed staff, with a wealth of experience in successfully delivering A Level (or equivalent) qualifications
- Commitment to regular and ongoing staff training, which allows for subject mastery and research-informed pedagogy
- Commitment to staff wellbeing through the performance management process and Kirklees Employee Healthcare Support Service
- Sharing of good practice through two groups of sixth form providers and the Sixth Form Colleges Association (SFCA) Committees

- Strong partnerships with key stakeholders, including local schools and colleges, the University of Huddersfield, and Kirklees Council
- Rated 'Outstanding' by Ofsted for nearly 30 years, most recently in March 2022.

Weaknesses

- Self-assessment report shows that the attendance of female students and the attendance and academic performance of a small number of ethnic groups needs to improve further. This will be monitored and addressed through the College's Quality Improvement Plan and monitored by Assistant Principals (Quality of Education) in meetings with Heads of Curriculum (to update once Self-assessment Report completed)
- Landlocked site with no further capacity to increase student numbers at a time when demand for A Level spaces is increasing in the local area
- Existing Laingspan accommodation is inadequate for effective delivery of the College's science curriculum, specifically Biology and Chemistry
- Poor accommodation for sport, drama and music courses
- Social space for students needs to be increased to accommodate growth in student numbers since 2019
- Spend on IT hardware is significantly low for the sector according to ESFA benchmarking data (98k cf 158k benchmark); similarly, the number of staff and students per computer is low for the sector (125 cf 272 and 660 cf 1009)
- 'Live' student and finance-related data needs to be made available to key College stakeholders, including the Senior Leadership Team (CLT), middle leaders and Governors, in a timely way in order to sharpen analysis and intervention
- Catering provision doesn't meet the needs of students and staff.

Opportunities

- Development of a Multi-academy Trust, which could deliver benefits and support to other educational establishments, either in the local area, regionally or nationally
- Significant increase in post-16 numbers in Kirklees, which could be addressed through the establishment of a 16-19 free school and/or an offsite capital expansion scheme, to increase opportunities for young people, particularly those from disadvantaged backgrounds
- DfE-funded condition improvement scheme will allow the College to replace outdated Laingspan buildings with a new, four-storey teaching block and more internal and external social space for students from November 2023; obtain a new all-weather pitch from 2024; then a new main hall area from early 2025
- Development of improved accommodation for sport, drama and music, which could involve the development of a new sports hall, refurbishment or replacement of Park building and incorporation of further social space for students
- Opportunity to enhance the curriculum with further A Level subjects and/or additional non-A Level qualifications
- Scope for further partnership agreements, e.g. University of Huddersfield, to build on existing relationships with key local stakeholders

- Capacity to enhance teaching and learning through the development of an IT learning culture by establishing Digital Champions to pilot new initiatives and share good practice across all teaching departments
- Improve digital accessibility through the integration of the new four-storey teaching block into the College's IT infrastructure, replacement of legacy telephony in existing buildings and development of plans to improve wireless network capacity across the College
- Increase digital collaboration across the College through the development of a College information portal, enabling the sharing of best practice across the College and any potential second site
- College catering to provide a much wider choice for students and staff, and to cater more effectively for a variety of dietary needs
- Further potential to tap into the quality and national success of alumni
- If necessary, capacity for further staff restructuring work in future years, unlike many other Sixth Form Colleges which have already implemented options such as academisation, changes to pastoral provision, increases to teaching time, changes to middle-tier leadership, etc.

Threats

- Uncertainty in regard to funding and government policy on the future of A Levels until the outcome of the General Election (expected in 2024) is known
- Office for National Statistics (ONS) reclassification of Sixth Form Colleges into the public sector, which could prevent the College from being able to borrow money to undertake a proposed capital expansion scheme
- Institute for Fiscal Studies estimation that by 2027-28, the real value of government department budgets will have eroded due to inflation over the next few years, which assumes cuts to public investment could be needed in the second half of the decade
- Building work throughout a significant period in this decade and its impact on the College, e.g. potential noise and disruption caused by building work to delivery of the curriculum and sitting of exams; ability to offer external sports provision in PE and enrichment whilst the all-weather pitch is decommissioned until 2024; possible reputational damage in the local community whilst building work is taking place
- Continued uncertainty regarding the possible impact on students of lost learning caused by COVID-19
- The 'cost of living crisis' which is impacting on the College in a number of ways, e.g. rising energy prices, increased costs associated with refurbishment of the estate, students' ability to be able to continue with their post-16 studies, etc.
- Transport links, which have deteriorated since the pandemic, causing some students difficulty in getting to College
- Environmental impact to student learning and the estate from global warming if action is not sustained to move to net zero emissions by 2025
- Potential for poor mental health and wellbeing, and the detrimental effect this could have on students and staff
- Rising prominence of safeguarding-related incidents within the student community and particularly outside College

- Rising number of national incidents related to public sexual harassment and knife crime and the threat this poses to College students and staff
- The College's proximity within an area of the country designated a high-risk area for potential terrorist-related incidents
- Rising staffing costs due to the likelihood of increased pay awards in future years, which will have to be funded by the College
- No further increase beyond the current funding level, which would increase the likelihood of additional staff restructuring in the second half of this decade
- Ongoing competition from neighbouring sixth forms and colleges, and the potential threat of more free schools opening in the local area in the future.

Key planning assumptions

This SWOT analysis establishes that the College is currently performing outstandingly well, with A Level results being well above national measures and students progressing to exceptional destinations in the next phase of their education and training. This is against a backdrop of internal pressures linked to accommodation and social space for students, external funding constrictions, and uncertainty over the possible long-term impact of COVID-19 and the 'cost of living crisis'.

The key planning assumptions underpinning this Strategic Plan therefore centre on the following five themes:

- **Quality of education:** the need to continue delivering high-quality study programmes which give young people the opportunity to attain outstanding results in A Level (or equivalent) subjects; develop lifelong skills through enriching extracurricular activities; and develop employability skills which help them progress to positive destinations
- **Support for students and staff:** the importance of support systems in College to enable all students the opportunity to achieve their full potential, including those with SEND and high needs; promoting safeguarding, Prevent and British values in the context of the increased risk in West Yorkshire of a terrorist-related incident; investing in support for positive mental health for both students and staff, recognising the importance of wellbeing as being key to students' academic success and a thriving staff workforce; support for staff in the development of their teaching and use of IT
- **Accommodation and resources:** the requirement to improve teaching accommodation and social space in areas of the campus and to invest further in IT to support a longer-term, flexible curriculum model
- **Recruitment of students:** the increasing number of local students seeking to enrol at the College, combined with expected growth in the post-16 population over the period 2023-30, offers opportunities to further increase capacity to 2800 students on the main site in the second half of this decade and additional expansion either through the opening of a 16-19 free school or construction of an off-site build (or both)
- **Funding:** the importance of maintaining a sustainable budget that will allow for continual investment in the College infrastructure, and the necessity to

plan for further staff restructuring in the second half of the decade, should there be no further increase beyond the current funding level, or insufficient additional funding to support increased pension costs.

Greenhead College aims 2023-30

In order to fulfil its principles and purpose for the period 2023-30, the College aims:

- **To retain its reputation of being the lead provider in the local area for student outcomes at A Level and one of the top-performing Sixth Form Colleges in the country (KLP 1)**
- **To deliver high quality and inclusive teaching, extracurricular activities and pastoral support for students, enabling them to progress to positive destinations (KLP 1, KLP 5)**
- **To embed IT in the operation of the College, its facilities, and teaching and learning**
- **To invest in the development and wellbeing of students and staff (KLP 5, KLP 6)**
- **To replace its outdated Laingspan buildings in order to improve teaching accommodation, increase social space of students and plan a further increase in capacity to 2800 from 2027-28, once major building work has been completed (KLP 6, KLP 7, KLP 8)**
- **To be financially stable in the period 2023-30 and to plan for future financial sustainability beyond this point (KLP 8)**
- **To enhance its profile locally and nationally by engaging further with key stakeholders, local, regional and national initiatives, and external partners.**

These aims are linked to the strategic aims of Kirklees Local Plan, which are shown in brackets above.

The five Strategic Priorities outlined on pages 10-18 will enable the College to achieve these aims and fulfil its key purpose and principles.

Goal 1: Greenhead College will retain its reputation of being the lead provider for A Levels in the local area and one of the most exceptional Sixth Form Colleges in the country

1a: Provide students with a well-rounded curriculum which gives them an outstanding educational experience and enables them to progress to positive destinations by

Continuing to:

- Maintain a broad A Level curriculum, offering approximately 30 A Level subjects
- Deliver the 4.5 block curriculum model and work with middle leaders and teachers through 'deep dives' and work scrutiny to preserve the high quality of teaching and learning at the College
- Implement an enrichment offer to fit the delivery of the 4.5 block model, ensuring that students continue to have access to an outstanding programme which enriches their talents and skills
- Cultivate employer links at subject level, in tutorial, enrichment and through the Step Into Your Future scheme, ensuring students have opportunities to develop their employability skills
- Replace Personal Tutors with suitably experienced/qualified members of the teaching team when a vacancy arises so as to operate a hybrid 'Personal Tutor/Teacher-Tutor' model
- Ensure the College calendar reflects the needs of the College in supporting all key activities.

Going forward:

- Review the curriculum intent of the College to ensure that it plays a significant role in addressing local, regional and national skills gaps
- Increase the College's capacity to deliver science provision (specifically Biology and Chemistry) in order to deliver the majority of teaching in laboratory provision through replacement of Laingspan buildings by November 2023
- Through the implementation of a College-wide IT strategy, further enhance teaching and learning, and delivery of the curriculum, through greater investment in, and application of, IT over the rest of this decade
- Linked with the above, review and develop the quality of tutorial lessons and assemblies through the use of IT, e.g. live streaming to larger cohorts of students
- Work with middle leaders and staff to increase student numbers by 2024-25 in Modern Foreign Languages, Philosophy, Theology and Ethics, Physical Education and creative-based subjects, as identified in the College's Self-assessment Report (SAR) and Quality Improvement Plan (QUIP)
- Review the potential for increasing the A Level subject offer of the College, for example A Level Environmental Science
- Review the effectiveness of the existing 'applied' A Level provision with a view to potential expansion of Cambridge Technical provision

- Retain 'Outstanding' in the next Ofsted inspection, which will take place by 2025.

1b: Achieve the best A Level results in the local area and be among the best Sixth Form Colleges nationally by

Continuing to:

- Attain 98.5-99.5% for A*-E grades
- Attain 62.5-63.5% for A*-B grades
- Attain 95.0-95.5% for the retention rate
- For SEND, attain A*-E grades, A*-B grades and a retention rate that are higher than the national figure for SEND students
- Attain grade 3 for the Alps single-year measure and for the Alps 3-year T-score
- Attain the highest DfE 'average result' of any Sixth Form College in the region, an outcome which will also place the College as one of the top three Sixth Form Colleges nationally for this measure
- Attain the highest DfE A*/A/B facilitating subject percentage of any Sixth Form College in the region, an outcome which will also place the College as one of the top three Sixth Form Colleges nationally for this measure
- Attain a target of 99% of leavers progressing to a positive destination, i.e. higher education (including gap year), employment/apprenticeship or further education
- Attain the highest number of leavers progressing to a Russell Group university, including Oxbridge, of any Sixth Form College in the region
- Attain an overall student satisfaction rate of between 93.5-94.5%.

Going forward:

- Attain 64.5% for A*-B grades by 2024-25
- Attain grade 2 for the Alps single-year measure by 2024-25
- Attain grade 2 for the Alps 3-year measure by 2024-25
- Attain an attendance rate of at least 95-95.5% across all groups in each year
- Ensure all groups of students (i.e. gender and ethnicity) achieve in line with each other.

Goal 2: Greenhead College students will exemplify high standards in behaviour and attitudes

2a: Provide a safe, inclusive and welcoming culture where students are treated as individuals and valued by

Continuing to:

- Review teaching, learning and assessment strategies and pastoral support to ensure teaching staff and tutors provide individual students with the best opportunities to fulfil their potential
- Provide SEND and high needs students with the support and access arrangements they need to enable them to fulfil their potential
- Use the College's student re-engagement policy to identify and intervene in instances of inappropriate student behaviour.

Going forward:

- Use the DfE Tuition Fund (and other potential sources of external income) to address gaps in students' learning caused by the COVID 19 pandemic
- Increase digital collaboration through the development of a College information portal, enabling sharing of best practice across the College and any potential second site so that from 2023-24, key College managers have access to 'live' and up-to-date data with which to support students.

2b: Give high priority to safeguarding, Prevent and British values across all areas of the College's work by

Continuing to:

- Challenge students who are not wearing their ID card/lanyard
- Review campus security on a termly basis
- Give safeguarding and Prevent high status through identification of individual student issues using a triage approach overseen by the Safeguarding Officer; a termly review of the Risk Register (and associated Risk Registers); and liaison with key local and national stakeholders
- Work with students and key local agencies, such as the police and transport networks, to keep raising awareness of relevant knife crime and public sexual harassment issues
- Keep under review fire and lockdown procedures, giving prominence to these and other health and safety issues at both Senior Leadership Team (CLT) and Governance levels
- Maintain a cycle of ongoing training and support for all College staff on safeguarding and Prevent issues which meets statutory legal requirements
- Review the Single Central Record on a termly basis
- Keep Governors up-to-date with key changes, ongoing developments and further training in relation to diversity and inclusion, safeguarding and Prevent.

Going forward:

- Build on key achievements in relation to diversity and inclusion by identifying best practice in subjects and support areas, so as to have a consistent approach across the College.

Goal 3: Greenhead College will support students and staff in their development and well-being

3a: Place mental health and well-being at the heart of the College's work with students and staff by

Continuing to:

- Review and develop the quality of the tutorial programme to facilitate further bespoke support for students, delivered through the work of Senior Tutors, Personal Tutors, Additional Learning Support (ALS) and Careers teams
- Develop a clear and robust Mental and Physical Health framework in College for supporting the well-being of the whole College community
- Regularly survey the student body in order to act on their feedback in relation mental and physical health
- Use the fitness to study policy to continually support students in their studies
- Minimise unproductive administrative burdens on staff engaged in teaching and pastoral work
- Encompass well-being as a key component of the staff performance management process
- Sign up the Kirklees Employee Healthcare Support Service as a source of external support for all College staff.

Going forward:

- Work with the College's Mental Health Lead and Counsellors to continually develop policies and procedures which will allow students to grow and flourish, and be resilient
- Continually review staff workload and 'pressure points' during the academic year and implement strategies to alleviate this, e.g. reducing the number of 'data drops'; making better use of Cedar to reduce admin.; maintaining a commitment to wellbeing in performance management; and investing in further training and support staff
- Attain a staff absence rate of below 4.0% for support staff, below 2.0% for teaching staff and 3.0% overall for the rest of the decade.

3b: Deliver outstanding careers support, advice and guidance by

Continuing to:

- Offer potential and current students high quality support, advice and guidance, e.g. Year 10 open mornings, liaison with schools, College open events, admissions interviews, tutorial programme, ALS next steps programme, 'Believe and Achieve', Oxbridge support programme, HE+ programme, Options at 18, Higher Education Evening, etc.
- Be fully compliant with the implementation of the Gatsby benchmarks as an integral approach to teaching, learning and assessment, and the tutorial programme
- Successfully renew National Quality Standards
- Attain a target of 99% of leavers progressing to a positive destination, i.e. higher education (including gap year), employment/apprenticeship or further education throughout the period of this Strategic Plan.

Going forward:

- Continue to develop alternative ways of delivering the Step Into Your Future scheme to a large student body, e.g. virtual placements, subject-themed projects, online opportunities to engage with employers and HE providers, etc.
- In line with the FE White Paper, continue to develop careers guidance for those students wishing to progress to apprenticeships
- Use potential opportunities from the Government's commitment to 'level up' to increase employment prospects in the region to support students' career opportunities.

3c: Provide equality of opportunity for all and celebrate diversity by

Continuing to:

- Build on good practice and key achievements in relation to diversity and inclusion by identifying best practice and continuing to develop new opportunities which can be shared across the College
- Promote and develop opportunities which recognise and celebrate diversity, e.g. Black History Month, LGBTQ+ History Month, International Women's Day, etc.
- Ensure staff have training opportunities for professional development and career progression, and Governors have opportunities to develop their knowledge and understanding of the College and the wider sector.

Going forward:

- Further engage students' ideas and involvement in the promotion of diversity and inclusion at the College
- Ensure all staff have completed the Educare Equality and Diversity course
- Ensure accommodation and resources are inclusive and supportive of staff and students.

Goal 4: Greenhead College will effectively manage the recruitment of students and its estate to ensure long-term financial sustainability

4a: Deliver A Level (or equivalent) qualifications to 2800 (approx.) students

Continuing to:

- Work with local partner and partner schools to ensure that student recruitment remains sufficient to accommodate 2700-2750 students until 2027-28
- Review the admin. functionality, processes and systems of student admissions, enrolment and induction in order to meet the needs of a growing student population

Going forward:

- From 2022-23, develop an IT learning culture by establishing Digital Champions to pilot new initiatives and share good practice across all teaching departments
- Increase student numbers to 2800 from 2027-28.

4b: Deliver curriculum and pastoral provision in a vibrant and sustainable campus

Going forward:

- Work with the DfE to establish a 16-19 free school and/or an offsite capital expansion scheme, should an opportunity arise in the future, to increase opportunities for young people, particularly those from disadvantaged backgrounds, in order to address the significant increase in post-16 numbers in Kirklees
- Implement a comprehensive estates strategy for the College which will involve replacing the Laingspan buildings by early 2025 through erecting a new four-storey teaching block with eight labs for Biology and Medical Science, seven labs for Chemistry and eight classrooms for Psychology and Government and Politics. Additionally, increase social and dining space for students through the refurbishment of the main hall and kitchen area, incorporate further social and dining space in the new four-storey block, and accommodate further social space through the development of an external colonnade area
- Deliver, through the replacement of the Laingspan buildings, a net zero carbon building equipped with solar panels, living roof, surface water attenuation tanks, hard surface drainage, efficient air source heat pumps, and, in addition, provide 16 electric charging points for staff and visitor parking
- Raise awareness of the environment and sustainability through a role with a specific responsibility for leading on and developing an Environmental Sustainability Strategic Plan in 2023, with a target to work towards being carbon neutral by 2030
- Develop a year-on-year maintenance programme
- Ensure there are adequate replacement external sports facilities in the period when the all-weather pitch is out of commission during the period of the building work (i.e. to 2023-24)

- Make further improvements to the catering provision in order to offer choice and value for money for students and staff
- From 2023-24, implement an Information Technology Strategic Plan to improve digital accessibility through the integration of the new four-storey teaching block into the College's IT infrastructure, replacement of legacy telephony in existing buildings and development of plans to improve wireless network capacity across the College
- Work with external partners to explore and develop further areas of the estate once the above works have concluded to facilitate growth in student numbers to 2800 by 2027-28. In particular, this should address the poor facilities in sport, drama and music
- Investigate and engage with other potential sources of funding, e.g. Sport England, etc. over the rest of the decade.

4c: Be financially-stable during the period of this Strategic Plan and plan for longer-term financial stability by

Continuing to:

- Carefully monitor College finances, ensuring the CLT and Governors have regular up-to-date monthly accounts which give an accurate overview of the achievement of KPIs in relation to the annual budget
- Produce and revise accurate and detailed long-term financial projections, particularly in relation to options under consideration by the CLT and Governors, e.g. post-16 capacity fund, 16-19 free school, offsite expansion, refurbishment of key areas of the estate, etc.

Going forward:

- Secure an 'Outstanding' Financial Health rating in the immediate years ahead
- Maintain a sustainable budget, which will allow for continual investment in the College estate and digital infrastructure, whilst attaining good value for money
- Secure long-term financial viability by attaining the newly-revised ESFA financial benchmarks: particularly pay costs being between 72-74% of recurring income
- Work with the DfE and the ESFA to ensure the College has a clear route to obtaining further borrowing in light of the ONS's reclassification of the Sixth Form College sector
- Devolve a fully-costed curriculum plan and further budgetary responsibility to middle leaders in 2023-24, enabling regular consideration of departmental financial contribution to the College
- Provide six-monthly financial updates to staff
- Support students through the 'cost of living crisis', e.g. affordable food and drink options in the shop/café; availability of laptops; access to relevant bursary schemes, etc.
- Explore potential alternative transport options for students
- Continue to horizon-scan alternative models of curriculum and pastoral delivery for implementation during the period covered by this Strategic Plan, should there be no further increase beyond the current funding level or no additional funding to support increased pension costs

- Supplement core funding through identification of additional revenue-making schemes (if deemed realistic and viable).

Goal 5: Greenhead College will pursue a culture of quality and success and be at the forefront of the sixth form sector

5a: Work with staff and key local and national stakeholders to be outward-facing and embracing of new opportunities by

Continuing to:

- Engage in liaison activities with prospective students, e.g. open events, taster and bridging days, school assemblies, parents' evenings and careers events, etc.
- Use the marketing plan to support the goals set out in this strategic plan and review this annually with input from the Governing Body
- Differentiate the College from local competitors by emphasising its unique selling points in marketing materials, e.g. students' high grades, progress and destinations, and College study programmes, e.g. A Level offer, pastoral system, enrichment and Step Into Your Future scheme
- Develop teacher peer-led opportunities to enable the sharing of good practice across the College and with other institutions
- Use research-informed training and development for teachers and curriculum middle leaders to support stretch and challenge opportunities for students within classroom delivery
- Provide staff with opportunities for ongoing professional development, e.g. SFCA leadership course, Promoting Excellence course for middle leaders and support staff, training and support for Early Careers Teachers, etc.
- Provide senior leaders with opportunities for further training, e.g. National Professional Qualifications, etc.
- Work with local and national stakeholders on areas of mutual collaboration, e.g. local/national schools and colleges, Calderdale and Kirklees (C&K) Careers, Child and Adolescent Mental Health Services (CAMHS), the University of Huddersfield, Kirklees Council, MPs, the SFCA, etc.

Going forward:

- Foster a culture of collaboration amongst staff throughout the period covered by this Strategic Plan, so that staff roles are recognised and valued by all
- Host events for external colleagues and organisations, which will reinforce the College as a centre of excellence
- Continue to develop the alumni profile of the College
- Linked with the above, implement ways to engage with parents/carers as a means of cultivating stakeholder voice and tapping into their expertise and success
- Present materials at three local and/or national conferences each academic year, e.g. NorVIC (the federation of sixth form providers in Yorkshire and the Humber), Maple Group (the partnership of the country's leading Sixth Form Colleges), SFCA, etc., in order to share College expertise and success

- Win three local or nationally-recognised awards per academic year
- Horizon-scan new opportunities over the next five years which may be of benefit to Greenhead College in the future, e.g. post-16 capacity fund, 16-19 free school, post-16 capacity fund, partnerships with others (e.g. University of York), etc.
- Explore the option of a Multi-academy Trust, which could deliver benefits and support to other educational establishments, either in the local area or nationally
- Continue to review and strengthen the composition of the Governing Body in line with recommendations made in the recent FE White Paper, ensuring the composition of the Board represents the College community in terms of age, gender and ethnicity, and that there is appropriate skills coverage in terms of finance/budget, business and estates management, and post-16 experience
- Work with FE Commissioners and ESFA contacts during each 'annual strategic conversation' and further meetings covered for the duration of this plan to present a credible and ambitious direction of travel for the College
- Embrace each component of the revised Ofsted Education Inspection Framework in quality processes to plan for a successful inspection outcome (goal is to maintain Outstanding in all areas in the College's next Ofsted inspection).

Action Programme

The delivery of this Strategic Plan translates into specific structures, policies, and operating and development plans, each having clear levels of accountability.

These include:

- Corporation and Committee structures
- Senior post-holder and Senior Leadership Team targets
- College Key Performance Indicators (KPIs)
- Organisational structure
- Most recent Ofsted report
- College Self-assessment Report (SAR)
- College Quality Improvement Plan (QUIP)
- Departmental SARs and QUIPs
- Estates plan
- Admissions policy
- Costed curriculum/staffing plan
- Financial plan/budget/reserves policy
- School liaison plan
- Marketing plan
- IT strategy and action plan
- Environmental sustainability policy and action plan
- Strategies for lesson observation, deep dives, learner voice and remote learning
- Individual College policies
- College risk register
- Capital development risk register (and any future risk registers associated with the development of a free school, offsite expansion, Multi-academy Trust, etc.)
- COVID-19 risk register
- Annual Strategic Conversation with the ESFA and FE Commissioner
- Specific papers and executive summaries for Corporation and Committee meetings, and CLT meetings
- Minutes of CLT meetings and minutes of meetings with middle leaders.

Milestones and Performance Monitoring

The following key 'checkpoints' will ensure the goals as set out in this Strategic Plan are fulfilled as planned:

- Annual setting, monitoring and review of curriculum and academic Key Performance Indicators (KPIs) by the Corporation
- Annual setting, monitoring and review of senior post-holder and CLT performance management targets by the Chair of Governors and other Governors, and CLT
- Annual setting of performance management targets for staff, irrespective of their role in College, by College managers
- Principal's and CLT Report – including review of KPIs (reviewed six times a year by the Corporation)
- Update of Strategic Plan (reviewed annually by the Corporation)
- Annual validation of College SAR and QUIP (each November by the Quality and Standards Committee of the Corporation - including external 'critical friend' on the panel)
- Annual mid-year review of College QUIP (each February by the Corporation)
- Annual mid-year review of departmental QUIPs (by CLT)
- Review of relevant risk register by CLT and appropriate Governance Committee at each Committee and Corporation meeting
- Detailed exploration by the Corporation and relevant Committee of proposals/plans connected with the replacement of the Laingspan buildings, improved accommodation for sport, drama and music, proposals for a free school and offsite capital expansion
- Governor Link Visits and reports.

Key stakeholders

The following key stakeholders are central to ensuring the College is able to achieve the goals as specified in this Strategic Plan:

Internal –

- The Governing Body
- The College Leadership Team
- Middle leaders (including Heads of Curriculum, Seconds in Department and key College managers)
- Teaching and support staff
- Students (including alumni)

External (local/regional) –

- Parents and carers
- Local community (including Friends of Greenhead Park)
- Local partner schools and partner schools
- Local MPs
- Kirklees Local Authority
- Kirklees Employee Healthcare Support Service
- Kirklees Prevent

- Local police
- Local employers and businesses
- The University of Huddersfield
- Alps (value added company)
- C+K Careers
- TransPennine Express (local rail transport company)
- Arriva and FirstGroup (local bus transport companies)
- CAMHS mental health services
- Aramark (catering company)
- NorVIC colleges
- Local and regional universities.

External (national)

- National employers and businesses
- Maple Group colleges
- National universities (including Oxbridge)
- Jisc (IT Services and digital resources)
- SFCA (Sixth Form Colleges Association)
- DfE (Department for Education)
- DfE Regional Director(s)
- Mace (construction company)
- GallifordTry (construction company)
- Sport England
- ESFA (Education and Skills Funding Agency)
- Ofsted.

Links

- [Kirklees Local Plan](#)
- [Ofsted report - published May 2022](#)