

Principal's Update

Online delivery

- Mission, Vision & Values
- Strategic Priorities
- Key Performance Indicators
- Self-Assessment 20-21
- Areas for Development 21-22
- Where our class of 21 have gone

January 2022

Inspire | Develop | Achieve

Vision, Mission & Core Values



“To be recognised nationally for transforming the lives of our learners”

“To deliver high-quality education and support that maximises life opportunities for our learners”



Strategic Priorities



2021-2025















| Strategic Priority | Development Actions | Strategic Priority | Development Actions |
|--|---|--|--|
| Deliver an outstanding learner experience | <ul style="list-style-type: none"> • Advance staff expertise so that learners receive consistently high-quality education and support. • Ensure programmes of study focus on individual priorities so that learners achieve high levels of personal and academic success. • Craft a challenging curriculum that prepares learners well for life in modern Britain. | To be recognised as a great place to work | <ul style="list-style-type: none"> • Invest in our staff team so that they can offer consistently high-quality education and support. • Look after our staff, so that they enjoy coming to work and do their very best. • Promote mental fitness throughout the college, leading to a culture of respect, openness and support. • Support our staff to enjoy a positive work life balance. |
| Be the post-16 specialist college of choice | <ul style="list-style-type: none"> • Design high quality programmes of study that stimulate curiosity for learning. • Promote the great work that takes place at Landmarks. • Work closer with our employers and parents so that success can be truly holistic and long lasting. • Extend the reach of Landmarks so that more young people benefit from our specialist offer. | Maintain Financial Health | <ul style="list-style-type: none"> • Increase learner numbers so that the college can continue to do its great work. • Utilise the staff team expertise by developing business opportunities that align to the charities mission. • Manage our funds well and to the benefit of our learners, staff and stakeholders. • Remuneration. |

| STAFF KEY PERFORMANCE INDICATORS | | | | | | | TARGET |
|----------------------------------|------------------------------|---------|---------|---------|---------|---------|---------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| 2 | Observation Profile (Tutors) | | | | | | |
| 3 | Outstanding | 15% | 0% | 20% | 58% | 55% | 50% |
| 4 | Good | 47% | 80% | 50% | 33% | 45% | 50% |
| 5 | Requires Improv | 23% | 20% | 30% | 0% | 0% | 0% |
| 6 | Inadequate | 15% | 0% | 0% | 9% | 0% | 0% |
| 7 | Observation Profile (LSAs) | | | | | | |
| 8 | Outstanding | 7% | 19% | 33% | 45% | N/A | 70% |
| 9 | Good | 86% | 76% | 57% | 55% | N/A | 30% |
| 10 | Requires Improvement | 7% | 5% | 10% | 0% | N/A | 0% |
| 11 | Inadequate | 0% | 0% | 0% | 0% | N/A | 0% |
| 12 | Other STAFF KPI's | | | | | | |
| 13 | Staff Absences | 10.93 | 7.2 | 6.2 | 6 | 6.4* | 4.4 |
| 14 | Staff Turnover | 14.5 | 16.2 | 14.8 | 15.6 | 26 | 13.0 |
| 15 | Completed Appraisals | 95% | 77% | 95% | 100% | 100% | 100% |

LEARNER KEY PERFORMANCE INDICATORS

| | | | | | | | TARGET |
|----|---------------------------------|---------|---------|---------|---------|---------|---------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| 16 | | | | | | | |
| 17 | ESFA No.s | 43 | 60 | 65 | 68 | 94 | 135 |
| 18 | LLL No's | 52 | 53 | 55 | 70 | 63 | 62 |
| 19 | RARPA Achievement | 93% | 96% | 98% | 99% | 92% | 99% |
| 20 | Positive Destinations | 100% | 100% | 100% | COVID | 97% | 99% |
| 21 | Qualification Achievement Rates | | | | | | |
| 22 | Employability Awards | N/A | N/A | 100% | 100% | 97% | 100% |
| 23 | Skills for Working Life | N/A | N/A | N/A | N/A | 93% | 100% |
| 24 | Vocational Awards | 94% | 100% | 100% | 100% | 100% | 100% |
| 25 | Mathematics | 100% | 85% | 90% | 98% | 85% | 99% |
| 26 | English | N/A | 94% | 97% | 100% | 80% | 98% |
| 27 | ICT | N/A | 100% | 100% | N/A | 97% | 100% |

Self-Assessment Report 20-21

|  Strengths | |  Areas for Development | |
|---|--|--|--|
|  | <ul style="list-style-type: none"> Covid safety measures were effective in keeping learners on track with their programmes. |  | <ul style="list-style-type: none"> Enhance internal and external enrichment opportunities. |
|  | <ul style="list-style-type: none"> Retention was high despite disruptions from the pandemic. |  | <ul style="list-style-type: none"> Improve links between the work undertaken at employers and the capturing of this progress. |
|  | <ul style="list-style-type: none"> Achievement rates remain high. |  | <ul style="list-style-type: none"> Ensure IAG is consistent across all sites and all learners have equal access to the support it offers. |
|  | <ul style="list-style-type: none"> Teaching and learning is Good or Outstanding. |  | <ul style="list-style-type: none"> Improve the number of learners who can say why they are learning, what they are learning. |
|  | <ul style="list-style-type: none"> Leavers move into employment and improve independence. |  | <ul style="list-style-type: none"> Enable learners to take part in competitions so that they have opportunity to demonstrate positivity and commitment. |

Developing Independence



Mitchell

Mitchell is now accessing Lifelong learning at Rotherham to continue developing his independence and communication skills



Ashley

Ashley is being supported by social services to access social and independence activities in his local area.



Chloe

Chloe is being supported by social services to access social and independence activities in her local area.

Developing Independence



Sarah

Sarah is now accessing a day service provision in her local area and participating in activities within supported living



Bethany

Chloe is being supported by social services to access social and independence activities in her local area.



Ryan

Ryan is participating in independence activities within supported living and hoping to access a day service provision soon

Developing Independence



Jamie

Jamie is accessing a day service provision in his local area



Bobby

Bobby is accessing a day service provision in her local area



Shaun

Shaun is accessing PA support in his local community

Employability



Lucy

Lucy has gained paid employment with Greene King and is also accessing Lifelong Learning



Tia

Tia is accessing Lifelong Learning at Apperknowle farm to continue developing her skills in this area. Tia hopes to gain voluntary employment in the future



Lauren

Lauren is living independently and currently looking for paid employment

Employability



Liam

Liam has gone onto Further Education to study Horse care



Lydia

Lydia has gained voluntary employment on a community farm



Grace

Grace is accessing Lifelong Learning plus and is doing work experience at a local florists

Employability



Edward

Edward has gained voluntary employment on an Alpaca farm



Ollee

Ollee is hoping to access Lifelong Learning



Liam

Liam has gained paid employment with Greene King

Employability



Shaun

Shaun is accessing a day service in his local area and has PA support to access his local community



Mackenzie

Mackenzie is being supported through Landmarks After College Aftercare service



Miriam

Miriam has gained paid employment with Greene King

Employability



Lewis

Lewis has gained paid employment with Greene King



Jordan

Jordan has gained paid employment with Greene King



Terri

Terri is accessing further education and hopes to gain paid employment in the future

Employability



Mathew

Mathew has gained paid employment at The Archer



James

James has gained paid employment working as part of his families business



Jess

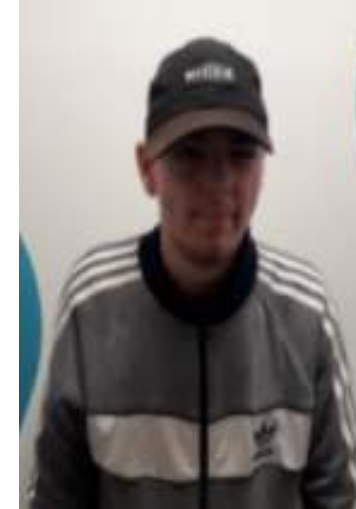
Jess has gained paid employment with Greene King

Employability



Jacob

Jacob has gained paid employment doing maintenance for a social venue near his home



Harvey

Harvey is currently looking for paid employment in a garage

Employability



Asim

Asim has been supported through After college After care and is now accessing Further Education



Chris

Chris has gained voluntary employment at a local stables



Sean

Sean has gained paid employment

Employability



Arron

Arron has gained paid employment at Apperknowle farm



Molly

Molly has gained paid employment working front of house at a pub in her local area



Cameron

Cameron has gained paid employment at Asda

Financial Health



| Income | Expenditure |
|--------|-------------|
| | |