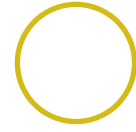




KING EDWARD VI COLLEGE
STOURBRIDGE



STRATEGIC PLAN 2023 - 2027



EXECUTIVE SUMMARY

King Ed's is already a great place to study A levels: we have a well-known history of success in this field. Everything we do must serve to protect and strengthen this reputation, our most significant competitive advantage.

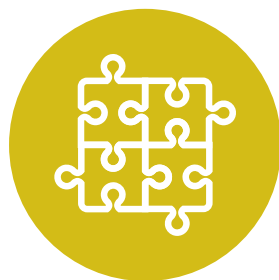
Putting an already-good organisation on a better footing requires looking after the people and processes that make us good whilst challenging complacency, keeping a weather eye on the horizon, and creating space for innovation. We want to build our strategy from the ground up, concentrating on the creation of a culture where learning and experimentation lead to the development and codification of great practice.

At a time when we are facing both a recruitment crisis and technological change that is accelerating faster than ever, developing a resilient and supportive ethos of teamwork is important – as is getting the message out so that people are inspired to join us.

STRATEGIC PRIORITIES



DEVELOPING SYSTEMS AND FRAMEWORKS THAT ALLOW FOR LEARNING, INNOVATION AND THE CODIFICATION OF EXCELLENT PRACTICE



STRONGER TEAMWORKING AND PARTNERSHIP WORKING



GROWING LEADERSHIP CAPACITY (STAFF AND STUDENTS)



TELLING OUR STORY WELL, INSPIRING PEOPLE TO JOIN US

MAP OF STRATEGIC OBJECTIVES

	MAP OF STRATEGIC OBJECTIVES	MEASURES	TARGETS	INITIATIVES
STUDENTS	<p>NO STUDENT LEFT BEHIND</p> <p>CONNECT STUDENTS WITH EACH OTHER, THE COMMUNITY AND ACROSS THE MAT</p> <p>SECURE THE BEST OUTCOMES</p>	<ul style="list-style-type: none"> • Student progress • Retention • HE and non-HE destinations • Equality and Inclusion • Careers and Enrichment data • Student Voice 	<ul style="list-style-type: none"> • Red ALPs (top 25% for progress) • At SFC benchmarks for retention • At least 50 Oxbridge & Medic/Dentist/Vet offers PA • At least 90% vulnerable students succeed and progress • 100% students participate in enrichment and work experience • >90% would recommend KEDST 	<ul style="list-style-type: none"> • Honors track - a reflective log mapping progress towards goals (incl careers and enrichment) • Student Framework - a guide to conduct and development • Improved student induction • Integrated interventions - tailored support for those who need it. • Aspire - support for HPAs to get competitive destinations
SUSTAINABILITY	<p>DRIVE DOWN WASTE</p> <p>AN INSPIRING ENVIRONMENT</p> <p>TELL OUR STORY WELL</p>	<ul style="list-style-type: none"> • EBITDA • Staff utilisation • Student recruitment • Staff recruitment • CO2 emissions • Social Media • User views 	<ul style="list-style-type: none"> • EBITDA >5% • Staff costs <72% • Student numbers at least 2500 • 0 critical posts vacant • Zero carbon by 2050 • Social Media hits up by 100% • >90% like work/study space 	<ul style="list-style-type: none"> • Efficient class sizes • Social media strategy - more photos and videos of students, more modern feel, more engagement • Long term lettings to community groups • Solar panels and energy saving measures • Estates strategy - new buildings • Digital signage around campus
INTERNAL PROCESSES	<p>CONNECT STAFF FOR TEAMWORK AND ENJOYMENT</p> <p>KNOW OUR STUDENTS WELL THROUGH RELIABLE DATA</p>	<ul style="list-style-type: none"> • Attendance • Complaints • Delivery of Strategic Plan • Data Availability • Data Reliability • Partnerships 	<ul style="list-style-type: none"> • Attendance above SFC benchmarks • Complaints reduce by 20% • >80% strategic objectives met on time • Data reports allow for accurate tracking of all KPIs • Increased productive partnerships 	<ul style="list-style-type: none"> • Move to MAT MIS • Centralise platforms for learning and tracking data • New integrated pastoral and academic structure • Develop alumni, MAT, community and parent partnerships • Improved staff induction
LEARNING AND GROWTH	<p>GROW GREAT LEADERS</p> <p>ADAPT WELL TO NEW STUDENTS</p> <p>BE A LEARNING ORGANISATION</p>	<ul style="list-style-type: none"> • Staff voice • CPD Records • Staff absence • Innovation • Safeguarding 	<ul style="list-style-type: none"> • 90% staff feel well supported and aligned with strategic goals • CPD highly effective (>75%) • Av monthly sickness <100 days • Each year, innovations arise from outside SLT • Safeguarding audits show 100% compliance and high levels of care and confidence 	<ul style="list-style-type: none"> • Flexible working guidelines • Teaching framework • Leadership framework • ILT and data strategy and relevant policies consider use of AI • Feedback and learning loops integrated into systems

MISSION

FORGING A BETTER FUTURE BY GIVING TALENTED YOUTH THE TOOLS TO BE SUCCESSFUL, INDEPENDENT AND COMMUNITY-MINDED.

VALUES

We are committed to the Heart of Mercia Multi-Academy Trust's mission: **providing care and high expectations to help young people grow and acquire the skills to flourish academically and in their wider lives.**

We want to give our students an excellent and enjoyable education, preparing them well for the real world – not just as an arena for personal success, but a place that we must nurture and sustain.

We live by our values - community, ambition, the pursuit of knowledge, and resilience. We cultivate our students' skills to:

- Connect with others and form bonds that will support them in their future lives
- Make ambitious and courageous choices
- Pursue knowledge and apply it to new contexts, creating new ideas and artefacts
- Step into the world as resilient young adults





WHERE ARE WE GOING?

- We are renewing our status as the top destination for young people in the wider local area who want to study A levels
- Responsive to external changes but clear in our values, we keep learning, creating a skilled and positive community - one that is attractive to join
- Our expert teams guide generations of students to reach the best possible outcomes, including young people who are more vulnerable
- King Ed's students go out into the world with the learning, habits and tenacity to make it a better place

THE COLLEGE IN CONTEXT

King Ed's is a well-known brand in the local area, and an important part of the economy and geography of Stourbridge. It was founded as a grammar school for boys in the sixteenth century by King Edward VI and remained such until 1976, when it became a sixth form college. Many people in the local area attended as a school or college student, or have friends or family members who did so. Whilst perceptions are shaped by the varying periods of time at which people have been connected with the college, they tend to be unified in the view that King Ed's is an elite destination: it has a proud place in the local community, and must live up to those high expectations.

One of the most obvious changes in recent years has been the growth in student numbers, taking the college from below 1,000 students to above 2,400 in the 2023. With help from the Foundation Trustees of King Edward VI College, Stourbridge, we have been able to expand our space, remodelling existing areas and renting nearby spaces. Providing space for our large student body to study and relax in is an important challenge.

With the growth in numbers we have seen much greater requirements for specialised services such as counselling and provision for students with special educational needs. It is crucial that the college can provide these important services well and efficiently, building students' resilience and readiness for the next phase in their lives at post-16.



WHO ARE OUR STUDENTS?

Broadly, they are young people with at least six grades at 5 or above at GCSE (and in practice often quite a bit higher than that) who have the ambition to leave their school and come to a college that promises more independence, a track-record of high-performance and an opportunity to extend their social circle and their life experiences.

We recruit young people from a wide geographical area - from Dudley, Wolverhampton and Birmingham, as well as more rural parts of Shropshire and Worcestershire.



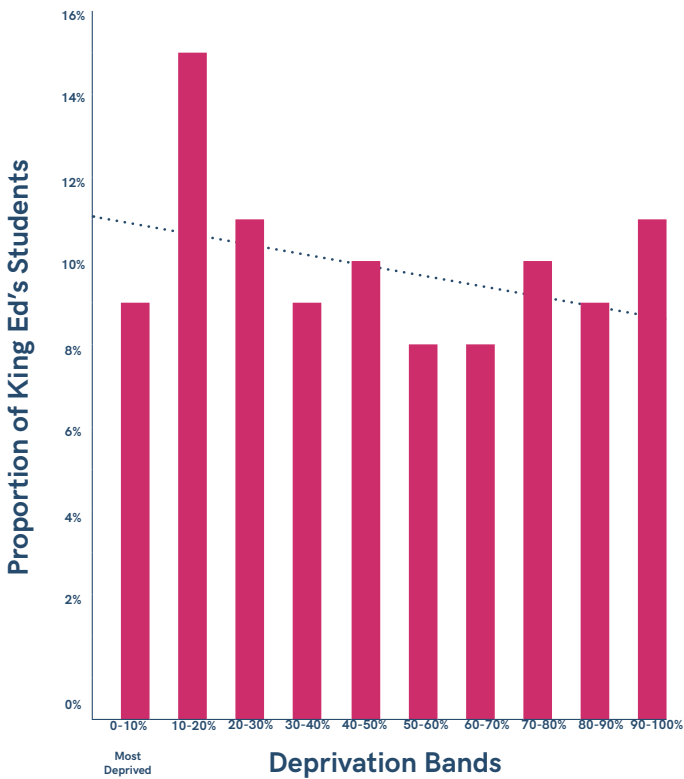
In keeping with our geographical reach, we recruit young people from a wide variety of social, economic and ethnic backgrounds. When it comes to household income background, we draw students from right across the range, with slightly more at the lowest bands of income. Just over 15% of our students are in receipt of college bursary.

WHO ARE OUR STUDENTS?

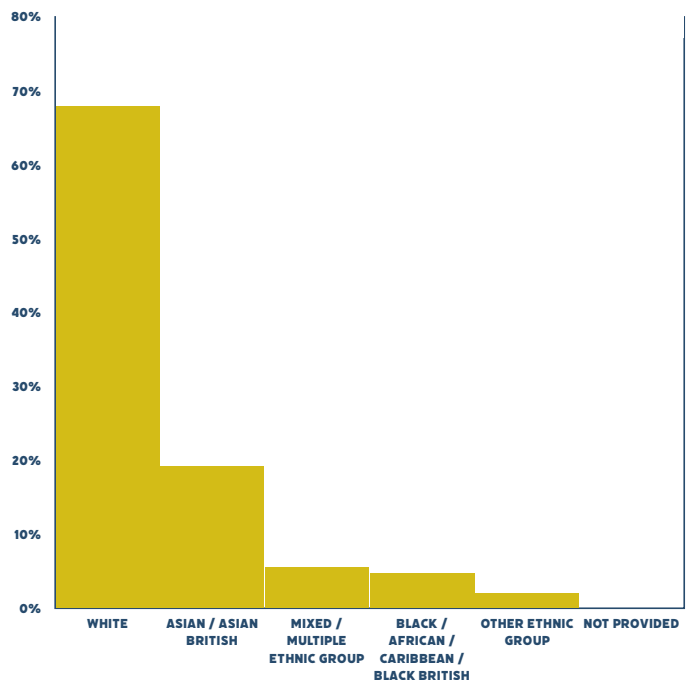
Around 10% of our students have learning difficulties, disabilities or health problems. A greater proportion of our students will regularly access our support services, especially for mental health. For example, between September and April 2022-23 the counselling team received nearly 300 referrals, considerably more than 10% of students, just for one support service.

Possibly due to the fact that girls have tended to perform better at GCSE (and certainly during the COVID years) we are fairly gender-imbalanced, with 61% of our students being female. Although we don't collect the data, some of our students are gay, lesbian and bisexual, and some identify as non-binary or genders other than their birth-gender. We have a thriving LGBT group, dedicated to improving awareness and acceptance of this diversity.

DEPRIVATION STATISTICS



ETHNICITY STATISTICS



OUR FINANCES


Finances are not a barrier for students to receive the best possible experience at King Ed's. The college will continue to invest in staff, ensuring that students have highly skilled teachers and specialist support services. We will employ sufficient operational staff to function effectively, and we aim to pursue a zero-waste strategy so that the maximum amount of money can be invested in improving the experience at King Ed's over the next four years. Investment will be prioritised with particular attention to IT and the estate, to ensure the college is keeping pace with the latest technology and student need. To meet the increase in student numbers, money will be spent on making the estate fit for purpose, whether that is creating new spaces or upgrading and modernising existing ones.

To enable the college to have the money required to deliver these commitments, the college will need to deliver an EBITDA of 5% or greater each year. A cash surplus creates financial sustainability and means that the college has better capability to fund capital projects. To maximise EBITDA, we focus on improving staff utilisation, streamlining processes and operating with best practice, including using our membership of the Heart of Mercia Multi-Academy Trust to procure well and share services.

WHAT IS EBITDA?

EBITDA (EARNINGS BEFORE INTEREST, TAX, DEPRECIATION AND AMORTISATION) IS A MEASURE OF HOW MUCH CASH PROFIT A BUSINESS IS ABLE TO GENERATE, AND THEREFORE A GOOD MEASURE OF FINANCIAL HEALTH. WHEN EXPRESSED AS A PERCENTAGE, IS KNOWN AS THE EBITDA MARGIN, SHOWING THE EBITDA AS A PROPORTION OF THE TOTAL INCOME.





DEVELOPING SYSTEMS AND FRAMEWORKS FOR LEARNING

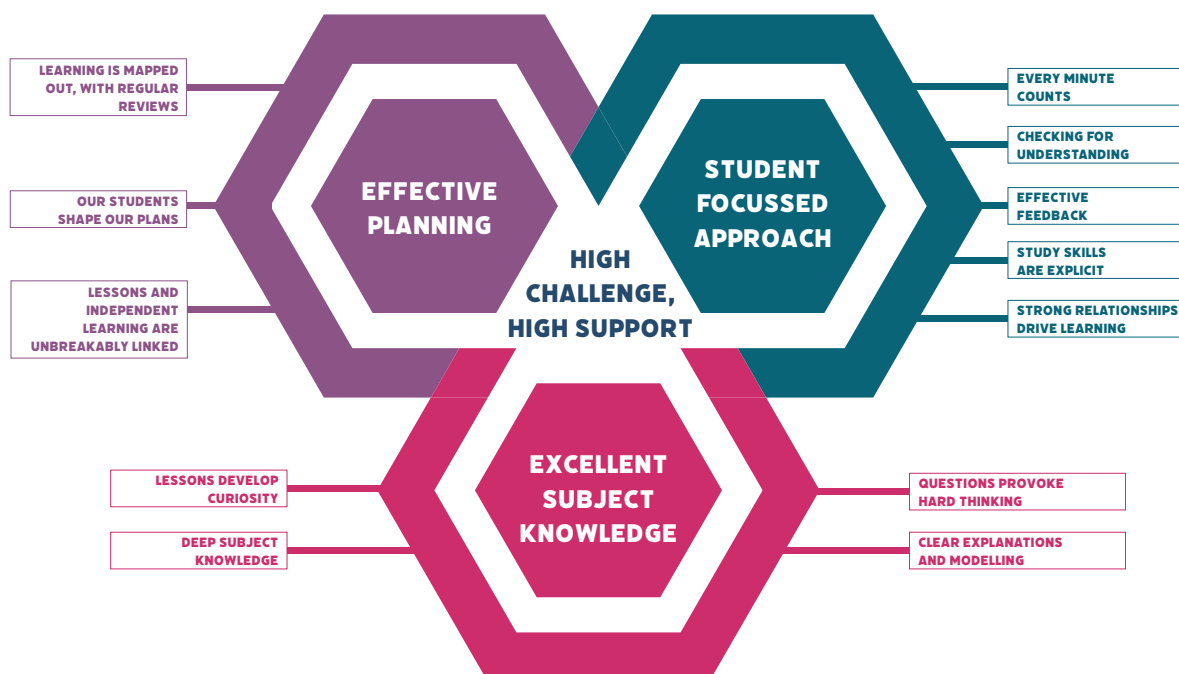
We want to become a learning organisation, using ideas drawn from systems thinking to modify what we do in light of experience. We will establish communities of practice to help teams to learn and grow. We will use the principle of action research to determine best methods of working, and share those best methods widely.

SPOTLIGHT ON...THE KING ED'S TEACHING FRAMEWORK

We are fortunate to have dedicated, experienced and highly knowledgeable teaching staff at the college. We want to encourage our teachers to continue to develop their practice; learning, experimenting and developing their pedagogy as well as their subject expertise, within the clear guidelines laid out in the framework. The framework provides clear expectations of what we believe, as a college, excellent teaching & learning looks like. With this practice at the heart of our teaching and learning, students will flourish and achieve their learning goals.

The framework has been developed this year through working with teaching staff and students, learning about teaching & learning at the college through quality processes and research. It focuses on three key areas of practice: **effective planning**, **excellent subject knowledge** and a **student focused approach**. The framework will be used in the following ways:

- **Continuing Professional Development (CPD)** - Teaching staff will be asked to evaluate their practice against the framework and then focus on areas of the framework to develop, working with our teacher coaches and through CPD training days.
- **Quality Processes** - Learning walks, work scrutiny, appraisal and student voice will focus on the different areas of the framework, providing clear guidance and consistency for all involved.
- **New Staff Induction** - New staff will quickly gain a clear understanding of what teaching at King Ed's looks like. This will ensure a smooth transition, benefiting both the staff and our students.





STUDENT FRAMEWORK



Students joining us have ambition and a drive to succeed. It is vital that we stoke and nurture this ambition throughout their short time at college. We have very high expectations for our students and the student framework makes our expectations more concrete with clear the attitudes and behaviours under three main foci: kinship, effort & determination and self-knowledge (KEDS).

The framework focuses on what is needed for success in their academic work, but also the importance of being a good citizen – of the college, but also the wider community and in their futures. Students will learn, use and develop their understanding of the framework through:

- **Tutorial sessions & Induction** - these will focus on the framework, helping students to develop their skills within the different areas. Teaching staff will also ensure that the framework is linked to their learning in subject areas.
- **Student Support** - Interventions, behaviour management and support for students will all be linked to the framework, focusing on the areas students need to develop.
- **Students tracking & recording their achievements** - We are developing ways to use our MIS systems for students to track and record their achievements outside of academia to support their next steps, and will work together with partners in the MAT to develop a tool to recognise the success of students who achieve all the elements of the student framework during their time with us.



KINSHIP

- Practice effective communication
- Be generous and kind
- Participate in college life
- Be safe, and look after others
- Resolve conflicts
- Respect differences
- Provide intellectual challenge
- Demonstrate integrity

EFFORT & SELF DISCIPLINE

- Work hard and show perseverance
- Be prepared and plan ahead
- Manage your time wisely
- Attend every session - on time
- Use feedback to improve
- Hone your study and organisational skills
- Listen actively
- Seek to become an expert

SELF KNOWLEDGE

- Be curious and open-minded
- Don't let fear of mistakes stop effort
- Strive for high standards
- Be accountable
- Be reflective and think critically
- Seek wisdom
- Make healthy choices
- Be kind to yourself and ask for help

LEARNING AND ADAPTING: AI



Advances in Artificial Intelligence are unignorable, and the fourth industrial revolution is now perhaps getting into full swing. The challenge for educators, as in many other fields, is to adapt to fast-paced change, learning to harness this technology to the benefit of students, whilst being alert to the dangers.

In 2023, we are beginning two experiments:



Up LEARN

UpLearn for Physics and Economics students in Y13.

We are trialling use of this online education platform which uses AI and applied cognitive science to help students study effectively. Subject teams will experiment with the use of UpLearn, recording progress and adaptations made, allowing us to gain data on how worthwhile such approaches might be.



OpenAI

ChatGPT.

We will train all staff in the use of this AI chatbot and share the most productive ideas for using it to reduce workload. We will also engage in a conversation around the ethics of using services like this, with the aim of developing guidelines, or guardrails, for use of AI for staff and students.

KEY IMPACTS SOUGHT

- Value Added in top quartile
- At Sixth Form College benchmarks for retention
- >90% students would recommend KEDS
- CPD highly effective - achieving targeted improvements >75% where measurable, and >90% staff approval



STRONGER TEAMWORK

We will better integrate the work we do, increasing our impact on students and making jobs more enjoyable. We recognise the power of effective teams to drive creativity, to get results, and to build community.

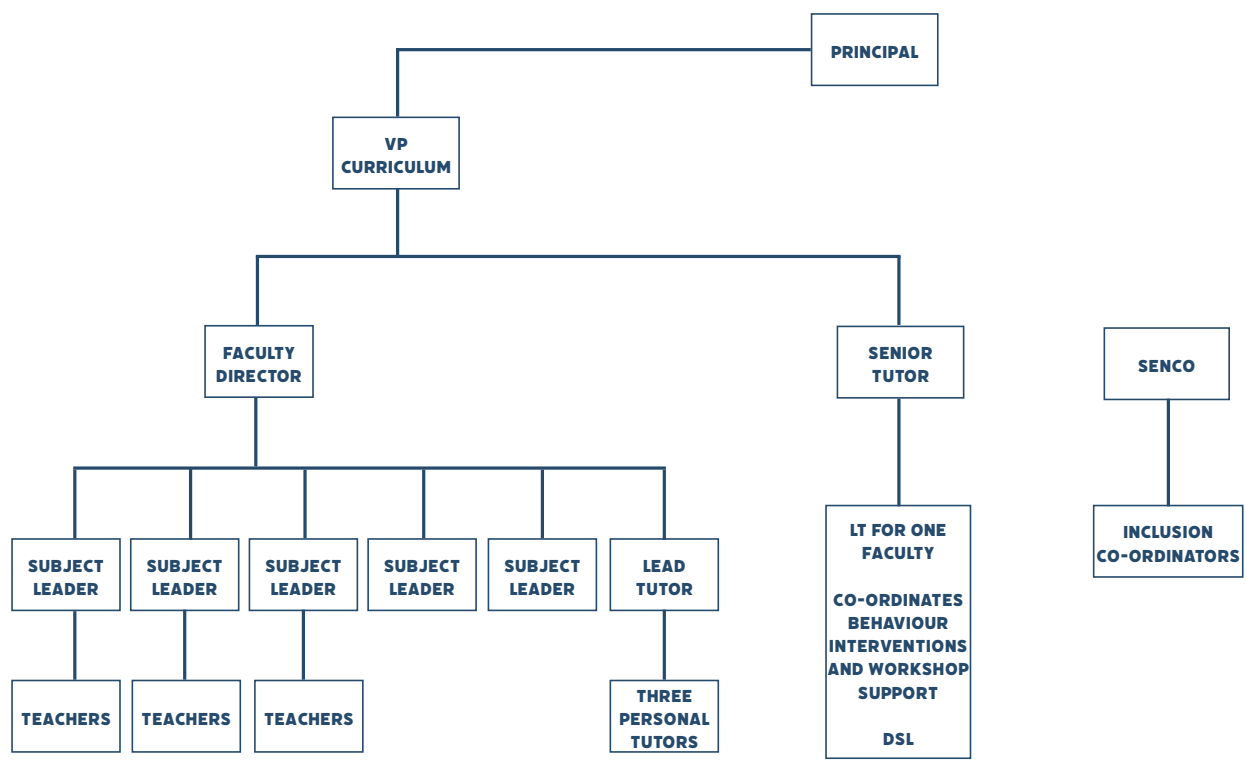
SPOTLIGHT ON...THE HOLISTIC FACULTY

We know that we will get the best out of our students when we are united, working towards the same goals. From September 2023, we are bringing our pastoral and academic staff together into faculties, with the aim of achieving that purpose.

Each faculty will have: a number of academic departments (headed up by Subject Leaders); a Lead Tutor who will provide specialist pastoral support as well as managing a small number of dedicated Personal Tutors; and an Inclusion Co-ordinator who will provide training for staff and support for students with Special Educational Needs and Disabilities. These teams will work together to meet students' needs, providing a highly challenging, highly supportive climate for learning.

Working closely with the Vice Principal Curriculum, the Senior Tutor will provide tactical support to teachers and tutors, devising and overseeing a system of interventions where behaviour falls below expected standards, as well as a programme of support for students who are working hard but struggling to reach target grades.

Students will belong to a faculty, and their Head of Faculty and related pastoral staff will have a duty to watch over them. Lines of responsibility will be clearer, meaning fewer duplicated actions and fewer students falling between cracks. Over time, we would like to see students feeling a sense of belonging to faculties.





DATA STRATEGY

As part of the Heart of Mercia Multi-Academy Trust, we will migrate to the MAT portal in 2024, and from September 2023 in the case of new applicants. This move will create greater resilience, develop cross-MAT teamworking and help us to benefit from a larger pool of expertise. It will also allow us to share and compare data across the colleges in the MAT, supporting quality improvement.

In 2022, we improved our protocols for sharing of accurate and timely information about student needs and performance. This year, we have built dashboards that share live data on attendance and retention of students. Next, we will make all such reports drill-down from whole college, to faculty, to subject area, to class group and to student, greatly improving the usefulness and accessibility of data. We will also increase our skills in the use of Power-BI, providing accurate data that staff at all levels can explore, better to understand how students under their care are progressing.

Our students have asked us to simplify our use of online learning platforms, and we are moving to central use of Microsoft Teams from autumn 2023. This will mean that both academic and operational staff will use one common application with students, simplifying and enhancing communication.

KEY IMPACTS SOUGHT

- >80% strategic objectives met on time
- Data reports allow for accurate tracking of all KPIs
- Attendance above SFC benchmarks
- Complaints reduce by 20%



DEVELOPING LEADERSHIP CAPACITY

For both staff and students, developing leadership skills and pursuing a path of personal mastery will lead to increased resilience and ultimately better results. Good leaders support those around them, and inspire trust and energy: they help us to solve problems and adapt to a changing world.

SPOTLIGHT ON...ASPIRE

Aspire is our programme for supporting students to get to the best academic destinations and has been open access on a first-come, first-served basis, working with around 100 students and focused exclusively on preparation for Oxbridge entry. In 2023, we had 20 offers from Oxbridge – a high watermark over the last few years. However, we believe we can do much more for our students by reshaping this programme. We want our students to be better informed and empowered to make decisions about their future.

Key changes:

- We will target all students with a realistic chance of getting into competitive entry routes – by looking at their GCSE APS and adjusting requirements for students who are socially or economically disadvantaged.
- We will give students information about a wide range of competitive destinations, demystifying Oxbridge.
- We will use our alumni to demonstrate to our students that coming from the Black Country is no bar to going anywhere.
- We will expand our reach to around 300 students for the initial phase of Aspire (where we share information about competitive destinations) and then give students the choice to remain on the part of the programme that prepares them for university entrance exams, or to switch tracks if they are making a positive choice to pursue an apprenticeship or other destination – referring them to our Careers or wider Personal Tutoring team.

Our aim is to give our students a real sense of the opportunities available to them, and to help them feel in control of making decisions about their future lives. (We also think we can do this whilst doubling the number of students with offers for Oxbridge.)

KEY IMPACTS SOUGHT

- 50+ Oxbridge & Medic/Dentist/Vet offers pa
- At least 90% vulnerable students succeed and progress
- 100% students participate in enrichment and work experience
- Safeguarding audits show 100% compliance and high levels of care and confidence
- 90% staff feel well supported and aligned with strategic goals



TELLING OUR STORY WELL & INSPIRING PEOPLE TO JOIN US

We depend entirely on people for our success, so attracting ambitious and dedicated students and staff has to be at the heart of our strategy. We want to inspire people to join us - through telling our story well, through networking with the wider world, and through creating an inspiring environment.

SPOTLIGHT ON...STUDENT INDUCTION: CREATING CONNECTION

The on-going impact of the pandemic on student absence, emotional health/wellbeing and the increased number of students with significant support needs and identified SEND means that a successful induction period is more vital than ever. An estimated 11.3% of all people aged 16 to 24 years in the UK were not in education, employment, or training (NEET) in January to March 2023 which may be indicative of difficulties faced by young people in making the transition from school to sixth form. Not only do they have to navigate a new setting, new social groupings and the pressure associated with new rules and routines, they also have to adapt to increased academic rigour and workload.

To help ensure our new cohort have a positive transition we will make the following changes:

- Increase the time allocated to creating community within tutorial groupings and subject classes by facilitating 'getting to know you' activities, collect and share information regarding vulnerabilities and implement timely support;
- Utilise Year 13 students to share their experience of college life and assist new students to get to know the campus and the local area;
- Reduce 'information overload' by extending the induction period to cover the first half term to focus on important topics including contextual safeguarding, support networks, next steps/careers and study skills to aid transition to A Level study.

Our aim is to reduce the number of students who drop out of college, change or reduce their programme of study and aid them to embrace the challenges raised by new learning and social experiences. We also aim to assist staff to know their students well, thereby creating safe and productive learning spaces where all students can thrive.



CAMPUS DEVELOPMENT

Our students and staff deserve the opportunity to study and work on a high-quality campus with access to first rate teaching, private study and administration areas. Student numbers have increased markedly over this last year and will remain over 2500 for the next five years. While students rate the campus well in satisfaction surveys, both students and parents frequently comment on the lack of available space. Changes to the location of the library will improve matters but we now need 6-8 more classrooms; more social and study space and we need to address the lack of sporting facilities. Pressure to act comes from additional competitors in the local area and additional challenge comes due to the high levels of cost and inflation linked to any proposed project. Higher energy costs mean that the campus should also become more energy efficient to improve our green credentials, cut waste, cut costs and generate income.

- We will repurpose and refurbish key areas around the college to generate at least 7 further teaching spaces for 2023-24
- We will continue to explore town centre options to increase space and improve our reach into the local community
- We will continue to investigate sources of funding from the MAT, Trustees and DfE to expand and improve the campus both in Stourbridge centre and at The Green Fields.

We will produce an energy management plan which will explore capital spend and grant applications to support:

- the installation of large areas of photovoltaic (PV) panels on available roof space to power heating and lighting;
- the introduction of heat exchangers for heating buildings;
- continued improvements to windows, doors and thermostatic controls;
- the sale of excess energy back to National Grid to generate income.

KEY IMPACTS SOUGHT

- EBITDA >5%
- Student numbers at least 2500
- Zero carbon by 2050
- >90% like work/study space

