



Department
for Education

College Collaboration Fund (CCF)

**Guide to Developing a CCF Self-
Evaluation Plan**

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1. Introduction

The College Collaboration Fund

The CCF is part of a broader strategy to ensure that England's further education (FE) colleges help learners develop the knowledge and skills that drive individual success, social mobility and economic prosperity.

It is intended that the CCF will support colleges to deliver better outcomes for learners, employers and local communities. CCF will enable colleges to access resources that they need to improve their provision for students, including the best practice of other colleges, while at the same time mobilising and strengthening improvement in the FE sector.

About this guidance

When awarded funding through the CCF colleges are required to submit the DfE set CCF self-evaluation format the end of their programme of work on a date agreed with the DfE. It is expected that colleges will undertake self-evaluation throughout the course of their programme of work, to allow ongoing monitoring of the impact of improvement activities. This guidance offers advice to colleges on how to approach self-evaluation to ensure colleges are in the best position to identify and report on the impact of their CCF funded activities.

Who is this guidance for?

This guidance is designed **for use by colleges which have received funding through the CCF and their improvement partners**. It is particularly aimed at members of staff who are accountable for the successful delivery of CCF and evaluation of the impact of the grant.

Overview

In development of their CCF application, colleges need to design an implementation plan detailing a range of activities and measures that will help to evidence success. This guidance is designed for colleges to consult with when designing a programme of work to support in the development of Key Performance Indicators (KPIs) and measures to ensure they will provide sufficient evidence of impact. It is also designed to encourage colleges to take an active role in the on-going management of their CCF self-evaluation.

The Department appreciates that the longer-term impacts of CCF projects will take time to embed throughout colleges and appear in their KPIs. However, undertaking self-evaluation throughout a CCF project will provide colleges with invaluable evidence to learn about which interventions have been effective and to evidence impact on a range of areas including governance, leadership and management, teaching and learning as well as learning outcomes and college performance.

The Department is providing colleges with guidance for consideration, to support a successful evaluation. These will include clear reporting on the impact of project activity; provide an indication of how well they have been delivered and of the challenges that arose; and highlight any lessons learned.

The guidance draws on the experiences of colleges and their improvement partners that took part in the previous Strategic College Improvement Fund (SCIF). These colleges worked with an evaluator named by the Department to develop their self-evaluation plans and to identify measures of impact, and they have shared their experiences, success factors and lessons learned. Information gained has helped us develop this guidance.

This guidance outlines 9 steps to support effective CCF self-evaluation planning and when this should be done:

Step 1: Defining the aims of CCF activity

Step 2: Defining the objectives of CCF activity

Step 3: Evidencing change – identifying KPIs and measures

Step 4: Deciding on an appropriate method

Step 5: Considering methodological and ethical issues

Step 6: Drafting the evaluation plan

Step 7: Monitoring and reviewing progress

Step 8: Analysing the data and summarising findings

Step 9: Writing your self-evaluation report

It also provides some examples of KPIs and measures/indicators which could be used to provide evidence of success and impact. These are provided in Annex 1.

2. Developing a CCF self-evaluation plan

The importance of evaluation

The process of evaluation involves the collection of data to show what outcomes have been achieved and what interventions have worked. It encourages insightful reflection about what has been achieved and what might have been done differently.

Evaluations help answer specific questions about a project, for example:

- Have the planned objectives been met?
- What changes has it brought about?
- How could the project have been improved?
- What lessons can we learn for future work?
- Should we continue, expand, or end this?

Answering these questions requires a systematic approach. You will need to identify where the evidence exists; select the right collection methods; analyse the results; and draw appropriate conclusions. At the same time, evaluations have to be realistic about what they can achieve. Data sources are never 'perfect', and there will always be limitations on the resources available to gather evaluation evidence.

Building in a robust evaluation plan **from the beginning of CCF** delivery will ensure your college has a clear focus on what you are aiming to achieve. It will also make the task of collating and analysing the data to demonstrate the impact of CCF a much more straightforward process.

The following section outlines nine steps to help you develop a CCF self-evaluation plan.

Step 1: Defining the aims of CCF activity

It is important to identify at the outset the overall aims of your college's CCF programme of work. The overall aims should be set at the application stage. Although it is possible that these will need to be further refined during the early stages of the project.

Definition:

*Aims are the broad statements of desired outcomes or the general intentions of the project. They emphasise **what** is to be accomplished but not how that will be brought about. Objectives follow from aims.*

Depending on the scale of the project and needs being addressed by your group of colleges, there could be one or several aims. Aims might include, for example:

- *To improve staff digital pedagogy*
- *To develop a digital approach to work experience*
- *To improve digital and remote support for mental health and wellbeing*

The agreed aims should state what your college wants to achieve, in overall terms, with its CCF project. They should not be a description of the activity that you will be delivering through the CCF.

Step 2: Defining the objectives of CCF activity

Once the overall aims of the CCF project have been agreed, it is important to identify a clear set of objectives. Objectives set out the specific and measurable steps needed to accomplish the overall aim(s) of the CCF programme of work.

Objectives should be defined at the application stage. However, it is likely that these will need to be further refined during the early stages of the project to reflect the views of wider stakeholders and once plans for delivery have been further developed.

Definition:

*Objectives are more specific, easier to measure than aims, achievable and realistic and within a time frame. They show **how** the aims are to be achieved.*

Objectives need to clearly state what the expected outcomes are of CCF activity (i.e. where you are expecting CCF to have an impact). Objectives should not be a description of the delivery activity that will be taking place. Where possible, objectives should be SMART:

- **Specific:** is the desired outcome clearly specified?
- **Measurable:** can the achievement of the objective be quantified and measured?
- **Achievable:** is the objective appropriately related to the project's goals?
- **Realistic:** can the objective realistically be achieved with the available resources?
- **Time-Bound:** in what time-period will the objective be achieved?

SMART objectives that could be associated with a CCF project could include for example:

- Improving the quality of digital content and resources to support remote and blended delivery by delivering 12 products by the end of the programme
- Developing a digital offer to support catch up over the summer break and beyond, capturing the number of learners who then successfully transition to the next stage of their education
- Enhancing support to encourage vulnerable learners to engage, participate and return to learning by reducing the number of NEET's within the LA by 25%
- Developing local partnerships to support learners who are at transitional points with FE and measure their success by interviewing stakeholders and collating their views through the life of the project.
- Produce products to support learner and staff mental health and wellbeing and to evaluate their effectiveness by usage numbers and evaluation

The examples above clearly set out what outcome the CCF activity intends to achieve (i.e. improved achievement, retention); what level of change is expected to be seen (i.e. the percentage change); and the timescale over which the change will be measured (i.e. by a specific date). It is likely that aims will be supported by more than one objective.

Objectives should be grouped under a relevant aim and not listed separately or repeated many times in your project plan. Activities that will bring about the change can then be detailed to show what the college is doing and how the CCF fund is being used.

SMART objectives will help you identify, over the course of your programme of work, the extent to which objectives included in the original project plan are being achieved. For example, identifying target outcomes will enable you to track your performance and better address any issues that arise.

There may be instances where it is necessary to use objectives that refer primarily to a qualitative change. The might for instance include objectives that focus on building a culture of high expectations, or increasing the use of performance management. Other examples of qualitative objectives include:

- *To increase staff confidence in digital pedagogy*
- *To increase the collaboration of stakeholders across the college groups*
- *To improve the wellbeing of both students and staff in your college.*

When setting objectives like this, it is still important for you to identify measures and to monitor progress against these. However, it is likely that these will rely on 'softer' or broader measures to evidence whether they have been met. Some examples of broader measures are provided in Annex 1.

To understand the broad impact that a project like CCF can have, you will need to identify qualitative and quantitative measures, and adopt a range of methods to evidence outcomes. The next step gives examples of how to do this.

Step 3: Evidencing change – identifying KPIs and measures

Once overall aims and objectives have been set, it is necessary to establish what evidence is required to show how well these objectives have been met. Relevant performance indicators (KPIs) should be identified, and other qualitative and quantitative measures of success can be explored to provide a fuller understanding of impact at the close of the project. KPIs and other measures of success should be set as close to the start of the CCF project as possible. This will allow baseline data for the KPIs/measures to be collected which will aid analysis and reporting at the end of the project.

Both **short-term/interim** measures and **long-term** measures should be considered to help you to track and report on progress. In particular, interim measures allow for the collection of proxy data over a short-time period where qualification achievement rates may not be available. Long-term measures should be KPIs/measures that you expect the CCF project to affect over a longer-period, for example changes that the CCF may expect to influence over one academic year. For objectives focused on

achievement and retention, KPIs for annual reporting can be used; for attendance, data can be gathered on an ongoing basis.

The example below illustrates the difference between short-term and long-term measures.

CCF Aim: to improve learner achievement	
CCF Objective: Achievement rates in A level social science increases by 12% (from 74% to 86%) by July 2021	
Short term-measure	Long-term measure
% of learners on target to meet target grades	% achievement in Level 3 A level social sciences

Definition:

A performance indicator or key performance indicator (KPI) is a measurable value that demonstrates how effectively an organisation or initiative is achieving its objectives. KPIs can be used to evaluate success at reaching targets.

Annex 1 provides several examples of KPIs and measures that could be used to measure the change that a CCF project brings about. This is not a definitive list, though. KPIs and measures might be tailored or added so as to match the focus of your CCF activity.

When deciding on which KPIs and measures to use it is important to consider the following:

- Do KPIs directly relate to the outcomes expressed in the objective?
- Are there related interim measures that can be used to track progress?
- Can qualitative data be collected to evidence perceptions of change among teaching staff and middle leaders?
- What is the long-term expected impact?
- What is the level at which you need to set the KPI's/measures? For example, this may need to be at an overall geographical area (e.g., % achievement for 16–18-year-olds in the Manchester Local Authority area). Alternatively, it could be made specific to subject areas/levels or particular student cohorts.

To identify change in outcomes, baseline data is required. This could be current statistics/data, or that of the previous years.

Step 4: Deciding on an appropriate method

When planning the KPIs and measures to use as evidence, it is important to identify the type of data that is required to evidence these, and to plan how this data will be collated and used as evidence. Key considerations include:

What data is available already that could be used?

Consider what data you already collect that could be used to evidence change from the CCF activity. This might for instance include attendance data, achievement data, progress data, assessment records, or lesson observation records. Consider the timings of existing data collection and whether it could be aligned with the timescales for the CCF interventions and reporting requirements.

Are there any data collection methods used currently that could provide feedback from teaching staff and learners?

Consider what data collection methods are used that could gather people's views on the benefits of interventions. For example, if staff and learner surveys are undertaken, are there existing questions that could be used within these surveys for your evaluation? Or is there the opportunity to add a small number of bespoke questions to these surveys to measure whether CCF delivery has had an impact on learners and staff?

Softer, perception-based data gathered through focus groups is also a good way of evidencing the success and challenges of some of the activity. You should consider issues relating to transparency and think about how comfortable staff/learners may feel in disclosing their views. You should then take the necessary steps to improve levels of anonymity.

Is there a need to collect new data to evidence how well the interventions have worked?

It may be necessary for you to collect some new data to measure the impact of their CCF project. This will depend on the nature of delivery, and on the processes already in place for evaluation.

It may be necessary to collect some additional data to evidence the change achieved by a distinct element of a CCF workstream. Examples drawn from collaborative quality improvement projects delivered through the previous Strategic College Improvement Fund (SCIF) are where colleges used evaluation forms which

individual staff completed after they have conducted learning visits to a partner college and attended training sessions. Introducing short evaluation forms that use a mix of open and closed questions is a quick and effective way of obtaining softer data on the outcomes of CCF delivery. Again, consider the issues of transparency and anonymity to encourage honest reporting of views.

Is it possible to attribute any specific change in KPIs to CCF activity?

Evaluation cannot easily attribute improvements in educational outcomes or quality to the specific effects of a CCF-funded activity: there will probably be a range of quality improvement activities and changes taking place within your college that go beyond what the CCF is funding.

Establishing **baseline data** for the KPIs/measures that have been set from the beginning of the CCF project will help the process of attributing improvements to the activity that has occurred. Collecting or reporting on this same data at the end of the project will allow you to measure your progress since CCF began.

It also may be possible to build in more robust techniques which could help to distinguish between the impact of CCF activity and other improvement activities. You could think of using **comparison data** (e.g. comparing staff satisfaction levels of those involved in CCF activity and those that are not, or progression rates in departments receiving CCF support compared to those not).

The Department does not expect colleges to devote significant additional resources to evaluation. You should normally be able to make use of data readily available to them, such as staff surveys, lesson observations, and learner surveys.

Step 5: Consider methodological and ethical issues

It is important that potential methodological and ethical issues are considered in the design of any self-evaluation. This helps ensure the data collected is of a high-quality, and that there is transparency in (and ownership of) the findings across the project.

Specific methodological and ethical issues that you should consider when designing self-evaluations include (but are not limited to):

- **Design of measures** – if using qualitative measures, the wording of questions in feedback forms and focus groups is important. These should be non-leading, and simple enough to allow respondents to easily provide meaningful feedback. For example, a leading question would be *“how has your involvement in this CPD course been beneficial in improving your maths subject knowledge?”* as it

assumes that there has been some benefit to the participant on their maths subject knowledge. An alternative non-leading question could be “*How do you feel about your involvement in the CPD course?*”.

- **Informed consent** – if anybody (staff, learners or others) is asked to take part in elements of the evaluation, you should be explicit about what they are being asked to take part in, why the request is being made, and how the information they provide will be used.
- **Confidentiality** – how will you ensure that all stakeholders feel comfortable providing feedback (e.g. through a learner survey or focus group)? As much as possible, feedback should be anonymised so that the individuals that provided it cannot be identified. For instance, avoid asking for individuals’ names on surveys/feedback forms.
- **Data protection** – you should consider any data generated in relation to the requirements of General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and handle the evaluation data in line with this. The GDPR relates to any personal information which is held on an individual, and from which that individual can be identified. If it is possible to identify an individual directly or indirectly from the information you are processing, then that information is personal data and you need to hold it securely. If you cannot directly identify an individual from that information (e.g. aggregate performance data, questionnaires responses), then you need to consider whether the individual is still identifiable. The GDPR also sets a high standard for consent and consent means offering people genuine choice and control over how you use their data. For further information on anything you feel relates to the CCF and data generation, see here (<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/principles/lawfulness-fairness-and-transparency>)
- **Triangulation**: Will evaluation data be generated from a range of sources and type of data (e.g. college KPI data, learning walks, staff surveys)? This can provide different forms of evidence against which to measure progress on particular objectives. Triangulating data from different sources can provide more meaningful and valid findings. It tests the consistency of findings obtained through different sources and can provide more in-depth understanding and explanation of why certain findings have been seen.

You can find further information on methodological and ethical issues to consider when designing your evaluation at:

<https://the-sra.org.uk/SRA/Ethics/SRA/Ethics/Ethics.aspx?hkey=3a178b57-f947-448b-8c1e-fcb2f48a6843>

Step 6: Drafting the evaluation plan

By following this structure and drafting a self-evaluation plan at an early stage, you will be able to build in incremental evaluation processes, and so avoid having to collate all the necessary data at the end of the project. In addition, the KPIs and interim data generated can be used in the mid-programme monitoring forms you will submit.

A well-developed evaluation plan will help provide structure and clarity. The plan should set out clearly what measures the evaluation will be using; the methods that will be used to collect the data; and the timings for that collection e.g. the timing of interventions and how data collection needs to be aligned with these.

A planned example is outlined below. This is just a suggested structure: you may feel that it is more helpful to integrate your self-evaluation plan within your overall project plan.

CCF Aim	CCF objectives	Short-term/interim KPIs measures	Methods used	Timings for data collection	Long-term KPIs/ measures	Method
To improve attainment in maths and English	1) Achievement rates in GCSE maths increased by 10% by end of academic year	% of learners on target to meet target grades (set as an aspirational target)	Progress data	Baseline (Spring term) Follow-up (Summer term)	% increase in achievement in level 2 Maths 16-18 years (set as an aspirational target)	Achievement data
	2) Increase teachers' skills and confidence levels to teach maths	Increase in % of learners rating teaching as effective	Learner survey	Learner survey (Summer term)		

Step 7: Monitoring and reviewing evaluation progress

You will need to adopt a clear method for reporting on the impact of CCF project activity. In particular, consider:

- **The collection and collation of evaluation data** - who will be responsible for collecting and collating the evaluation data? Does responsibility need to be delegated to key staff member?
- **Timescales** - when will the evaluation data be collected? Does this fit in with the timescales for submitting the evaluation report to the Department?
- **Monitoring evaluation progress** – are there mechanisms for reporting on evaluation progress on an ongoing basis e.g. steering group meetings? Is evaluation on the agenda for each of these meetings to ensure timescales are being met?
- **Analysis and reporting** - who will be responsible for drawing the data together, analysing the findings and writing the evaluation report? Do they have the necessary skills to do this? Will other staff need to be brought in to support?

You could also ask designated leads to write a short report on the impact of interventions, and on any lessons learned. For example, heads of subject could report on any changes to teaching, learning and assessment practice because of peer reviews. Asking for feedback from those involved in leading CCF activity within the project will help colleges understand what has worked and could contribute to the self-evaluation.

Step 8: Analysing the data and summarising findings

Quantitative Analysis

It is likely that a few the measures included within a self-evaluation plan will be quantitative in nature.

Analysis of quantitative data should focus on looking at what the story was before the CCF activity took place and how it has changed since CCF. For example, if one of the objectives of the CCF project was to improve achievement in level 2 maths, then analysis should look at:

- The baseline achievement rate in level 2 maths prior to CCF activity
- The achievement rate in level 2 maths after CCF activity

- The percentage change between the two rates

Approaching the quantitative analysis in this way will allow colleges to start to formulate key findings from their evaluation.

For example:

“Prior to the CCF award, achievement at level 2 maths (grades 9-4) was 16% in the 1619/20 academic year. After the CCF project of work, in the 20/21 academic year achievement in level 2 maths (grades 9-4) has now increased to 28%, an increase of 12 percentage points....”.

It may not be possible to provide evidence of the long-term impact on achievement because it is too early to report using end of year KPIs. In such cases it is completely acceptable to draw on shorter-term/proxy measure in your analysis to predict change.

For example:

“There is good evidence that there are improvements in teaching and learning at level 2 English. In June 2020, 70% of learners taking this qualification were on track to meet their target grade. This is an increase of 20 percentage points compared to last year’s achievement rates”.

Qualitative analysis

Qualitative data will be other data (based on the perceptions of staff, learners or other stakeholders) that you have collected through your evaluation.

The easiest way to review qualitative data is against each objective, looking for the evidence that reveals impact, both positive and negative. By reviewing both positive and negative impacts colleges can learn how far interventions have succeeded and where they may need to refocus activities in the future. Examples of qualitative data that you may have collected through your evaluation could include:

- Teacher feedback forms from CPD activities or staff survey
- Feedback from a focus group or surveys of learners
- Information from lesson observations

Qualitative analysis focuses on categorising the data you have collected into common themes to report on. For example, this may include drawing out success factors, lessons learned, challenges and examples of how staff have changed practice as a result of their involvement in CCF.

You are expected to provide examples from the data as a way of supporting the key findings reported to the Department and should use available statistics backed up by quotes in their final report to the Department.

Unintended outcomes

Evaluations should always consider whether projects have any unintended consequences – which might be positive or negative. For example, if the change has been as you expected, what has worked particularly well? What have been the key success factors in delivery that have contributed to this positive change? Are there outcomes that were achieved that you did not anticipate? Examples could be, the development of lasting relationships with partners, the establishment of a mutual beneficial relationship, or seeing/hearing about different models/ways of working or successes being supported and embedding aspects of that into provision of the improvement partner (a reciprocal relationship).

The analysis should also consider other factors that may have influenced the outcomes achieved by CCF. This should consider information on anything that happened or specific subject area at the same time as CCF to provide context to the findings e.g. staffing changes or changes/issues with student cohort. In particular acknowledge other improvement activities that were taking place alongside CCF.

Step 9: Writing your self-evaluation report

The Department has developed a report template which guides you through the key areas of reporting. This builds on the information you have gathered as part of your self-evaluation.

You are asked to report on the findings against your evaluation plan, including aims, objectives, key outcomes and impacts achieved, and any lessons learned for the future.

This should not require a good deal of time, providing that you have developed a clear self-evaluation plan and have carried out regular monitoring and reviews of progress.

Annex 1: Measures of Success and Impact

The following provides some suggestions of potential Key Performance Indicators (KPIs) and measures that can be used to evidence the impact and success of the CCF. These suggestions have been drawn together to reflect the range of activities and intended outcomes of different projects. It is not a definitive list but will provide some ideas of how CCF activity and impact can be measured.

Many of the KPIs presented below are familiar to colleges and the Department encourages the use of all the data at your disposal that are relevant to your CCF objectives.

Key considerations when deciding on relevant indicators:

- Where KPIs and broader measures are used, baseline figures (e.g. previous three years figures) should be identified to enable an understanding of comparative change
- Wherever possible, you should set indicators as aspirational targets that can be reviewed on an on-going basis. They might, for example, define an expected percentage increase in attendance by June/July and monitor this each month
- Data about impacts on learner achievement might not be available within the lifetime of the CCF project. Therefore, you need to consider proxy measures to show impact over the shorter term
- You might also set qualitative objectives. You will need to consider you are going to identify the impact of improvement activities on whether the objectives are achieved, particularly in relation to improved teacher skills/confidence, learning and assessment methods. You may want to consider the use of teacher surveys/focus groups, and evidence from lesson observations and learner surveys/feedback

Key Performance Indicators (KPIs)		
Intended outcomes	Interim Measures (e.g. Spring/Summer term) – overall measure and where appropriate, for specific subject areas/levels/cohorts relating to CCF intervention. Express as a percentage/numeric change	Long term measures (e.g. End of Academic Year) - overall measure and where appropriate, for specific subject areas/levels/cohorts relating to CCF intervention Express as a percentage/numeric change
Improved Attainment	% learners forecast to meet target grades, established through progress data tracking (e.g. ALPS)	% achievement for 16-18 years % achievement for 19+ % achievement in Level 2 English 16-18 years % achievement in Level 2 maths 16-18 years % learners meeting National Average Grades (NAG) % achievement in Intermediate Apprenticeship % achievement in Advanced Apprenticeship % achievement in Higher Apprenticeship
Improved Attendance	% attendance rate % attendance in English % attendance in maths	% attendance rate % attendance in English % attendance in maths
Improved Recruitment and Retention	% learners with sustained participation % overall retention % retention in 16-18 year olds % retention in 19+	% overall retention % retention in 16-18 year olds % retention in 19+ Enrolment figures (compared to target for the year) Analysis of learner journey (% recruitment, retention, changing course)
Improved Learner Progress	Predicted L3VA scores % progress/no progress % learners with a clear destination plan	Value added (VA) score in CCF specific subjects VA GCSE English (16-18) VA GCSE maths (16-18) L3VA
Improved Ofsted Inspection Grade	New Ofsted Inspection (If inspected) Latest SAR grade (overall and themed as CIF)	New Ofsted Inspection (If inspected) Latest SAR grade (overall and themed as CIF)

Improved Destinations	% internal progression into level 1 (from entry) % internal progression into level 2 (from level 1) % internal progression into level 3 (from level 2)	% students staying in education or employment for at least two terms after 16 to 18 study % students staying in education for at least 2 terms after 16 to 18 study % students staying in employment for at least 2 terms after 16 to 18 study
Broad measures of impact/success		
Intended outcomes	Interim Measures (Spring/Summer term) – overall measure and where appropriate, for specific subject areas/levels/cohorts relating to CCF intervention. Express as a percentage/numeric change where possible	Long term measures (End of Academic Year) - overall measure and where appropriate, for specific subject areas/levels/cohorts relating to CCF intervention Express as a percentage/numeric change where possible
Improved Leadership and Management	New mission and vision agreed New college strategy agreed by governors Levels of understanding in new mission/vision/strategy/policy among staff/Governors Staff confidence levels in senior leadership Staff satisfaction levels Staff sickness levels, morale, stress levels	Report on the core KPIs (as above)
Improved Teaching, Learning and Assessment	Lesson observation grades (where used) % good or better % learners rating the teaching as effective % learners satisfied with learner support Positive feedback regarding coaching, mentoring and learning support	% learners rating the teaching as effective % learners satisfied with learner support Report on the core KPIs (as above)

Improved Curriculum Management	<p>Teacher confidence levels in subject knowledge</p> <p>Teacher confidence in teaching GCSE English/maths</p> <p>% formal observations evidence embedding of English is Good or better (if graded)</p> <p>% formal observation evidence embedding of English and maths is Good or better (if graded)</p> <p>% of learners on target to meet target grades</p>	<p>Teacher confidence levels in subject knowledge</p> <p>Teacher confidence in teaching GCSE English/maths</p> <p>Report on the core KPIs (as above)</p>
Improved Performance Management Processes	<p>New/strengthened commitment to performance management system implemented</p> <p>Overall staff satisfaction levels (and in PM system)</p> <p>Overall staff morale/stress levels</p> <p>Overall levels of staff confidence in leadership</p>	<p>Overall staff satisfaction levels</p> <p>Overall staff morale/stress levels</p> <p>Overall levels of staff confidence in leadership</p>
Improved Learner Journey	<p>% learner satisfaction in learner choice</p> <p>% courses meeting learner expectations</p> <p>% learners recommending the provider</p> <p>% learner satisfaction with IAG services</p> <p>% learner satisfaction with learner support</p> <p>Learner absence figures</p> <p>Learner behaviour figures</p> <p>Late attendance figures</p>	<p>Analysis of learner journey (% recruitment, retention, changing course)</p> <p>% learners rating overall satisfaction</p> <p>% rating satisfaction in learner choice</p> <p>% rating course meets learner expectations</p> <p>% learners recommending the provider</p> <p>% learner satisfaction with IAG services</p> <p>% satisfaction with learner support</p> <p>Learner absence figures</p> <p>Learner behaviour figures</p> <p>Late attendance figures</p>
Improved Governance	<p>Governors improved access to and use of data</p> <p>Governor's confidence levels and ability to challenge senior leaders on the performance of the college.</p> <p>Governor self-assessment</p> <p>Senior Management Team's satisfaction with Governance</p> <p>Ofsted rating (if inspected)</p> <p>Latest SAR grade (overall and themed as CIF)</p>	<p>Governance Self Assessment Report grade</p> <p>Ofsted rating</p> <p>Latest SAR grade (overall and themed as CIF)</p>