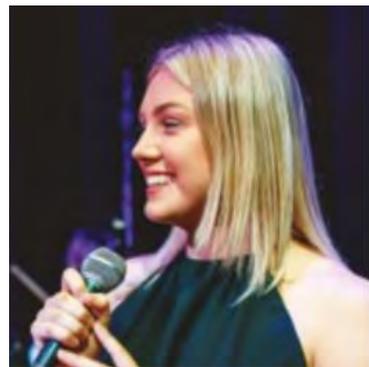




COLLYER'S

Founded in 1532



College Strategic Plan 2020-23

Introduction

Collyer's is one of the leading sixth form colleges in the country and the top state provider of A Levels across the whole of West Sussex. Founded nearly 500 years ago in 1532 by a London merchant and Mercer named Richard Collier, we have a strong sense of history, a welcoming college community and a clear aspirational culture. We are Ofsted Grade 1 Outstanding with exceptional results achieved each year by students.

As we move closer to our quincentennial year in 2032, we plan for the strategic development of our college against a complex landscape but with a strong identity as an institution:

An international college, with an outstanding national reputation, founded in the local community.

Proud to be one of the Mercers' Associated Schools and Colleges, our approach for the future is simple but powerful – *innovate, grow, preserve*. Innovation will be evident in everything we do, for whilst we are firmly rooted in our heritage, we are a forward-looking institution. We will grow each year to meet the ever-increasing demand as the premier choice for sixth form study in the region. We will always preserve our history, our environment and the unique qualities that make up our community.

This three-year strategic plan will take the college through the first part of its journey to its 500th anniversary. It is an ambitious plan and one that reflects a complex future with significant challenges but also exciting opportunities. With a broad and open outlook, we work closely with fellow sixth form colleges in the region but also consciously engage across other sectors at a national level. We face the future together with confidence, at the heart of our college culture will always be a clear focus on our agreed mission:

Educating for excellence



Dan Lodge
Principal



Mission, vision and values

Mission

Educating for excellence

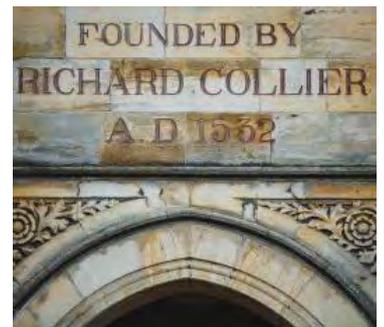
Vision

Collyer's is committed to ensuring every student achieves their potential. We shall do this by:

1. Inspiring students to learn and develop through high quality teaching.
2. Providing a well-resourced college environment that drives and supports learning and actively seeks new learning opportunities and technologies.
3. Giving support and guidance to students in their academic and personal development.
4. Promoting an inclusive culture that values every member of the college and prioritises their well-being.
5. Providing opportunities for adult learning and life-long learning.
6. Working closely with other educational establishments, the community and employers with a view to equipping students for their future progression aims and life journeys.

Values

- Promoting and advancing British values of democracy, individual liberty, respect and tolerance and the rule of law.
- Enjoying our work and our students' creativity, enthusiasm and diversity and supporting students to achieve their best.
- Creating opportunity and applauding innovation.
- Setting high standards, living up to them and embracing a culture of trust and collaboration.
- Acting together in the collective interest – 'Students first – Staff Always'.



Strategic landscape

Local demographics

Horsham and the surrounding area, like many places in the south east of England, are experiencing a steady population growth. There are a number of significant residential developments either completed, partially completed or planned. Projected numbers of Year 7 students show growth across all of the coming 10 years. Combined with similar growth in surrounding towns such as Crawley, Haywards Heath and Worthing it is likely that there will be approximately 100 extra Year 11 students eligible to join Collyer's each year from 2020-25. Assuming we enrol half of these students, Collyer's should grow at a rate of 100 students a year for the foreseeable future (50 extra each year in 1A progressing through to 50 extra the following in 2A), reaching around 2,500 students by 2025 and 3,000 students by 2030.

Strategic driver:

- Maximise growth of enrolment through increasing capacity and developing estate to maintain pre-eminence in local area and beyond

Curriculum reform

The government has signalled a predominantly two-path curriculum vision offering either academic or technical qualifications. A major review of the current middle pathway (Applied General or Vocational) will likely result in a range of triple BTEC courses which overlap with the new T Levels being defunded, and possibly single and double courses as well. However, the new Ofsted Education Inspection Framework refers in the new curriculum-focused 'Quality of education' measure to 'academic, technical or vocational', which could mean a different view towards single and double BTECs as part of a mix-and-match programme. Three T Level pathways are available from 2020, a further seven from 2021 and then 15 more in 2022.

Strategic driver:

- Constantly review and refresh curriculum offer to consider new government initiatives and reflect local demand



Strategic landscape

Government funding

The next planned Comprehensive Spending Review in late autumn 2020 may bring some improvements to the funding rate or capital funding arrangements for sixth form colleges but the impact of coronavirus on the public purse makes this less likely than before. Despite this our representative body SFCA continue to lobby for an increased per capita rate of funding (#Raise the rate) and a dedicated capital expansion fund for sixth form colleges (#Create the capital). An increasing cost base due predominantly to increased pension contributions means future financial forecasts are ever challenging and the college needs capital investment in order to expand its accommodation for higher enrolments. The business model of supplementing recurrent ESFA funding with lettings, adult ed and international students has been impacted by coronavirus.

Strategic driver:

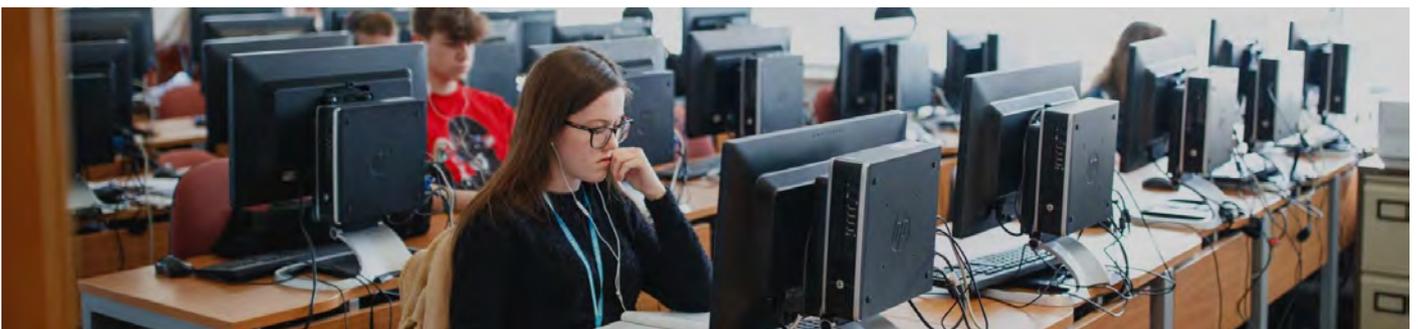
- Ensure efficient deployment and explore new business development opportunities to increase other revenue streams

Coronavirus impact

The coronavirus pandemic has affected everyone around the world and continues to have a huge impact on daily operations at Collyer's as well as on more strategic planning. As a college we moved all education online during lockdown and invested in upskilling staff in remote working and distance learning, including providing laptops for all teaching staff and key support staff. Significant time, effort and cost has been dedicated to reopening the college in a safe way for all our community, but looking forward the increased national infection rate in the short term means continued loss of lettings, reduced students numbers for adult and international education and challenges with all provision in terms of student wellbeing and engagement with online study. Domestic student demand continues to grow however as students value the outstanding education provided at Collyer's and the post-16 expertise we offer both onsite and online.

Strategic driver:

- Manage the impacts of coronavirus to keep all our community safe, whilst mitigating effects on income and exploring new opportunities



Strategic landscape

Changing aspirations

Over time the nature and character of successive cohorts of students change as society, expectations and pressures develop. In the last decade or more we have seen an increase in disclosed mental health issues that the college has been addressing through research, development and provision of a range of support mechanisms. Students continue to be highly aspirational and a high proportion progress to top universities, but the quality and range of alternative options such as higher apprenticeships are increasingly attracting applications. Young people have always been environmentally aware, and we have an educational responsibility to support this agenda in conjunction with the student union – the Richard Collyer Union.

Strategic driver:

- Engage with the student community to support their needs and ambitions through enhanced support, guidance and activity

Ofsted arrangements

The new Education Inspection Framework implemented in 2019 is focused on the ‘substance of education’, ostensibly drawing the emphasis back to the quality of education and away from placing too much stock in outcomes and performance measures. A rebalanced set of judgements restore curriculum to a lead role, incorporating outcomes within this as a measure of the impact. The Personal Development, Behaviour and Welfare measure is now split in two and given more prominence. Overall, there is a sense that colleges should work smart, without excessive bureaucracy, ensuring a broad educational experience. As part of this there is an enhanced expectation of provision for work experience and curriculum enrichment.

Strategic driver:

- Ensure breadth of curriculum offer, enhancing enrichment and providing a full work experience offer



Strategic landscape

Digital revolution

The world is in a fourth industrial revolution driven by technology. Change is more rapid than ever and each successive intake of students more digitally native than the previous. Future workplaces will need up-to-date skills and fundamentally a flexibility to adapt to an ever-changing work environment. Collyer's can lead on equipping local young people with the skills and knowledge to thrive in this digital age. Our development of our distance learning platform Collyer's Online is sector-leading and evidences a whole college commitment to EdTech, as does our ground-breaking initiative with artificial intelligence used for independent learning. With a brand new £0.5M Digihub at the centre of our college campus we are ready for a digital future.

Strategic driver:

- Develop new systems to future proof teaching and learning at the college and ready our students to be digitally literate citizens

Regional competition

Collyer's continues to benefit from its outstanding reputation as one of the top sixth form colleges in the country. As by far the largest A Level provider in West Sussex as well as the top state provider of A Levels for both high grades and value added, students from across the region travel to access our excellent teaching, learning and support. The opening of a new FE college in Hayward's Heath, part of the Chichester College Group, has attracted some students in that area to stay local to home. A collaboration between Steyning school and Bohunt Education Trust may bring enhanced competition on the south coast. In responding to these challenges, we continue to enjoy very high progression rates to top universities and HESA statistics that show our students significantly outperform both state and independent students in degree classifications.

Strategic driver:

- Continue to differentiate ourselves through our outstanding results, unique heritage and strong reputation across the region



Strategic Aim 1 - Curriculum

A modern, responsive, and stimulating curriculum that inspires sector leading teaching, learning and outcomes

Objectives

- 1.1 Remain the top state provider of Level 3 courses in West Sussex and within the top five sixth form colleges nationally by value added to best serve our students and drive growth
- 1.2 Deliver a broad and balanced sixth-form curriculum offer that is attractive to prospective students, inspires learning, yields outstanding outcomes and is financially viable
- 1.3 Provide students and staff with the skills to thrive in a digital present and future where ILT is embedded within teaching and learning
- 1.4 Recruit, retain and develop all staff through an environment of synergic collaboration alongside in-house and third-party training
- 1.5 Remain an “outstanding” provider through a culture of self-reflection, continued improvement, and confidence in our approach

Key performance indicators

- Raw results (A*/D*, High Grades and Pass Rates)
- Value added measures (L3VA and Alps)
- Benchmarking (SFCA, S7 and local competition)
- Student, staff and parent feedback



Strategic Aim 2 - Pastoral

Life enhancing guidance, support and opportunities allow students to develop the qualities and skills to embrace future challenges and achieve their potential

Objectives

- 2.1 Promote an inclusive culture in which diversity is celebrated, where inequality is challenged and where all members of our community are treated with respect
- 2.2 Deliver comprehensive support provision which helps students overcome barriers to learning and equips students with resilience and resourcefulness
- 2.3 Ensure tracking and intervention, supports and challenges the development of effective studentship, independence and self-management for all students
- 2.4 Develop an inspiring, accessible enrichment programme that engages learners, builds motivation and skills, encourages student voice and fosters college pride
- 2.5 Provide expert progression guidance to support student ambition and achievement of aspirational destination goals

Key performance indicators

- Attendance and retention
- HESA statistics
- Studentship grades
- Student, staff and parent feedback



Strategic Aim 3 - Business & Operations

An ambitious range of marketing and business activities that grows student numbers and profit whilst improving the college estate

Objectives

3.1 Increase number of students to 2,300 at enumeration in 2023

3.2 Diversify and expand business development, including lettings, adult education, internationals and new opportunities, by 5% profit per year to be able to further invest in the college education

3.3 Improve the estate with a new teaching building and increased social, catering, study and office space

3.4 Ensure the IT infrastructure serves the community and is future proof

3.5 Maintain strong financial health with a minimum of a Good rating

Key performance indicators

- Enumeration figures
- Profit from additional, non ESFA business activity – lettings, adult ed, international
- Financial health
- Completion of new teaching building
- Student, staff and parent feedback



Strategic Aim 4 - Community

A professional community that celebrates its foundation and aspires for a sustainable future for all its stakeholders from local to global

Objectives

- 4.1 Celebrate our heritage and share this history as we move toward our 500th anniversary
- 4.2 Develop our college campus in an environmentally conscious way that raises awareness
- 4.3 Foster strong links with our local community through education, events and outreach
- 4.4 Adopt an ambitious plan for partnerships across local, regional, national and international
- 4.5 Keep all our key stakeholders, our students and staff, safe and secure, supporting them in achieving their ambitions in an efficient way, leading to a sustainable future for the college

Key performance indicators

- Utilities usage
- Number of events, their attendance and feedback
- Membership of organisations and shared events
- Student, staff and parent feedback





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