

STRATEGIC PLAN 2025/26



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INTRODUCTION

It is with great pleasure that I present The Sixth Form Bolton Strategic Plan for 2025-26. Developed through consultation with staff, students, governors and key stakeholders, this document sets out our vision, mission and a set of key strategic objectives for The Sixth Form Bolton. It provides the guiding principles, goals, and standards that will be used to measure, monitor and evaluate The Sixth Form and its performance.



Stuart Merrills
Principal

The main priority is that at the end of 2026 The Sixth Form Bolton will have maintained its position as a high performing sixth form college that provides excellent opportunities for its learners to achieve positive progression, enjoying outstanding teaching in a high quality, professional environment. We aspire to be the first-choice college for 16–19-year-old learners in Bolton, as well as a first-choice employer for passionate and dedicated staff.

Due to the fast paced and ever-changing nature of further education, this is a working document and is responsive to changes in funding and curriculum offer. We welcome feedback and input from all stakeholders.

Nick Horsfall
Chair of Governors



ENDORSEMENTS

The Sixth Form Bolton supports Bolton Council in its efforts to become an employer of choice for young people locally by allowing us to show case the range of diverse roles and development opportunities available to our employees. By working in partnership through job fairs, Work Place Safaris and other targeted recruitment activity, the College works with us to improve prosperity for residents and deliver better outcomes for students.

Karen Fairhurst

HR Resourcing Lead, Bolton Council



We wholeheartedly endorse The Sixth Form Bolton's strategic plan which exemplifies a forward-thinking, career focused vision and commitment to academic excellence. By prioritising innovative teaching, digital skills, and inclusion the college is addressing the evolving needs of students and preparing them for in demand careers in Bolton, Greater Manchester and Beyond. Prodigy Learning are proud to partner with The Sixth Form Bolton to address student success in digital. Furthermore, the plans emphasis on sustainability, innovation and quality demonstrates a profound dedication to social responsibility and will have a lasting, positive impact on students and the wider Bolton community

Andrew Lenehan

Regional Account Manager, Prodigy Learning



Lancaster University is delighted to be working with staff and students at The Sixth Form Bolton to achieve the aims and objectives of their strategic plan. Through careful planning and consultation, we are able to offer support in the areas of Higher Education information and guidance via talks and workshops within the college and by inviting sixth form cohorts onto Lancaster's University campus to experience university life first-hand. Links between The Sixth Form Bolton and Lancaster University's individual departments are excellent and continue to develop. This strategic plan helps us continue to evolve our own support measures and we are excited at the thought of working with staff and students at The Sixth Form Bolton to achieve its ambitious aims.

Kirk Wadsworth

Student Recruitment Officer, Lancaster University



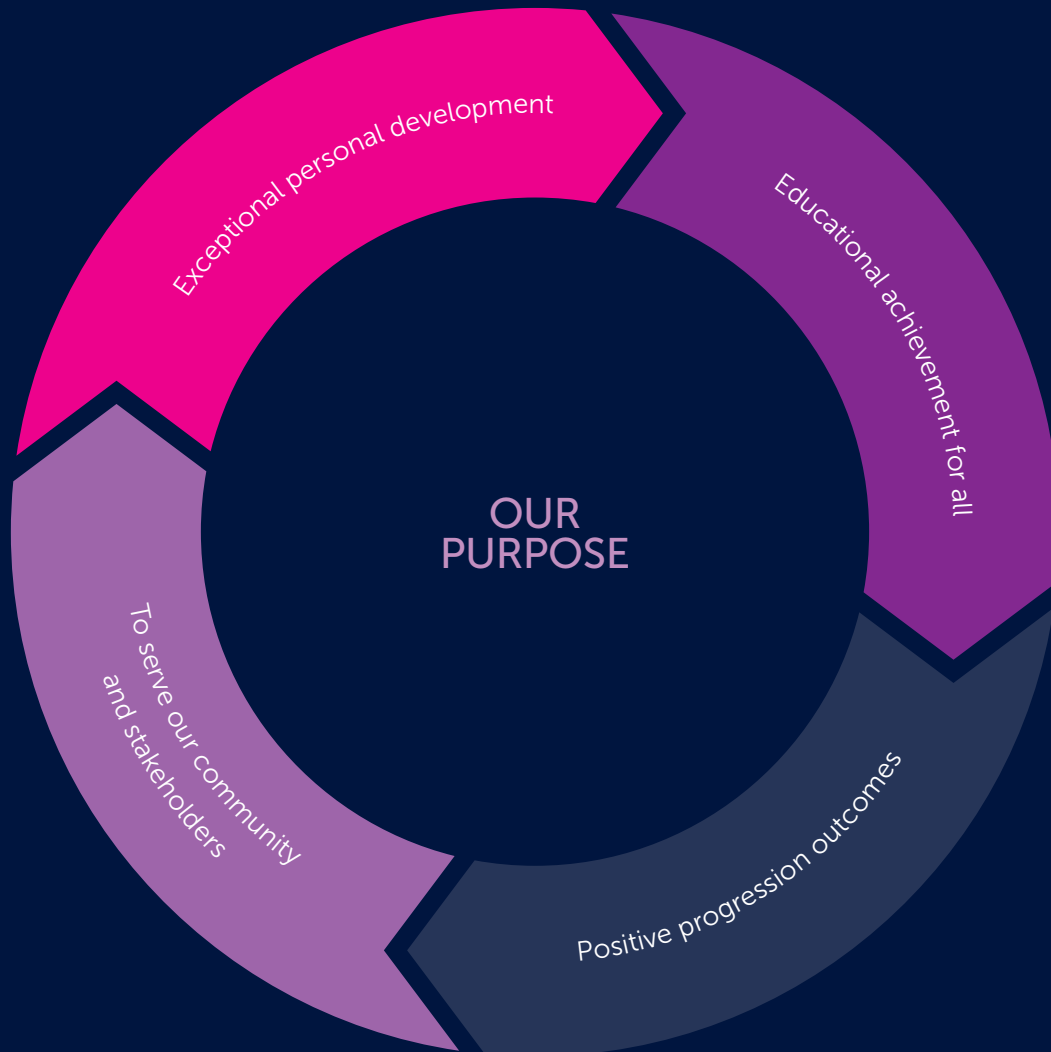
Asda works collaboratively with The Sixth Form Bolton to showcase the diverse career opportunities within Retail. A small cohort of students this year will be experiencing an amazing opportunity to participate in a 9 month 'Future Leaders in Retail' project. Growing business minds, developing employability skills and innovative thinking, where teams need to communicate, think critically, and deliver presentations to professionals. Finally highlighting careers and future opportunities within the Industry. The core values that the college believes in ensure that all participants will maximise from this fantastic programme.

Christine Baldwin

Community Life Champion, ASDA and The Sixth Form Bolton's Enterprise Adviser.



OUR PURPOSE



ABOUT US

We are the only specialist Sixth Form in Bolton and the largest provider of A Level studies in the borough. We are proud to be in the heart of Bolton town centre, serving our community through excellent education and progression opportunities.

At The Sixth Form Bolton we are proud of our:

- ✓ Outstanding pass rate
- ✓ Exceptional progression onto university, employment and apprenticeships
- ✓ Diverse curriculum offering A Levels, Vocational and Mixed Programmes
- ✓ Fantastic town centre location
- ✓ Award winning careers advice and guidance
- ✓ Personalised pastoral support
- ✓ Career and life enhancing enrichment programme
- ✓ Bespoke Professional Growth Programme for staff and learners
- ✓ Honours Programme for preparation onto the country's most prestigious universities



STUDENT SUCCESS

Join the high number of students who progress on to university, employment or career focused apprenticeships each year.



Blaise Heywood-Tattersall

Former school:

St Ambrose Barlow RC High School

Progression:

University of York to study Psychology

Achievement:

A Level Drama & Theatre Studies (A*)
A Level English Language & Literature (A*)
A Level Psychology (A*)

"Hard work really does pay off. I would like to thank the teachers for all their help, and the college for providing outstanding resources over the last two years."

James Barr

Former school:

Smithills School

Progression:

University of Strathclyde to study Microbiology and Immunology

Achievement:

Triple Vocational A Level in Applied Science (D*D*D*)



Mohammad Kala

Former school:

Essa Academy

Progression:

Imperial College London to study Mathematics and Computer Science

Achievement:

A Level Further Mathematics (A*)
A Level Mathematics (A*)
A Level Physics (A)
Extended Project Qualification (A)



Mona Aziz

Former school:
Sharples School

Progression:
Degree Apprenticeship in
Management Consulting

Achievement:
A Level Business (A)
A Level Psychology (A*)
A Level Sociology (A)
Extended Project
Qualification (A)

**"I have worked so hard
and it's really paid off!
A big thank you to my
teachers, I'm really
excited to progress onto
a Degree Apprenticeship."**



Eva Pollitt

Former school:
Fred Longworth High
School

Progression:
Loughborough University
to study Sport and
Exercise Science

Achievement:
A Level Biology (A)
A Level Physical
Education (A)
A Level Psychology (A*)
AS Level Maths
Qualification (A)



**"My vocational course was
brilliant as it allowed me to
develop my IT skills to a much
higher level. As a result, I now
have a place at a top university."**

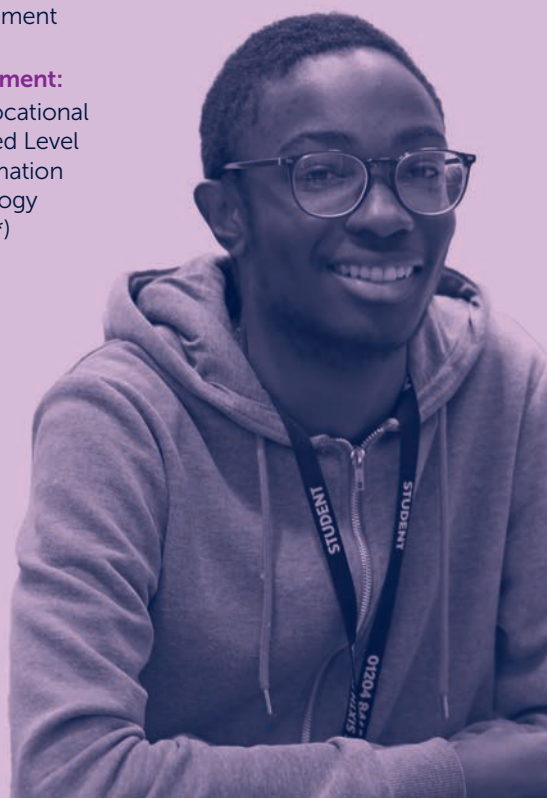
Franklin Ugwu

Former school:
Bolton St Catherine's Academy

Progression:
University of Liverpool
to study Computer
Science with Software
Development

Achievement:
Triple Vocational
Advanced Level
in Information
Technology
(D*D*D*)

**"Loughborough University is
one of the best in the country
for Sport. A big thank you to
all the staff and teachers who
have helped me get here."**



OUR VISION

To be an outstanding Sixth Form and pursue excellence in everything we do.

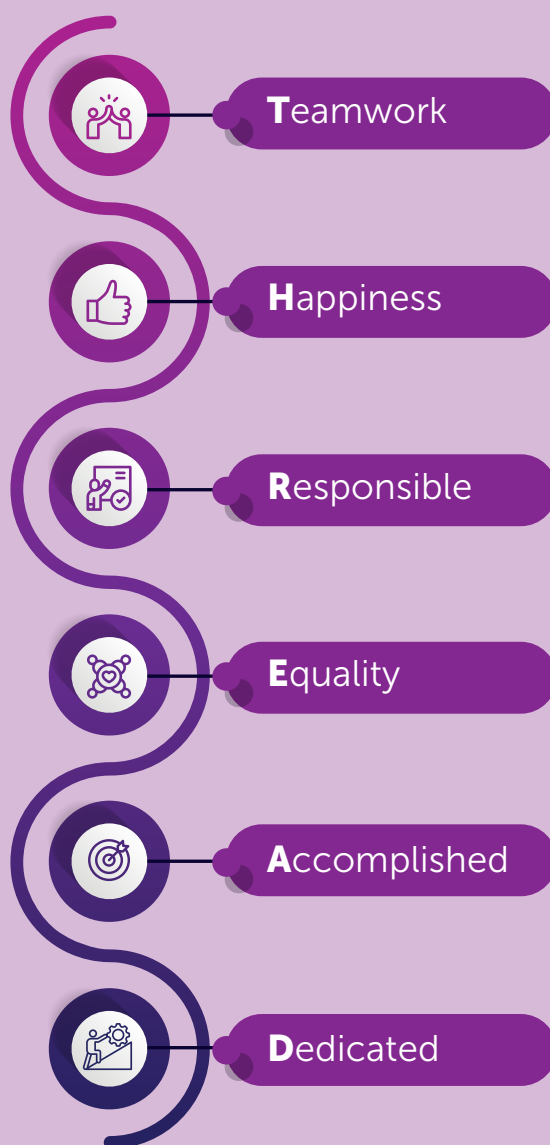
OUR MISSION

To provide educational excellence which releases potential and promotes individual achievement in an environment where diversity is valued and students and staff are led, supported, challenged and encouraged to reach for their best in everything they do.



OUR VALUES

Our core values are the thread that runs through every element of our Sixth Form, for both staff and students. Our values are the principles we believe in and the standards by which we operate. They are the essence of who we are and what we stand for.



STRATEGIC PRIORITIES

Our strategy is founded on six priorities of equal importance. The priorities form the basis of everything we do at The Sixth Form, supporting our overall strategy of demand-led growth and outstanding quality in all our provisions.



Quality

To deliver high quality education and support with the ambition for our students to make progress and achieve excellent outcomes.



Culture and Ethos

To foster a culture where staff and students feels supported, listened to, and encouraged to work hard and enjoy their time with us. To prioritise positive mental health and wellbeing for all.



Financial Security

To practise ethical and prudent financial management to ensure integrity, so that we retain strong financial health and the stability to invest in inspiring facilities and innovative education for all learners.



People

To be the place where people want to work, feel valued and share a passion to help our learners succeed. To support and inspire every learner and member of staff to make the most of their talents, skills and opportunities.



Innovation

To actively search for novel ideas, leading technologies and the most effective ways of working that benefit our students, staff and employers.



Sustainability

To be a resilient organisation which takes positive action to address climate change, creating a better environment for our learners, our people and future generations.

1. QUALITY



To deliver high quality education and support with the ambition for our students to make progress and achieve excellent outcomes.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Ensure the curriculum remains ambitious, inclusive, and aligned with student progression and regional priorities	<p>Implement changes to curriculum structure and content identified in Year One review.</p> <p>Strengthen employer and HEI partnerships through co-designed curriculum elements, guest speakers, and work-related learning.</p> <p>Provide targeted CPD for teaching staff to support curriculum intent and effective delivery.</p> <p>Ensure curriculum delivery actively supports equality of opportunity and closes attainment gaps.</p> <p>Review curriculum delivery modes (e.g., blended learning, independent study) to enhance learner engagement.</p>	<p>New curriculum structure is fully embedded with staff and students.</p> <p>Teaching staff demonstrate strong understanding of curriculum intent and sequencing.</p> <p>Improved student outcomes across key subjects.</p> <p>Increased employer and HEI involvement in delivery.</p> <p>Reduced attainment gaps for key groups.</p>	<p>Internal and external assessment outcomes (ALPS, QARs, mock results).</p> <p>Learning walk and deep dive feedback.</p> <p>Student and staff surveys on curriculum experience.</p> <p>Uptake and evaluation of CPD.</p> <p>Progression and destination data.</p> <p>Disadvantaged/vulnerable learner performance analysis.</p> <p>External validation (e.g., feedback from HEIs/ employers or inspection readiness reviews).</p>
Ensure consistently high-quality teaching, learning and assessment across all curriculum areas	<p>Embed high-impact teaching strategies identified in Year One through focused CPD, instructional coaching, and peer observation.</p> <p>Provide subject-specific pedagogical training tailored to curriculum intent and learner needs.</p> <p>Develop middle leaders' capacity to drive quality improvement within departments.</p> <p>Use quality assurance data (departmental reviews, work scrutiny, learner feedback) to tailor support and share best practice.</p>	<p>Teaching consistently meets or exceeds college expectations across departments.</p> <p>Staff demonstrate strong subject and pedagogical knowledge.</p> <p>Increased confidence and effectiveness of middle leaders in improving TLA quality.</p> <p>Greater consistency in learner experience and outcomes.</p>	<p>CPD participation rates and impact evaluations.</p> <p>QA cycle data: departmental reviews, feedback from learning walks, and student voice.</p> <p>Improvements in internal/ external assessment results.</p> <p>Staff confidence levels (survey/focus group).</p> <p>Results from staff satisfaction surveys.</p> <p>Number of unfilled vacancies.</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Attract, recruit and retain high-calibre staff to support excellent education	<p>Promote the college's professional culture and CPD offer in recruitment campaigns.</p> <p>Use staff surveys to refine retention strategy.</p> <p>Promote career development pathways to enhance progression and retention.</p> <p>Review recruitment processes to ensure high calibre candidate opportunities are not missed.</p>	<p>Increased number and quality of applicants per vacancy.</p> <p>Reduced staff turnover, especially in priority subjects.</p> <p>High staff satisfaction and sense of professional growth.</p> <p>Fewer unfilled vacancies and improved recruitment timelines.</p>	<p>Number of applicants per position (by subject area).</p> <p>Staff turnover rate and length of service data.</p> <p>Staff survey results on satisfaction, development, and leadership.</p> <p>Time-to-fill and vacancy rates.</p> <p>Participation in leadership or development programmes.</p>
Ensure all students achieve or exceed their academic and personal potential	<p>Evaluate the impact of Year One intervention strategies and refine them for greater effectiveness.</p> <p>Implement personalised intervention plans using diagnostic assessment data and learner profiles.</p> <p>Strengthen collaboration between teaching staff, tutors, and support teams to ensure early identification and swift response to emerging needs.</p> <p>Use academic mentoring and subject-specific clinics for targeted cohorts (e.g., disadvantaged, borderline grade students, high achievers).</p> <p>Use digital tracking systems to monitor student progress, attendance, and engagement across subjects.</p>	<p>Gaps in achievement between key groups are narrowed.</p> <p>Increased student confidence, motivation, and resilience.</p> <p>Greater personalisation and consistency in student support across departments.</p> <p>High rates of student progression to aspirational destinations.</p>	<p>Year-on-year improvement in student grades, value-added measures, and qualification achievement rates (QARs).</p> <p>Impact data from intervention and mentoring programmes.</p> <p>Retention and progression rates (internal and external).</p> <p>Feedback from student and parent surveys/focus groups.</p> <p>Attendance data.</p> <p>Number of students accessing subject-specific support and follow-up outcomes.</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Embed high-quality, evidence-informed teaching practice across all curriculum areas	<p>Deliver targeted CPD focused on evidence-based teaching strategies (e.g., VESPA, retrieval practice, scaffolding, adaptive teaching).</p> <p>Encourage reflective practice and collaboration across departments.</p> <p>Use teaching and learning walks, student voice, and work scrutiny to identify and share effective practice.</p> <p>Incorporate structured follow-up activities to ensure CPD is applied in the classroom and leads to impact.</p> <p>Support staff to engage with professional qualifications to deepen expertise.</p>	<p>Improved consistency and ambition in lesson delivery across departments.</p> <p>Teachers apply new strategies confidently and effectively.</p> <p>Increased cross-departmental collaboration and sharing of best practice.</p> <p>High levels of staff engagement and ownership of professional learning.</p> <p>Positive learner perceptions of teaching quality.</p>	<p>100% staff participation in CPD.</p> <p>Feedback from student surveys on quality of teaching and learning.</p> <p>Outcomes from QA processes.</p> <p>Number of staff involved in professional qualifications or training.</p>

2. CULTURE AND ETHOS



To foster a culture where staff and students feels supported, listened to, and encouraged to work hard and enjoy their time with us. To prioritise positive mental health and wellbeing for all.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Embed a shared culture of 'Excellence in Everything' across all aspects of college life	<p>Embed high expectations consistently through all policies, communications, and role modelling by staff at all levels.</p> <p>Use student and staff voice to co-develop a shared understanding of what "excellence" looks like in different contexts (e.g. classrooms, tutorials, enrichment).</p> <p>Train curriculum and pastoral leaders to lead on culture-building within their areas.</p> <p>Enhance recognition systems to celebrate academic, professional, and personal achievements, including values-led behaviours.</p>	<p>Students and staff consistently uphold and articulate the college's ethos.</p> <p>High standards and behaviours are maintained in classrooms, social spaces, and remote environments.</p> <p>Recognition and reward systems are valued and well-utilised.</p> <p>Leadership at all levels actively promotes and sustains the culture.</p> <p>Staff and student morale remains high.</p>	<p>Academic achievement and engagement data.</p> <p>Behaviour, attendance, and punctuality records.</p> <p>Staff and student survey data.</p> <p>Participation rates in recognition schemes.</p> <p>Number and diversity of rewards distributed.</p> <p>Outcomes from culture reviews or staff/panel walkthroughs.</p> <p>Feedback from parent/ carer engagement channels.</p>
Embed a culture of 'Challenge, Ambition and Inspiration' that drives personal and collective excellence	<p>Evaluate and refine enrichment, leadership, and innovation programmes based on participation and impact data.</p> <p>Embed stretch and challenge into everyday teaching practice, tutor time, and pastoral support.</p> <p>Provide staff with structured opportunities to lead on cross-college projects, research, or innovation pilots.</p> <p>Strengthen partnerships with universities, employers, alumni, and guest speakers to provide aspirational experiences and role models.</p>	<p>More students and staff actively seek out and embrace leadership opportunities.</p> <p>High levels of participation in enrichment activities.</p> <p>Positive culture of ambition evident in classroom climate and wider college life.</p> <p>Increased visibility and recognition of college excellence locally and nationally.</p>	<p>Participation rates in enrichment, leadership, and challenge-based learning (e.g., EPQ, competitions, employer projects).</p> <p>Student and staff survey data.</p> <p>Attendance and engagement in guest speaker and aspiration events.</p> <p>Uptake of staff research projects or innovation projects.</p> <p>External recognition: awards, media coverage, community feedback.</p> <p>Progression data to aspirational destinations (e.g. Russell Group, high-level apprenticeships)</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Embed the college values – Teamwork, Happiness, Responsible, Equality, Accomplished, Dedicated – as visible drivers of behaviour, relationships, and decision-making	<p>Reinforce college values through line management, team meetings, and internal communications.</p> <p>Integrate values-based reflection into appraisals, peer reviews, and departmental planning.</p> <p>Provide training for managers on values-led leadership and emotionally intelligent communication.</p> <p>Incorporate Values into departmental review process to evaluate how well values are understood, modelled, and upheld.</p>	<p>Foster a supportive and inclusive environment.</p> <p>Staff at all levels articulate and demonstrate the college values in their work and interactions.</p> <p>Decision-making and behaviour reflect shared values.</p> <p>Stronger cross-team collaboration and sense of community.</p> <p>Improved staff morale, trust, and engagement.</p> <p>Inclusive, respectful and psychologically safe working environment.</p>	<p>Increased staff engagement and satisfaction levels.</p> <p>Staff survey results on values alignment, inclusion, and communication.</p> <p>Participation in values-based initiatives (e.g. celebration events, student-led projects).</p> <p>Appraisal and development records evidencing values-linked goals and reflections.</p> <p>Departmental review evidence.</p> <p>Staff retention and well-being indicators.</p>
Embed a culture that actively celebrates diversity and promotes inclusion in all aspects of college life	<p>Encourage student-led diversity groups and ambassador schemes to co-design events and inclusion campaigns.</p> <p>Curriculum evaluate representation and embed inclusive, anti-discriminatory content across subjects.</p> <p>Deliver EDI training for staff with a focus on allyship, unconscious bias, and inclusive language.</p> <p>Use feedback from students and staff to develop an inclusive environment that reflects intersectional identities (e.g. race, gender identity, disability, religion).</p> <p>Ensure diversity is recognised through the B6 Rich rewards and whole-college celebration platforms.</p>	<p>Increased participation in diversity activities.</p> <p>Students and staff feel represented, respected, and valued within the college community.</p> <p>Participation in diversity-related activities increases across all groups.</p> <p>Inclusive curriculum content is evident across departments.</p> <p>Student voice recognises EDI strategy and practice.</p>	<p>Hold cultural awareness and celebration events annually.</p> <p>Participation rates in cultural events and awareness campaigns.</p> <p>Curriculum evaluation outcomes and action plans.</p> <p>Staff and student survey results on inclusivity and belonging.</p> <p>Volume and impact of B6 Rich coins awarded for Equality and Diversity.</p> <p>Staff participation in EDI training.</p> <p>External recognition in awards/media.</p>

3. FINANCIAL SECURITY



To practise ethical and prudent financial management to ensure integrity, so that we retain strong financial health and the stability to invest in inspiring facilities and innovative education for all learners.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Ensure the college remains financially secure.	<p>Funding: Implement a marketing and admissions strategy which ensures student enrolment targets are met.</p> <p>Ensure student retention strategies are effective and retention levels remain at or above targets.</p> <p>Identify and secure grant funding available.</p> <p>Cost Management: Ensure operational efficiency by conducting regular audits to identify and eliminate waste.</p> <p>Streamline administrative processes and utilise technology to reduce costs.</p> <p>Engage staff and students in discussions about financial health and solicit their input on cost-saving measures and revenue-generating ideas.</p> <p>Energy Management: Identify and implement energy saving initiatives to reduce utility costs. Invest in sustainable practices and green technologies.</p> <p>Collaborative Partnerships: Utilise purchasing consortia to leverage economies of scale.</p> <p>Develop strong relationships with local businesses to create opportunities for funding.</p> <p>Monitoring: Provide transparent financial reports to Governing Board for regular review. Communicate the college's financial health and strategic initiatives regularly to all stakeholders including staff.</p>	<p>Student enrolment targets met.</p> <p>Retention targets met.</p> <p>Additional grant funding secured.</p> <p>Reduce staffing expenditure as a % of Income.</p> <p>Reduction to overhead expenditure.</p> <p>All HR processes automated.</p> <p>Financial data presented to appropriate staff and student forums and suggestions received.</p> <p>Energy costs reduced.</p> <p>Expenditure reduced.</p> <p>Sponsorships and/or funding received from local businesses.</p> <p>Financial reports considered at relevant committee and board meetings.</p> <p>Financial reports considered at SLT / ALT meetings.</p>	<p>Funded Students 24/25 – 1858 25/26 – 1853 26/27 – 1850</p> <p>Retention Targets 24/25 – 95% 25/26 – 95% 26/27 – 95%</p> <p>£2m CIF Funding Received</p> <p>Staffing Expenditure 24/25 – 72% 25/26 – 74% 26/27 – 75%</p> <p>Overhead Expenditure.</p> <p>Monthly Management Accounts produced within 10 working days of the month end.</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Establish a financial plan that supports the Strategic Plan.	<p>Financial Planning: Develop a comprehensive strategic plan with input from all stakeholders, setting clear financial goals which are regularly monitored.</p> <p>Board Engagement: Ensure the Governing Board are actively involved in the financial oversight and strategic decision making.</p> <p>Financial Risk Management: Establish a robust Risk Management Framework to identify, assess and mitigate financial risks.</p>	<p>Strategic Objectives are achieved.</p> <p>Consider Financial Planning during the Board Strategic Planning Event.</p> <p>Risk Register includes Financial Risks.</p>	<p>Financial Goals</p> <p>To comply with Loan Covenants.</p> <p>To maintain a minimum ESFA Financial Health of GOOD meeting the relevant ESFA criteria.</p>
Invest in technology to support the Digital Strategy.	<p>Technology and Innovation: Invest in modern IT Infrastructure to support teaching and learning, streamline operations and enhance the student experience.</p> <p>Invest in Financial Accounting and Reporting Software that enhances financial management and reporting, using data analysis to make informed decisions about resource allocation.</p>	<p>IT Infrastructure supports the Digital Strategy.</p> <p>New financial software implemented.</p>	<p>Achieve 100% campus-wide high-speed internet access to achieve bring your own device goals.</p> <p>System implemented by 1/8/2026</p>
Reinvest in the college estate to ensure the facilities remain at a high standard, supporting teaching and learning.	<p>Improve and Enhance the Learning Environment: Ensure all buildings and infrastructure meet safety standards and regulations.</p> <p>Improve, renovate and modernise facilities.</p> <p>Capital Strategy: Develop a Capital Strategy that complements the Strategic Development and informs Financial Planning.</p> <p>Capital Investment Funding: Generate sufficient reserves to support reinvestment and maintain a reserve fund to handle unexpected expenses and long-term capital projects.</p>	<p>Health and Safety Regulations are not breached.</p> <p>Facilities present a clean, well-maintained environment, with no areas of disrepair.</p> <p>Capital Strategy exists to inform the annual operational capital programme, budget and financial forecasts.</p> <p>The college holds a reserves balance that enables the Strategic Objectives and Capital Strategy to be achieved.</p>	<p>H&S Audit Report does not identify any breaches.</p> <p>Reserves as a % of Income 24/25 – 3% 25/26 – 3% 26/27 – 3%</p>

4. PEOPLE



To be the place where people want to work, feel valued and share a passion to help our learners succeed. To support and inspire every learner and member of staff to make the most of their talents, skills and opportunities.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Attract, recruit and retain outstanding staff through strategic development, recognition, and progression.	<p>Develop/embed the succession planning strategy.</p> <p>Review and refine the staffing structure to ensure career progression routes are accessible, achievable, and aligned with strategic needs.</p> <p>Embed the leadership and professional development framework including mentoring, shadowing, and funded qualifications.</p> <p>Embed career conversations into appraisal cycles to promote clarity and ambition.</p> <p>Fully integrate recognition systems with performance and values-based behaviours, with increased visibility across college communications.</p>	<p>Strong internal staff development programme for leadership and specialist roles.</p> <p>Increased staff progression and retention.</p> <p>Enhanced engagement with CPD and development opportunities.</p> <p>High levels of staff motivation, morale, and performance.</p> <p>Improved quality of performance reviews.</p>	<p>Succession plans actively implemented and monitored.</p> <p>Development milestones for staff in talent pools or leadership pathways.</p> <p>Internal promotion rates and cross-departmental progression data.</p> <p>Participation in CPD, accredited qualifications, and leadership programmes.</p> <p>Staff satisfaction and well-being survey outcomes.</p> <p>Completion and quality assurance data for performance reviews.</p> <p>Frequency and scope of staff recognition across platforms.</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Strengthen the whole-college approach to mental health and wellbeing for students and staff.	<p>Evaluate effectiveness and uptake of Year One support programmes and adapt provision to better meet the needs of different groups.</p> <p>Embed mental health and wellbeing into curriculum delivery, tutorial programmes, and leadership conversations.</p> <p>Train line managers and pastoral staff to identify early signs and confidently refer or respond to mental health concerns.</p> <p>Strengthen partnership working with external agencies (e.g. CAMHS, MH charities) for specialist referrals and resources.</p> <p>Embed awareness campaigns/events aligned to national wellbeing days and student-led initiatives.</p> <p>Regularly review the implementation of intervention pathways and escalation procedures.</p>	<p>Increased confidence among staff and students in accessing and supporting wellbeing.</p> <p>Targeted interventions show measurable improvements in engagement and wellbeing.</p> <p>Mental health is visibly prioritised in college systems, curriculum, and culture.</p> <p>High levels of satisfaction with support services.</p> <p>Strong external collaboration with support agencies</p>	<p>Participation and referral rates in wellbeing and mental health programmes (by group and type).</p> <p>Outcomes of internal surveys (staff and students) on wellbeing support and mental health confidence.</p> <p>Number of staff trained in MHFA or advanced mental health training.</p> <p>Quality assurance reports on tutorial delivery and mental health awareness integration.</p> <p>Feedback from external partners and safeguarding audits.</p> <p>Trends in absence, referrals, and academic engagement linked to wellbeing data.</p>

5. INNOVATION



To actively search for novel ideas, leading technologies and the most effective ways of working that benefit our students, staff and employers.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Further develop the Digital Strategy to support the delivery of teaching and learning.	<p>Assess current digital tools and platforms used.</p> <p>Identify and implement new technologies to enhance teaching and learning.</p> <p>Provide ongoing technical support and training for staff and students.</p>	<p>Improved integration of digital tools in teaching.</p> <p>Increased student engagement and performance through digital means.</p> <p>Positive feedback on digital tools.</p> <p>Increased use of virtual learning tools.</p> <p>Reduction in staff workloads</p> <p>Enhanced digital literacy among staff and students</p>	<p>Adoption rate of new technologies.</p> <p>All teaching staff have access to Showbie Complete Package with access to all features including Socrative.</p> <p>All teachers to use Socrative for recall / feedback.</p> <p>Achieve staff workload reduction by over 50%.</p> <p>Increase in student engagement.</p> <p>Increase in number of distinction grades.</p> <p>Achieve 100% staff and student participation in technology training.</p>

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Further develop the Staff CPD strategy to equip staff with the skills required to support the Digital Strategy	<p>Conduct a skills audit to identify gaps in digital competencies.</p> <p>Design and deliver targeted CPD programmes focused on digital skills.</p> <p>Monitor and evaluate the impact of CPD on teaching practices.</p>	<p>Enhanced digital competencies among staff.</p> <p>Positive feedback on CPD programmes.</p> <p>Improved use of digital tools in teaching.</p>	<p>Increase in number of staff completing CPD programmes.</p> <p>All teaching staff and pastoral staff to continue with Showbie, Ed Puzzle and Socrative training.</p> <p>Development of PGP strategy to include in class iPad/Showbie training beyond assessment to all departments following new allocated iPad caddies (8 caddies of 24).</p> <p>Be Digital -digital coaching pathway for staff from September starting with English, Performing Arts, Business and Social Science.</p> <p>New iPad caddy allocation from September 2025 rolled out in priority order of need. First departments English & MFL, Humanities and Performing Arts& Media.</p> <p>Staff survey results on CPD effectiveness. This will be available after the 5th of July 2025.</p> <p>Observed improvement in digital teaching practice.</p> <p>Increase in number of staff achieving digital qualifications.</p>
Encourage innovative teaching practices	<p>Create forums for sharing innovative teaching strategies and ideas.</p> <p>Pilot new teaching methods in selected courses.</p> <p>Evaluate and refine these methods based on feedback.</p>	<p>Increased implementation of innovative teaching methods.</p> <p>Positive feedback from students and staff on new methods.</p> <p>Improved teaching effectiveness.</p>	<p>Staff and student survey results.</p> <p>Improved results on External BTEC exams where students have had access to Ipads for over 80% of their teaching.</p> <p>'In Class' Digital Coaching to start from September to support more staff to use Showbie beyond assessment.</p> <p>Improved monitoring and feedback of students work in class for those teaching through the Showbie Platform observed in department evaluations/ learner feedback.</p>

6. SUSTAINABILITY



To be a resilient organisation which takes positive action to address climate change, creating a better environment for our learners, our staff and future generations.

Objective	Actions	Success Measure	Specific Performance indicators to monitor achievement
Deliver Sustainability Strategy Action Plan	<p>Calculate college Scope 1 and 2 carbon emissions and produce an action plan to reduce emissions.</p> <p>Continue to research and implement sustainability initiatives already in progress such as energy-efficient practices, waste reduction, and sustainable sourcing.</p>	Achievement of sustainability targets, increased awareness and engagement in sustainability initiative.	<p>Reduced energy consumption and waste.</p> <p>Improved recycling rates and removal of most single use plastic.</p> <p>Achieve carbon emissions targets once set.</p> <p>Reductions in waste, use of disposable resources, increases in recycling and increased opportunities for learners to be involved in sustainability actions beginning with a subgroup of the learner voice to drive direction of learner travel.</p>
Reduce the College's carbon footprint.	<p>Commit to achieving Net Zero by 2035.</p> <p>Deliver actions set by Scope 1 and 2 carbon emissions calculations.</p> <p>Continue to implement energy efficiency measures (e.g., LED lighting, HVAC upgrades).</p> <p>Promote recycling and waste reduction initiatives.</p>	<p>Decreased carbon emissions and energy consumption.</p> <p>Increased recycling rates and waste diversion.</p>	<p>Reduction in energy usage.</p> <p>Reduction in CO2 emissions.</p> <p>Recycling rates and waste diversion metrics.</p>
Integrate sustainability into the curriculum and extra-curricular activities.	<p>Promote student and staff-led sustainability projects.</p> <p>Conduct workshops and awareness campaigns on sustainability.</p> <p>Appoint a Sustainability Lead from the student Learner Voice.</p>	<p>Increased awareness and knowledge of sustainability issues.</p> <p>Student participation in sustainability initiatives.</p>	<p>Number of sustainability-related courses and activities.</p> <p>Participation rates in sustainability projects.</p> <p>Participation rates in the sustainability committee.</p>

A photograph of a man and a woman working together at a computer in a classroom. The man, wearing a yellow sweater and glasses, is leaning over the desk, smiling and pointing at the screen. The woman, wearing a dark sweater, is sitting at the desk, looking at the screen. In the background, there are posters on the wall and a desk with a keyboard and mouse.

"A SAFE, SECURE
ENVIRONMENT
WHERE STUDENTS
DEVELOP THEIR
CONFIDENCE AND
RESILIENCE TO HELP
THEM ACHIEVE
AND PROGRESS."

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