

Quality Improvement Strategy 2025-26

Procedure number:	CQ011	Policy Owner:	Deputy Principal
EIA Status:	[EIA Status]	EIA meeting date:	[EIA Meeting Date]
Approved by:	SLT	Date approved:	November 2025
	Committee		8 December 2025
	Board		15 December 2025
Review frequency:	Annually	Next review due:	01/06/2026
External website:	Yes	Status:	Active
Linked policies/ documents			

Procedure Summary

The Quality Improvement Strategy 2025–26 sets out our commitment to delivering outstanding education through continuous enhancement of teaching, learning and assessment. Centred on learner success and guided by evidence-informed, collaborative principles, the strategy embeds the “Super 7” pedagogical approach across all provision. It details a comprehensive cycle of activities, including curriculum planning, self-assessment, Ofsted-aligned reviews, staff development, and stakeholder feedback, supported by robust monitoring and transparent reporting.

Quality Improvement Strategy 2025-26

1. 1. Introduction & Strategic Aims for 2025/26

Newbury College and University Centre Newbury are committed to providing outstanding education and training that transforms the lives of our learners and meets the evolving needs of our community and employers, underpinned by our core strategic commitments to achieving 'Excellence in our Learning' and 'Excellence in our Support'.

Our primary focus for 2025/26 is the continuous and rigorous enhancement of the quality of teaching, learning, and assessment (TLA) across all aspects of our provision. This strategy serves as the principal vehicle for achieving this, embedding our "Super 7" pedagogical principles to ensure every learner benefits from an inspiring, effective, and supportive learning experience.

Purpose of this Strategy

This Quality Improvement Strategy outlines the comprehensive framework of activities, processes, and responsibilities designed to systematically monitor, evaluate, and elevate the quality of education at Newbury College. It details how we will drive improvements in TLA, foster a culture of reflective practice and shared ownership, and ensure that our "Super 7" pedagogical approach is consistently and effectively implemented to maximise learner achievement and progression.

This strategy directly supports the aims of the overarching Newbury College Quality of Education Policy, which defines our educational vision and core pedagogical commitments.

2. Our Principles for Quality Improvement

Our approach to quality improvement at Newbury College is underpinned by the following core principles:

- **Learner-Centred:** Placing the learning experience, progress, well-being, and successful outcomes of our learners at the heart of all quality activities and decisions.
- **Evidence-Informed & Self-Critical:** Utilising robust data, direct observation, and honest, rigorous self-assessment to accurately identify strengths and areas for development, and to measure the impact of our interventions.
- **Collaborative & Inclusive:** Fostering a culture where all staff, learners, and relevant stakeholders have a voice, feel valued, and actively contribute to the quality improvement journey.
- **Developmental & Supportive:** Employing quality processes not merely for assurance, but as a means to support and develop staff, share best practice, and cultivate continuous professional growth.
- **Accountable & Transparent:** Clearly defining roles, responsibilities, and expectations within the quality framework, and reporting openly on our performance, progress, and the impact of our improvement efforts.
- **Ambitious & Forward-Looking:** Setting high expectations for ourselves and our learners and continuously seeking innovative and effective ways to enhance the quality of our provision.

3. Driving Excellence in Teaching, Learning and Assessment: The “Super 7” Pedagogy

At the core of our commitment to outstanding TLA is the Newbury College "Super 7" – our evidence-informed pedagogical approach designed to create effective teaching that supports all learners to succeed.

This Quality Improvement Strategy is the primary vehicle for ensuring the "Super 7" principles are not only understood but are also consistently embedded into the daily practice of all teaching staff. Each quality activity detailed within this strategy is designed, in part, to support, monitor, or evaluate the implementation and impact of the "Super 7" on the learning experience. Through targeted CPD, developmental observations, curriculum reviews, and reflective self-assessment, we will continuously refine our application of these principles to achieve the highest standards of TLA.

4. The Quality Improvement Cycle and Key Activities for 2025/26

The following activities form the comprehensive Quality Improvement Cycle at Newbury College for the academic year 2025/26. Each activity is designed to contribute to our overarching goal of enhancing teaching, learning, and assessment and successfully embedding our "Super 7" pedagogical principles.

Strategic Quality Activities:

1. **Strategic Curriculum Planning:** Annual curriculum intent and skills alignment
2. **Self-Assessment Report (SAR) and Quality Improvement Plan (QIP):** Annual self-evaluation and ongoing improvement planning activities
3. **Higher Education Programme Monitoring & Review:** HE-specific quality assurance and reviews
4. **Day 42 Quality Enrolment Reviews:** Ensuring learners are on the right programmes and enrolments are ambitious for them.

Quality Activities Aligned to Ofsted Inspection Methodologies:

5. **Thematic Quality Reviews:** Rigorous Ofsted-aligned themed reviews
6. **Curriculum Deep Dives:** Rigorous Ofsted-aligned curriculum area reviews

Teacher Development Activities:

7. **Teacher Observation & Development:** Two observations cycles with developmental feedback
8. **Continuous Professional Development (CPD) for Enhanced TLA:** Ongoing TLA-focused staff development

9. **Scheme of Work Review:** Annual audit of curriculum sequencing

Learner and Stakeholder Feedback Activities:

10. **Learner Voice – Survey:** Termly gathering of learner satisfaction
11. **Student Council Feedback Review:** Formal feedback from student reps
12. **Stakeholder Voice - Survey:** Annual employer feedback collection
13. **National Student Survey (NSS):** HE learner satisfaction survey participation

In-Year Quality Performance Activities:

14. **Review of Programmes in Close Monitoring:** Support for priority areas
15. **Curriculum Monitoring Meetings:** Termly quality review at Curriculum level
16. **Faculty Performance Review:** Termly quality review at Faculty level
17. **Governor Visits:** Governor engagement to seek assurance
18. **Apprenticeship Formal Progress Reviews:** Regular tripartite reviews
19. **Summative Assessment Boards:** Ratification of results and awards

A full breakdown of each quality activity that constitutes this Quality Improvement Strategy is itemised in Appendix 1, along with a calendar of how this will be implemented throughout the academic year.

5. Monitoring, Reporting and Impact

The effectiveness of this Quality Improvement Strategy and the impact of its constituent activities will be systematically monitored and reported.

- **Quantitative Monitoring:** Key Performance Indicators (KPIs) relating to learner attendance, retention, achievement and progression will be regularly monitored at Curriculum, Faculty and College levels. Performance data will be a key component of Curriculum Monitoring Meetings, Faculty Performance Reviews, and SAR processes.
- **Qualitative Evidence:** Findings from Deep Dives, Teacher Observations, Thematic Reviews, Learner Voice and Stakeholder Voice activities will provide rich qualitative insights into the quality of TLA and the learner experience.
- **Quality Improvement Plan (QIP):** Progress against curriculum level QIP actions will be reflected in the College's QIP, which is regularly monitored by governors through the Quality and Curriculum Committee. The impact of these actions will also be reviewed termly in Curriculum Monitoring Meetings and Faculty Performance Reviews.

Reporting Structures

- The Deputy Principal and Head of Quality will provide regular updates on quality activities and progress against the QIP to the Senior Leadership Team.
- The Deputy Principal will report on overall quality performance and the impact of the Quality Improvement Strategy to the College Governors through the Curriculum and Quality Committee and Corporation.

Measuring Success

Success against the strategic aims outlined in Section 1 will be measured through a combination of:

- Improvement in KPIs.
- Positive trends in stakeholder feedback (learners, staff, employers).
- Evidence of embedded "Super 7" pedagogical principles in TLA.
- Successful outcomes of internal and external reviews, including Ofsted inspections.
- Demonstrable impact of QIP actions on identified areas for development.

6. Review of this Strategy

This Quality Improvement Strategy is a dynamic document and will be formally reviewed and updated annually by the Deputy Principal, in consultation with the Head of Quality, Senior Leadership Team, and Governors. The review will take into account:

- The outcomes of the College Self-Assessment Report for the preceding year.
- Performance against KPIs and strategic quality improvement aims.
- Feedback from Ofsted and other external bodies.
- Evolving national educational policy and best practice in quality improvement.

This ensures the strategy remains fit for purpose, responsive to the changing needs of our learners and the educational landscape and continues to drive Newbury College towards its aspiration of excellence in all aspects of its provision.

Reviewed: November 2025

Next review date due: 01/06/2026