

Secondary Strategy BPF – 21.10.09

Overall Effectiveness of the sixth form

Key word / Phrases:

- Based on outcomes for students
- Quality of provision
- Effectiveness of L&M
- Setting and meeting challenging targets

Implications:

- Results, retention, uptake.
- Some courses subsidised by schools in order to continue to provide richness e.g. music.
- Music and MFL important to parents in choice of school.
- Challenge for more established / traditional teachers.
- Providing younger staff with A level experience in a supportive environment (pairing? Subject knowledge)
- Getting data quickly enough for target setting.
- Students engaging with culture of learning.
- Mentoring – kind of tutors you encourage to tutor at post 16 is critical.
- Part-time working / parental support and aspirations.
- Aspects from sixth form judgements so feed back into other judgements in the IJ.

How effective are leadership and management in raising achievement and supporting all learners?

Implications for Action:

- Clarify roles, responsibility and accountability within school and across partnerships.
- Rigorous QA process for Post-16 performance.
- Clearly defined and structured L&M of collaborative arrangements.
- Provide a clear rationale for the type of provision you offer (e.g. ethos, entry policies etc). 'Community Contextualised'.
- Strong link between CEGIAG and pathways – ILPs
- Calendared policy for collecting learners' views.

The quality of provision in the sixth form: Curriculum

- Stretch targets -ILPs
- Access to L1/L2
- IAG
- Curriculum (rationale / collaboration)
- Appropriateness for current learners
- Schemes of work
- Student voice
- Mapping key skills and evidence of Attendance / Engagement / Induction