

Sixth Form: 2

Strengths:

Leadership and Management

- The newly appointed Director of Sixth Form has a clear vision for raising standards and pursuing academic excellence, underpinned by outstanding guidance and support in preparing students for university or work.
- High expectations and effective teaching and learning practices ensure that pupils achieve well in the Sixth Form and a review of the implementation of the new courses has informed plans for 2017-18. These Teaching and learning strategies are already having a positive impact at AS with an increase in A*-A from 16% to 21 % thereby raising our predictions for A2 to Average Grade B in 2018.

Outcomes

***not yet available*

	A Level (Academic Level)			Applied General	Tech level
	2017	2016	2015	2017	2017
A*-B	53%	45%	43%	-	-
A*-E	100%	100%	100%	-	-
Av Grade	C+	C+	C	Dist*-	Dist
APS	32.1	31.7	214	42.2	35.8
ALPs	5	3	5	3	3
LVA3	**	0.16 Sig+	0.02 in line NA	**	**

- Progress in the Sixth Form has been in line with national averages or significantly above in the last three years. Average grade C+ has been achieved for two consecutive years with an increase in percentage of students gaining A*-B. Applied and Technical achievement is outstanding.
- The average progress grade for 0.56 for students retaking GCSE maths is excellent. There are no students retaking GCSE English in the sixth form due to the outstanding results in Key Stage 4.
- Over the last three years, 90% of our Y13 pupils' progressed into Higher Education (86% 2017) with four students successfully gaining entry to Oxbridge.

Teaching, Learning and Assessment

- Highly effective Teaching and Learning systems and staff's high expectations of the students have resulted in an increase in students attaining A*-B at A Level and Distinctions at BTEC.
- Rigorous monitoring of Teaching and Learning through Learning Walks has shown high expectations, systematic checking of understanding and highly effective questioning that challenges students thinking.
- Effective marking and feedback has been built on as well as a focus to improve independent study skills, encouraged through opportunities for collaboration
- Positive relationships between Sixth form teachers and students foster an outstanding atmosphere for learning and a love of their subject that influences choices in higher education.

Personal Development, Behaviour and Welfare

- Students exemplary behaviour, excellent attendance (94.9%: Year 12, 93.7%: Year 13) and

Areas for Continued Development:

- Continue to reduce subject variation, particularly at A level.
- Support departments with the transition onto new specifications and ensure that accurate assessment is effectively embedded into delivery throughout KS5 and at the end of the year
- Continue to review Post 16 curriculum provision in view of greater challenge at KS4
- Rigorous planning is in place to continue to support subject areas through the new A levels and vocational courses, with significant leadership support in Chemistry, Biology and English Literature.
- Continue to raise achievement of all students with a sharper focus on the higher ability students in the challenging linear courses
- Further develop students revision and memorising techniques in preparation for linear A levels and continue to develop independent study skills
- Ensure the consistent application of the Marking, Feedback and Assessment system and effective use of book looks and student voice to maintain high standards consistently across KS5
- Continue to develop T&L strategies to stretch and challenge students at all ability levels and raise attainment
- Introduction of a KS5 Key Skills review to ensure that students are fully prepared for learning
- Continue to improve student progress through a review of procedures for attendance and punctuality, the 6th form referral system and use of tutor time.
- Continue to develop extracurricular opportunities and to broaden provision of work experience and other enrichment opportunities
- Continue to develop the mentoring programme at KS5 and use Y12 students to help with transition issues in Y11

punctuality (late: 2% Yr12 & 4.5% Yr13), displays a positive approach to their own learning.

- There is a broad range of enrichment opportunities available to students. e.g. STEM programme at Imperial, K+ and Pathways to Law and Engineering
- Increased voluntary work through community projects has led to strong links with local special and primary schools. The RMD programme ensures all students have opportunities for personal, spiritual and moral development
- The effective CEIAG programme ensures that post-18 decisions and options are appropriate and effective. This is supported by the development of links with the School Leavers' Programme and Apprenticeship providers