

SCHOOL IMPROVEMENT PLAN 2020 - 2021

School Name: Writhlington & Mendip Sixth Forms	School Improvement Plan	Updated: 15.09.20			
<p>Outcomes- Headlines</p> <p>Writhlington Sixth Form outcomes are just below national average in Academic subjects with progress of -0.2 in 2019 and consistently at national average for vocational qualification with progress of 0.05 in 2019.</p> <p>Mendip Sixth Form vocational and academic progress measures both match national average figures. In 2019 achieving progress of 0.28 for Academic outcomes and 0.07 for Vocational outcomes.</p> <p>Students are becoming more ambitious in their destinations with 24% of students achieving places at Russell Group universities in 2020.</p> <p>Progression support programmes are becoming more embedded and are effective in supporting students to progress successfully after Sixth Form and also encouraging students to become more ambitious. No NEET children for 3 years running and none predicted this year</p> <p>Excellence in partnership particularly in new MAT which brings depth and enhances the capacity of all in leadership, teaching and non-teaching positions.</p> <p>Consistent approach to T&L and assessment throughout the sixth form becoming more established with students having a clear understanding of what they need to achieve their targets.</p> <p>Students have a positive approach to independent learning with the introduction of a clear extension work package to stretch and support the most able.</p> <p>Disadvantaged student progress and attainment is below that of the whole cohort, but 2020 CAG grades showed an improvement in this and a specific support programme is being established..</p> <p>Promoting British values evidenced by few incidents demonstrating a lack of tolerance and feedback from children and adults.</p>					
<p>Areas for development – from OFSTED month 2019</p> <ul style="list-style-type: none"> -middle leaders closely identify the gaps in subject knowledge, particularly for disadvantaged pupils and pupils with SEND, so that pupils make better progress. – leaders further develop the effectiveness of their communication with parents – providing sufficient and consistent challenge for the most able pupils so that they are well prepared for the next steps in their education and can excel 					
Quality of Education	Behaviour	Personal Development	Leadership and Management	Governance	Sixth Form
Quality of Education High expectations of progress and achievement, programmes of study, disadvantaged and high needs, curriculum intent, implementation and impact, subject knowledge of staff, assessment and feedback.					
Summary from SEF: Results form 2017-18 show students making progress in line with national average, but 2018/19 results show that progress has dipped to be below national average. The results need to be stabilised to ensure consistently good outcomes for all students.			Success Criteria going forward: Improve value added for all qualifications with all students to make at least average progress against national measures.		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

<p>Consistency needs to be shown in the approach to teaching and assessment to ensure that students are making consistent and effective progress across all subjects. Targeting needs to be effective and targets need to be set to allow students to achieve Va progress at the end of the course.</p> <p>Some subject areas are providing students with a good level of challenge but this needs to be applied across all subject areas. Students need to be called to account using a consistent reporting process to ensure the expectations of students are the same across all subject areas.</p> <p>Destinations are becoming more ambitious with 24% of students going onto Russell Groups Unis in 2020, up from 8% in 2019.</p>					<p>To match national average for all attainment measures.</p> <p>For all students to achieve a pass grade in all qualifications.</p> <p>40% of students to apply to Russell Group Universities.</p> <p>To improve consistency across departments and middle leaders.</p> <p>Improve student's preparation and department support for linear exams.</p>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	<p>To improve outcomes in academic subjects to achieve an average grade of B-(Writh) C+ (Mendip). Raise A*-B attainment to match 54% (national average).</p>	<p>Assessments to be moderated in all depts. to improve accuracy of predictions and effectiveness of intervention.</p>	Four months	HOD	By Dec termly assessments established	<p>All departments to show progress towards targets in assessment throughout the year.</p> <p>Students are clear about what grade they are working at and what they need to do to progress. Predictions match outcomes in the summer exams and improved VA in depts.</p>	KWA/ SLT links	Meeting planning time	
			Termly quality assessments in all depts and cumulative assessments to be in place for linear exams.		Dec/Jan mocks to be moderated across federation		KWA/ SLT links/ LGB		
2	<p>Improve average points per entry so that value added scores are at least +0.1 for both</p>	<p>All schemes of learning to develop the differentiation/ challenge for A*-B students within them.</p>	One year	HOD	By summer differentiation/	<p>Improved outcomes for A*- B/ improved VA</p>	KWA		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

academic and vocational subjects	Departments to improve effectiveness of use of value added from start of year 12 to ensure that appropriate students are being targeted			challenge highlighted in SOL				
		Four months	HOD	Nov - depts using VA to target students using first progress data	Positive VA across all academic subjects	KWA		
	Departments to focus on addressing imbalance between girls and boys progress if appropriate.	Four months	HOD	Dec - students highlighted & strategies in place		KWA		
	Targets for students to be reviewed against L3Va to ensure allow for VA to be achieved.	Three months	HOD	Depts using this at first progress report	All targets allow students to achieve positive VA if they achieve them.	KWA		
	Ensure all teachers and students are clear on how to achieve an A grade answer. Depts to produce and use exemplars in teaching					KWA		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		To introduce formalised extension work, Head of Sixth revision homework to allow stretch & to support formalised revision.	One year	HOD	Head of Sixth in place for Year 13 by Easter 2020	Improved A* - B in summer exams No students to fail	KWA / SLT links		
		Departments to give feedback to students based on WWW/EBI model	Four months	HOD	In use for exams from Dec 2019	Students' EBI targets appropriate to their target Positive VA across all departments	KWA / SLT links		
		Departments to use standardised feedback sheets linked to exam mark schemes	Four months	HOD	In established use for exams from Dec 2020	Students' EBI targets appropriate to their target Positive VA across all departments	KWA / SLT links		
3	Reduce in-school and in-subject variation in marking and feedback – (ensure triple impact marking is taking place)	Creation of Sixth teacher handbook to ensure expectations are clear	4 months	KWA	By December clear use of lesson objectives & clear feedback	Reduction in subject variations in outcomes and more consistent quality of teaching, and adherence to post-16 policy. Students have complete security of knowing how to improve. They therefore make more rapid progress.	KWA / SLT links		
Weekly Post-16 learning walks of lessons		Within one year	KWA & CTA						
Weekly folder sample of students' work		One year	KWA & CTA						

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		Centralised assessment plan for all BTEC subjects	Two months	KWA					
		BTEC subjects to work on supporting students with revision and content retention in exam units BTECs to have a clear strategic plan for structuring the course and how to support students most effectively	One year	HOD & KWA	Centralised plan by Nov	Improved outcomes in Dec exams	KWA / SLT links		
4	Continue to improve outcomes in English and Mathematics re-sits To ensure there is a consistency in depts. expectations for Sixth Formers	Restructure of report writing & monitoring schedule to ensure regular data available to plan for intervention Closer monitoring of attendance and completion of work by students	Nov	CTA/HOD	Improved outcomes in November	Improved GCSE Maths score to achieve score of 0.8 in Summer 2020	KWA		
		To establish a clear process via Pars for teachers to use to raise issues and to challenge students to achieve their best.	Dec	HOD	Launched in December 2020	Improved outcomes in all areas. Issues within subjects are dealt with swiftly by pastoral team.	KWA		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

5	<p>Improve revision across all subjects to improve performance in linear exams.</p> <p>Improve independence and resilience of children in learning situations</p>	Revision programme consolidated in tutor programme and skills to be taught	Four months	CTA/HOD	Students aware of strategies by Dec mocks	Improvement in outcomes in VA (see first section) and reduced number of referrals to counselling services through anxiety.	KWA		
		Departments to be delivering revision skills within programme, and students to complete Head of Sixth Homework on a weekly basis with structured support	Within one year	HOD	Depts providing by Easter 2020	Greater consistency in homework and outcomes.	KWA		
		BTEC subjects to review outcomes of exams and to improve how revision and exam skills are taught within their subjects.	Within one year	HOD	Actions trialed for Jan exams	Improved outcomes for new BTEC courses (average grade of D*) and improved retention for these between year 12 and 13	KWA		
6	<p>Ensure schemes of learning differentiate for all children and that they allow for excellence in the classroom</p>	SOL show challenge tasks for students aiming for A*-B	Within one year	HOD	Highlighted on scheme by July 2020	Improved A*-B outcomes and +0.2 VA across all subjects	KWA		
		EBI targets provide appropriate challenge	Within one year	HOD		Book check and learning walks show improved quality of targets for HAP and improved A*-B outcomes.	KWA		
		All depts. to ensure that all work is effectively	5 months	HOD	Clearly seen in learning walks	Improved A*-B outcomes and +0.2 VA across all subjects	KWA		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		differentiated for A*-B students							
7	Improve independence and resilience of children in learning situations	Consolidation of teaching of Revision skills taught in tutor time.	Within one year	KWA/ HOD		Improved understanding of how to revise leading to improved outcomes in terms of VA.	KWA		
		Subjects and tutors to ensure students start to revise from the start of the course by using Head of Sixth Homework and structured resources to support students.	Within one year	TUTORS/ HOD/ Post-16 teaching staff	Plans in place from Sept 2021		KWA		
8	Ensure students are well-prepared for examination throughout the year – organised folders, etc	All students' folders to show evidence of following 6th form marking policy.	One year	HOD/ Post-16 teaching staff	Evidence of marking strategies in use by Jan 2021	Improved A*-B outcomes and +0.2 VA across all subjects Book check and learning walks show improved quality of targets, regular use of TIM and improved A*-B outcomes.	KWA		
		A grade model answers are displayed in all subject areas. Depts to recall exam scripts as needed.	Six months	HOD/ Post-16 teaching staff	Displaying in preparation for summer exams	Students have greater awareness of qualities of A grade answer/ Improved A*-B outcomes and +0.2 VA across all subjects	KWA		
		SOL include specific exam focussed work	One year	HOD	Exam links highlighted by summer 2021		KWA		

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		To develop links with Post-16 provision in other Trusts to share good practice.	One year	KWA	Joint meeting from Jan 2021	Improved A*-B outcomes and +0.2 VA across all subjects	KWA		
9	Disadvantaged students to achieve an average grade of B and to achieve post VA of +0.1	Students highlighted to staff on mark books. Staff to mark disadvantaged students work first. Disadvantaged students to have additional mentoring slots with tutors and also with career's adviser. Aim Higher opportunities encouraged and highlighted. Students to use bursary to support studies and guidance given by Sixth Form team on this.	One year	By June 2021	CLE/ CTA/ Tutor Team/ HODs	Disadvantaged students to achieve a VA of +0.1 and all to have confirmed destinations. Increased numbers of Disadvantaged students taking part in Aim Higher activities. All disadvantaged students receiving the bursary.	KWA		

Behaviour:

Careers education guidance and preparation for next stages in life, attendance, punctuality, equality, personal development, mental health, British values.

Summary from SEF:

Parents have website which displays information but sixth form needs to improve the communication with them.

Success criteria going forward:

40% of students to apply to Russell group universities.
QA shows improved communication with the Sixth Form.
Pastoral system targeting students to support them receive their potential.

SCHOOL IMPROVEMENT PLAN 2020 - 2021

<p>Tutor programme is largely delivered, effectively through the PSHE sessions, but this needs to be transferred to the tutor programme and new tutor programme introduced in Sept 2020.</p> <p>Students are well supported in preparing for the next stage in their careers but need to be challenged to be ambitious in the universities that they apply to. Tutors provide support but further training is needed to allow them to develop their skills.</p>					<p>Attendance to be greater than 96%.</p> <p>Students to feel that they have been given effective tools to help them manage their mental health.</p> <p>Students continue to have strong destination plans and 50% of students applying for apprenticeships are applying for Higher level apprenticeships.</p> <p>Students have a greater awareness of county lines and the impact on the local area.</p>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	To achieve 96% attendance in the Sixth Form overall and no persistent absence.	Weekly monitoring of tutor registers	By June 2021	CTA/ CLE/ Tutor team	By June 2021	Attendance is 96% or more and not persistent non-attendance	KWA		
		Attendance reviewed fortnightly at sixth form meetings							
		Ensure that Attendance policy (as per Tutor bible and guidance given to parents) is rigidly enforced by tutors and staff							
		Termly review of attendance followed by intervention and meetings with parents to review.							
		Specific actions in place where							

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		attendance falls below the target.							
		Highlight the impact of poor attendance to students and parents on attainment							
2	To achieve 99% punctuality to lessons and tutor.	Teachers to log when students are late and by how long. Mentoring and penalties put in place dependent on issues.	One year	CTA/ CLE/ Tutor team	July 2021	99% or more of students show good punctuality.	KWA		
3	To improve students ability to manage their mental health and well being	To improve students ability to manage their mental health and well being	One year	CTA/CLE/ Tutor team	July 2021	Reduced number of referrals to Camhs and OTR. Reduction in number of cases of anxiety in the lead up to exams. Positive feedback on the Sheu survey showing students feel more confident in managing their mental health compared to both Banes and National Averages. Students show reduced amount of screen time when completing the challenge.	KWA		
		Educational assemblies from school nurse and also sessions led by external providers, eg, University of Northumbria. To educate students on impact of technology and healthy habits in the screen time challenge.							

SCHOOL IMPROVEMENT PLAN 2020 - 2021

4	To ensure equality is promoted and students are involved in this. (British Values – Equality/ Mutual Respect & Tolerance)	Teachers to challenge any negative language or any stereo-typing. Expectations for behaviour relating to equality are made clear to Sixth Form students and enforced. Assemblies from different groups raise awareness to students of wider societal issues and their impacts.	One year	CTA/CLE/ Tutor team	July 2021	Students feel that equality is promoted and supported within the Sixth Form and the Sheu survey reflects this. Feedback from students is above national and Banes average. A wide range of student groups have a healthy membership, such as LGBTQ. No incidents of bullying.	KWA		
6	Improve careers advice and guidance – raise awareness of wider career options	Careers weeks each term in assembly programme	Two months	CTA/ EPA	By October 2020	Student QA indicates that they are aware of options open to them and no NEETS			
		All students to have some sort of Careers' experience planned - adapted due to Covid	One year	Tutor Team/ CTA/ CLE/ EPA	By July 2021	To meet statutory obligations for work experience.			
		EPA to be used to specialised support for Apprenticeship and DIW students to monitor and support	One year	CTA/ EPA/ CLE / Tutor team/ KWA	By July 2021	Ensure all students have appropriate work skills for success.			
		Tutors to receive training on how to support students to				45% students onto R/group unis and no NEETS at end of year 12 & 13			

SCHOOL IMPROVEMENT PLAN 2020 - 2021

		<p>more ambitious destinations. Russell group programme introduced. (eg Oxbridge Interviews)</p>							
		<p>Joint activities to be organised with MSN Sixth to improve strength of apprenticeship offer (suspended during Covid restrictions)</p>				<p>No NEET students at end of year 12 & 13. All apprenticeship students to have applied for at least two apprenticeships</p>			
7	<p>Students to have a clear understanding of the British Values of democracy/ the rule of law/ individual liberty.</p>	<p>A series of remote assemblies and tutor time activities to raise awareness of these topics and how they impact them. External speakers, eg local MPs. Students involved in mock elections and student council with tutor representatives. Student council to be involved in raising the profile of this aspect of Britishness.</p>	<p>One year</p>	<p>CTA/ CLE/ Tutor team</p>	<p>By July 2021</p>	<p>Students to have a clear understanding of the topics. Increased numbers of students registering to vote. Sheu survey shows an increased awareness and understanding of the topic compared to national and Banes averages.</p>			

SCHOOL IMPROVEMENT PLAN 2020 - 2021

Personal Development:									
Summary from SEF:					Success criteria going forward:				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Ensure consistency in delivery of tutor programme	Weekly learning walks of tutors to ensure tutor programme is being delivered.	One year	CTA/ CLE	By June 2021	Improved quality of tutor sessions. Improved support for study skills of students through these sessions.			
		Book check of tutor programme resources (once Covid restrictions eased)	One year	KWA/CTA/ CLE	By June 2021	Improved outcomes due to more effective tracking by tutors. More well-rounded citizens able to demonstrate character strengths, such as resilience.			
		Improve training of tutors in delivery of the programme and also to improve understanding of Sisra.							
2	Ensure consistency of leadership and management across middle leaders	Middle leader involvement in Sixth Form review	Four months	HOD	KWA to complete joint learning walks	Improve quality of teaching and ensure consistency across departments			

SCHOOL IMPROVEMENT PLAN 2020 - 2021

						leading to positive value added			
		Sixth Form MER programme to focus on subjects of concern and those that don't sit within a larger department	One year	KWA		Improved value added across all depts and improved consistency in quality of lessons and students' work.			
						Overall consistency & evidence of systematic leadership Improved outcomes across all subjects			