

Children and Young People Overview and Scrutiny Panel

8 April 2010

Resolution 50 - School Attainment Results

Responsibility for the quality of provision within school 6th forms transferred from the Learning and Skills Council (LSC) to the Local Authority on 1 April 2010. This report seeks to add further detail concerning how the Local Authority is supporting school 6th forms.

Plymouth's 14-19 strategic partnership includes this area as a priority within their operational plan (Annex B). The actions focus on improving leadership and management, the use of data, self-evaluation and the quality of teaching and learning.

We are actively piloting with schools the Framework for Excellence (FfE) which is the Government's performance assessment tool for further education colleges and post-16 education and training providers who receive funding from the LSC.

We challenge and support our 6th forms in the following ways:

1. Close analysis of examination results to identify over and underachievement. We currently have one 6th form that is working very closely with our Challenge, Support, Standards and Intervention team to address shared concerns.
2. We have very recently been asked by the National Strategies to identify sixth forms that are potentially 'underperforming' – we have identified two that we believe meet this loose description.
3. We have invested time in developing agreed criteria that we can use that will help us identify school sixth forms that meet this description. Annex A shows the list of questions that we are planning to use to review every school's provision. This has been agreed with Headteacher representatives and will be shared with School Improvement Partners and each school soon.
4. The questions encourage self-evaluation and refer to: the size of provision; Average Points Scores achieved by the cohorts; contextual value added figures; failure rates and Ofsted's inspection judgements about quality compared to the rest of the school.
5. We recently undertook a major Student Voice Survey. Over 1,200 students participated from the majority of school 6th forms. This has been shared with schools. It measured student perceptions of the support provided by the school and different subject departments as well as the quality of learning.
6. Working with our School Improvement Partners through training we are increasingly using SIPS to evaluate Post 16 provision.
7. We have a dedicated Post 16 Education Adviser who holds regular discussions with Post 16 Leaders. There is also a support group that shares good practice and provides training to all Heads of 6th Form. For example individual support and guidance on systems e.g. self evaluation, monitoring and tracking performance.
8. We have provided a small amount of funding to enable schools to recognise a Post 16 Lead Teacher who will work in-house to improve Teaching and Learning.
9. Eight Post 16 Subject networks have been created and they are run by Advanced Skills Teachers and they focus on sharing good practice.
10. We are also providing support to develop other student voice activities so that schools make the most of learners' perceptions to provide levers for change.
11. There is a Post 16 Leadership Programme for aspiring leaders so that we can invest in leadership training for the future.
12. We also run data training in-service education opportunities.

John Searson
Principal Adviser (Achievement 0-19)

Annex A

Guidance on the School Performance Review Summary

Work in progress



Department for Children's Services - Post 16 School Performance Review Summary - 2009/10

School Number		Latest Ofsted Inspection (Section 5)	Date	
School Name			Overall grade	
Headteacher / Principal			Category (if app)	
School Improvement Partner		LA involvement	CSSI	Yes / No
Review finalised	<i>Date of completion</i>		Strategy	Yes (with detail, see Key) / No
Review category	<i>SIP's judgement (term 6)</i>			
Capacity to improve	<i>SIP's judgement (annual report)</i>			

	<i>Response</i>	<i>Source of data / judgement</i>	<i>HT's response</i>	Key to abbreviations
1. Has the Level 3 Target Cohort exceeded 50 in each of the last 3 years?	<i>Yes / No (If 'No' plus detail)</i>	<i>School Matrix Summary</i>	<i>Agree / disagree</i>	
2. Has the average size per L3 entry exceeded 4 in each of the last 3 years?		<i>School Matrix Summary</i>		
3. Does the 3-year trend in APS per student reflect, or show an improvement on, the national trend?		<i>School Matrix Summary</i>		
4. Relative to the intake, has the APS per student made a broadly positive contribution to the LA indicator over the last 3 years?		<i>School Matrix Summary</i>		
5. Does the 3-year trend in APS per entry reflect, or show an improvement on, the national trend?		<i>School Matrix Summary</i>		
6. Relative to the intake, has the APS per entry made a broadly positive contribution to the LA indicator over the last 3 years?		<i>School Matrix Summary</i>		
7. Are the latest CVA indicators significantly above, or not significantly different from, the national average?		<i>School Matrix Summary</i>		
8. Are the latest available failure rates significantly lower, or not significantly different from, the national averages?		<i>Data dashboard</i>		
9. Do subject indicators from the DCSF data dashboard / FFT VA analyses provide a broadly positive picture?		<i>Data dashboard / FFTlive</i>		
10. Is the latest Ofsted judgement for Post 16 in line with or better than that for the remainder of the school?		<i>Ofsted</i>		
11. Do other available indicators reflect a broadly positive picture in relation to National / Plymouth's expectations?		<i>Various</i>		
12. Is the school identified as requiring temporary additional LA support?	<i>No / Yes (If 'Yes' plus detail)</i>	<i>Ofsted / CSSI / Strategy / SIP / NCA reports</i>		



Leading learning and skills



14-19 Young People's Operational Plan 2009-2012

Detailed plan 2009-2010

Priority 6	To develop and implement city-wide strategies to improve outcomes at Level 3 by the age of 19
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Our Aspirations for Sept 2009	<ul style="list-style-type: none"> • To achieve 42% of YP achieving the Level 3 threshold, closing the gap with our highest performing statistical neighbours. • To have a better understanding of data, and as a result, better working practice with data within Level 3 providers. • To engage in a dialogue with all providers to improve outcomes using the strategies outlined in this plan. • To increase the leadership capacity of our Post 16 Providers
Our Aspirations for Sept 2010	<ul style="list-style-type: none"> • To equal the performance of our highest performing statistical neighbour.
Our Aspirations for Sept 2011	<ul style="list-style-type: none"> • To be in the top quartile for outcomes at Level 3 by age 19.

STRANDS		WHO WILL BE INVOLVED?
Strand 1	Improve the use of data within and across Level 3 provides with particular reference to whole school self evaluation ('Framework For Excellence' Pilot) and the use of data to monitor and track performance	Lead: D Bowles / K Stone (LA) Supported by: John Bale (LSC)
Strand 2	Continue to set up new and develop existing city wide projects to improve the quality of teaching and learning at Level 2 and Level 3	Lead: D Bowles (LA) Supported by: Laura Henshaw (LA) Wendy Roderick (LA) Colleagues from Stoke Damarel CC
Strand 3	Continue to improve students' independent learning and literacy skills that are a barrier to achievement at Level 3 so as to ease the transition from Level 2 to Level 3 and improve student outcomes	Lead: D Bowles (LA) Supported by: Helen Prince (LA) Colleagues from Stoke Damarel CC
Strand 4	To support, develop and build Post 16 Leadership and management as a means of building capacity for change within our schools and colleges	Lead: D Bowles (LA) Supported by: Wendy Roderick (LA) Laura Henshaw (LA)
Strand 5	To improve uptake in the physical sciences and maths at Post 16	Lead: Post 16 Network Leads (LA) Supported by: D Bowles (LA)