



STAFFORD
SIXTH FORM

**Stafford 14-19 Partnership
Business Plan 2016-2020 v3 April 2018**

Reviewed by
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Foreword

Vision

In a time of increasing change in education we look forward to meeting the challenges that will enable us to provide the very best education in Staffordshire and nationally.

The Stafford Partnership is committed to a shared vision:

'Blessed William Howard, King Edward VI, Sir Graham Balfour, Stafford Manor and The Weston Road Academy High Schools have come together to create a unique provision for young people in the Stafford area: a high quality sixth form built on firm foundations.'

The Governing bodies of all the Partnership Schools and that of the Partnership are entirely committed to the continuing development of the work of the Partnership in order to provide an outstanding education for the students of Stafford and to improve their life chances.

Blessed William Howard Catholic High School

King Edward VI High School

Sir Graham Balfour High School

Stafford Manor High School

The Weston Road Academy

Stafford 14-19 Partnership

We thank you for the continued support of the Charities and Trust Committee on behalf of the Stafford Education Centre Charity (SECC) in achieving our aims, without which the Stafford 14-19 Partnership would not be able to continue to work with the young people of Stafford to broaden their opportunities and support them on their journey to becoming enthusiastic and capable members of the work force of Stafford in the future.

Maria Woodward.

1. Stafford 14-19 Partnership: Forward Together

Working in partnership may not be unique either in the county or nationally, but we believe that the case for Stafford demonstrates that it is worth the continued support of the Stafford Education Centre Charity [SECC]:

- It allows the Stafford 14-19 Partnership [the Partnership] to benefit from operational support that has allowed schools to work successfully together for a number of years, so that students benefit from joint curriculum provision. This includes an overall Partnership Manager, bursar and data manager officer who work closely with all partners to bond together the collaborative working.
- By working in partnership we can offer a curriculum programme in the sixth form that is one of the most extensive in Staffordshire and which guarantees that minority subjects, including French, Further Mathematics and Music, are available to students.
- There is already a broadly-common timetable for post-16 studies which allows the flexibility for learners to study at any of the partner schools. Partnership Exchange (established through Capita SIMs) allows transfer of progress and attendance data between partners.
- Our success rate for academic studies has been some of the best in Staffordshire; this is something we would like to celebrate as it comes with the recognition that the partnership has a highly inclusive entry criteria than many similar groups and institutions. Our A-level pass rate in 2017 was 96%, in line with county and national levels. Significant reform of the accountability system for 16-19 providers comes into effect with the publication of results for summer 2016.

Headline figures for attainment report the average grade attained by students. The national average grade per entry was C. The Partnership had an average grade per entry of C- which was in line with the Local Authority (LA) average.

- Our working practices have been used by several other groups as a model on which to build their own version. This includes the Trinity in Newcastle and Stoke-on-Trent Schools.
- As well as positive attainment outcomes, we also enjoy extremely good progression into higher education. In 2017 100% of students who wanted a place at university gained one, with the vast majority taking a place at their first choice university. This is a **truly outstanding accolade for the Partnership providers** and will in turn contribute to the work force of the future for our town. Students went on to study a wide variety of courses from accounting and finance through to sports business and management. Partner schools have reported feedback from students that the support and encouragement they had during their time in the Sixth Form was significant in their success.
- We have also seen a big increase in the number of students applying for and gaining places within the apprenticeship scheme from a wide range of employers including national employers such as Ernest and Young. Ensuring that students go on to achieve the success that they have worked hard for and thus to empower them to become active citizens within Stafford with skills needed to contribute to employment and the growth of Stafford and the County of Staffordshire.

2. Contextual Summary

The partners are committed to working collaboratively to improve and develop their delivery of 14-19 education in Stafford and to broaden their partnership to work with other educational providers to ensure the best outcomes for their students.

This plan is to show how the schools, academies and other educational providers can work in partnership, with the continued support of the SECC, to develop and deliver 14-19 education in Stafford.

The Partnership's ambition is expressed in terms of both quality and breadth: to progress from its position in Staffordshire performance tables (despite very low course entry requirements to promote inclusion) to a position of regional leader, but also to extend the benefits of expertise-sharing and collaborative delivery to the 14-16 phase.

Whilst Staffordshire County Council has a statutory responsibility to ensure that every child in the county has an offer of suitable post-16 education or training when they need one, post-16 education is funded centrally. Clearly there are advantages to working collaboratively, and this builds on over 20 years' experience with a proven track record of continued improvement and success in the 16-19 sector. History shows us that this is something that works well and with sufficient funding could grow and blossom again and continue to allow each partner to maintain its own ethos.

The plan for Stafford Borough Council 2011-2031 states that, "By 2031 the County Town of Stafford will have...increased educational attainment at all levels and retained high quality graduate skills delivered by further education facilities and bolstered by significant inward investment." The partners in this plan wish to be allowed to play a significant part in achieving this, which is a key reason for requesting that they continue to receive the advantage of the additional funding provided by the SECC for delivery of high quality education and to enable long term development planning.

HM Government's Review of post-16 Education and Training Institutions wishes to see 'clear, high quality professional and technical routes...alongside robust academic routes.' We believe that we have a well-established track record on providing the latter.

The Partnership model will initially work to the benefit of the students and staff based in the five partner schools and academies, but develops opportunities for further establishments to join the Partnership to help ensure that the 14-19 curriculum offers all students the best and most suitable pathways open to them. Close working relations with Stafford College existed for many years and it is hoped that with a new direction to the College that these can be developed again. It should also encourage engagement with Walton High School, despite them having currently left the 16-19 Partnership. The landscape in education is constantly changing and there may be new possibilities in the future with providers of 14-19 education in Stafford such as E-Quality, NOVA Training and APM to develop new course opportunities that meet the needs of the students and employers of the future. It is highlighted in Staffordshire *Strategic and Economic Plan [March 2014]* that 'the future prosperity of the...Staffordshire economy depends on growth and competitiveness, and for this the education of young people in the town is paramount.

It has been recognised both by Stafford Borough Council [SBC] and Staffordshire County Council [SCC] that, “Stafford has also experienced a rapid contraction of its manufacturing base in recent years leading to large scale job losses, many of which have not been replaced due to limited private sector job growth.” This makes the work of the providers of 14-19 education crucial in helping support young people and the contribution they can play in helping the local economy to grow. In its plans, Stafford Borough Council recognises that, “the local economy will be sustained by supporting the location, diversity and intensity of new economic development through...Increasing the levels of skills and educational attainment of the Borough's workforce, to promote the area as a place to invest through delivery of enhanced higher and further education facilities.”

The track record of the providers in the Partnership and formally in the Stafford Collegiate has shown the strength of collaborative working, and its success post-16 is evidence of the advantages gained through working together. In SCC *Achieving Excellence in Learning Skills* it states that ‘a good education is one of the best investments we can ever make in life.’ This is one of the key reasons why we are requesting that we are allowed to continue to receive the support of the SECC to develop our Partnership work model.

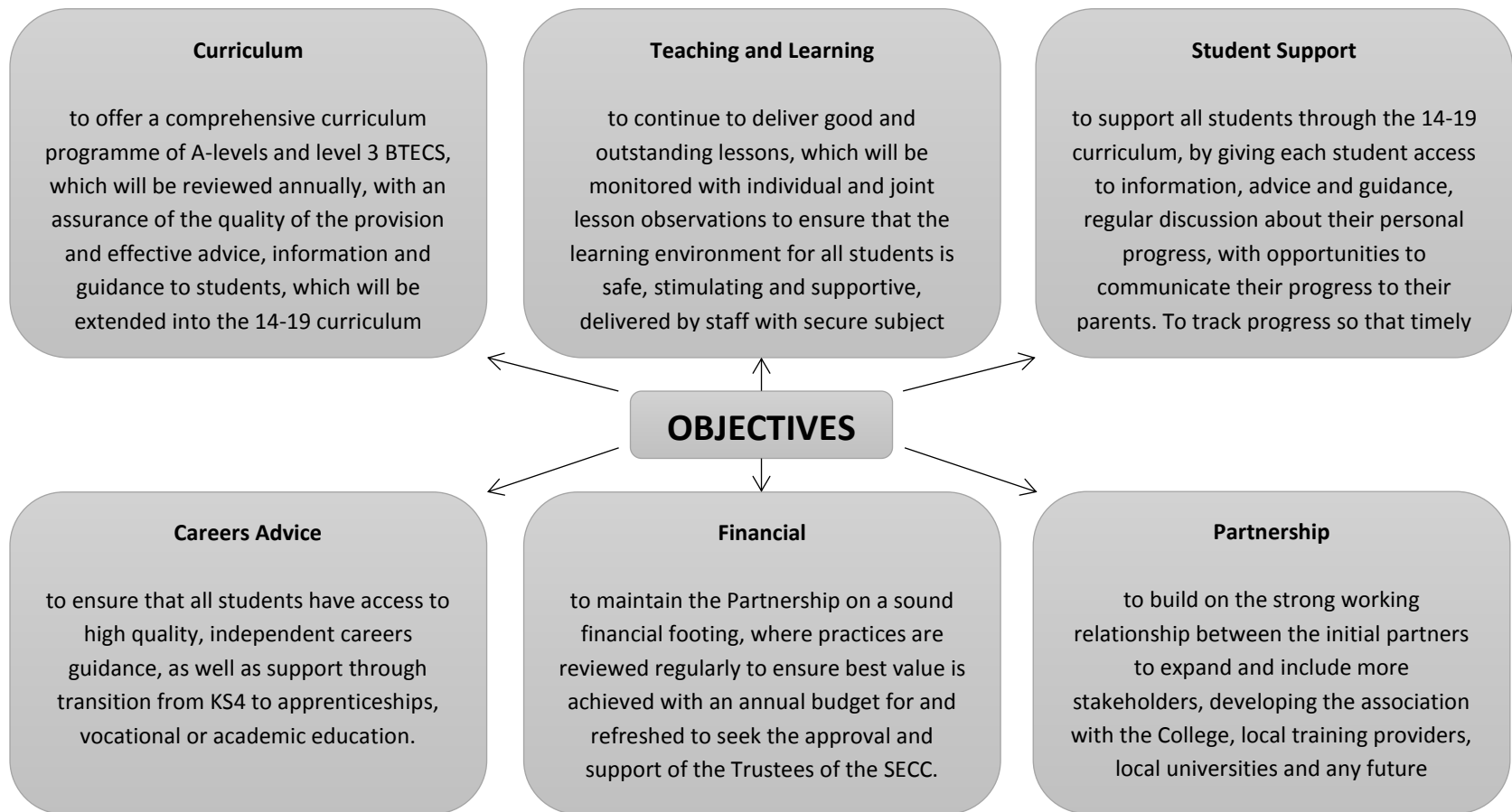
In terms of students who will benefit from the Partnership, the unknown quantity will always be in the sixth form. We know the size of the year groups working through the partner schools and our aim is to continue to place students in the most appropriate post-16 option for them, be it apprenticeships, on vocational qualifications or following academic qualifications.

3. Stafford 14-19 Partnership

Aim

To develop continuity of well-established strong collaborative delivery of 14-19 education in Stafford, thus helping to fulfil the objects of the SECC for the promotion of education of persons between the ages of 14 and 19 years who are resident in [or being educated in] Stafford

Objectives



The Stafford 14-19 Partnership members are:



**Blessed William
Howard Catholic High
School**



**King Edward VI High
School**



**Sir Graham Balfour
School**



**Stafford Manor High
School**



**The Weston Road
Academy**

These schools and academies wish to work in partnership and continue to offer an outstanding curriculum programme to their sixth form students. The future of sixth forms has been under discussion in recent years, particularly in light of the changes in funding for 16-19 students. Central funding has continued to decline significantly in recent years and this has had a significant impact on school sixth forms. Smaller classes are no longer viable and this jeopardises minority subjects. The DfE recognises that individual sixth forms with less than 200 students are at risk of not being financially viable. No individual partner could operate an independent sixth form where students could access the breadth of curriculum possible when resources are pooled. By working in partnership we can guarantee the availability of subjects such as French, Further Maths and Music. As each student has unique needs we understand that the best way to meet the requirements of 16-19 students in our schools is to work collaboratively. We believe that **only** with the support of the SECC we can continue to offer an outstanding post-16 A-level and BTEC programme, which is the first step in fulfilling the charity's objectives.

The status of local schools is changing. Blessed William Howard Catholic High School, Sir Graham Balfour School and Weston Road Academy have already converted to academy status, and orders are in place for King Edward VI to follow. The schools are committed to collaborative working at 14-19 and any future academy conversion should not affect their future 14-19 working arrangements. None of them has a sixth form large enough to work viably on its own and in recent Governance and executive group meetings have made a commitment to continue to work together.

Governance

Governance of the Partnership is through the Partnership Governance Forum [PGF], a body comprising one representative from the governing bodies of each school, two heads or principals, a nominated representative from the trustees of the SECC and an officer of the local authority.

Their role is to monitor, scrutinise and challenge the work of the partnership, looking closely at its budget, educational provision and results. It monitors the quality control measures in place, looking at:

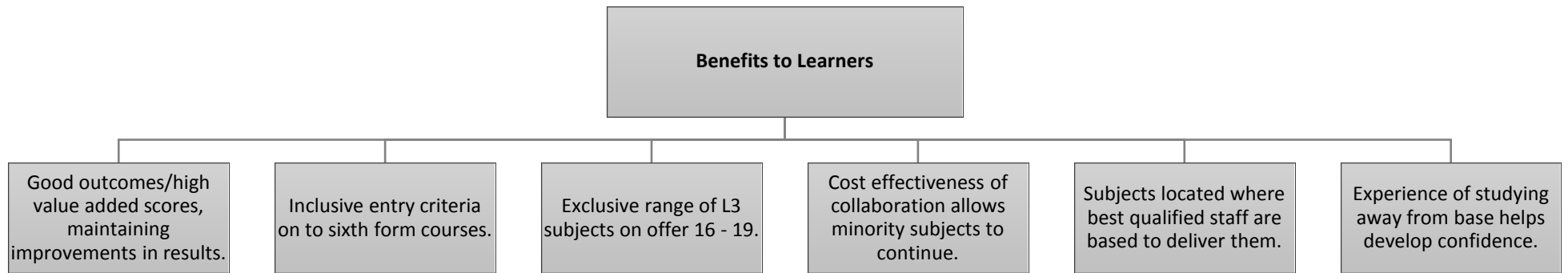
- Appropriate curriculum programme in place for sixth form students
- Numbers of students progressing from Y11 to Y12
- Numbers of students on each course
- Quality of teaching
- Retention on courses

- Outcomes in terms of results (pass rates/APS/Student destinations)

The PGF’s role would be to ensure that regular reports are submitted to the Trustees for scrutiny to show the SECC contribution is being used effectively to fulfil the objects of the charity. Thus ensuring complete transparency and providing evidence that the investment being made fulfils the SECC objectives.

Educational Partnership

We continue the strong 16-19 curriculum model that has proved successful in the town for many years through the Collegiate. This has allowed students from any of the partners to follow level-3 courses in any school within the Partnership curriculum offer. This has provided an outstanding common curriculum offer, allowing students greater choice and more opportunity to choose their strongest subjects for continuing study, outstanding and good teaching supported by rigorous ongoing assessment and progress tracking and excellent advice, guidance and pastoral support, all of which have been recognised by Ofsted in inspection reports of partner schools.



These strengths will continue to be facilitated by a management structure that fosters openness and trust, and which is based on joint decision-making. The management framework comprises the headteachers’ group (executive leadership, policy, quality assurance), the curriculum leaders’ group (curriculum policy development), the Heads of Sixth group (operational leadership, policy recommendations), student forum (learner experience inputs to QA and policy development), and the finance officer group (financial policy). These management groups are made up of staff in the partner schools. They are served by a part-time Stafford 14-19 Partnership Manager (currently on secondment from King Edward VI School), a part-time administrator, and a part-time bursar.

4. Analysis of Current 16-19 Provision

Analysis

Broader political, economic, social and technological:

- Education funding is frozen, but with increases in staff on costs there is a pressure maintaining transport which underpins access to courses of choice (i.e. students moving to partner schools in order to be able to take their strongest subjects)
- Performance table emphasis on academic subjects could depress attainment at age 16 and reduce enthusiasm for further academic study (increasing need for schools to collaborate)
- Low aspiration due to restricted local employment opportunities
- Trend to more cross-sector collaboration (e.g. schools and local universities).

Strengths, weaknesses, opportunities and threats

Strengths

- Supportive and developmental approach to sharing skills and resources
- An exceptional offer for post 16 students in Stafford
- Vast experience gained in working collaboratively for over 20 years
- Schools where Ofsted has already identified that aspirations are high
- Common approach to Quality Assurance procedures

Weaknesses

- Travel is time consuming (offset to a degree by the way we timetable lessons)
- Students may not be able to study all chosen subjects on one site
- Funding at Sixth Form has been reduced over recent years and remains frozen
- Transport infrastructure developments in the local area will create short term transportation concerns for students and staff

Opportunities

- Develop collaboration to the full 14-19 age group
- Involve more institutions in the Partnership for delivery including training providers and local universities
- To involve new education providers in Stafford in the work of the Partnership
- To work more with local businesses and LEP to address the employment and skills needs

- Local house building programmes and service personnel relocating to MOD Stafford could increase the number of 14-19 students
- Avoid further fragmentation following the decision by Walton High School over post-16 provision

Threats

- Several years before numbers 16-19 students increase again
- Plans for additional school places in Stafford outside of the partner schools
- Perceived lack of economic growth resulting in fewer opportunities for school leavers
- Frozen funding for 16-19 education sector, which could realistically result in staff reductions in schools

We know that potentially numbers in the sixth form could fall for a further. It is not until 2019 that the numbers coming through secondary school will give a larger cohort from which to draw in to the sixth form which is a good reason why the Partnership must encompass the 14-19 age groups in all partner institutions.

Projected Numbers

Looking ahead over five years it is possible to observe that:

- up to 2018 numbers potentially coming through to Y12 have been fairly constant
- after 2019 numbers potentially moving into sixth form increase
- to increase numbers in 2020 – 21 more students need to stay on into sixth form

Curriculum Programme over Five Years

Overall it should be possible to maintain and enhance the current curriculum programme for three years. There will be a few courses which, because of demand, fail to be viable, but subjects such as Modern Foreign Languages and Music would be protected against this despite probably attracting only small numbers.

One of the issues facing sixth form is the implementation of reformed A-levels. One of the consequences of this will be that a majority of students will follow only three A-levels or equivalents, thus reducing the demand for courses experienced in previous years.

Funding

There is always uncertainty in planning the financial plan for sixth form for a number of reasons:

- Funding under the Coalition Government was cut to circa £4,000 per student and the only assurance given is to freeze funding for post-16; however, costs continue to increase: staffing costs with incremental drift, higher NI payments and pension contributions etc., are only part of the picture which includes rising costs in terms of utility bills and resources.
- Whilst there is every opportunity to consolidate the Sixth Form offer in Stafford, the opportunities for expanding this and moving the model further to cover the full 14-19 curriculum will depend on the proactive promotion to attract and engage with new partners, which may include any new education providers in Stafford.
- In addition to any funding received from the Stafford Education Centre Charity, it would be incumbent on the bursar to source additional forms of funding to support the curriculum programme and associated provision.

Profile of Other Providers

How attractive is the collaborative offer for students in the Stafford Schools?

- In Stafford students can opt to go to Stafford College who offer level 3 vocational courses and a range of A Level courses,
- In the private and selective sector parents can opt to send their children to Stafford Grammar, Adams Grammar and Newport Girls School, but none of these offer as wide a curriculum as the Stafford Schools.
- There are some local schools (Walton, Alleynes and Burton Borough) who also offer A-levels but again not as extensive a range of subjects as the Stafford Schools can working in collaboration.
- In the wider area there is a Sixth Form College in Stoke on Trent and South Staffordshire College also offers vocational courses post-16.

Advantages of a wider 14-19 Partnership

SCC has identified that there are 'advantages and opportunities inherent in being part of a strong network of provision,' and that this will change 'the way that schools work together.' [*Achieving Excellence in Learning and Skills, 2014*] The experience that the partners already have in succeeding in strong collaborative working will prove useful in developing the model in the next five years; this is another reason for us wishing to request a commitment to support from the SECC for the next five years.

What the Partnership can offer above other sixth forms is the over-arching operational team of a management committee, administrative support and bursar, which allows for the successful collaborative working relations, giving the additional value of the organisation. This brings several advantages:

- It offers an outstanding choice for post-16 learners which are delivered by experienced teaching staff with excellent subject knowledge, which enables minority subjects to run.
- Students have the opportunity to experience learning in other centres beyond their own, and access subject specialisms located at the school which has the best resources to deliver that subject. Each student receives individual tutorial support, including independent information, advice and guidance (I.A.G.), support through UCAS and careers guidance and an extensive Enrichment programme.
- There is an IT infrastructure in place to monitor attendance and progress, which offers data for an established quality assurance programme. This has led to a track record of good results through timely intervention when underachievement is identified and regular dialogue and monitoring of progress and attendance between partners at several levels and at regular intervals.
- Through the existing groups who work collaboratively there are extensive opportunities to share good practice, develop robust quality assurance systems and enjoy collaborative curriculum delivery. The Curriculum Manager's Group [CMG] already uses meeting time to consider curriculum issues from across the secondary range including opportunities for gifted and talented provision and for the development of opportunities to reduce the numbers of students in danger of becoming NEET in Stafford.

5. Marketing

Protocol

There are advantages to marketing the offer that Stafford Schools can make for Post-16 students: in attracting more students it makes courses more viable and allows them to access better resources. We have a unique selling point in that we can offer students both the opportunity to remain within their own school, or expand their horizons and study in other centres, giving them a taste of working with new teaching staff and other students, which is good preparation for those who may progress into higher education. Partners are currently developing strategies to ensure that all students and parents understand the unique and wide ranging offer.

The major disadvantage is that in the present climate marketing can be extremely expensive and not seen as a good use of limited funding. However, through a common prospectus, flyers, the internet and the press the offer which can be made should be publicised as widely as possible.

Strategy

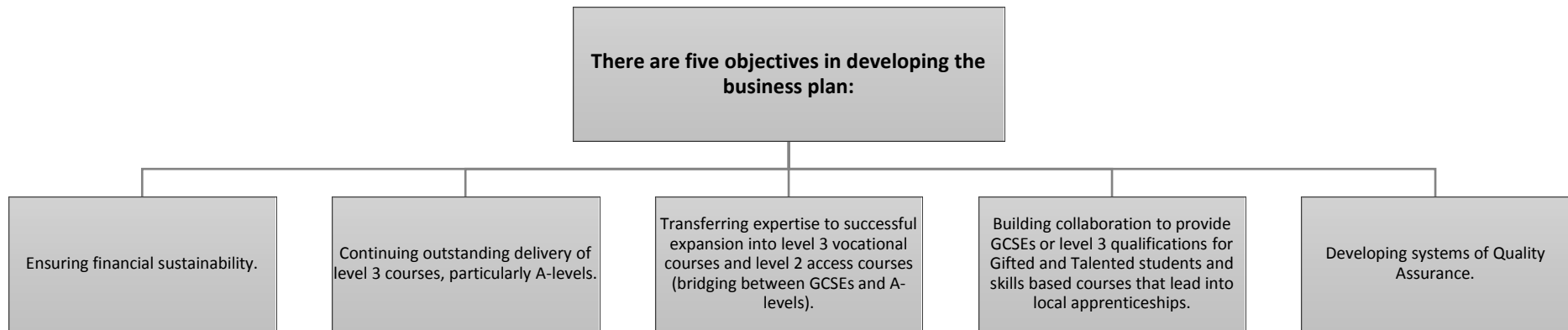
We should be aware that:

- We can offer a curriculum programme that is unique in the county with at least five 11-18 providers working in such close collaboration
- Attracting students into partner schools will ensure viability of the curriculum programme
- What we offer has a proven track record for success, especially in the support strategies for students as well as academic success
- We already know that there will be growth in the market from new housing
- We should develop appropriate relationships with local press, business and developers
- There are marketing representatives within the schools who focus on methods and developing a strategy to reach parents and students so they understand fully the context to the decision being made for post-16 education.
- Opportunities for communicating directly with people, such as open evenings, need to be well advertised and timely so that they influence the right people at the appropriate time. All points of access will comply with GDPR

6. Future Development: The Timeline

The five operational objectives, which are derived from the six partnership objectives identified on page 7 in the business plan are the focus of our work:

1. ensuring financial sustainability
2. continuing outstanding delivery of level 3 courses, particularly A levels
3. transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)
4. building collaboration into 14-16 to provide cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships
5. Becoming a centre of excellence for curriculum extension through e-learning could become a focus for gifted and talented provision and other enrichment opportunities, alongside providing a more comprehensive approach to help and support for the young people



Year 1 (2015-16): Planning

During the first year of the plan the Chetwynd Centre would remain open so that Y13 students can complete their courses, but this will put a strain on finances for our final year in the Centre as there will only be Y13 students based there. This will be seven A Level groups and three BTEC National Diploma courses to continue to their conclusion. The operational management team remains in situ and plans the exit from the Chetwynd Centre and appropriate siting of courses in the schools.

In addition to the partnership fees following the students and lettings (car park) the cost of remaining in the Chetwynd Centre would rely on the availability of the SECC funding for the academic year. (See appendices)

The year gives the partnership time to put this business plan onto a practical footing and allocate tasks to key personnel so that it can be developed and implemented as appropriate.

It should be noted that partners have considered the cost implications of remaining in the Chetwynd Centre in 2016-17 with only Y13 students and the core team based there. While potentially financially advantageous, as siting Y13 courses in partner schools would be a cheaper option than maintaining their use of the building, this creates potential planning difficulties for the local authority if Flash Ley needs access in 2016-17 and creates the difficulty for trustees in maintaining an empty Grade II listed building in a central and vulnerable position.

Year 2: (2016-17) Consolidate, Streamline and Plan

The key to the second year of the cycle is to use the skills and expertise that exists within the established partnership model to plan for the future delivery of 14-19 education within the Stafford schools and to develop relations with other providers and stakeholders. In particular, the education- business link is key to ensuring that students are offered opportunities to train in key skills areas. As Stafford has a long association with engineering the importance of S.T.E.M. subjects has to be taken into consideration. The successful collaboration with 16-19 students can equally be focused on the full 14-19 cohort. On the basis of more efficient use of financial resources, curriculum leaders will begin planning courses that will engage more post-16 learners.

Objective 1: ensuring financial sustainability

- Staffing review to ensure efficient operating costs
- Review Chetwynd Centre costs on energy
- Modelling new financial arrangements for future partnership working, including transport costs
- Explore further potential funding streams to develop the use of integrated transport, and access to alternative providers.

Objective 2: continuing outstanding delivery of level 3 courses, particularly A-levels

- Increase the range and availability of learning opportunities and pathways 14-19 to improve levels of participation of 16-19 in further education
- Continue to protect minority subjects at A level (MFL, Music)
- Re-establish subject hubs for sharing of good practice, develop opportunities for professional development
- Develop sufficient L2 and L3 provision across the partner schools which address the skills requirement of local and national business, including engineering and STEM subjects.
- Raise awareness of Apprenticeships and work-based learning available locally
- Provide and monitor additional targeted support for students at risk of becoming disengaged and those in vulnerable groups
- Develop systems to capture learner voice to support responsiveness and range of provision
- Develop and implement strategies to improve participation and retention of young people from vulnerable groups including Children in Care and those with specific needs
- Develop a transport plan to ensure accessibility to learning opportunities for young people
- Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies; plan trial so the Partnership can become a centre of excellence for curriculum extension through e-learning.

Objective 3: transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)

- Identify expertise within partners to deliver level 3 vocational courses to widen participation
- Plan for level 2 bridging course to be delivered for Year 12, with the view to further expanding the inclusive nature of the Partnership and enabling us to support students to achieve the very best that they can

Objective 4: building collaboration into 14-16 Provision to deliver cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships

- Create working party to survey KS4 pupils and build partnerships with local universities to plan extension GCSEs or level 3 courses for the most-able pupils in KS4, (e.g. delivered in twilight lessons or holidays)
- Other working party to engage with local employers to improve KS4 vocational learning that addresses local employer needs.
- Systematically track and analyse learner destinations at the end of KS4 and KS5
- Develop information, advice and guidance on post-16 options, including academic, vocational and Advanced and Higher Level Apprenticeships
- Develop suitable programmes to increase the percentage of learners progressing to higher education particularly from vulnerable groups, working with Careers and Participation Service (Entrust)
- Review and develop transition planning and processes the end of KS4 and KS5

Objective 5: develop further systems for Quality Assurance

- Monitor and review the quality of provision of learning in schools, and where appropriate for students on college courses, work-based learning providers and in other settings and provide support and ensure that there is challenge where there is cause for concern
- Monitor and review the quality of impartial IAG available to 14-19 year-old students
- Monitor and review the quality of provision of learning in schools to ensure there is challenge where there is cause for concern
- Develop systems to capture learner voice on satisfaction with provision, support and IAG

The development of the Partnership to support the full 14-19 curriculum would ensure that students in Stafford were supported in achieving their entitlement through:

- Excellent IAG and support to make the right choices at 14 and 16
- A 14–19 Prospectus setting out the courses and support available
- A Common Application Process linked to the Prospectus that makes it easier to apply for education and training
- A guarantee that all students have an offer of a suitable place in learning

- Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies and lead to the Partnership becoming a centre of excellence for curriculum extension through e-learning

Year 3: (2017-18) Implementation and Development

The exciting ideas that have been planned in Year 2 to enrich the 14-16 and 16-19 curriculum and to disseminate cutting edge classroom practice will be put in place or trialled. It is a year for further development of relationships with other providers and stakeholders. The education-business link is pivotal to ensuring that students are offered opportunities to train in key skills areas.

Objective 1: ensuring financial sustainability

- Review staffing structure
- Model alternative transport arrangements and financial impact of curriculum changes that might reduce transport needs
- Report to SECC trustees on budget and value for money

Objective 2: continuing outstanding delivery of level 3 courses, particularly A-levels

- Maintain subject hubs for sharing good practice, extending this to inter-school lesson observation of outstanding practitioners
- Continue professional development events for the whole Partnership, extending it to subject leader collaboration on quality assurance systems

Objective 3: transferring expertise to successful expansion into level 3 vocational courses and level 2 access courses (bridging between GCSEs and A levels)

- Begin delivery of level 3 vocational courses to widen participation
- Launch level 2 bridging course to be delivered in Y12

Objective 4: building collaboration into 14-16 Provision to deliver cross-town GCSEs or level 3 qualifications for Gifted and Talented students and skills-based courses that lead into local apprenticeships

- Trial extension GCSEs or level 3 courses for the most-able pupils in KS4
- Start cross-partnership KS4 work skills or vocational courses that meet needs to local employers, where possible building work experience opportunities through employer input

Objective 5: develop further systems for Quality Assurance

- Trial accredited online courses that can complement A level studies

Year 4: (2018-19) Embedding and Review

During the year there is an opportunity to embed the developments and ensure that targets are being met so that there are fewer disengaged students in 14-16 education and an increase in percentage of 16-19 in continuing education. Performance indicators will include national level 3 measures and level 3 value added, Progress 8 and NEET measures. 'GCSEs in England have been reformed to keep pace with universities' and employers' demands. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The new grade scale makes it clear to everyone that students have studied the new GCSEs. It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.'

[OFQUAL]'have designed the grading so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. We have been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades.

Reference: <https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

Relationships with stakeholders are developed to ensure that 14-19 students benefit from the most appropriate education and training. Quality assurance will ensure that there is sufficient high quality provision at all levels.

Embed processes of evaluation and reviewing, with regular reports to Governance Forum and Trustees.

Develop links with other local providers to establish programmes of Technical Qualifications that will focus on practical skills; reduce summative assessment, focus on sector specific knowledge; and local employer needs.

Continue to focus on the operational actions laid out in the plan on page 22.

Year 5: (2019-20) Future Development and Planning

As the five-year cycle comes to the end of its period it is time to reflect and review what has been achieved and begin to plan for the next five years. As the educational landscape has moved on and new initiatives will move to the forefront of planning and priorities will have progressed. Therefore there will be the production of a new business plan seeking a five year commitment to support from the SECC for its delivery. Consider the local and national needs that will be highlighted through the Industrial Strategy 2017 that states 'It will help young people develop the skills they need to do the high-paid, high-skilled jobs of the future. It backs our country for the long term: creating the conditions where successful businesses can emerge and grow, and helping them to invest in the future of our nation'. At the heart of the new business plan will be educational policies such as Keeping Children Safe in Education; CEIAG Policy; Alternative Provision requirements; SEND Code of Practice; and Participation of Young People in Education, Employment or Training Statutory Guidance and providing young people of Stafford with the provide the very best education in Staffordshire and nationally.

To support this we will further endeavour to build links with the LEP, other local employers, training providers and educational establishments that would enhance the opportunities for the young people of Stafford.

Review of Year 3: (2017-18) Implementation and Development

In September 2017 we moved the final classes from the Chetwynd Centre to be fully immersed in the Partnership schools. Where our teaching staff delivering Y12 and Y13 qualifications including Criminology, Health and Social Care, Law, Psychology and Sociology as elements of the Partnership offer. The operational management team is now fully embedded in our new office based at Stafford Manor High School.

In addition to the partnership fees following the students and remaining lettings (car park) the cost of maintaining the Partnership continued to rely significantly on the availability of the SECC funding for the academic year.

The year has continued us to enable the Partnership to embed this business plan and allocate tasks to key personnel as appropriate.

During the course of the year we have successfully addressed a number of headline points on our operational business plan including:

- Relocated all teaching and administrative teams from the Chetwynd Centre to Partnership schools
- Reviewing the funding formula for the Partnership
- Staffing review to ensure efficient operating costs
- Operational costs review, including energy efficiency
- Developed the curriculum plan
- Re- established hubs for sharing of good practice and opportunities for professional development
- Raised awareness of apprenticeship and work based training providers locally for young people

- Reviewed transition planning
- Developed further systems for Quality Assurance across all levels of the Partnership

The key to the third year of the cycle is to use the skills and expertise that exists within the established partnership model to plan for the future delivery of 14-19 education within the Stafford schools and to develop relations with other providers and stakeholders. The objectives below have been the focus for the Partnership.

The following are aspects of the operational action plan described in the previous plan that we will be continuing to work on with the financial support requested from the SECC.

Operational Action Plan

Objective 1	Tasks	Success Criteria	Time Frame	Resources	Costs ¹
Ensuring financial sustainability	Continue to review financial arrangements for future partnership working, including transport costs to ensure value for money. CEG & Business Managers.	Review funding formula in place for September 2018.	September 2018	Partnership Executive Group (PEG)/Partnership Finance Group (PGF) meeting time	£500
	Explore further potential funding streams to develop the use of integrated transport, and access to alternative providers. Bursar, 14-19 Manager & Curriculum Managers Group (CMG).	Develop relationships and programmes for apprenticeships and or traineeships with training providers and the Partnership. Establish links with the Stoke-on-Trent & Staffordshire Local Enterprise Partnership (LEP) and local employers.	November 2018 Summer term 2018		Costs outlined below.

¹ All costs are subject to change/update.

Objective 2	Task	Success Criteria	Time Frame	Resources	Costs
Continuing outstanding delivery of level 3 courses, particularly A-Levels	Increase the range and availability of learning opportunities and pathways 14-19 to improve levels of participation of 16-19 in further education.	Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision. Develop the role of University mentors for students across a range of subjects delivered within the Partnership. Begin an inter partnership enrichment programme to develop 14-16 year olds confidence and employability skills.	Sept 18 November 18 Autumn 18	CMG meeting time CMG meeting time	Approximate cost £2000
	Continue to protect minority subjects at A level (MFL, Music).	All Y12 & Y13 classes taught in the schools within a sustainable funding methodology and to enable the principle of minority subject availability for all KS5 students within Stafford. Develop the role of University mentors for students across a range of subjects delivered within the Partnership.	September 18 November 18		Approximate cost £159,000
	Develop subject hubs for sharing of good practice, develop opportunities for professional development.	Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision.	September 2018	Meeting time allocated on all school calendars	£150
	Develop sufficient L2 and L3 provision across the partner schools which address the skills requirement of local and national business, including engineering and STEM subjects.	Establish links with the LEP and local employers. Work experience provided for 14-19 students that is career related, to provide a realistic experience of the world of work. Develop level 2 qualifications within schools that have a direct route to A Level provision and L3 vocational provision in line with local labour market needs.	September 2018 September 18 September 18	Work experience coordination within each of the schools	£7500 (approx. per school)

Objective 2	Task	Success Criteria	Time Frame	Resources	Costs
	Continue to raise awareness of Apprenticeships and work-based learning available locally.	All students to take part in an impartial careers related experience. Sector specific apprenticeship IAG presentations.	On going	Transport	Approx. £750 per school
	Provide and monitor additional targeted support for students at risk of becoming disengaged and those in vulnerable groups.	Development of collaborative provision to support vulnerable students across the Partnership to reduce the risk of NEETs.	September 2018	Outsource Provision	Approx. cost £50,000
	Develop systems to capture learner voice to support responsiveness and range of provision.	Partnership wide student voice questionnaire using online questionnaire software. Review of feedback from the student questionnaire. Focus student groups to discuss aspects of student voice.	October 2018 May 2019 June 2019	Transport	Approx. cost £50 per school
	Develop and implement strategies to improve participation and retention of young people from vulnerable groups including Children in Care and those with specific needs.	Begin an inter partnership enrichment programme to develop 14-16 year olds confidence and employability skills. Identify vulnerable groups, focus IAG and provide targeted subject support materials and intervention as required.	On going		Costs outlined below.
	Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies; plan trial so the Partnership can become a centre of excellence for curriculum extension through e-learning.	Research technical requirements and staff requirements for delivery of accredited online courses that can complement A level studies.	July 2018		Costs approx. £50 per qualification.

Objective 3	Task	Success Criteria	Time Frame	Resources	Costs
Transferring expertise to successful expansion into level 3 courses and level 2 access courses (bridging between GCSE & A 'Level)	Identify expertise within partners to deliver level 3 vocational courses to widen participation.	Shared audit of staff within Partnership schools that could deliver level 3 vocational courses.	July 2018	Questionnaire.	Approx. cost £750 per school

Objective 4	Task	Success Criteria	Time Frame	Resources	Cost
Building collaboration into 14-16 provision to deliver cross town GCSEs or L3 courses for G&T students and skills based courses that	Create working party to survey KS4 pupils and build partnerships with local universities to plan extension GCSEs or level 3 courses for the most-able pupils in KS4, (e.g. delivered in twilight lessons or holidays)	KS4 student survey of gifted and talented (G&T) Y11 students. Students to sign up for summer schools held at and hosted by universities.	September 2018 Summer 2019	CMG plan and set up links. Transport between sites	£2500 approx. Approx. cost £200 per student
	Additional working party to engage with local employers to improve KS4 vocational learning that addresses local employer needs.	Develop links with Stoke & Staffordshire NHS trust. Develop links with the LEP via initial breakfast meeting.	Ongoing Autumn 2019	Meeting time Refreshments Location & parking	Approx. £1000

can lead to apprenticeships.	Develop suitable programmes to increase the percentage of learners progressing to higher education particularly from vulnerable groups, working with Entrust Skill & Employability Team (Careers).	<p>Provide representation at all Post 16 events in Partnership schools with corporate branding of all materials.</p> <p>Review curriculum offer to include a variety of L3 qualifications that meet the needs of learners and the local labour market.</p> <p>All schools to identify their most vulnerable students and provide access to impartial IAG for these students.</p> <p>Provide printed copies of the Partnership Prospectus for students.</p> <p>Identify in advance of courses starting any additional materials required for the courses.</p>	<p>Dec 18</p> <p>Summer 2018</p> <p>Annual</p> <p>November 2018</p> <p>January 2018</p>	Regular interviews.	<p>£500</p> <p>Approx. £1 per student.</p>
	Review and develop transition planning and processes the end of KS4 and KS5.	<p>Review of transition arrangements through the PSG group.</p> <p>Review of online bridging materials.</p> <p>All transition resources available on schools and Partnership websites.</p>	<p>January 2019</p> <p>June 2018</p> <p>July 2018</p>	Use of schools and Partnership websites to host materials	

Objective 5	Task	Success Criteria	Time Frame	Resources	Costs
Develop further systems for Quality Assurance.	Monitor and review the quality of provision of learning in schools, and where appropriate for students on college courses, work-based learning providers and in other settings and provide support and ensure that there is challenge where there is cause for	<p>Working party set up to develop QA systems within all Partnership schools for delivery of sixth form courses.</p> <p>Lesson observations and learning walks as elements of monitoring provision.</p>	Ongoing	Joint lessons observation opportunities for subjects delivered by 'Chetwynd teachers' within Partnership	Costs included in the manager's role.

	concern.			schools.	
	Monitor and review the quality of impartial IAG available to 14-19 year-old students.	Introduction of Unifrog Careers Platform.	May 2018	ICT facilities in school	£1750 per school (approx.)
	Monitor and review the quality of provision of learning in schools to ensure there is challenge where there is cause for concern.	Working party set up to develop QA systems within all Partnership schools for delivery of sixth form courses. Lesson observations and learning walks as elements of monitoring provision. Use of targeted CPD to support and develop staff that have been identified as causing concern. Development of T&L policies to include Teacher Improvement Plans.	Ongoing	Joint lessons observation opportunities for subjects delivered by 'Chetwynd teachers' within Partnership schools.	Between £600 and £1000 per day for external support as required.

Year 4: 2018-19 Embed and Review

During the year there is an opportunity to embed the developments highlighted in the operational action plan above and ensure that targets are being met so that there are fewer disengaged students in 14-16 education and an increase in percentage of 16-19 in continuing education. Performance indicators will include national level 3 measures and level 3 value added, but also GCSE, Progress 8 and NEET measures.

Relationships with stakeholders are developed to ensure that 14-19 students benefit from the most appropriate education and training. Quality assurance will ensure that there is sufficient high quality provision at all levels.

Embed processes of evaluation and reviewing, with regular reports to Governance Forum and Trustees.

The key teams within the partnership will be ready to put into place the issues outlined above, having brought key stakeholders and providers on board. These may include further 14-19 providers, colleges, Entrust Skills & Employability team and local training providers.

Curriculum developments will reflect government reforms and also the aims to develop opportunities for 14-19 year olds.

Year 5: 2019-20 Future Development and Planning

As the five-year cycle comes to the end of its period it is time to reflect and review what has been achieved and begin to plan for the next five years. As the educational landscape has moved on and new initiatives will move to the forefront of planning and priorities will have progressed. Therefore there will be the production of a new business plan seeking a five year commitment to support from the SECC for its delivery. Consider the local and national needs that will be highlighted through the Industrial Strategy 2017 that states 'It will help young people develop the skills they need to do the high-paid, high-skilled jobs of the future. It backs our country for the long term: creating the conditions where successful businesses can emerge and grow, and helping them to invest in the future of our nation'. At the heart of the new business plan will be educational policies such as Keeping Children Safe in Education; CEIAG Policy; Alternative Provision requirements; SEND Code of Practice; and Participation of Young People in Education, Employment or Training Statutory Guidance and providing young people of Stafford with the provide the very best education in Staffordshire and nationally.

To support this we will further endeavour to build links with the LEP, other local employers, training providers and educational establishments that would enhance the opportunities for the young people of Stafford.

7. Funding

Sixth form students are funded directly by EFA, and each student receives a flat rate of £4,000, irrespective of how many qualifications they follow, whether any of these are costlier to deliver (such as science, technology and practical subjects) and this payment has to include all additional support that a student would expect, such as enrichment, tutorial, careers advice and other IAG. Schools find it impossible to subsidise sixth forms from their budgets.

In the medium term we would look for additional funding which may be available from grants or local agencies, but to support the work of the partners we request that we continue to receive the funding from the Stafford Education Centre Charity, which has supported the work of 16-19 education through the Collegiate for a number of years.

The request being made for 2018-19 is £92,516 from the SECC to support the next year of the five year plan as we continue to deliver the curriculum and pastoral offer that students' of the Partnership are able to access and develop further opportunities for collaborative working at specifically for the 14-16 age group. Alongside this we request the assurance of funding from the SECC for a further five years in order to allow for the continued development of the work of the Partnership, whilst welcoming the addition of any new organisations that will enhance the curriculum provision for the young people of Stafford.

This funding would be used for:

- Staffing (Management Administrator, Bursar)
- Marketing, Equipment and Premises
- Support for delivery of minority subjects
- Development of collaborative extra-curricular and curriculum opportunities 14-19 students including the development of technical courses for 14-16 year olds that will encourage them to continue to engage in education beyond their statutory school time in to Post 16 provision with the most appropriate provider for them.
- Delivery of the operational action plan

There are a number of areas where support from SECC funding could be used however one of the main areas, which are accepted as one of the key reasons why collaboration in Stafford has proved to be successful and effective, is the core staff.

Management Committee

Is pivotal in the running of the Partnership. The role is to work with partner leaders and governors to provide strategic leadership for the Partnership by calling and chairing meetings, ensuring robust data is available to partners, ensuring the vision is shared, understood and acted upon effectively by all partners, to translate values and visions into objectives and operational plans to develop and improve the Partnership, and to monitor and review the curriculum, keeping abreast of national and local developments. There is a day-to-day role in supporting students, staff and partner leaders to ensure that curriculum provision is engaging and appropriately challenging, with effective quality assurance and robust monitoring of progress, to ensure that the Partnership works within its budget, to organise transport, the application process and analyse data and results.

Administrative Support

The administrator's role ensures the smooth running of the Partnership on a day-to-day basis. The job includes organising and recording meetings, keeping the website up-to-date, keeping the systems used for data exchange (SIMS), applications (UCAS Progress), timetabling across partners running smoothly. The administrator distributes necessary information such as the calendar and ensures that relevant staff are aware of deadlines, including administrative, examinations and teaching staff.

Bursar (Part Time)

The bursar works in collaboration with finance staff and business managers from all partners to ensure that there is a robust and cost-effective budget for the Partnership, and ensure that fees for students who follow courses away from their own school are transferred.

The core support team now has its office in one of the Partner schools, Stafford Manor High School.

Accountability

In terms of accountability, the core team work in accordance to the strategic planning from the Partnership Executive Group, and their work is scrutinized by the Partnership Governance Forum. Further to this the budget and outcomes of the Partnership would also be presented annually to the Partnership Governance Forum for their scrutiny.

Funding

In our estimated budget for 2018-19 we anticipated a deficit of £-84,772.00, the SECC agreed to support an £85,000 contribution to the Partnership for this budget year. As this was an estimated budget we are now in the position to confirm that we do require the full £85,000 to continue our work as we are currently projecting a deficit budget.

We would therefore like to make an additional request this year an additional £7744. 00, this would be used to relocate our Partnership server that transfers data between all the Partner schools and to support GDPR across the Partnership.

Total request: £92,516

Estimated Budget for 2019-20

			-
<u>Income</u>	Y12	218 students	£872,000.00
	Y13	175 students	£700,000.00
	Other Income		<u>£1572,000.00</u>

Expenditure

Teaching	£1,064,013.00
Teaching Support/Learning Resources/Enrichment	£507,987.00
Support for partnership	£110,962.00
Partnership DPO	£3,600.00
KS4 Collaborative Developments	<u>£35,438.00</u>
Total Expenditure	<u>£1,722,000.00</u>
Deficit	-£150,000.00

This assumes only 2% increase in teaching costs, although there are other changes in NI, pension contributions and incremental drift to consider.

8. Appendices

8.1 Projected Year 12 numbers in 2020-2022

Current predicted Year 11 numbers for 2020-2022:

	Sep-20	Sep-21	Sep-22
BW	162	142	163
GB	166	172	183
KE	136	110	135
SM	54	67	90
WR	174	163	185
Total Y11	692	654	756

Potential Numbers in Y12

BW	65	55	65
GB	50	52	54
KE	55	44	54
SM	22	27	36
WR	87	82	93
Total	279	260	302

These calculations are based on figures supplied by the partner schools and take into account potential increases from house building programmes in the town.

8.2: Excerpts from recent Ofsted Reports

'Students consistently make good progress on A-level courses in almost all subjects. Levels of challenge are high and teaching is a little stronger than in the main school. Students are confident and articulate and they enjoy being in the sixth form. They take part in a variety of activities beyond their studies, including work experience and volunteering.'

'Students are provided with excellent pastoral care and speak very positively about the academic support they receive in order to prepare them for the next stage in their education, employment or training.'

'Students have individual study programmes that build on their prior attainment. The head of sixth form ensures that students are well matched to their chosen courses. Students receive additional independent careers advice so that they can make informed decisions. As a result, retention and attendance rates are positive.'

'Leaders provide effective guidance for students to make plans and consider their next steps in education, employment or training. As a result of this improved guidance, there has been an increase in the number of students applying for places at higher education institutions.'

'Students in the sixth form continue to contribute to the life of the school through the organisation of enrichment days for pupils in Years 7 to 11. Students also benefit from a personal, social and health programme which covers a wide range of topics, including religious education.'

'The sixth form is good. Students achieve well because of the good teaching and wide range of courses that they are offered that meet their needs well.'

'Students achieve well in the sixth form. Results over the past three years show that attainment at advanced level has been above average, with the proportion gaining the highest grades increasing strongly in 2013. In 2013 all sixth form leavers went on to higher education or employment.'

'Sixth form students told inspectors that the teaching they receive across the collegiate is good and that they value the encouragement they receive. Observations confirmed this. In a Year 12 science lesson, students were observed making outstanding progress as a result of well-planned and varied tasks. The teacher's expert subject knowledge ensured that tasks were appropriately challenging and enabled students to develop their independence and take responsibility for their own learning.'

'Students in the sixth form are enthusiastic about the support that they can provide to younger students and the enjoyment they get from the contributions they make to the life of the school. They take their responsibilities in this respect very seriously.'

'Sixth form courses, provided in collaboration with other Stafford schools, provide a very wide range of choices that is flexible to meet all students' needs and interests. Strong procedures exist within the collegiate to ensure assessment information is shared and moderated effectively. Students appreciate the careers advice and guidance they receive.'

'Sixth formers provide excellent role models for younger students. They demonstrate positive attitudes to their learning. Their attendance is good; they get on well together and contribute greatly to supporting the school's activities in a number of ways. Examples include: listening to students read; acting as sports' coaches; mentoring younger students; carrying out duties at break and lunchtime; and acting as ambassadors at different school events.'

'Students are positive about the quality of careers information and guidance they receive. The vast majority who complete their courses go on to study at university, some opting to take up apprenticeships.'

'Leaders of the sixth form manage the work with other members of the consortium well. They ensure that students are well cared for and safe.'

Appendix 8.3: Measuring Examination Results

Average Points Score (APS)

Since 2006, all level 3 qualifications approved under Section 96 of the Learning and Skills Act 2000 have been reported in the Achievement and Attainment Tables (AAT) using Qualification and Curriculum Authority's (QCA) point scoring system.

A Level A to U grades at KS5 all have corresponding point scores attached, explanation of this scoring system is as follows:

Grade	Points
A*	300
A	270
B	240
C	210
D	180
E	150
U	0

APS per Student

APS relates to the total points score attained by an individual student or a group of students. This method of scoring in general terms can be attributed to *quantity* and does not indicate individual grade attainment per entry. It is mainly concerned with the volume of entries relating to a total score, for this reason the best way to understand totals points is *quantity* of total entries not *quality* of individual entries.

APS per Entry

APS per entry relates to the APS attained by an individual student or group of students. This method of scoring in general can be attributed to *quality* of entries. As you can see APS per Entry does not indicate the volume of entries, but is concerned mainly with how well the student has attained on average over all the subjects in which they were entered. For this reason, the best way to understand APS per Entry is *quality* of attainment over all entries, and not *quantity* relating to volume of entries.

GCSEs in England have been reformed to keep pace with universities’ and employers’ demands. They are based on new and more demanding subject content but are still suitable for the same wide range of abilities. The new grade scale makes it clear to everyone that students have studied the new GCSEs. It also has more higher grades compared to the old A* to G grades, to give sixth forms, colleges, universities and employers the opportunity to better distinguish between students of different abilities.’

[OFQUAL]’have designed the grading so that there are comparable points at key grades. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G. We have been clear to employers, universities and others that if they previously set entry requirements of at least a grade C, then the equivalent now would be to require at least grade 4.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Comparing old GCSE letter grades to new number grades

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

