



S T A F F O R D

14-19 Partnership

Business Plan 2019-2024

Reviewed June 2020

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1. Foreword: Vision

At a time of increasing change in education we look forward to meeting the challenges that will enable us to provide the very best education for the young people of Stafford.

The aim of the 14-19 Partnership is to further develop the strong partnership which has grown from our well-established, collaborative delivery of 16-19 education in Stafford, by incorporating effective plans to include provision for specific groups of 14-16 year olds. In this way, we will fulfil the objective of the Stafford Education Centre Charity (SECC) for the promotion of education of people between the ages of 14 and 19 years who are resident in [or being educated in] Stafford.

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 choice, quality and aspiration: to ensure our young people have opportunities to progress, that they have a choice of quality provision, which will help them to become outstanding citizens of Stafford and beyond. This takes form in two parts: the Stafford Sixth Form Partnership, which exists to provide a broad range of A-level and quality level 3 qualifications to the students of Stafford and the development of a new 14-16 plan, with a twin focus of addressing the needs of gifted and talented (G&T) students and those at risk of being Not in Education, Employment or Training (NEET) or permanently excluded.

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.

We thank you for the continued support of the Charities and Trusts Committee on behalf of the SECC in achieving our aims, without which the Stafford 14-19 Partnership could not continue to work with the young people of Stafford to broaden their opportunities and support them on their journey to becoming enthusiastic and effective members of the workforce of Stafford in the future.

[Lesley Beck and Margaret Smart.](#)

2. Context Rationale

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 today's Partnership 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 still further.

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, responsible for the education of around 5000 students, wish to play a significant part in achieving this, which is a key reason for requesting that they continue to receive a funding contribution 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, and that our colleagues in the local colleges and independent training providers offer outstanding professional and vocational provision, which, taken together, provide our young people with every possible avenue to progress.

The Partnership model currently works to the benefit of the students based in the five partner schools and academies, but we wish to develop opportunities for further collaboration with other providers to help ensure that the 14-19 curriculum offers all students the best and most suitable pathways open to them. Effective working relations with Stafford College have existed for many years and we are increasingly working with them to ensure our students make the correct choices for their post-16 pathways. In a similar way, we engage actively with other local agricultural colleges and indeed other private training providers in order to maximise the chances of success for our young people. The landscape in education is constantly changing and there may be new possibilities in the future with new providers of 14-19 education in Stafford. It is highlighted in the 'Stoke-on-Trent and Staffordshire Strategic and Economic Plan (April 2018)' that "We therefore recognised the importance of developing education and skills across all age groups as being crucial to the future economic prosperity and competitiveness of the area"..... "the need to ensure that young people entering the workforce are well equipped for improving the productivity of our economy remains."

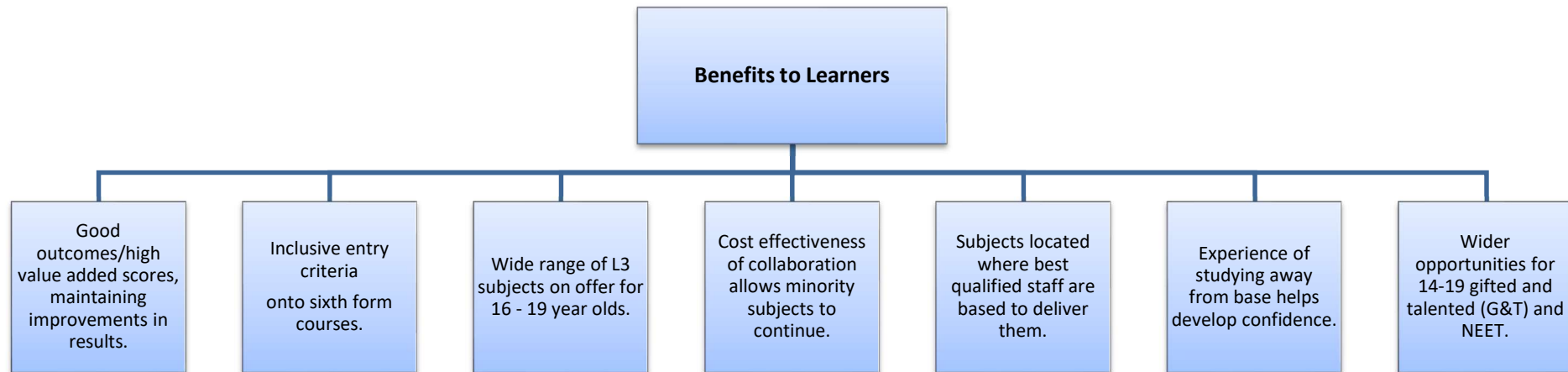
It has been recognised both by Stafford Borough Council [SBC] and Staffordshire County Council [SCC] that, "...skills levels were a major challenge in our area. In particular, weakness in engineering and technology skills were holding back the growth of our manufacturing sector, an area of comparative advantage for our LEP area. We therefore recognised the importance of developing education and skills across all age groups as being crucial to the future economic prosperity and competitiveness of the LEP area." 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 formerly 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's 'Education and Skills Strategy for Staffordshire 2018 – 2022' it states "...every child in Staffordshire deserves the best possible education. We want all Staffordshire children to leave school equipped with the knowledge and skills they need to continue in

education and forge a successful career as healthy and responsible adults.”

Educational Partnership

We continue the strong 16-19 curriculum model that has proved successful in the town for many years. This allows students from any of the partners to follow level-3 courses in any school within the Partnership curriculum offer. This provides an outstanding common curriculum offer, allowing students greater choice and more opportunity to choose their strongest subjects for continuing study, impactful 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 that fosters openness, trust and 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’s 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, a part- time Clerical Assistant, and a part- time Bursar.

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 work in partnership and continue to offer an outstanding 14-19 curriculum programme to their students. The future of sixth forms has been under discussion in recent years, particularly in light of the changes to 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 increasingly unviable and this jeopardises minority subjects particularly. Currently, no individual partner could operate an independent sixth form where students could access the breadth of curriculum only possible when resources are pooled. By working in partnership we can guarantee the availability of subjects such as French, Further Maths and Music, for example. 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 can we 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. Governance and executive group meetings are fully committed to working together in the best interests of our young people.

Governance

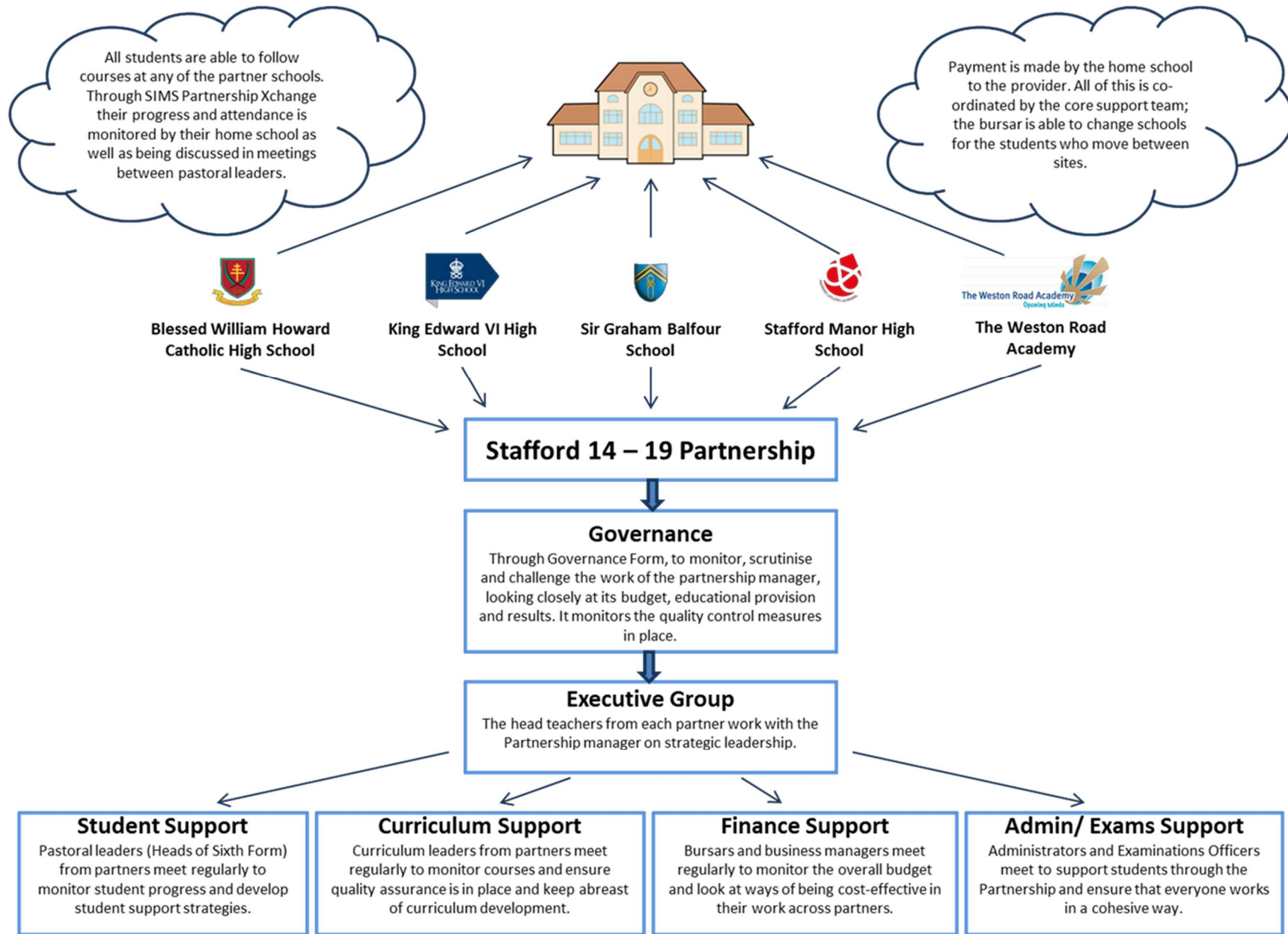
Governance of the Partnership is through the Partnership Governance Forum [PGF], a body comprising one representative from the governing bodies of each school, two heads or principals, a nominated representative from the trustees of the SECC and an officer of the Local Authority.

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 Y10-11, Y12 and 13.
- Numbers of students on each course
- Quality of teaching

- Retention on courses
- Outcomes in terms of results (pass rates/Average Point Score (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 objectives of the charity. Thus ensuring complete transparency and providing evidence that the investment being made fulfils the SECC objectives.



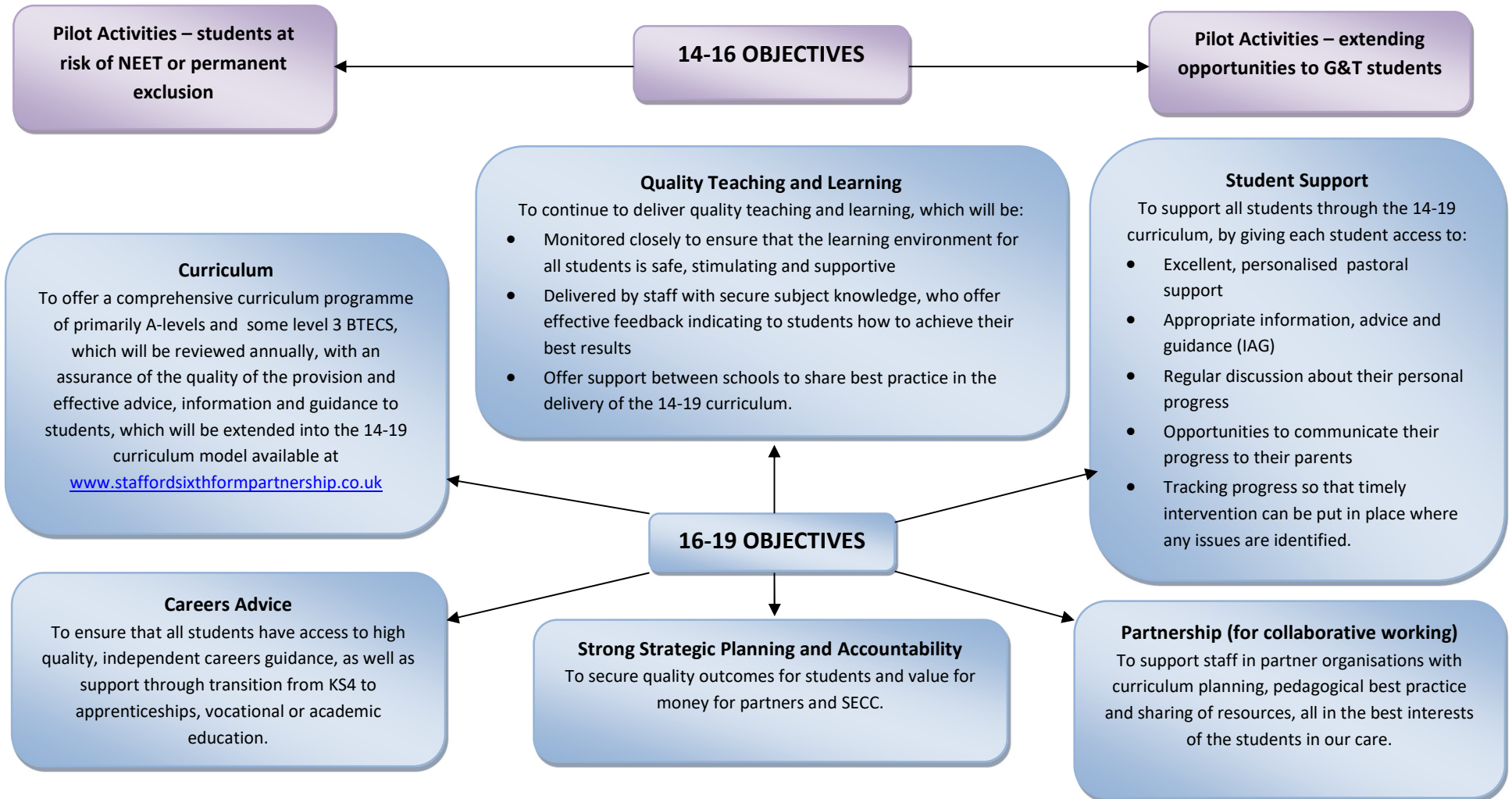
3. Position Statement

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]:

- a. It allows the Stafford 14-19 Partnership [the Partnership] to benefit from operational support that has allowed schools and other partners to work successfully together for a number of years, so that students benefit from a joint curriculum provision. This includes an overall Partnership Manager, Bursar and Clerical Assistant, who work closely with all partners to bond together the collaborative working.
- b. 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.
- c. 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.
- d. Our success rate for academic studies is in line with the national picture; this is something we would like to celebrate as it comes with the recognition that the partnership has much more inclusive entry criteria than many similar groups and institutions nationally. In 2018, the national and Partnership average grade was a C.
- e. As well as positive attainment outcomes, we also enjoy extremely good progression into higher education. In 2018, 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 workforce of the future for our town. Students went on to study a wide variety of courses from accounting and finance through to marine environmental science. 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.
- f. We have also seen a big increase in the number of students applying for and gaining places within the Apprenticeship Programme from a wide range of employers including national employers such as; Rolls Royce, Bentley and Jaguar Landrover, 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 the skills needed to contribute to employment and the growth of Stafford and the County of Staffordshire.

4. Aims and Objectives

The Aim of the Stafford 14-19 Partnership is to enhance and continue the well-established strong collaborative delivery of 14-19 education in Stafford, thus helping to fulfil the objectives of the SECC for the promotion of education of peoples between the ages of 14 and 19 years who are resident in [or being educated in] Stafford.



5. Analysis of Current Partnership Provision

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 outcomes and aspirations are high
- Common approach to Quality Assurance procedures
- Link to recent local economic growth and inward investment creating opportunities for school leavers.

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 a key concern.
- Transport infrastructure developments in the local area will create short term transportation concerns for students and staff.

Opportunities

- Develop and expand collaboration to the 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 Local Enterprise Partnership (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.

Threats

- Upper age year groups still relatively small due to the lower birth rate.
- Plans for additional school places in Stafford outside of the partner schools
- Frozen funding for 16-19 education sector, which could realistically result in staff reductions in schools, colleges and other training providers. Increasing to £4,188 in August 2020 but schools/academies will only receive new rate part way through the financial year.

Projected Year 12 Numbers in 2019-2024

We know that numbers in the sixth form are still relatively low, due to the lower birth rate in current upper years. It is not until 2020 or 2021 that the numbers coming through secondary school will give a larger cohort from which to draw into the sixth form, which is a good reason why the Partnership must encompass the 14-19 age groups in all partner institutions.

Current predicted Year 11 numbers for 2019-2024:

	Sep-19	Sep-20	Sep-21	Sep-22	Sept-23	Sept-24
BW	153	141	163	164	193	186
GB	171	170	176	178	205	180
KE	111	135	109	108	162	120
SM	60	57	68	97	90	90
WR	151	167	164	181	193	200
Total Y11	646	670	680	728	843	776

Potential Numbers in Y12

	Sep-19	Sep-20	Sep-21	Sep-22	Sept-23	Sept-24
BW	61	56	65	66	77	74
GB	68	68	70	71	82	72
KE	44	54	44	43	65	48
SM	24	23	27	39	36	36
WR	60	67	66	72	77	80
Total Y12	258	268	272	291	337	310

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

Curriculum Programme over Five Years

Overall, given what we currently know, it should be possible to maintain and enhance the current curriculum programme for five years. There will be a few courses which, because of demand, may not be viable, but it is our hope and intention that subjects such as Modern Foreign Languages and Music would be protected against this despite currently attracting only small numbers. It is the current hope of the PEG to introduce a new D&T A-level for September 2021. MFL is currently on hold due to Covid-19.

Given the changes to A-level entry and the requirements of universities, a majority of students will follow only three A-levels or equivalents, thus reducing the demand for courses experienced in previous years, when students often sat an additional AS level.

Funding

There is always uncertainty in setting out the financial plan for the post 16 offer 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. The amount is increasing to £4,188 from August 2020 however, schools/academies will not receive this new rate until part-way through the financial year.
- Whilst there is every opportunity to consolidate the Sixth Form offer in Stafford, the opportunities for expanding this and developing 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, 14-19 Manager and Curriculum Managers Group (CMG) to seek to source additional forms of funding to support the curriculum programme and associated provision.

Profile of Other Providers

How does the current offer of the Stafford 14-19 Partnership add to that already available in the town and district?

- Stafford College offers a very wide range of level 3 vocational courses and a relatively new offer 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.
- There are some local schools (Walton, Alleynes and Burton Borough) who also offer A-levels in their independent Sixth Forms
- 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 in its 'Education and Skills Strategy for Staffordshire 2018 – 2022' that it is important to "...promote the partnerships and networks to lead, improve and develop education and skills in Staffordshire." 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 of academic A-level courses for post-16 learners which are delivered by experienced teaching staff with excellent subject knowledge, which enables minority subjects to run. It will also offer to pilot an alternative curriculum offer for 14-19 students.
- 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 IAG 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 Managers Group [CMG] already uses meeting time to consider curriculum issues from across the secondary range including opportunities for G&T provision and for the development of opportunities to reduce the numbers of students in danger of becoming NEET in Stafford.

6. Marketing

There are advantages to marketing the offer that Stafford Schools can provide 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. Through a common prospectus, flyers, the internet and the press, the offer will be publicised as widely as possible. The 'Stoke-on-Trent and Staffordshire Strategic and Economic Plan (April 2018)' states "...the LEP has developed a Skills Strategy (July 2016) to help develop partnerships we have with local education providers and ensure that schools, further and higher education providers all work closely with business so that people can access jobs and training.

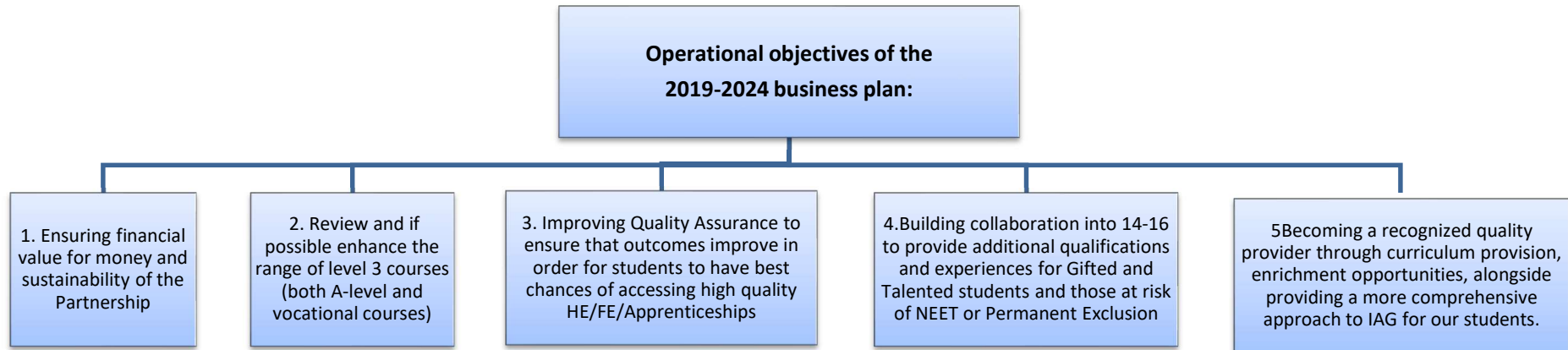
Strategy

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 will seek to develop appropriate relationships with local press, businesses 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

7. Future Development: The Timeline

The five operational objectives, which are derived from the six partnership objectives identified on page 10 in the business plan, are the focus of our work:



Year 1: (2019-2020) Consolidate and Enhance

See Action Plan below. To further enhance all aspects of the 16-19 provision whilst planning pilot projects for the 14-16 Plan to further build on the success of the last 5 year business plan.

Year 2: (2020-2021)

To put in place plans worked on in Year 1: to roll out pilot projects for 14-16 learners (at risk of NEET & Permanently Excluded as well as G&T students). To address concerns raised from Quality Assurance and further strengthen quality of Level 3 Teaching. Seek to ensure closer liaison with local LEP and skills advisory panel.

Year 3-5: (2021-2024)

To review work of Year 2 Plan, adjust targets, maintain focus on key objectives and take corrective actions where appropriate.

During 2019/2020 there is an opportunity to embed the developments highlighted in the operational action plan and ensure that targets are being met so that there are fewer disengaged students in 14-16 education and an increase in the percentage of 16-19 year olds continuing education, training or employment with training. 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, Careers Enterprise Company (CEC), local training providers and universities.

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

As the five-year cycle comes to the end of its period it will be 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. 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 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. The 'Stoke-on-Trent and Staffordshire Strategic and Economic Plan (April 2018)' states "We will continue to work with Universities, Colleges, Schools, and Providers to help tackle low productivity, raise aspirations and grow a positive culture of innovation and research within the region."

Operational Action Plan 2020-2021

Objective 1	Tasks	Success Criteria	Time Frame	Body Responsible	Resources
Ensuring financial value for money and sustainability of the Partnership.	Continue to accurately assess income and expenditure and report to appropriate bodies in the Partnership and Governance Forum.	<ul style="list-style-type: none"> Relevant Partnership bodies will have timely reports in order to be able to plan for financial stability and efficacy. 	06/2021	PEG & Partnership Finance Group (PFG)	Meeting Time.
	Explore further potential funding streams to add to the Partnership.	<ul style="list-style-type: none"> Establish links with the Stoke-on-Trent & Staffordshire Local Enterprise Partnership (LEP), the Careers Enterprise Company and the Careers Hub work and local employers. 	06/2021	Bursar, 14-19 Manager & Curriculum Managers Group (CMG)	Research Time.
	Plan strategies to increase intake of students into Partnership in order to enhance sustainability of partnership and increase income	<ul style="list-style-type: none"> Numbers of students coming into the Partnership increase in at least two schools 	09/2021	PEG, CMG, CGS	Meeting time

Objective 2	Tasks	Success Criteria	Time Frame	Body Responsible	Resources
Review and if possible enhance the range of level 3 courses (both A-level and vocational courses).	Develop pre-16 school to school liaison to encourage students to stay and move within the Partnership.	<ul style="list-style-type: none"> Students have experience of attending all schools (transition visits) in the Partnership. Barriers are lowered, fears are eased. Taster sessions take place in centres who are sole providers of a course (e.g. French, Computing). 	Summer term 2020 and ongoing into autumn term	14-19 Manager & Curriculum Group Students (CGS)	Transport and staff accompanying.
	Continue to develop subject hubs for sharing of good practice, develop opportunities for professional development.	<ul style="list-style-type: none"> Subject leaders can meet, share practice and jointly plan schemes of work. Consider common exam boards where subjects at risk. 	09/2021 – ongoing	CMG	Meeting time allocated on all school calendars.
	Seek to develop sufficient L2 and L3 provision across the partner schools which address the skills requirement of local and national business, including	<ul style="list-style-type: none"> 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. 	09/2021 – ongoing	14-19 Manager & Career, Information,	Work experience coordination within each of the schools – meeting

<p>Objective 2 cont....</p> <p>Review and if possible enhance the range of level 3 courses (both A-level and vocational courses).</p>	engineering and STEM subjects.	<ul style="list-style-type: none"> Secure STEM, Career Enterprise Company (CEC) and Apprenticeships IAG. Explore the viability of level 2 and 3 qualifications within schools that have a direct route to A-level provision and L3 vocational provision in line with local labour market needs (D&T course would offer more breadth to the offer if possible). 		Advice and Guidance (CIAG) leads in schools	time. Planning time and Teacher time to deliver.
	Further enhance and respond to systems to capture learner voice to support responsiveness and range of provision.	<ul style="list-style-type: none"> 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. 	09/2021	14-19 Manager & CGS	Planning time and questionnaire production. Time to collate and analyse results, feedback to decision makers. Transport.
	Research technical requirements and staff requirements for delivery of accredited online courses that can complement A-level studies; plan trial so the Partnership can develop curriculum extension through e-learning.	<ul style="list-style-type: none"> Some actions incomplete and continuing due to Covid 19. Research technical requirements and staff requirements for delivery of accredited online courses that can complement A-level studies. 	09/2021	CMG & CGS	Research time and subscription to suitable courses.

Objective 3	Tasks	Success Criteria	Time Frame	Body Responsible	Resources
Improving Quality Assurance to ensure that outcomes improve in order for students to have best chances of accessing high quality HE/FE and apprenticeships.	Monitor and review the quality of provision of learning in schools, provide support and ensure that there is challenge where there is cause for concern.	<ul style="list-style-type: none"> • QA systems are further enhanced and shared within all Partnership schools for delivery of sixth form courses. • Further Lesson observations and learning walks as elements of monitoring provision to inform practice. • Use of targeted Exam Board CPD to support and develop staff. • Further development of Teaching and Learning (T&L) policies to include Teacher Improvement Plans. • Further development of data analysis across the Partnership to ensure intervention is more effective • The Transition Challenge is embedded in all subjects at the start of Year 12 to ensure students are better prepared for the demands of A-Level and Level 3 BTEC study 	Ongoing	CMG & CGS	Joint lesson observation opportunities for subjects delivered by Partnership Teachers, by CMG members – cover and subsequent meeting time to action.
			Termly		
			As they occur		
			09/2021		
			Ongoing		
			10/2020		

Objective 4	Tasks	Success Criteria	Time Frame	Body Responsible	Resources
Building collaboration into 14-16 to provide additional qualifications and experiences for G&T students and those at risk of NEET or	Audit current provision across the Partnership to see what activities/provision is available for G&T Students. Also, to see where provision can be shared with other centres within the Partnership.	<ul style="list-style-type: none"> • More opportunities provided for G&T students, encouraging them to stay within the Partnership for Sixth Form 	12/2020	PEG (in liaison with appropriate leads in school)	Time
	Explore possibilities of bringing appropriate G&T leads together to draw up Partnership plan/provision	<ul style="list-style-type: none"> • A more coherent approach to provision for G&T students across the Partnership 	ongoing	CMG	Meeting/cover time

Permanent Exclusion.	Continue to source providers of alternative provision (AP) to ascertain availability, efficacy and cost of AP courses.	<ul style="list-style-type: none"> Link with existing European Social Fund (ESF) provisions and engaging with wider partners. 	From 09/2020	14-19 Manager	Partnership Manager Time
	Audit pilot projects begun in Year 1 and assess success.	<ul style="list-style-type: none"> Students are maintaining attendance at providers. Feedback is favourable. 	10/2020	Chairs group	Time
	Develop and implement strategies to improve participation and retention of young people from vulnerable groups including Children in Care and those with specific needs.	<ul style="list-style-type: none"> 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. 	Ongoing	14-19 Manager & CIAG Leads	Meeting time, transport between centres

Objective 5	Tasks	Success Criteria	Time Frame	Body Responsible	Resources
Becoming a recognized quality provider through curriculum provision, enrichment opportunities, alongside providing a more comprehensive approach to IAG for our students.	Develop further the ways of working with local employers to improve KS4 vocational learning that addresses local employer needs.	<ul style="list-style-type: none"> Develop links with Stoke & Staffordshire NHS trust. Develop further links with the Careers Enterprise Company. 	Ongoing Autumn 2020	14-19 Manager & CIAG Leads	Meeting time Refreshments Location & parking
	Research suitable programmes to increase the percentage of learners progressing to higher education including from vulnerable groups, working with Entrust Skill & Employability Team (Careers) and Partnership IAG coordinators as part of IAG Hub.	<ul style="list-style-type: none"> Provide representation at all Post 16 events in Partnership schools with corporate branding of all materials. Review curriculum offer to include a variety of L3 qualifications that meet the needs of learners and the local labour market. 	12/2020 Summer 2020	14-19 Manager CMG	Preparation time and availability at post 16 evenings Meeting time
	Review and develop further transition planning and processes the end of KS4 and KS5.	<ul style="list-style-type: none"> Review of transition arrangements through the Curriculum Group Students (CGS). Review of Transition challenge. Effective course induction developed and delivered. 	09/2020 00/2020	CGS & CMG	Use of schools and Partnership websites to host materials
	Monitor and review the quality of impartial IAG available to 14-19 year-old students.	<ul style="list-style-type: none"> Increased use of online careers platform across all centres using it. Audits will show increase in usage. 	06/2021	CGS & CMG	ICT facilities in school, cost of online careers platform across all centres

8. Funding

Sixth form students are funded directly by Education and Skills Funding Agency (ESFA) and each student receives a rate of approximately £4,000, rising to £4,188 part-way through the 2020/2021 financial year. This is based on each student attending school for at least 540 planned hours per year. The funding does not take into account whether any of the qualifications we offer within the Partnership 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 increasingly difficult to support sixth form provision 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 contribution from the Stafford Education Centre Charity, which has supported the work of 16-19 education through the Partnership for a number of years.

The request being made for 2020-2021 is for a sum of up to **£155,624.00** 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 specifically for the 14-16 age group. As last year, we request the assurance of funding from the SECC on a rolling, five year basis, 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. We acknowledge this is a significant increase on the sum awarded last year from the SECC, but we have managed to reduce this by £29,868 from the anticipated sum we had calculated last year due to the contribution of surpluses which are available following the end of the financial year 2019-2020; this increase will help to develop and deliver a wider alternative curriculum for Stafford's 14-19 year old cohort.

This funding would be used for:

- Management Team (Partnership Manager, Bursar, Clerical Assistant)
- Marketing, equipment and premises
- Support for delivery of minority subjects
- Development of collaborative extra-curricular and curriculum opportunities for 14-19 students including the development of a 14-16 plan which seeks to respond to the needs of G&T and talented students and to address students at risk of NEET or permanent exclusion
- Delivery of the operational action plan.

Management Team

One of the key reasons why collaboration in Stafford has proved to be successful and effective is the core staff, the Management Team. The Management Team now has its office in one of the Partner schools, Stafford Manor High School.

Partnership Manager (Part time)

The role is to work with partner leaders and governors to be a catalyst to expand delivery, an ambassador in expanding the 14-16 provision, provide leadership for the Partnership by calling 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. The role also involves keeping the systems used for data exchange (SIMS), applications, timetabling across partners running smoothly. The manager 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 ensures that fees for students who follow courses away from their own school are transferred. Also ensures the Partnership has robust processes, accountability and is meeting all audit requirements.

Clerical Assistant (Part time)

The Clerical Assistant'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.

Accountability

In terms of accountability, the Management 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

Total request: £155,624 (contribution from the SECC to be considered and approved by the Charities and Trusts Committee).

Estimated Budget for 2020-21

<u>Income</u>	
Funding for courses	£1,194,447.00
Revenue balances from 2018-19	£54,109.00
	£1,248,556.00
<u>Expenditure</u>	
Teaching	£796,720.00
Teaching Support/Learning Resources/Enrichment	£397,727.00
Shortfall on teaching costs*	£36,864.00
Partnership Overheads**	£117,271.00
KS4 Alternative Provision and G&T Project***	£55,598.00
Total Expenditure	£1,404,180.00
Deficit	-£155,624.00
* Shortfall due to low numbers attending central partnership courses and no student income	
** Management team salaries, rent, utilities etc.	

Taster sessions with alternative providers, Partnership visits, university trips, visits to Apprenticeship Programme providers, access to alternative provision courses. Note - due to COVID19, a number of activities which were underway were not completed. The budget carries forward the £19,078 of funding which Partner schools had not received from the central Partnership budget at the time of the closure to enable activities they were running to be completed and related financial obligations to be met and also £3,500 for Term 2 of the Level 1 Hairdressing course, arranged by the central partnership team, which was already underway at Francesco.

Total request: £191,294 (contribution from the SECC to be considered and approved by the Charities and Trusts Committee).

Estimated Budget for 2021-22

<u>Income</u>	
Funding for courses	£1,184,157.00
Revenue Balances from 2020-21	£0.00
	£1,184,157.00
<u>Expenditure</u>	
Teaching	£798,200.00
Teaching Support/Learning Resources/Enrichment	£385,957.00
Shortfall on teaching costs*	£45,286.00
Partnership Overheads**	£106,088.00
KS4 Alternative Provision and G&T Project***	£39,920.00
Total Expenditure	£1,375,451.00
Deficit	-£191,294.00
* Shortfall due to low numbers attending central partnership courses and no student income	
** Management team salaries, rent, utilities etc.	
*** Taster sessions with alternative providers, Partnership visits, university trips, visits to Apprenticeship Programme providers, access to alternative provision courses.	

9. Appendix

9.1 Excerpts from recent Ofsted Reports

Teachers create a positive learning environment. Pupils are well supported and readily engage with staff about how they can improve. Teachers demonstrate good subject knowledge and provide clear explanations to pupils.

Inspectors observed a positive learning environment in the sixth form and a strong element of challenge.

Students are extremely positive about the sixth form and the support and guidance they receive.

When meeting with inspectors, students highlighted pastoral care as a strength and described how they are helped to achieve their next steps in education, training or employment. Retention rates in the sixth form are extremely high and students have access to a wide range of extra-curricular opportunities.

Teaching in the sixth form is consistently strong. Students benefit from small classes taught by expert teachers. They are extremely well supported.

Behaviour in the sixth form is exemplary. Students attend regularly and are very well motivated to succeed. They provide strong role models for younger pupils.

Work experience is well planned in the sixth form. Students are encouraged to start thinking about placements at the start of Year 12. Plans are refined throughout the year and most students obtain high-quality placements that complement their studies well.

The school's assessment information, confirmed by inspection evidence, indicates that students currently in Years 12 and 13 are making good progress because of strong teaching and high-quality support.

Students enjoy the sixth form. All who spoke with inspectors said that they were glad that they had joined the sixth form. Attendance is similar to the main school and students' behaviour and attitudes to learning are excellent.

Careers guidance for students once they have joined the sixth form is effective. Support for university applications is particularly strong.

Safeguarding is effective in the sixth form. Students know how to keep themselves safe and they consider various safety issues, including sex and relationships and the effects of alcohol and drugs, in weekly tutorial lessons where PSHE is taught.

The sixth form is well led and is improving as a result. Leaders make regular checks on the quality of teaching across the Stafford Sixth Form Partnership, which ensures that provision is effective regardless of where a subject is being studied. Leaders carefully track students' progress and intervene if they start to fall behind. Expectations of students are high.