



S T A F F O R D

14-19 Partnership

Business Plan 2019-2024

Reviewed March 2022

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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.

[Ann Kingman 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."

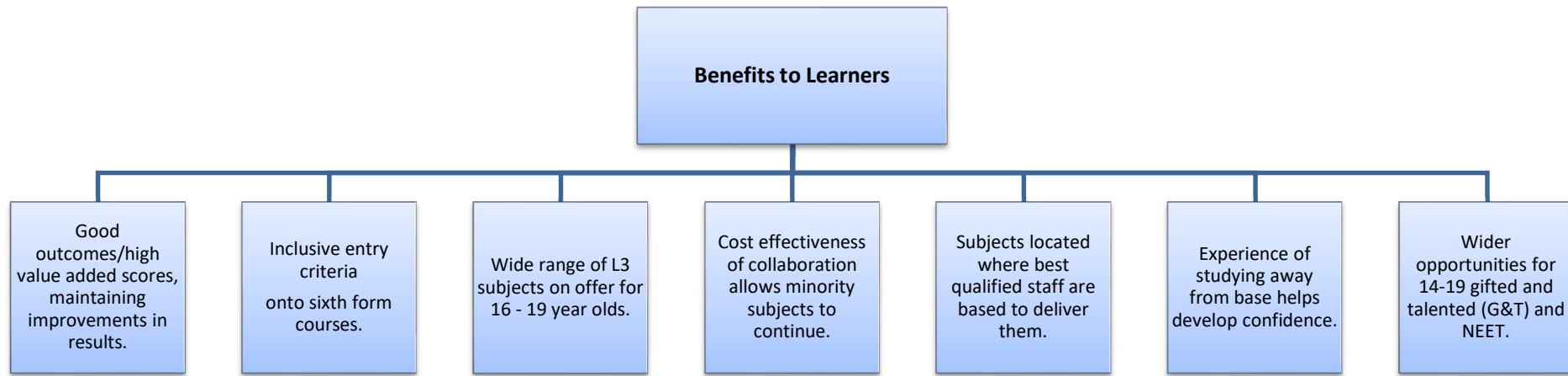
It has been recognised both by Stafford Borough Council [SBC] and Staffordshire County Council [SCC] that, "...skills levels were a major challenge in our area. In particular, weakness in engineering and technology skills were holding back the growth of our manufacturing sector, an area of comparative 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
Opening schools

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 offer 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 has changed over recent years. Blessed William Howard Catholic High School, Sir Graham Balfour School and The Weston Road Academy have 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)

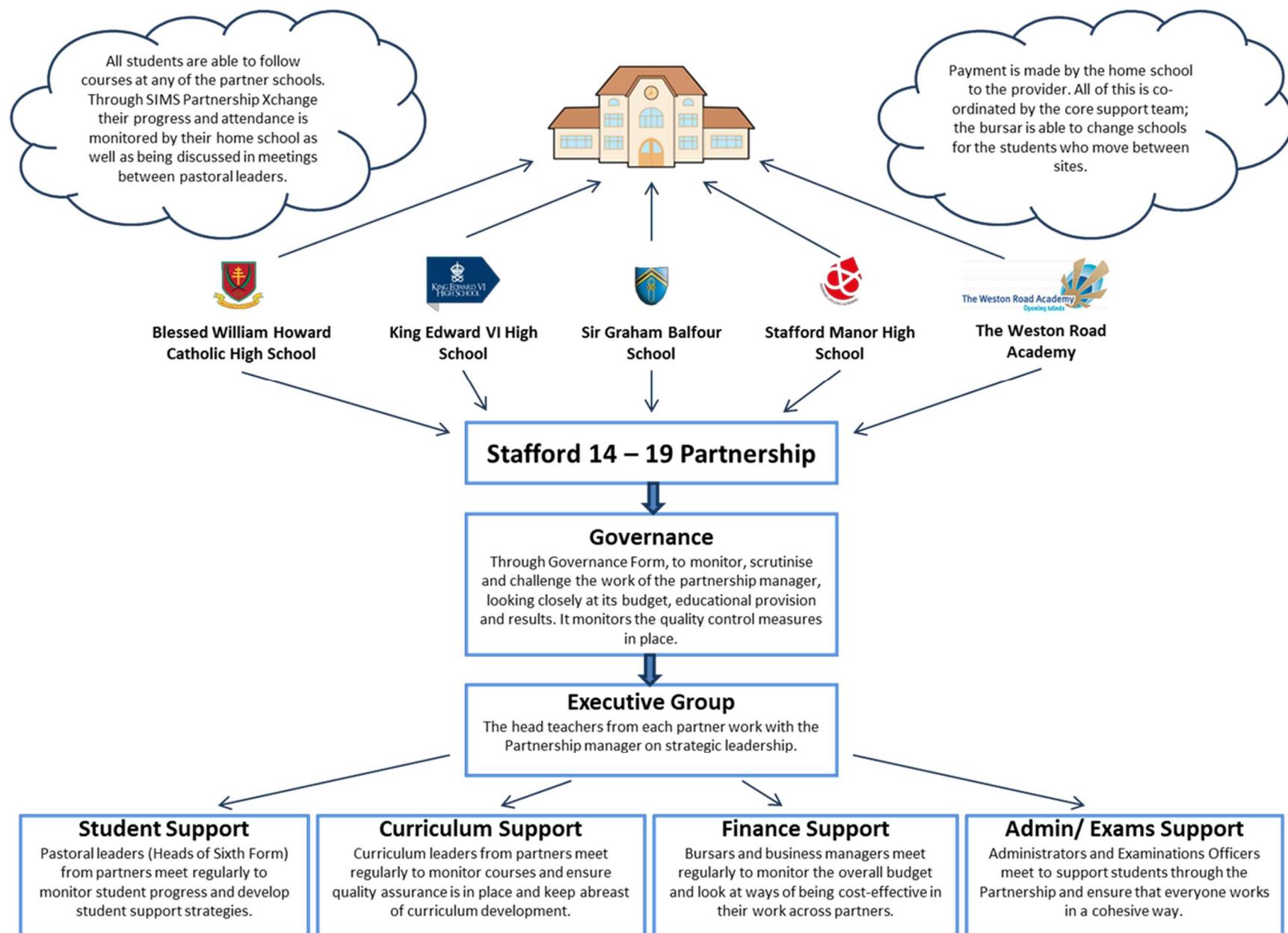
The PGF's role would be to ensure that regular reports are submitted to the Trustees for scrutiny to show the SECC contribution is being used effectively to fulfil the objectives of the charity. Thus, ensuring complete transparency and providing evidence that the investment being made fulfils the SECC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

Our Values

Underpinning what we do, is *how* we do it. The way we go about things is very important to us and the Stafford 14-19 Sixth Form Partnership approach is based on:

- **Collaboration**
We collaborate because by working together, we can offer more subjects to meet the aspirations of sixth form students in the Stafford area.
- **Individuality**
We appreciate that there's more than one winning way and can all learn from each other.
- **Sustainability**
Financially, environmentally and in terms of our people we always make sure that we are careful with our resources and those of the planet.
- **Aspiration**
A culture of dreaming big. Students know that where they come from is not a barrier and has no bearing on where they end up. That is why many of our students' secure places at the most competitive universities in the country and higher/degree level apprenticeships.
- **Scholarship**
Students are taught how to become true scholars; immersing themselves in their areas of study, going beyond what is covered in the syllabus and curriculum.
- **Nurturing**
A student-centred approach with personalised pastoral care. Our selective numbers allow us to provide specific support for every student's needs.

We believe that keeping these principles in mind helps us to continually keep moving towards our goal to be the *Route to Academic Success* for our students.

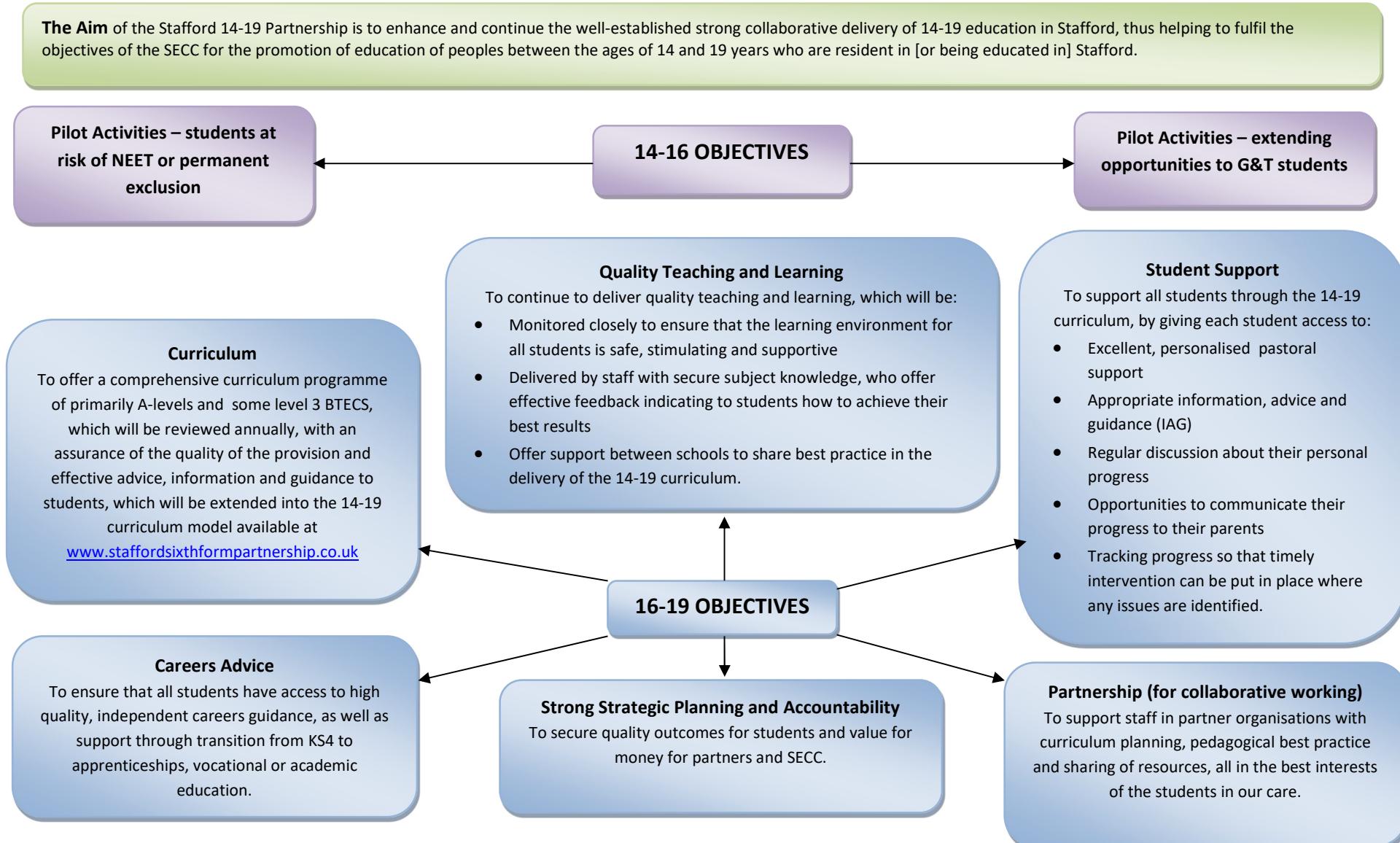


3. Position Statement

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 will always seek to offer minority subjects, including French, Further Mathematics and Music, 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 2019, the national and Partnership average grade was a C. Results have since improved, however these are not comparable due to the use of teacher assessed grades (TAGs).
- e. As well as positive attainment outcomes, we also enjoy extremely good progression into higher education. In 2020 and 2021, 100% of students who wanted a place at university gained one, with the vast majority taking a place at their first-choice university. 2021 saw over 50% of students gain a place in a prestigious Russell Group institution, including Cambridge, and other highly regarded universities. 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 including medicine, veterinary science, marine biology and many others. 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 apprenticeships with public services including the police and paramedics and national employers such as; Rolls Royce, Bentley and Jaguar Land Rover, 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



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.

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 in some areas.
- Plans for additional school places in Stafford outside of the partner schools
- Funding for 2022/23 is slightly increasing to £4,542. However, this is still significantly below the minimum per pupil funding level in key stage 4 £5,525.

Projected Year 12 Numbers in 2019-2024

There are many variables which could seriously affect the way in which we estimate numbers for the future, including the increased number of apprenticeships on offer, the draw of Stafford and other Colleges, birth rates rising and falling as well as staffing capacity at the different partner schools. The following therefore is likely to change and we will make amendments on an annual basis.

Current predicted Year 11 numbers for 2019-2024:

	Sep-19	Sep-20	Sep-21	Sep-22	Sept-23	Sept-24
BW	153	141	163	153	178	181
GB	171	170	176	173	186	173
KE	111	135	109	116	146	105
SM	60	57	68	99	90	90
WR	151	167	164	180	169	194
Total Y11	646	670	680	721	769	743

Potential Numbers in Y12

	Sep-20	Sep-21	Sep-22	Sep-23	Sept-24	Sept-25
BW	61	56	65	61	71	72
GB	68	68	70	69	74	69
KE	44	54	44	46	58	42
SM	24	8	10	15	20	20
WR	60	67	66	72	68	78
Total Y12	257	253	255	263	291	281

These calculations are based on figures supplied by the partner schools and are as accurate as they can be at the time of publication of this document.

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.

Given A-level entry requirements to universities, the majority of students will follow three A-levels or equivalents.

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 £4,542 for 2022-23 however, schools/academies will not receive this new rate until part-way through the financial year. Although sixth form funding has increased slightly the cost of resources and materials has increased drastically. An example is a science laboratory refurbishment 3 years ago cost £28,000, for the same work now with the same company the price is £50,000. The Health and Social Care Levy (1.25%) will increase in April 2022 and we are still awaiting staff pay awards. We have been asked to budget 3% for teachers and 2% for support staff for next year's pay awards. However, our teachers are not employed by a school and consequently cannot receive support from the Teachers' Pay Grant & Teachers' Pension Grant to cover increases in teacher pay and pensions. We have to absorb this cost ourselves.
- 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 recently published Stoke-on-Trent and Staffordshire SAP Local Skills Report highlights four key areas of need (Construction, STEM, Health and Social Care and Digital), to which the work of the Partnership will aim to respond.

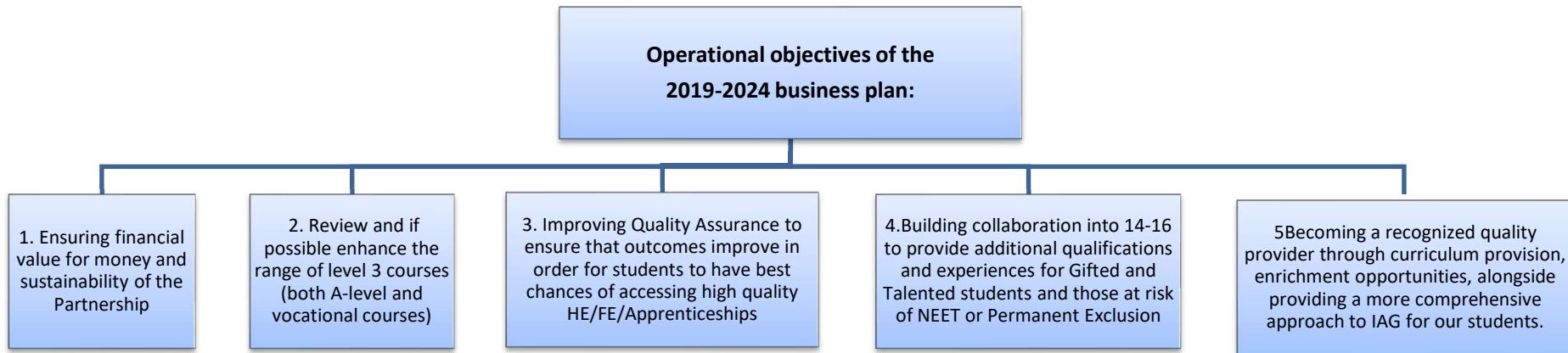
Strategy

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

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: (2021-2022)

See Operational Plan Review, page 18. To review work of Year 2 Plan, adjust targets, maintain focus on key objectives and take corrective actions where appropriate.

Year 4 and 5 (2022-2024)

See Operational Action Plan, page 27. To review work of Year 3 Plan, adjust targets, maintain focus on key objectives and take corrective actions where appropriate.

A key issue to be addressed is the impact of the pandemic on students' options and decisions as to their future. The effects of the pandemic have presented many challenges, including an increase in vulnerable students, in the sixth form, with significant effects on mental health and our ability to collaborate face to face with many partners.

Relationships with stakeholders are to be 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 Review 2021-2022

Objective 1	Tasks	Success Criteria	Time Frame	Body Responsible	Resources	Progress	Impact
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. 	06/2022	PEG & Partnership Finance Group (PFG)	Meeting Time		Relevant Partnership bodies have timely reports in order to be able to plan for financial stability and efficacy.
	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. 	06/2022	Bursar, 14-19 Manager & Curriculum Managers Group (CMG)	Research Time		All schools are members of the Careers Hub. Links are being explored and further potential funding streams.
	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 still further across the Partnership, including students from outside the Partner schools. 	09/2022	PEG, CMG, CGS	Meeting time		Worked hard to raise the profile through Open Evenings which were more targeted than ever before, website which has been updated and learning journeys. Student voice has also been listened to in KS4 to adjust the process for the better.

Objective 2	Tasks	Success Criteria	Time Frame	Body Responsible	Resources	Progress	Impact
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 2021 and ongoing throughout 2022	14-19 Manager & Curriculum Group Students (CGS)	Transport and staff accompanying.		Transition activities in all schools are planned for June 2022 to coincide with one another. This includes a shared timetable between all so that students can visit other schools where subjects are of interest to them, including minority subjects.
	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. 	on going	CMG	Meeting time allocated on all school calendars.		Covid restrictions have prevented this from happening face to face, but there has been greater collaboration online. A new working party has been set up focusing on student experience with representatives from all schools.

Objective 2 cont.... Review and if possible enhance the range of level 3 courses (both A-level and vocational courses).								documents, Sharing of electronic copies of tutorial programme, Sharing of A level Mindset electronic workbook, Share instructions and resources for the Pastoral Pearl tree and app., Develop super curriculum on TWRA website and disseminate, Audit cultural capital opportunities and develop a vision and goals for its improvement. Pooling of resources has led to greater sharing of good practice which all heads of sixth form have found invaluable.
	Seek to 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.	<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. Secure STEM, Career Enterprise Company (CEC) and Apprenticeships IAG. Explore the viability of 	on going	14-19 Manager & Career, Information, Advice and Guidance (CIAG) leads in schools	Work experience coordination within each of the schools – meeting time. Planning time and Teacher time to deliver.		Career links have been established many of which are online. These include links with local employers, such as engineering companies, solicitors and the Police. Covid restrictions have prevented work experience and have limited future choices in some	Student voice suggests the sharing of more workshops across schools is a good idea and distributes the workload. Improved model addressing this to be considered for next year. Enhanced A Level offer, A-level D&T and IT have been offered for 2022. TWRA is introducing GCSE Engineering in

		<p>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 (A-level D&T, media, English Lang/Lit and BTEC IT and sports development and coaching have been added to offer more breadth to the curriculum programme.</p>					<p>areas. Various workshops have been offered at different schools, including a medical presentation at SGB attended by students from all schools. Given the nature of T Levels and the requirements for costly equipment/resources it has been agreed that these are not viable at present. Other courses have been included in the offer.</p>	September 2022 at KS4.
	<p>Further enhance and respond to systems to capture learner voice to support responsiveness and range of provision.</p>	<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. 	09/2022	14-19 Manager & CGS	<p>Planning time and questionnaire production. Time to collate and analyse results, feedback to decision makers. Transport.</p>		<p>Partnership wide questionnaire needs developing further, so far limited response. Student Forum established with representatives from all schools. Greater accountability of Heads of Sixth to ensure completion of courses.</p>	<p>Student Forum meets every half-term with Partnership Manager to enhance and develop working practices. Their suggestions are acted on giving them a clear voice. A newsletter has been developed to share good practice across all schools and they are better informed as a result.</p>

Objective 3	Tasks	Success Criteria	Time Frame	Body Responsible	Resources	Progress	Impact
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 	<p>Ongoing Termly As they occur 09/2022 Ongoing</p>	CMG & CGS	Joint lesson observation opportunities for subjects delivered by Partnership Teachers, by CMG members – cover and subsequent meeting time to action.		QA systems continue to evolve. Individual partners have continued to monitor the quality of teaching and learning and curriculum provision. Covid restrictions have prevented joint observations across the Partnership. All schools have undergone the required exam training/CPD. Teacher support plans in place where necessary. Data systems enhanced to identify groups of students such as high effort, low progress. Intervention more targeted to where needed and will have biggest impact on outcomes.

Objective 4	Tasks	Success Criteria	Time Frame	Body Responsible	Resources	Progress	Impact
<p>Building collaboration into 14-16 to provide additional qualifications and experiences for G&T students and those at risk of NEET or Permanent Exclusion.</p>	<p>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.</p>	<ul style="list-style-type: none"> More opportunities provided for G&T students, encouraging them to stay within the Partnership for Sixth Form 	12/2021	PEG (in liaison with appropriate leads in school)	Time	Audit has taken place in each school. Covid restrictions have meant that joint ventures have not been possible but individual schools have put the funding to good use.	<p>Activities include Maths challenges to raise the profile of the subject and increase KS5 numbers. University visits including to Cambridge, Oxford, Birmingham, Manchester, Keele. Resources to support independent study and challenge, such as GCSE Pod. Childnet Digital Leaders Programme which builds student Leadership capacity. Student and staff feedback have been positive about the experiences. The impact is starting to be seen with increased numbers moving onto Russell Group institutions. September 2021 saw 52% going to a Russell Group university, including Cambridge.</p>
	<p>Explore possibilities of bringing appropriate G&T leads together to draw up Partnership</p>	<ul style="list-style-type: none"> A more coherent approach to provision for G&T students across the Partnership 	ongoing	CMG	Meeting/cover time	Covid restrictions have prevented this, but a Student Experience	

	plan/provision						working Party has been established and can explore the possibilities.	
	Continue to source providers of alternative provision (AP) to ascertain availability, efficacy and cost of AP courses and provide feedback to e.g. Positive Directions on their provision.	<ul style="list-style-type: none"> • Link with existing European Social Fund (ESF) provisions and engaging with wider partners. • Students engaging in AP are at reduced risk of NEET or permanent exclusion. 	From 09/2021	14-19 Manager PEG	Partnership Manager Time Funding in line with Raising Aspirations project.		Covid restrictions prevented sending students on placements to venues such as Francesco's and so the Partnership decided to pursue AP within their own setting that was accessible during the pandemic with great success.	Projects have included: Prince's Trust Programme aimed at developing life and employability skills. Pupils are taught important skills such as CV writing, interview skills, financial planning and how to work as part of a team. These skills and experiences are important in equipping students for adult life. Early signs show all students will gain a qualification and pupil's feedback has been outstanding. Approximately 100 students have benefited from this across the Partnership. NEET figures have decreased for all schools in 2021 compared to 2020, with all below 2.5%. The participation in learning/training rates for 2021 have

								increased with all schools above 95%.
	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. 	10/2021	Chairs group	Time		Covid pilot projects from year 1 unable to continue due to pandemic.	
	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		Due to the pandemic, some of this has been done on an individual basis, for example through the Prince's Trust Programme. Vulnerable groups have been identified.	All schools have implemented Recovery Programmes and provided targeted subject support materials and intervention to those in need as required.

Objective 5	Tasks	Success Criteria	Time Frame	Body Responsible	Resources	Progress	Impact	
Becoming a recognized quality provider through curriculum provision, enrichment opportunities, alongside providing a more comprehensive approach to IAG	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 2021	14-19 Manager & CIAG Leads	Meeting time Refreshments Location & parking		Careers links continue to evolve as do some with local businesses.	Lack of affordable alternative provision in the local area remains a concern. Need to investigate options and develop a central record for all schools.
	Research suitable programmes to increase the percentage of	<ul style="list-style-type: none"> Provide representation at all Post 16 events in 	12/2021	14-19 Manager	Preparation time and availability at		Representation has been provided at all	Enhanced A Level offer, A-level D&T and IT offered

for our students.	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.	<p>Partnership schools with corporate branding of all materials.</p> <ul style="list-style-type: none"> Review curriculum offer to include a variety of L3 qualifications that meet the needs of learners and the local labour market. 	Summer 2021	CMG	post 16 evenings Meeting time		Post 16 events in Partnership schools with corporate branding of all materials. The curriculum offer is reviewed every year to include a variety of L3 qualifications that meet the needs of learners and the local labour market.	September 2022. TWRA is introducing GCSE Engineering in September 2022 at KS4. Actions have been taken to increase the numbers on Partnership courses, through workshops resulting in the following increases in applications to date: law 40%, criminology 13%, H%SC Cert 220%, H&SC Diploma 800%.
	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 for current year. Effective course induction developed and delivered. 	09/2021	CGS & CMG	Use of schools and Partnership websites to host materials		Each year a review of transition arrangements through the Curriculum Group Students (CGS) takes place.	Processes and procedures are now effective but with scope for further independent projects. The transition challenge has streamlined the course induction across all sites.
	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 and impact on progression routes. 	06/2022	CGS & CMG	ICT facilities in school, cost of online careers platform across all centres		All Partners have access to Unifrog.	Partners have found Unifrog to be an excellent resource for both sixth form and lower school IAG. Increased usage of

								Unifrog across all centres with clear programmes in place, including improvement in the UCAS application process across the Partnership and the effective sharing of student references across all schools.
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Operational Action Plan 2022-2023

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"> Seek to reduce any expenditure without compromising quality. Investigate alternative ways of working considering staff well-being issues. Review staff roles and responsibilities, for example Partnership staff deliver courses at a different school. 	06/2023	PEG & Partnership Finance Group (PFG)	Meeting Time.
	Continue to 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 still further across the Partnership, including students from outside the Partner schools. Create an Aspire group in lower years to introduce Sixth Form provision/experience earlier. 	09/2023	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"> Build on the success of the Transition Programme into Sixth Form, including visiting other schools as part of this. Develop an Aspire group in every school that have shared experiences of Sixth Form life and beyond. Make better use of the Student Partnership Forum to lead on this. 	Summer term 2022 and ongoing throughout 2023	14-19 Manager & Curriculum Group Students (CGS)	Transport and staff accompanying.
	Continue to develop hubs for sharing of good practice, develop opportunities for professional development.	<ul style="list-style-type: none"> Groups can meet, share practice and jointly plan schemes of work. Buddy system in place, for those in need, to distribute/share resources. Build on the success of the Student Experience Working Party. 	on going	CMG	Meeting time
	Seek to develop sufficient L2 and L3 provision across the partner	<ul style="list-style-type: none"> Establish links further links with local employers. Re-introduce work experience for 14-19 students 	on going	14-19 Manager &	Work experience coordination

	<p>schools which address the skills requirement of local and national business, including engineering and STEM subjects.</p>	<p>that is career related, to provide a realistic experience of the world of work.</p> <ul style="list-style-type: none"> • Make use of the Unifrog work experience online. • Secure links with STEM, Career Enterprise Company (CEC) and Apprenticeships IAG. All CGS members have responsibility for sharing local and national business opportunities on the website. • Continue to expand the range of qualifications, as appropriate to local labour market needs. • Survey students (Partnership wide) to establish if any key qualifications are missing from the offer. • Develop Y13 Careers Ambassadors. • Develop a Partnership Scholars group where each school is responsible for a group of students from all centres with the same interests, for example, Oxbridge, Medics, Law, Engineering and so resources can be pooled. • Create a 'Super' Curriculum in order to extend students' learning beyond the curriculum. This consists of a range of extra learning activities that students will complete independently. 		<p>Career, Information, Advice and Guidance (CIAG) leads in schools</p>	<p>within each of the schools – meeting time.</p> <p>Planning time and Teacher time to deliver.</p>
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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 aligned to address the curriculum and its sequencing. • Further conversations (both with staff and students) and learning walks as elements of monitoring provision to inform practice. • Use of targeted CPD to support and develop staff through their own research. • Outstanding practitioners to share great A 'Level teaching strategies. • Greater accountability of CGS members to ensure completion of courses. • Ensure more opportunities to build community 	ongoing	CMG & CGS	Joint lesson observation opportunities for subjects delivered by Partnership Teachers, by CMG members – cover and subsequent meeting time to action.

		<p>spirit and capital culture amongst the Sixth Form.</p> <ul style="list-style-type: none"> • Ensure a common approach to attendance. 			
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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 Permanent Exclusion.	Share G&T provision with other centres within the Partnership and learn from each other.	<ul style="list-style-type: none"> • More opportunities provided for G&T students, encouraging them to stay within the Partnership for Sixth Form. • Develop an Aspire group in every school that have shared experiences of Sixth Form life and beyond. 	09/2023	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. • Partnership Scholars group target students in KS4 as well as KS5. 	ongoing	CMG	Meeting/cover time
	Continue to source providers of alternative provision (AP) to ascertain availability, efficacy and cost of AP courses	<ul style="list-style-type: none"> • Audit current provision across the Partnership, for example, E-Equality, Positive Directions. • Students engaging in AP are at reduced risk of NEET or permanent exclusion. 	From 09/2022	14-19 Manager PEG	Partnership Manager Time Funding in line with Raising Aspirations project.
	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"> • Identify vulnerable groups, focus IAG and provide targeted subject support materials and intervention as required. • All schools have a common enrichment programme to develop 14-16-year olds' confidence and employability skills. 	ongoing	14-19 Manager & CIAG Leads	Meeting time, possible transport between centres. Funding in line with Raising Aspirations project.

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"> • Investigate options (including links with Stoke & Staffordshire NHS trust and Careers Enterprise Company) and develop a central record for all schools. 	ongoing	14-19 Manager & CIAG Leads	Meeting time
	Develop a Partnership wide approach to address the increase in concerns over students' mental health and well-being.	<ul style="list-style-type: none"> • Student Partnership wide event in the summer term to celebrate successes. • Improved rewards, including Partnership recognition. • More enrichment opportunities, including visits, possibly residential. • Improved services within schools, for example, access to a counsellor. • Common approach to behaviour. 	09/2023	14-19 Manager CGS & CMG	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). • Improve website. • Review of independent bridging projects and possible links to the 'Super' Curriculum. 	09/2023	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, including online work experience. • Use Compass evaluations to share good practice so all schools can achieve Gatsby Benchmarks. 	06/2023	CGS & CMG	ICT facilities in school, cost of online careers platform across all centres

8. 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. There was a small increase to £4,188 per student in August 2020. A further small increase in funding to £4,542 is expected in August 2022, but this is accompanied by a requirement to increase the number of guided learning hours from at least 540 hours to at least 580. Although sixth form funding has increased slightly, the cost of energy, resources and materials has increased drastically. An example is a science laboratory refurbishment 3 years ago cost £28,000, for the same work now with the same company the price is £50,000. The Health and Social Care Levy (1.25%) was implemented in April 2022 and employer pension contributions for support staff also increased by 1% to 27.6% at the same time.
- 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.

The request being made for 2022-2023 is for a sum of **£149,320** 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.

Objective	Cost	Description	Impact
Support for Teaching of Key Stage 5	£21,249	Teaching Costs for Central Courses - <ul style="list-style-type: none"> • Criminology • Health and Social Care Extended Certificate • Heath and Social Care Diploma 	<ul style="list-style-type: none"> • Enables delivery of minority subjects • Improves choice of subjects for post 16 students • Improved choice means more students likely to continue at school for sixth form and more external students will be attracted.
Support for Raising Aspirations at Key Stage 4	£40,000	Activities for Students at risk of NEET and who are Gifted and Talented	<ul style="list-style-type: none"> • Enables partners to provide targeted opportunities for these groups and thereby improve their outcomes.

Support for Partnership Resources and overheads and delivery of the operational action plan (Net of surplus)	£88,071	Provision of central Partnership Management Team. Classrooms and office accommodation, Learning resources, Equipment. IT systems and support, Learning resources, Marketing Office services and resources.	<ul style="list-style-type: none"> • Facilities and resources to deliver quality qualifications to students for centrally delivered courses • Educational and financial advice and support to Partnership's Leadership teams • Effective and secure IT systems for processing of data and production of management information. • Effective and timely student and financial management information and data to inform the work of the Partnership • Marketing of the Partnership for prospective Year 12 students – assisting viability of courses and attracting funding to the Partnership.
Total	£149,320		

With the support of the funding from the SECC, the Stafford 14-19 Partnership will be able to set a balanced budget for 2022-23 of £243,402. This is £384 less than was forecast 12 months ago. However, when the £7,240 brought forward amount is considered, the forecast expenditure is actually £7,624 less than forecast a year ago. The Stafford 14 – 19 Partnership has been able to absorb cost increases in the budget and reduce the amount of funding requested from the SECC for 2022-23 by £26,100 through the use of the savings and Covid19 surpluses brought forward from 2021-22 (£16,100) and savings on budgeted costs made or identified since the last budget was set. Some examples of identified savings are the change of HR provider, the move of our Broadband requirements to utilise that of Stafford Manor High School and the cancellation of our PiXL6 subscription.

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.

Role	Responsibilities	Impact
Partnership Manager (Part Time)	<ul style="list-style-type: none"> • Work closely with Partner leaders • Provide robust data to partners • Translate values and visions into objectives and operational plans to develop and improve the Partnership • To monitor and review the curriculum • Keep abreast of national and local 	<ul style="list-style-type: none"> • The role is to work with partner leaders and governors to be a catalyst in expanding delivery, an ambassador in developing the 14-16 provision • The role also facilitates the successful collaborative working of the Partnership, ensuring the vision is shared, understood

	<p>developments</p> <ul style="list-style-type: none"> • 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 the application process and analyse data • Create the systems used for data exchange (SIMS), applications, timetabling across partners and ensure they run smoothly • Distribute necessary information such as the calendar and ensure that relevant staff are aware of deadlines, including administrative, examinations and teaching staff • Create, update and maintain the Partnership website • Organise and analyse student voice, feeding back to inform improvement plans • Organise promotional material for post 16 information evenings • Attend open evenings and careers events across all of the Partnership schools • Analyse destinations data across the Partnership • Assist partner schools with sharing of transition data • Assist with taster sessions for vulnerable students across the Partnership. 	<p>and acted upon effectively by all partners.</p>
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Bursar (Part Time)	<ul style="list-style-type: none"> • Preparation and communication of budget models for approval • Regulating leadership teams regarding financial position during the year • Preparing Partnership Fees for qualifications • Preparing and updating policies and processes • Ensuring financial processes are followed. 	<ul style="list-style-type: none"> • Robust and cost-effective budget for the Partnership • Fees for students who follow courses away from their own school are transferred • Robust financial processes and accountability • Up to date policies and processes are in place.
Clerical Assistant (Part Time)	<ul style="list-style-type: none"> • Organising meetings and distributing papers • Recording minutes • Collating of information as required • Keeping Distribution lists up to date • Other clerical duties as required. 	<ul style="list-style-type: none"> • Meetings are run reliably and participants have all the necessary information • The progress of the meetings is accurately recorded and distributed as required • Communication channels are kept clear and concise • Smooth and reliable day-to-day administration within the Management team.

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: £149,320 (contribution from the SECC to be considered and approved by the Charities and Trusts Committee).

Estimated Budget for 2022-23

<u>Income</u>	
Funding for courses	£1,444,892
Revenue balances from 2020-21	£23,340
	<hr/>
	£1,468,232
<u>Expenditure</u>	
Teaching	£836,587
Teaching Support/Learning Resources/Enrichment	£604,645
Shortfall on Partnership teacher salaries*	£21,249
Shortfall on central Partnership budget**	£88,071
KS4 Alternative Provision and G&T Project***	£40,000
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Total Expenditure	£1,617,552
Deficit	-£149,320

* Shortfall due to insufficient numbers attending central partnership courses to cover staff salaries and overheads.

** Partnership budget excluding salaries and Alternative Provision. This includes figure £7,240 of items brought forward from 2021-22 (£104,011 - £7,240 = £96,711 actual expenditure for 2021-22). The carry forward from 2021-22 has been allocated against these costs.

*** Various activities relating to Raising Aspirations in KS4 as decided by the Partner schools

Total request: £178,261 (contribution from the SECC to be considered and approved by the Charities and Trusts Committee).

Estimated Budget for 2023-24

<u>Income</u>	
Funding for courses	£1,507,414
Revenue Balances from 2022-23	£0
	<u>£1,507,414</u>
<u>Expenditure</u>	
Teaching	£922,491
Teaching Support/Learning Resources/Enrichment	£584,923
Shortfall on Partnership teacher salaries*	£35,593
Shortfall on central Partnership budget**	£102,668
KS4 Alternative Provision and G&T Project***	<u>£40,000</u>
Total Expenditure	<u>£1,685,675</u>
Deficit	<u>-£178,261</u>

* Shortfall due to insufficient numbers attending central Partnership courses to cover teaching
 ** Partnership budget excluding salaries and Alternative Provision
 *** Various activities relating to Raising Aspirations in KS4 as decided by the Partner schools

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.