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The
Whitby 
High
School

SIXTH FORM
SELF EVALUATION FORM

2017/18

SIXTH FORM SEF 2017 - 18

Sixth Form Provision

Overall judgement – 2 (Good)

3 YEAR TREND

Measure	2015	2016	2017
L3VA A Level	-0.4	-0.3	0.02
L3VA Academic	-0.37	-0.26	0.03
L3VA Applied General	-0.41	0.3	0.55
A*-A (%)	5	6	10.1
A*-B (%)	25	29	37.5
A*-E (%)	99	99	99.5

Summary	
	<ul style="list-style-type: none"> • The school has a ten-form entry with approximately 1550 students including 180 in the Sixth Form from across the range of socio economic backgrounds. Students are placed into one of Five Houses (Hanover, Stuart, Tudor, Windsor and York) • A continued high number (significant increase in the number) of students involved with social care agencies. • Many of the Sixth Form students are the first to continue into university education.(Parent surveys show that 14% of parents attended higher education). Most Sixth Form Students work in the evenings and at weekends. • Many students engage in the Duke of Edinburgh Awards scheme at all levels The percentage of students eligible for Free School Meals is broadly in line with national (24% vs. 28%) but rising (IDSR 2017). • We are a broadly comprehensive Sixth Form of around 180 students and increasing • Sixth Form students are in 10 mixed-year form groups (Y12/Y13) with specialist Sixth Form tutors. • A full time administrator ensures consistent support/contact for the students All students have supervised study sessions to enhance timetabled study. • The Sixth Form offers a broad range of courses – 14 academic 2 year A' Level subjects and 14 2 year Applied General/Tech level courses. • The curriculum offer has been developed in response to the strengths/interests and needs of our students and employment/skills needs • .Programmes of study include high-quality CEIAG, work experience, supervised study, volunteering, PSHCE/wellbeing content and L2 Maths/English where needed. • Results in 2017 were the best in recent years with an Academic L3VA figure of 0.03, A' level of 0.02 and Applied General of 0.55. • AS results from unreformed courses were excellent with 47% at A/B. • The pass rate at A2/A level was 99%

	<ul style="list-style-type: none"> • Progress in L2 English and Maths is excellent at 0.67 and 0.35 respectively. • Retention in 2016 was 1% below the national average • Retention of disadvantaged students on Academic/A level programmes was 100%. • Students who leave without completing courses overwhelmingly move into good quality local apprenticeships • Around 50% of our students go to Higher Education • The most recent destinations data was published by the DfE in 2016, shows that our data compares favourably to national with 97% in Education, Employment or Training (compared to 88% nationally)
<p>Leadership Judgement – Good (2)</p>	<ul style="list-style-type: none"> • The Sixth Form is led by an Assistant Headteacher with line management by the Curriculum Deputy Headteacher. • A change in staffing was made in 2016 with the appointment of a full time Sixth Form administrator replacing a part time Assistant Progress Manager. • All subjects are taught by specialist teachers. • All form tutors are established tutors who have the necessary skills to support the students at post 16 study and development. • The school operates a six period day each of fifty minutes.(started Sept 2013). • We offer a wide range of both academic (A level) and applied general (BTEC or equivalent) courses at level 3. • We review and update our curriculum annually to meet the needs and aspirations of our students and informed by local employment needs • In Y12 each subject has 5 lessons per week and in Y13 they have 6. • Year 7 students have one period per week Study Skills. (started Sept 2013) to address the need to improve study skills across the curriculum. • At Level 2 the school offers 34 courses in addition to English and Mathematics. We offer 9 L2 vocational qualifications. At KS5 the school offers 14 GCE 2 year A' Level courses and 14 2 year Level 3 vocational courses, predominantly BTECs. All Sixth Form students have Guided Learning (supervised, registered study) periods on their timetable. 10 in Y12 and 6 in Y13. • Over the past two years we have expanded and tailored our Sixth Form provision to support the needs of our students. This has been reflected in the curriculum offer, staffing and study provision for the Sixth Form. • The school holds Investors in People Award, International Schools Award, Silver Arts Mark and Sainsbury's Gold Kite Mark in Sport. We are currently working on the Rainbow Flag Award and the Careers Award. <p>Retention and Progression</p> <ul style="list-style-type: none"> • Vast majority of learners complete their study programmes. • The 'all', female and disadvantaged groups exceed or are very close to national figures. • Males and non-disadvantaged are slightly below national. • The Applied General cohort was much smaller (16) so care needs to be taken with the figures. • The largest gap is for the disadvantaged cohort (2) with 1 student completing and 1 leaving. <p>A' Level/ Academic (cohort number) TWHS National Applied General (cohort number) TWHS National All (94) 95% 96% All (16) 81% 88% Female (62) 97% 96% Female (8) 88% 88%</p> <p>Male (32) 91% 96% Male (8) 75% 87% Disadvantaged (14) 100% 97%* Disadvantaged (2) 50% 89%* Non-disadvantaged (80) 94% 97% Non-disadvantaged (6) 86% 89%</p>

	<ul style="list-style-type: none"> • The differences in retention for the different subject cohorts varies due to the vast majority of students who leave to move into good quality apprenticeships locally or the local further education college to pursue courses that we do not offer. (North West regularly has the highest number of apprenticeship starts) • We keep detailed records are kept of students' destinations during their time in the Sixth Form • Clear support, advice and encouragement is given to students to determine a pathway forward. • Around 50% of our students go to Higher Education, with the others competing for Higher Apprenticeships in the local area. • Destinations data for the school published by the DfE in 2016, compares favourably to national with 97% in EET (88% nationally); 44% in HE (48% nationally).
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Pupils learning and Progress overall Judgement – Good (2)	<ul style="list-style-type: none"> • The unvalidated L3VA data for 2016/17 shows significant improvement on all measures. • Academic L3VA is 0.03, A level 0.02 and Applied General 0.55. • Eight subjects secured above average value added –Photography (0.07); Chemistry (0.35); Drama (0.06); Economics (0.15); Geography (0.4); Politics (0.03); Physics (0.74) and ICT (0.56). Five more - Biology (0.96); Product Design (0.79); Applied Engineering (0.68); • Health & Social Care (1.2) and Applied Science (1.03) were significantly above average. • Significant improvements in Psychology at -0.02 (-0.3 last year) • Significant improvements in Applied Business at -0.03 (-0.3 last year) • Significant progress is still required in English Language, MFL and History. • Excellent AS results in unreformed subjects 16% A = 16% (+8.2), A-B = 47%(23%) and A-C = 77%(+22%) • The 2017 figure for tranche 1 subjects (those taking the first reformed AS levels) is 16% A grade (in line with national) and 34.6% A-B (above national). • GCSE English and Maths progress was excellent compared to the national figure – English was 0.67 (0 nationally) and Maths was 0.35 (0.02 nationally)
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Quality of Teaching, Learning & Assessment Judgement – Good (2)	<ul style="list-style-type: none"> • A sharper assessment programme developed with formal assessments 5 times over 2 years (3 in Y12 and 2 in Y13) This allows us to collect robust, regular data on the progress of the students. • Data is tracked regularly and students who are falling behind are identified and supported/challenged. • Learning Plans are put in place to guide all students. • Extensive interventions include – additional Guided Learning sessions, 1-1 catch-up sessions, online learning activities, past paper setting etc. • Work scrutiny carried out in December 2016 in conjunction with student voice showed that students' work was assessed regularly, feedback was given and acted on. • A Sixth Form Learning Walk in March 2017 showed that notes/folders were well organised), students were engaged and clear on what they were doing, work was assessed regularly and targets given, • Students report feeling supported and challenged in their lessons. • L3VA data shows that students are making good (and very good in many cases) progress from their starting points.
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SMSC and Guidance Judgement – Good (2)	<ul style="list-style-type: none"> • Over their 2 years all Sixth Form students engage with a variety of CEIAG/PSHCE/wellbeing 'activities'. (Please refer to Additional Information) • We launched ULAS with both year groups this year and it has meant that students create bespoke profiles matched to their aspirations and interests.
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	<ul style="list-style-type: none"> • All students can access tailored information about courses, jobs, vacancies, skills etc. • We offer stress & emotional wellbeing workshops in addition to awareness sessions on such things as drugs and legal highs, road safety etc (Please refer to Additional Information) • All year 12 students engage in 1 week of work experience. • Form tutors develop themes running through form time (Please refer to Additional Information) • Form time is planned around the VESPA programme from ‘The A-Level Mindset’. • All students have a workbook with activities focused around Vision, Effort, Systems, Practice and Attitude. (Please refer to Additional Information) • All students meet with Sixth Form Leadership staff at least once per term • Referred to other agencies as necessary. – • We also offer additional opt-in to additional guidance sessions/workshops (Please refer to Additional Information) • Whitby+ is in its third year with the highest achievers at GCSE (Please refer to Additional Information)
<p>Behaviour, Safety and student attitudes Judgement – Good (2)</p>	<ul style="list-style-type: none"> • Safeguarding arrangements are effective in the Sixth Form and follow the procedures of the wider school. • Sixth Form students appreciate having a full-time member of staff on hand throughout the day to talk to if they need to. • Sixth Form students access mentor support as necessary • Sixth Form students are sign posted to other support agencies as necessary • All staff refer on to Child Protection officers, when necessary. • In addition to the strong pastoral care provided through the House system, there is a weekly School Health drop in, a weekly wellbeing drop in and a fortnightly LGBT support drop in. • Student voice feedback in December 2016 (alongside work scrutiny) was very positive. • Students feel that they are under pressure but can approach their teaching staff for help. • Study provision has been extended as a result of this being one of the key things students felt they needed. • A student voice survey in January 2018 showed that all students surveyed (a sample of 10 students across the ability/subject/background range) enjoyed the Sixth Form and would recommend it to Year 11 students. • Students were very complimentary about support from staff both in and out of lessons. • Students feel that they are working very hard and that Sixth Form is a real challenge but that they know where to access support (curriculum or pastoral). Students work well in supervised study sessions and attendance is excellent. Y12 have 10 guided learning periods on their timetables. • Y13 have 6. guided learning periods on their timetables. • The Sixth Form Leadership Team meet regularl • Sixth Form lead student voice throughout the school, with students working with House groups of fulfilling specific leadership roles. • The first Whitby Christmas Market raised almost £900 in 2016 for charity. • Sixth Form students are role models for the wider school community – they are all expected to spend the equivalent of one lesson doing ‘community service’. Some students choose to gain work experience outside of school in this time – for example in local primary schools or Ellesmere Port hospital. • Attendance in the Sixth Form is good – in 2016/17 94% for Y12 and 92% for Y13. This figure is impacted by the punctuality of a small group of students who resist coming into school on time if they do not have a lesson – therefore they miss AM registration

TO IMPROVE

- Continue to improve guidance and advice to Year 11 to ensure students select appropriate subjects in Y12 to continue into Y13.
- Value added in some subjects is still not good enough – History, MFL and English Language have an underperforming trend.
- Continue to improve the L3VA of the Sixth Form by ensuring that students make at least expected progress in their subjects.
- Increase retention of males on all programmes and disadvantaged students on Applied General programmes – however the figures take account of just 2 disadvantaged Applied General students so care is needed with this figure.
- Attendance and punctuality could improve further