

Post 16 Pre Inspection Briefing 2012-13

Inspection questions	Details	Inspection trails
What does the Post 16 centre look like?	<ul style="list-style-type: none"> • Number on roll 2012-13: 277 • Where they came from - internal – 91% / external – 9% • Proportions in groups: 88% white British. Y13 Girls – 60% compared to 40% makes • Number entitled to FSM when in Y11: 3 • Number entered for each qualification or on level 2 courses: • GCE A - 301; GCE AS - 663; Applied A 26; Applied AS – 59 (large number of AS entries in Year 13 due to General Studies completed in January of Year 13) • Number on level 2: 1 	<p>Need to monitor the closely the performance of boys versus girls – boys performance at Post 16 – is this a concern?</p> <p>** Be aware that students sitting AS General Studies impacts on outcomes for AS**</p>
What is the students' prior attainment?	<ul style="list-style-type: none"> • GCSE scores compared to national are lower at the higher end (A*-B) than they are B-D. This suggests that the cohort are, on average weaker, than the national A Level cohort. • School GCSE scores are weaker on entry than the national for A levels, AS, Applied A Level. GCSE scores are above the national for the AS Applied and BTEC students on entry. • FSM/CLA GCSE scores when in Year 11 – 3 students in 2012-13 were FSM. The with-in school gap for prior attainment is - 5.6 (39.7 v. 45.3 for non FSM/CLA) • GCSE English and mathematics (KS4 cohort 2011-12) – 88% of students entered the Post 16 centre with both English and Maths at C+. English – 97% C+(63% A*-B). Maths - 90% A*-C (54% A*-B) • <i>You need to follow through attainment of GCSE grade C+ in English and/or mathematics for those students who do not have this when they enter the sixth form. This will be included in the new DfE performance measures and tables.¹</i> 	<p>FSM students need close monitoring to ensure that gaps are minimized.</p>
Do they stay on course?	<ul style="list-style-type: none"> • Retention from Year 12 to Year 13 – 91% • Retention rate for qualifications: <ul style="list-style-type: none"> • 96% of A2 • 89% of AS • 92% of Applied A2 • 90% of Applied AS • 100% of FSM students at AS and Applied AS were retained 	<p>Monitor retention rates at AS</p>
How well do they do (progress)?	<ul style="list-style-type: none"> • Headline academic VA – +0.32 – sig+ above the national • Headline vocational VA - +98 – sig+ against the national • 3-year VA trend for A Level – Sig+ and upward trend • 3-year VA trend for AS Levels – Sig + and stable trend • 3 year VA trend for A Level subjects – improving picture. 6 subjects sig+ in 2013 compared to 3 in 2011. There were 2 fails in 2013. • 3 year VA trend for AS Subjects mixed picture. All subjects largely not significant. 0 subjects identified as either sig+ or sig-. 17 subjects above NA VA / 7 subjects with below NA VA. 42 fails but 26 of these are General Studies sat by Year 13 in 	<p>Reduce the number of fails at AS through more appropriate curriculum and course matching - focus on Y11 IAG. Scrutiny suggests this is very good. See IAG plan for Y10-13.</p> <p>Subjects below NA VA: A2 – Business, 3D design, Soc</p>

	<p>January. Most subjects are tiny numbers</p> <ul style="list-style-type: none"> • VA score (and fails) for other qualifications – All other subjects are above the national average. L3 BTEC courses are sig+ • GCSE English and maths transition - No students in Y13 were required for English; 13 students took Maths of which 50% improved, 42% stayed the same and 8% went backwards • <i>Detailed subject-level data including scatter graphs showing individual students, and summary tables for each type of qualification that provide a useful overview.</i> 	<p>Need to focus on progress in GCSE Maths to ensure that students are making progress See LV3a</p>
<p>How well do they do (attainment)?</p>	<ul style="list-style-type: none"> • Headline academic APS per student – APS per entry sig+ against the NA (213.6) and APS per student sig+ against the NA (816) • Headline vocational APS per student – APS per entry sig+ against the NA (252.9) and APS per student sig+ against the NA (833) • Are minimum standards met? - dashboard • 3 year APS per entry at A Level sig+ against the national ; AS Level sig- • 3-year A*-B at A level sig+ against the NA; A*-E in line with the NA • 3-year A-B a AS Level sig- against the NA; A-E sig- against the NA – downward trend • APS for GCE A subjects – all either not significantly different to national or sig + (Chem, Physics, Maths, Graphics, Photo, Art) • APS for GCE AS subjects – 3 subjects sig+, 4 subjects sig -; 12 subjects below NA, 11 subjects above the NA • APS for other qualifications – 8 subjects in this group. 5 above the NA including BTEC L3 Sub Dip – sig+, 3 below including Applied AS sig- (ICT – NQT doing the maternity cover) • APS per student for groups at AS - All students perform above the NA. Girls significantly above the NA but boys slightly below the NA. School APS for FSM is above the NA • APS per student for groups at A2 – all students sig+ against the National. Both boys and girls achieved above the NA. Boys above girls. FSM APS sig- against the NA. • Indian students at AS and A2 achieve sig+ against the NA. 	<p>Monitor closely the student attainment at AS</p> <p>Subjects A2 causing concern: Sociology, Music Business Biology</p> <p>Subject AS causing concern: Chemistry Business History (Psych, Soc, German)</p> <p>Boys attainment at AS is a concern.</p>
<p>How well is the achievement gap closing?</p>	<ul style="list-style-type: none"> • FSM students are weaker on entry than national FSM groups at A Level. • VA scores for FSM students are slightly below the national. The gap between FSM and non-FSM is wide although attainment on entry for the 3 students is wide. • APS per student at AS for FSM students is good. FSM students achieve above the non-FSM cohort. • APS per student for A2 FSM students are sig- (3 students). There is a gap of -321.9 points. • The in-school gap is wider than the national gap 	<p>FSM student performance can vary from cohort to cohort.</p> <p>Close monitoring of FSM students is essential.</p> <p>Case studies required.</p>
<p>What happens after they leave?</p>	<p>Destinations data:</p> <ul style="list-style-type: none"> • The percentage of students in overall education, employment and training is 89% compared to 81% nationally. • Those going to any educational establishment is above the NA at 79%. 	

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| | <ul style="list-style-type: none">• Those going into Higher Ed is broadly in line with the NA.• Destination not sustained is below the NA.• 0% Neet | |
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Key points to note

- in the new DFE performance measures, value added takes priority over attainment – schools should be tracking and analysing progress and value added as well as attainment data in preparation for this change – it will also have an impact on their self-evaluation of the sixth form
- where students' achievement, value added, is below average, or the number of fails is high, this should raise questions about the appropriateness of their individual study programmes as well as other factors such as the quality of teaching, effectiveness of monitoring etc. – this also links back to the quality of IAG they received about post-16 routes and programmes
- in sixth forms, cohorts can be small and the confidence intervals (CI) on data large. You must take account of the CI; for example, check if the 'bars cross the line' in judging whether the data are below, in line with or above average
- take account of the note on the front page of the PANDA about how AS is treated.