

ABBHEY HILL ACADEMY SIXTH FORM

*Curriculum
Impact
Analysis*


Ofsted
Outstanding
Provider



Abbey Hill Academy Sixth Form

Curriculum Impact Analysis

Forward

Over the past 5 years an Attainment and Progress Report has been prepared to share the student's academic progress and achievements, with the information drawn from the Sixth Form's end of Key Stage 5 Examination Results.

Ofsted's new framework, known as the Education Inspection Framework – is clear in that a whole range of information is required in order to assess the 'Quality of Education' students are receiving. Indeed Ofsted is clear that national assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will balance outcomes with their first-hand assessment of pupil's work.

So that we are able to gain a more holistic view of the Quality of Education, the scope of this document will be broader than the previous iterations, in that it will look beyond examination outcomes to assess whether the intent of our curriculum matches the impact.

Kathryn Thompson - Principal

Paul Barton – Vice Principal

Paul Steel – Vice Principal

Steve Cropper – Assistant Vice Principal

“We learn not for school, but for life”

We understand that progress means knowing more and remembering more. Understanding and retention of prior knowledge permits the successful learning of new content.

We believe that the Sixth Form’s Curriculum embeds ‘transferable’ knowledge by employing sequenced learning of both knowledge and skills. Our curriculum includes carefully chosen ‘components’ crucial for subsequent learning focusing on the Preparation for Adulthood Outcomes.

www.preparingforadulthood.org.uk

We believe that our curriculum is the progression model – progress is made through knowing more and remembering more. We are not driven by data, the data we collect is a tool in which we measure the impact of the curriculum.

The appropriateness and the success of a lesson activity depends on how it contributes towards achieving the curricular goals. The Sixth Form’s broad and balanced curriculum helps pupils to acquire knowledge, understanding and skills that will prepare them for life beyond formal education.

Intent

Our four broad, balanced, relevant and appropriate **Curriculum Pathways** are a carefully considered selection of learning opportunities designed to meet students’ needs.

- The Pathways are designed to engage all learners at the Sixth Form, which will ultimately enable progression onto further learning, be it delivered formally or through Adult Social Care.
- Lessons are interesting, enjoyable and relevant in terms of the students’ likely life experience.

By following our stimulating courses we intend that:

- Pathway 4 and 3 Students achieve the requisite qualifications to commence vocational 'cross college' courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- Pathway 1 and 2 students will mature socially learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21 or Adult Social Care.

The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.

All students receive high quality careers education so students are prepared for their next stage of learning and life.

- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School
- To provide extracurricular opportunities to prepare students for life beyond school.
- For all to have opportunities to engage in health and well-being services.

The intent of the curriculum will be evident in the outcomes section of all of the students Education and Health Care Plans.

Curriculum Impact Analysis

- All learners at the Sixth Form, will ultimately progress onto further learning, be it delivered formally at tertiary college or through Adult Social Care.
- ✓ As of July 2019 100% of students had a confirmed placement on an appropriate tertiary course or in the case of students an appropriate package provided by adult social care.



Additionally all of the students from the 2019 Leavers Cohort (whose family did not move out of the area) remained with us for the duration of the course, thus a 100% retention rate.

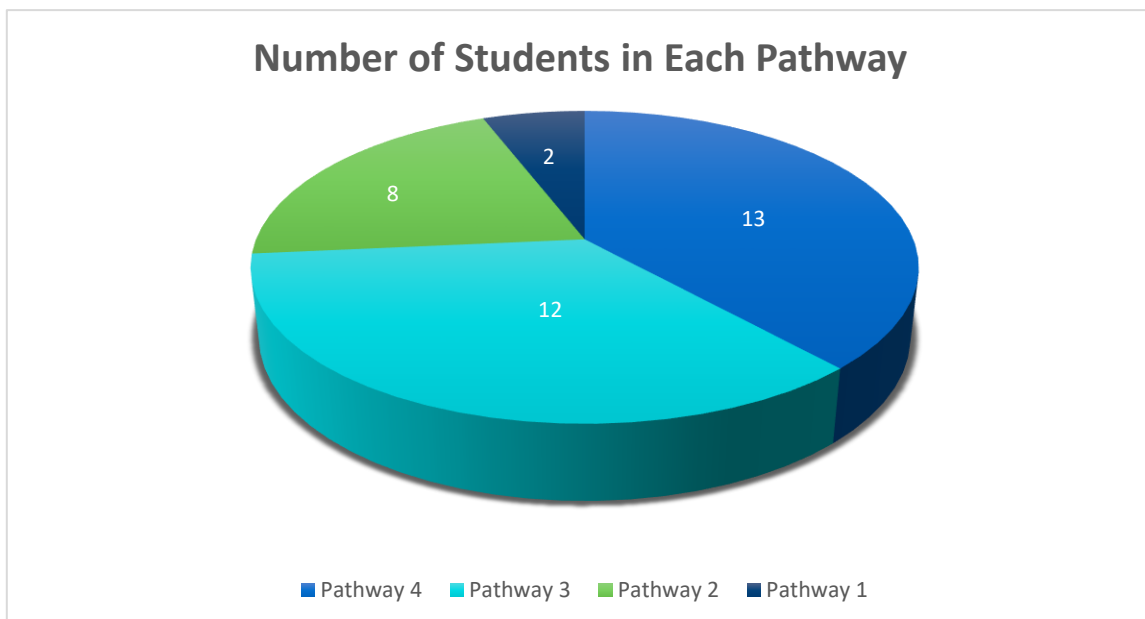
Students at the Sixth Form have a wide range of abilities levels that requires that we divide the student population into a number of different **Pathways**, to reflect their level of ability. Consequently, we offer four curriculum models that are designed to prepare the students for life beyond Abbey Hill, cognisant of their very individual needs.

The **Pathways** are:

1. Communication and Additional Needs: typically achieving from Milestones 4 to Milestones 5.
2. Lower Ability Learners: often referred to as having Severe Learning Difficulties working around M6 up to and sometimes including Adult Curriculum Entry 1.
3. Middle Ability Learners: characteristically achieve Entry 1 to Entry 3.
4. High Ability Learners: our most able learners working at GCSE, Level 1 / 2.

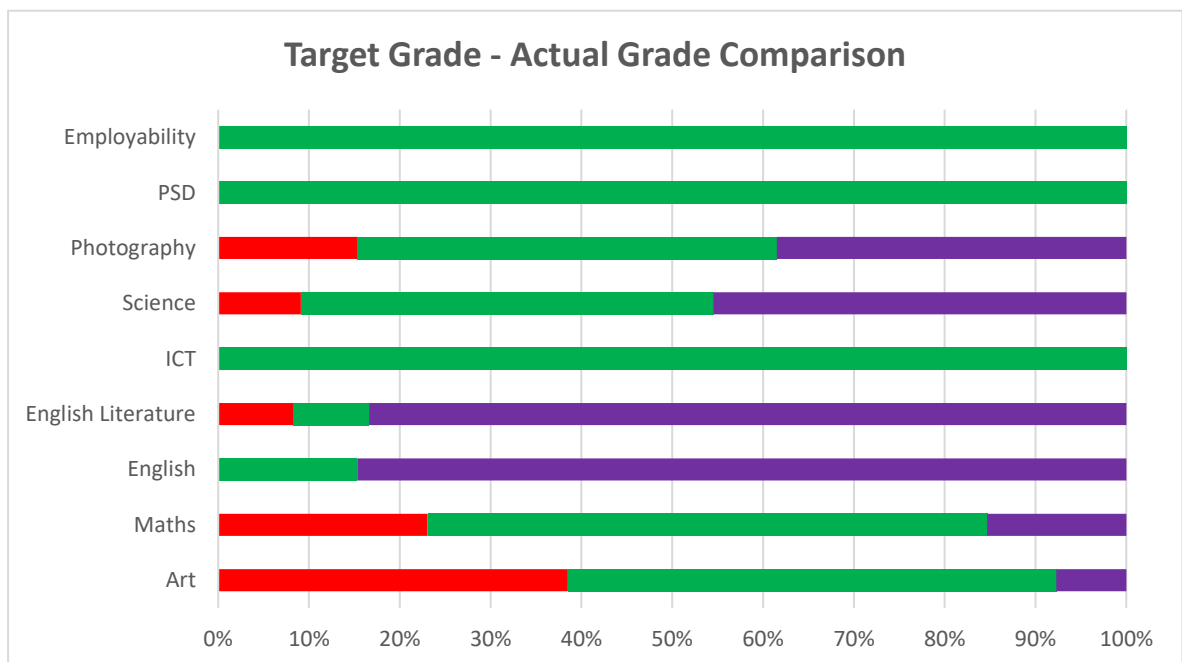
- Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.
 - ✓ Lesson visits conducted over the past 12 months show that students engage well during lessons, are on task and encouraged to learn independently. They show resilience and 'stickability'. The range of programmes and differentiated pedagogical approaches meets the needs of our students who all have unique needs and thus require a bespoke approach. 100% of students surveyed stated they enjoy college most or all the time. All but one parent who replied when surveyed stated their child enjoys coming to the Sixth Form.
 - ✓ External reviewers and employers have remarked on the willingness of students to engage with them, including during student voice sessions. Students show concern for others and work well together, for example during charity and enterprise events. Students are proud of their achievements and are assisted to prepare themselves appropriately for the next steps. The Sixth Form have six Rights Respecting School ambassadors and 5 Happy School representatives.
 - ✓ High expectations are a non-negotiable aspect of the teachers' work and this is reflected in the quality of their planning and consequently the superb progress the students make, as evidenced in books, portfolios and e-files. Supporting judgments from the school development partner and the annual Validated Self Evaluation visit 97% of students surveyed confirmed that teachers provide students with work that challenges and broadens their understanding of the world.

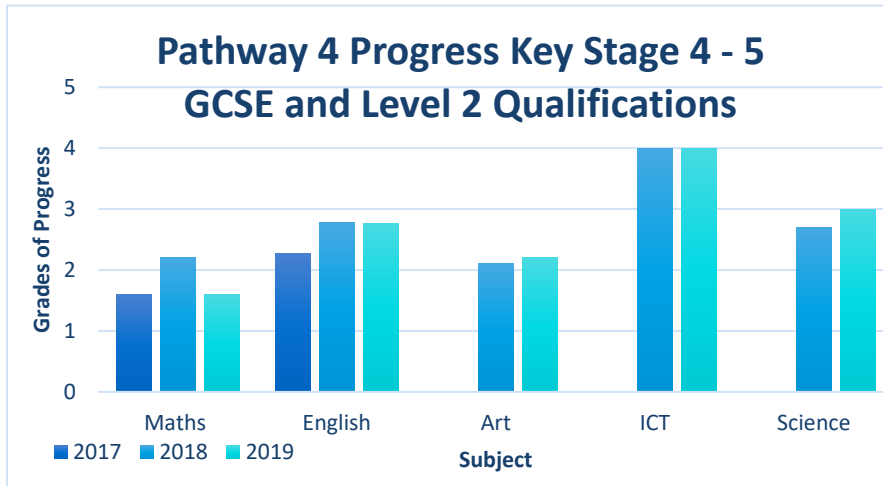
35 students completed their study programmes last year; the proportion within each pathway is exemplified below.



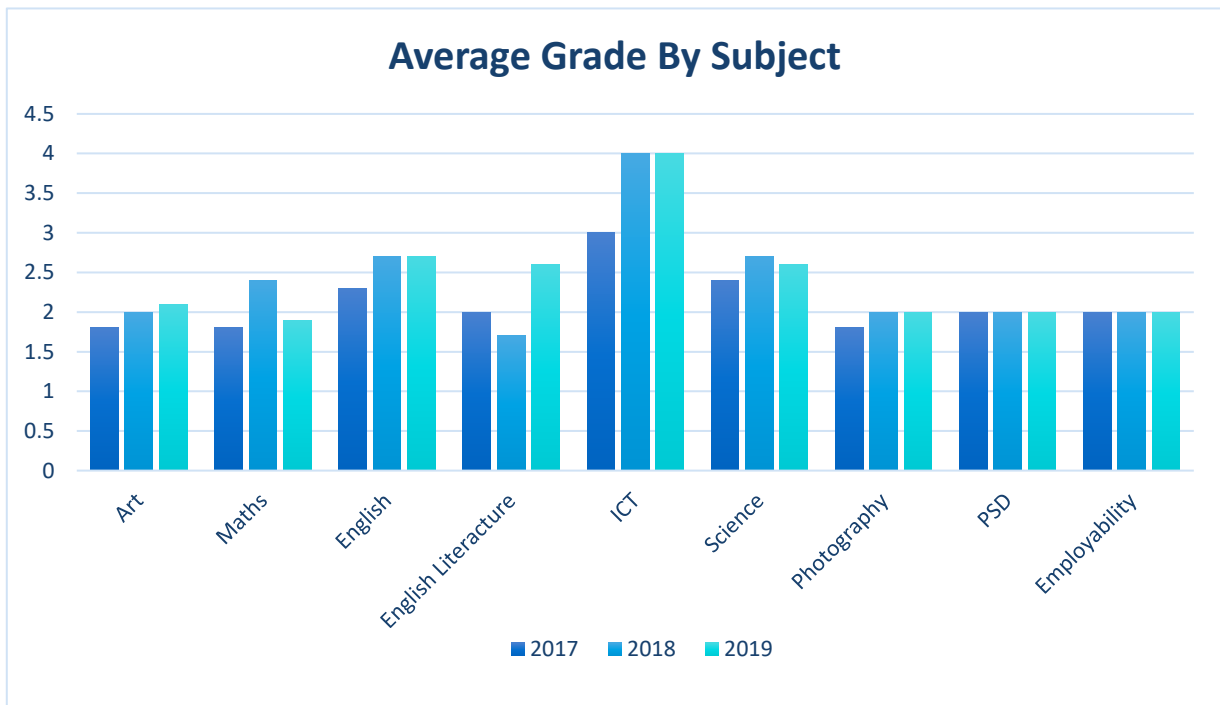
- By following our stimulating courses we intend that:
 - The most able students achieve the requisite qualifications to commence vocational ‘cross college’ courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
 - ✓ HSAT Trust set Key Performance Indicators relating to Abbey Hill Sixth Form that informs our curriculum intent. For example, a KPI that requires 100% of our most able learners achieve five GCSE or Level 1/2 Qualifications and 70% achieve eight or more. All of the students in our most able pathway achieved eight or more GCSEs or equivalent qualifications. The 2017-2019 cohort produced the strongest set of result to date in almost all subjects, in terms of raw attainment and progress from their starting point. The only anomaly is in maths, with last year’s results were skewed by an outlier (a student achieving a grade 7 in a relatively small class).

The graph below exemplifies how all of the students performed against their aspirational target. The close analysis of the results indicated that our system of aspirational target setting is fit for purpose. However, the over performance in English will recalibrate more challenging targets going forward.

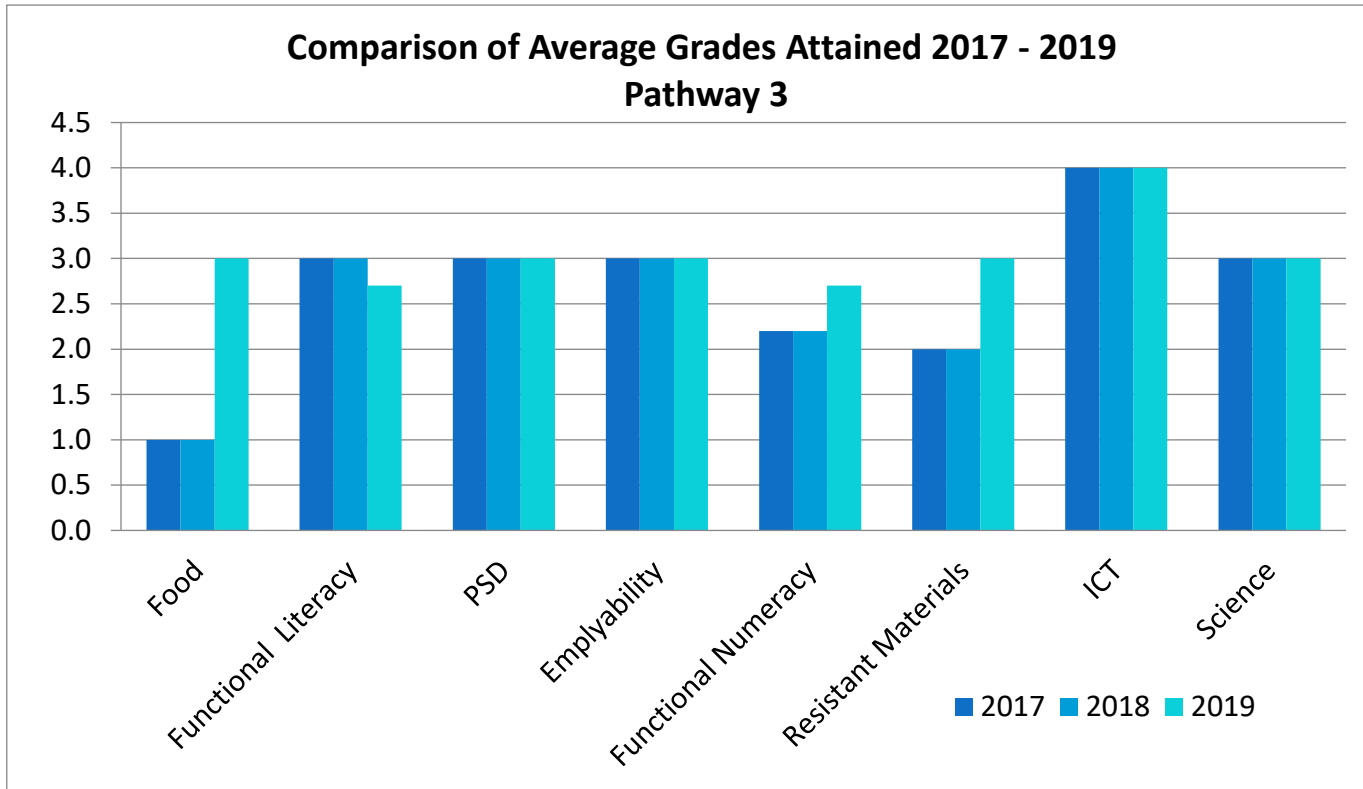




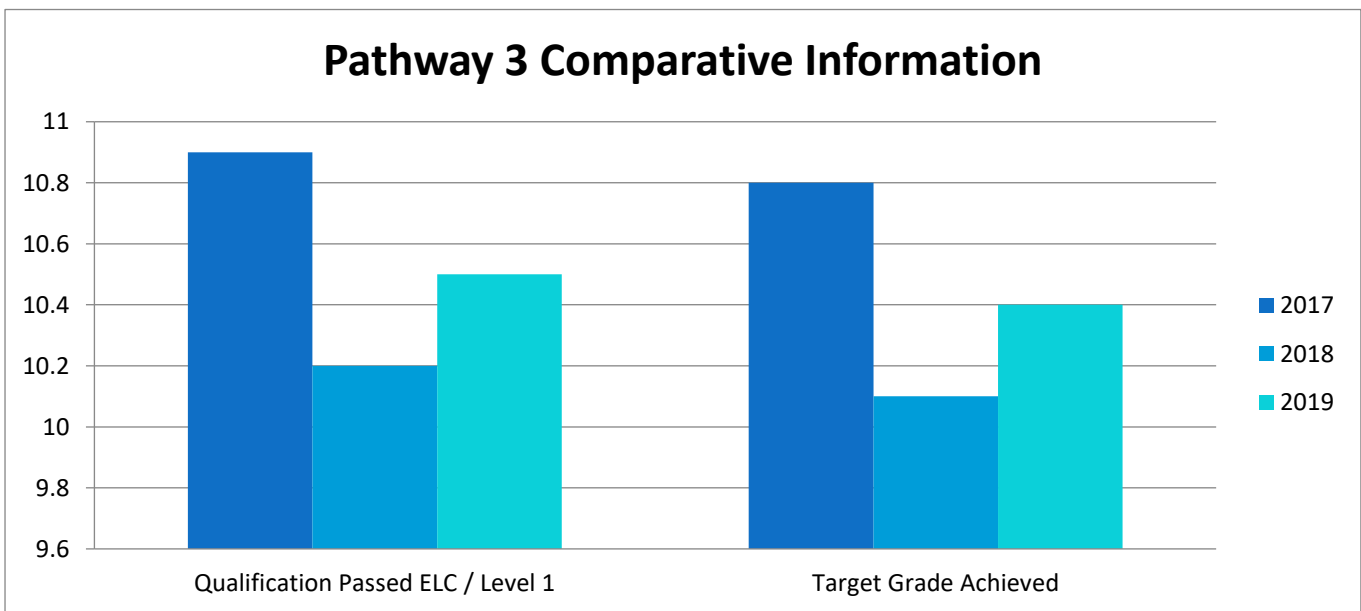
The progress graph to the left demonstrates that students continue to make exceptional progress from the starting points in all areas of the curriculum.



The analysis of the average performance in Pathway 4 across all subjects remains stable with no particular areas of concern, thus reflecting that fact that we ensure that the curriculum and methods of assessment meets the needs of the students both academically and ensuring that their mental health and wellbeing is paramount



Student performance in Pathway 3 has also remained stable, except in food where there appears to have been a significant improvement in performance – this is due to a change in the curriculum and the resulting accredited outcome.



The graph above explains that, on average students completing the Pathway 3 Curriculum will achieve qualifications in appropriate subjects preparing them fully for the next stage of their academic journey – in particular enhanced numeracy and literacy skills and a raft of work related experiences. Moreover, it indicates that students are correctly placed on their

learning pathway and follow the correct level of course as they consistently achieve their target grade.

- Pathway 1 and 2 students will mature socially learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21 or Adult Social Care.

- ✓ All students in the Pathways for learners with complex needs and severe learning difficulties left the Sixth Forms well prepared for life beyond Abbey Hill. All of those with the most significant needs were assisted to find the most appropriate adult social care placement, with Abbey Hill Sixth Form bringing together key stakeholders to ensure that the transition was clearly planned with ample time for a suitable transition plan to be developed and implemented. All of these students achieved the ASDAN Personal Progress Diploma – a qualification that aims to ensure all aspects of the students' achievements are externally accredited both academically and vocationally. Therefore, work based learning, life skills (including food preparation) are weighted equally against numeracy and literacy.
Those students who were able to achieve qualifications at E1 and E2 achieved the expected qualifications. In these classes in particular, there is minimal teaching to test, the emphasis is on a rich and interesting curriculum with assessment intertwined so that the students will be largely unaware they are being prepared for an assessment towards the end of the course.

- The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.

- ✓ All of the leavers achieved both an English or Maths related qualification. It is noteworthy that the qualification students achieve is a sample of learning and thus a reflection of a proportion of the learning that has taken place.
All of the student's study programmes contain a significant number of lessons in both of these subject areas. The qualifications achieved include GCSE English Language, GCSE English Literature, GCSE Maths, Functional Skill from E1 to L2, L1 Money Management and for those students working below Entry Level Functional Skills Personal Progress Units and Towards Independence Units. Teachers and leaders will review how individual students are performing throughout lessons with 'low stakes assessment' to ascertain the most suitable route to accreditation. Literacy and Numeracy are taught outside of the discreet subject areas within the other curriculum, with a significant focus of the professional development programme encouraging numeracy across the curriculum. Reading is taught daily to small classes, differentiated by ability. The reading coordinator selects text to consolidate

and build upon the students' aptitude and assessed annually. Year on year reading age scores indicate that the reading programme aligned with literacy across the curriculum is having the desired impact.

- All students receive high quality careers education so students are prepared for their next stage of learning and life.
 - ✓ Careers guidance is embedded across all curriculum pathways and supported by a specialist 'In house' experienced CEIAG teacher and HLTA. The Sixth Form has made significant progress towards meeting the Gatsby benchmarks prior to the 2020 deadline. 100% has been achieved for four of the benchmarks and a further two benchmarks are above 90%.
 - ✓ 100% of leavers accessed a work placement. There were a total of 16 students accessing our supported work placement programme during 2018-2019. In addition to this, 13 MLD students participated in a week of work experience independently, which was supported by over 19 external partners and organisations.
 - ✓ Students are well prepared for their next stage of adulthood and 100% of leavers last year had an appropriate Post 18 pathway agreed for them to embark onto after the Sixth Form. 96% of students reported that the Sixth form provided them with helpful information regarding their next steps.

- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School
 - ✓ Students' spiritual, moral, social and cultural development is promoted throughout the PSD curriculum, including activities like the weekly picture news and Rights Respecting School themes. Abbey Hill has achieved the Silver Rights Respecting School award and this academic year we will be focusing on achieving Gold to ensure that students are well prepared for life in modern Britain.
 - ✓ The Academy's Enrichment offer is a key strength and provides students with the opportunity to socialise and mix with others, as well as access to alternative, inspiring activities. 96% of parents or carers agree that their child has access to a wide range of activities.
 - ✓ Students participated in local area 'Youth Voice' campaign. For example 'The Big Conversation' and the Local Authorities PFA back youth forum, where students actively voice and offer reasoned views and suggestions with regards to local issues.
 - ✓ Student regularly participate in youth social action projects to support the local community. Recent activities have included supporting eight charities including the local foodbank, the Yorkshire Mountain Rescue Team, MIND; Help the Homeless, Alzheimer's UK, The Dog Trust and Brain Tumour UK. The provisions outdoor and vocational learning agenda promotes a number of cross-curricular links and volunteering opportunities with external organisations. Last year conservation activities were carried out with the following organisations - Tees Valley Wildlife, Natural England, Stillington Rangers and Environmental City. Additionally a number of

Year 12 students successfully embark on and completed the National Citizen Service programme over the summer break. One student in particular being the first wheel chair young adult to access the programme in the local area. We worked very closely with NCS to ensure all of our students had the opportunity to attend.



- To provide extracurricular opportunities to prepare students for life beyond school.
 - ✓ Preparation for adulthood is a fundamental principle that underpins the work that we do in the subjects studied in the formal curriculum and in the work carried out via the vocational options chosen by our students. We use these two areas of the curriculum to develop the skills that will enable our students to navigate life beyond the sixth form. To this end, extra-curricular opportunities provide the ideal opportunity to realise this aim and the articles below are examples of this taken from the Sixth Form Newsletters during the last academic year.

John Muir—Discover Your Inner Explorer

Having successfully achieved the John Muir Award at the Discovery Level early in February, the group has recently secured a second award at the Explorer level.

Once again, we have been working with Casper, One-Planet Pioneer Officer with Middlesbrough Environment City, working on the huge area which was once the thriving city park of “Nature’s World”, and is now being slowly restored. As John Muir explorers, one of our highlights was supporting Casper to get more light to the allotment area by thinning out a terrace of trees.



Working with Gwynn in Stillington Forest Park has been a regular commitment for the group. Maintaining the maze of forest pathways and making sure the park is free of litter, has been a task we’ve enjoyed. We were delighted to welcome Coralie, regional manager for the John Muir Trust, to come and join us in our work on a fabulous spring day in May.



Group 2 - Press Ahead With Independent Living Skills

New College Durham was the venue for the “Inclusive Skills Competition” and our Group 2 students entered the Independent Living: Ironing round. All performed very well and ironed out any difficulties they faced making a smooth path for Michaela to win the heat we were entered for. Well done to all.



FYI - DIY - VIY

We were delighted to welcome representatives from VIY, an organisation that combines volunteering and DIY by challenging young people aged 14-24 to learn trade and building skills by committing to fix youth club and community centre buildings in need of repair or improvement. In our case, they were supporting us in building some new garden benches, chairs and tables so that we can further enhance our outdoor dining facilities.

The project started with a workshop of 30 students learning about



careers in construction.



- For all to have opportunities to engage in health and well-being services.
 - ✓ All students participate in a high quality PSD programme that provides advice and support with respect to personal relationships, healthy living, rights and responsibilities, self-advocacy etc. The delivery of the PSD programme was recognised by the awarding body ASDAN as demonstrating best practice and awarded the centre the accolade of ‘centre of excellence’.
 - ✓ The curriculum is enriched with health and well-being opportunities that includes appropriate lessons advising students on how to keep themselves safe in terms of sex and relationships, e-safety, risky behaviours and healthy life style choices. The Sixth Form works with a number of partners to support the delivery of these programmes including Brooks, Alliance, Successful Futures, the Switch Project, PCOs, the school health service, Pet Therapy and Youth Direction. In addition to this, the Sixth Form have four staff members who are trained mental health first aiders.
 - ✓ 100% of students surveyed stated that the provision helps them to look after both their physical and mental health.
 - ✓ E safety is covered in both ICT and PSD lessons as well as being delivered to the MLD cohort through the ‘digital literacy’ programme provided by external expert provider.
 - ✓ Higher Level Teaching Assistants (HTLA) take on responsibility for key areas leading to some innovative developments such as the Cultural Capital Enrichment Programme ‘Thank Goodness It’s Wednesday’. The programme has a community, health and well-being focus and activities offered include talk and draw, mindfulness and relaxation, health and beauty, appropriate exercise opportunities.

Skills For Working Life

The post 16 curriculum followed by our Sixth Form students covers a range of different subjects, but together they develop the skills they will need for working life. You can see below some students engaged in their supported work placements at the Family Hub Café at Billingham and at The Premier Inn on the Tees Barrage

Skills For Working Life

The college curriculum aims to develop the skills in our students that will best prepare them for employability once they finish their course. You can see our Group 5 students below working with Roy Fraser from Digital Telecoms Network Academy. They enjoyed spending the afternoon with Roy practicing “Mock Interviews” in preparation for the real thing in the not too distant future.

Sheraton Students Mind Their Own Business

Sixth Form students were very pleased to welcome our business and career visitors in May, who came to view the students showcasing their vocational skills. A big thanks to the following organisations who supported them



- ♦ Army
- ♦ DWP
- ♦ EDT
- ♦ ARC Stockton
- ♦ Newton Press
- ♦ TMMA



Work Experience—They're Loving It

The start of July saw our Sixth Form students begin their work experience and all are really enjoying themselves showcasing their personal skills and being great ambassadors for the college. There are several photos of them hard at work later in this edition. Nathan Jones did his placement at McDonalds earlier in May and the photos below show him getting fully involved in the fast food trade once he had received great support from Andy, his work mentor, who trained him up on the use of the kitchen equipment.

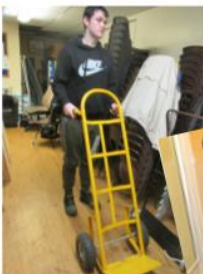


Work Experience 2019



Jazmin busy at work supporting the health assistants at North Tees Hospital

Kyle, Ben and Andrew helping with stock taking at Tesco



Frank busy at work moving furniture at Thornaby Pavillion



Thanks to Ben Smith for working as Photographer for Work Experience

Work Experience 2019



Jake supporting the caretakers at Abbey Hill Academy



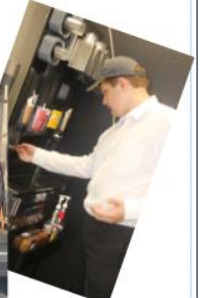
Harry and Matthew acting as Junior Support assistants at Abbey Hill Academy



Daniel busy at his clerical duties at Stockton Library



Stuart busy with Property Management



Tom and Jack both "loving it" working at McDonalds

Curriculum Offer

This offer is for those students with a range of learning needs, who are working around Milestone 5 up to Entry 1. This programme combines a range of units from the ASDAN Personal Progress Qualification. Additionally, we offer a range of vocational opportunities including supported employment. This Pathway has a significant focus of communication strategies.

The units that all students study in Pathway 1 include:

- Early Mathematics – Position, Early Mathematics- Shape
- Early Mathematics – Sequencing & Sorting
- Develop skills for the workplace – Growing and caring for plants
- Develop skills for the workplace – Health & Safety
- Developing community participation skills – Caring for the environment
- Travel within the community – Going places
- Engaging in new creative activities
- Planning and preparing food for an event and preparing drinks and snacks.
- Communication and Literacy

Students have access to the following vocational subjects depending upon level:

- Salon Experience
- Art
- Drama
- Horticulture

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community.

Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is three years.

Curriculum Offer

This pathway is for those students considered to have severe learning difficulties, who are working from P7 up to and including Entry Level / Key Skills 1. This programme combines Entry Level qualifications in a range of subjects. Within the timetable, we offer a comprehensive range of vocational options and employability education, including supported employment.

The Qualifications that all students study in Pathway 2 include:

- Literacy Personal Progress - Entry Level
- Numeracy Personal Progress - Entry Level
- Science Personal Progress – Entry Level
- Personal and Social Development Personal Progress - Entry Level
- Art Towards Independence Award
- ICT Towards Independence Award - Entry Level
- Reading
- Supported Employment and access to independent careers advice

Students have access to the following vocational subjects depending upon level and class:

- Hair Salon Experience Towards Independence
- Catering Personal Progress Food Units – Entry Level
- Vocational Working Towards Independence
- Animal Care and Horticulture Personal Progress – Entry Level
- Drama Towards Independence
- Sport Towards Independence

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. The duration of this programme is **three years**.

Curriculum Offer

This pathway is for those students who have achieved Entry Level Certificates at grade 2, and perhaps a few at grade 3 in a range of subjects including English, Maths and Science. This programme combines Entry Level and Level 1 qualifications in a range of subjects. Additionally we offer a comprehensive range of vocational options, employability education, including work experience.

The qualifications that all students study in Pathway 3 include:

- Functional Skills Literacy Entry 1 - Level 1
- Functional Skills Numeracy Entry 1 - Level 1
- ITQ IT Users City and Guilds Levels 1 and 2
- Art Award
- Practical Science Entry 1 – Entry 3
- Design Technology Entry 1 – Entry 3
- Catering Entry 2 – Entry 3
- ASDAN Employability including Work Experience and access to independent careers advice Entry 3
- Personal and Social Development including sex education, relationships and healthy eating Entry 3

Students are able to select up to four of the following vocational subjects over a two year period:

- Hair and Beauty BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Childcare (Entry Level 3)
- Practical DIY ASDAN Award
- Sports and Fitness ASDAN Award
- Horticulture City and Guilds (Level 1)
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.

Curriculum Offer

This pathway is for those students who have achieved Entry Certificate at Grade 3, some Level 1 qualifications or are working at Key Skills three or above in a range of subjects including English, Maths and Science. This programme combines GCSEs in traditional subjects as well as QCA approved GCSE equivalents in others. Additionally we offer a comprehensive range of vocational options and employability education, including work experience.

The qualifications that all students study in Pathway 4 include:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- GCSE Art
- Levels 1 and 2 ITQ IT Users City and Guilds
- Level 1 Employability - Including Work Experience and access to independent careers advice.
- Level 1 Personal and Social Development - Including Sex Education, Relationships and Healthy Eating.

Students are able to select up to four of the following vocational subjects over a two year period:

- Hair and Beauty BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Childcare (Entry Level 3)
- Practical DIY ASDAN Award
- Sports and Fitness ASDAN Award
- GCSE Photography
- Horticulture City and Guilds (Level 1)
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

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