



REVIEW OF LEARNING AND TEACHING

OCTOBER 2009

APPLIED LEARNING FACULTY

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Achievement and Standards

Achievement and Standards in MFL at Key Stage 3 are inadequate	GRADE 4
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MFL

TEACHER ASSESSMENT 2009							
Percentage at each level							
	2	3	4	5	6	7	Pupils absent
MFL	11	23	23	38			4

38% level 5+

TEACHER ASSESSMENT 2008							
Percentage at each level							
	2	3	4	5	6	7	Pupils absent
MFL	0	4	20	68	6		2

74% level 5+

TEACHER ASSESSMENT 2007								
Percentage at each level								
	1	2	3	4	5	6	7	Pupils absent
MFL	1	4	13	43	31	4		6

- Only 1% of learners achieved two levels of progress in MFL in 2009 and 38% of pupils achieved a level 5. This has dropped significantly from the previous year by 36%. There were no level 6 or 7's. The department must account for such a dip and implement the necessary strategies to improve standards.

Aim: To improve Achievement and Standards in MFL at Key Stage 3

Objectives:

- Increase percentage of pupils achieving two levels of progress across Key Stage 3.
- Increase percentage of pupils achieving level 5+.
- Implement a consistent approach towards Assessment for Learning.
- Introduce a calendarised programme of departmental moderation at Key Stage 3.
- Outreach work to local primary schools would further raise attainment at Key Stage 3.
- Improve provision for Gifted & Talented pupils.
- Effectively track and monitor pupils.
- Early identification of underperforming pupils, implementing appropriate intervention

Achievement and Standards in MFL at Key Stage 4 are satisfactory.	GRADE 3
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**Key Stage 4 MFL
2009**

A*	A	B	C	D	E
0	0	0	0	0	0

**Key Stage 4 MFL
2008**

A*	A	B	C	D	E
0	2	1	6	4	1

**Key Stage 4 MFL
2007**

A*	A	B	C	D	E
0	1	3	6	6	3

Key points

- In 2007, pupils achieving A*-C = 52.6% set against the National Average of 69.2%. 100% of pupils (19) were entered for the exam. The A*-G figure equalled 100% set against the National Average of 99.5%. The department is to be commended for exceeding the National Average percentage.
- In 2008 pupils achieving A*-C = 64.3%. This is an increase of 11.7% on the previous year. The number of grade A's increased also. The department is to be commended for making such positive progress within this sphere.
- In 2008, 100% pupils (14) were entered for the examination.
- The A*-G figure equalled 100% in 2008.
- The cohort shrank by 5 pupils in 2008 compared to the previous year.
- In 2009 there was not a cohort for this subject. This was unacceptable. The department has now rectified this situation and uptake is improving steadily at Key Stage 4.

Aim: To improve Achievement and Standards in MFL at Key Stage 4

Objectives:

- Continue to increase number of A*- A grades.
- The A*- C grades to come in line with/exceed National Averages.
- Sustain retention rates.
- All pupils to continue to attain A*- G grades.
- Support package to be implemented for the provision of Gifted & Talented pupils.
- Increase and sustain the number of pupils opting for this subject at Key Stage 4.
- Numbers have dropped over the years with 23 on the GCSE course in 2006, 19 in 2007, 14 in 2008, none enrolled for the examination in 2009 and 11 enrolled for the exam in 2010. The department must be aware of the falling trend and improve the situation.
- Track and monitor pupils more effectively

- Identify underperforming pupils more swiftly and implement the necessary intervention strategies.

Business Studies

Achievement and Standards in Business Studies at Key Stage 4 are satisfactory	GRADE 3
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Business Studies

2009

A*	A	B	C	D	E	F	G	U
0	0	3	29	1	5	10	0	18

Business Studies

2008

A*	A	B	C	D	E	F	G	U
0	2	5	27	0	7	18	29	6

Business Studies

2007

A*	A	B	C	D	E	F	G	U
0	0	6	46	12	6	30	14	0

Key Points:

2009

- Pupils achieving A*-C equalled 51.6% set against the National Average of 64.5%.
- The number of pupils achieving A*-C increased by 15.3% from the previous year.
- Only 65% of the cohort from Year 10 was entered 31/48 pupils. The A*-G figure equalled 77.4% set against the National Average 97.4%. This is a disturbing result and the department must account for such a dip and implement the necessary strategies to rectify the situation.
- There were no A*-A grades.
- The number of U grades is disturbing.
- The school's Key Stage 4 target group of boys equalled 32% achieving 2 or more levels of progress. This is unsatisfactory and requires immediate attention.

2008

- In 2008 36.2% of pupils achieved A*-C grades set against the National Average of 62.6%. 77% of the cohort from Year 10 was entered: 47/61 pupils.
- The retention rate requires serious attention/improvement.
- The A*-G figure equalled 93.6% set against the National Average of 97.2%.
- The number of F and G grades requires attention.
- $A^*-A\% = 2/47 = 4.2\%$

2007

- In 2007 45.6% of pupils achieved A*-C grades set against the National Average of 52.7%. 77% of the cohort from Year 10 was entered for the examination. 57/74. 17 pupils remain unaccounted for.
- The A*-G figure = 100% set against the National Average of 94.9%.

- There were n A* - A grades.
- The number of pupils achieving F/G grades requires serious investigation.

Aim: To improve Achievement and Standards within Business Studies at Key Stage 4

Objectives:

- Increase A*-C grades and to come in line with / exceed National Averages.
- Increase number of A-A* grades.
- Improve retention rates.
- All pupils to continue to attain A*-G grades.
- Track and monitor pupils more effectively
- Identify underperforming pupils more swiftly and implemented the necessary intervention strategies.

Leisure & Tourism

Achievement and Standards in Leisure & Tourism at Key Stage 4 are satisfactory.	GRADE 3
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Leisure & Tourism 2009

GCSE Double Award								
A*	A	B	C	D	E	F	G	U
0	0	0	5	7	2	3	3	0
OCR National Level 2								
0	2	10	16	0	0	0	0	0

Leisure & Tourism 2008

GCSE Double Award							
A*	A	B	C	D	E	F	G
0	3	9	16	6	4	2	0

Leisure & Tourism 2007

GCSE Double Award								
A*	A	B	C	D	E	F	G	U
0	4	16	10	2	6	0	0	0

2009

- The number of pupils achieving A* - C grades on the OCR National Course equalled 100%.
- The number of pupils achieving A*- C grades on the GCSE Double Award Course equalled 25%. This has dropped by a massive 45% on the previous year. 100% of the cohort from Year 10 was entered. The A*-G figure equalled 100% set against the National Average of 92.7%.
- There were no A*-A grades in the GCSE Double Award Course.
- One pupil attained two A grades in the OCR National Course.

- 11 pupils initially embarked upon the OCR National Course in Year 10 and the department finally entered 14 pupils for the examination. The department is to be commended for its uptake and retention.

2008

- The number of pupils achieving A*-C grades equalled 70% set against the National Average of 54.1%. This dropped by 8.9% from the previous year.
- There were 3 grade A's – down 1 from the previous year.
- The A*-G figure equalled 100%.
- 52.6% of the cohort from Year 10 was entered. 20/38. 18 pupils remain unaccounted for.

2007

- In 2007 the number of pupils achieving A*- C grades equalled 78.9% set against the National Average of 31.6%.
- 76% of the cohort from Year 10 was entered for the examination. 19/25. 6 pupils remain unaccounted for.
- The A*-G figure equalled 82.4% set against the National Average of 96.2%.
- There were 4 grade A's.

Aim: To improve Achievement and Standards within Leisure and Tourism at Key Stage 4

Objectives:

- Drastically improve A* - C %
- Improve retention rates
- Improve A*- A grades
- Track and monitor pupils more effectively
- Identify underperforming pupils more swiftly and implemented the necessary intervention strategies.

Health & Social Care

Achievement and Standards in Health at Key Stage 4 are: data unavailable as yet.	GRADE: n/a
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The Department is awaiting results on the current Year 11 for Society, Health and Development (SHAD) and the Year 11 CACHE cohort. Results due August 2010.

Achievement and Standards at Key Stage 5 in the Faculty of Applied Learning are satisfactory	GRADE 3
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ALPs Rating

Level 3:

	2007	2008	2009
Applied Business (level 3)	0.93, rating 6	0.93, rating 6	0.63, rating 8 (PROV)
Travel	0.86, rating 6	1.14, rating 2	0.97, rating 5 (PROV)
Health	0.98, rating 5	0.88, rating 7	0.87, rating 7 (PROV)

Level 2:

	Success rate % (average 3 years)
Business	95
Travel	92
Health	96

Aim:

- To improve Achievement and Standards At Key Stage 5

Learning and Teaching

The Quality of Learning & Teaching in the Faculty of Applied Learning is good.	GRADE 2
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Lessons observed:

Grade	Numbers
Outstanding	2
Good	8
Satisfactory	
Inadequate	

100% of lessons were judged to be good/outstanding

Key Points:

- Well structured lessons.
- Forward planning and preparation.
- Staff with secure subject knowledge communicating enthusiasm.
- Effective classroom management skills.
- Excellent relationships.
- Teaching methodologies addressing visual, auditory and kinaesthetic learning styles.
- Diverse range of challenging learning opportunities.
- Sophisticated forms of self and peer assessment.
- Most pupils, when questioned, knew their current level of attainment and their target level grade and this is further consolidated by the Faculty's approach to self and peer assessment practices across Key Stage 3 and Key Stage 4. However, a consistent and rigorous approach from all colleagues is imperative within this area to ensure all pupils make the necessary progress.
- The best lessons involved stimulating activities within a set time frame, promoting pace and challenge. Within such lessons, sophisticated questioning enabled pupils to think more deeply thus advancing the challenge and the level of learning.
- The quality of marking ranged from outstanding to satisfactory.

Aim: To ensure all lessons are as good as the best

Objectives:

- Investigate, with a view to implementation, appropriate ICT software to support and develop curriculum areas.
- Further develop CPD opportunities in relation to use of SMART Board.
- Enhance Assessment for Learning practices.
- A consistent approach towards the marking of pupils' work across the Faculty is necessary.
- Introduce a programme of peer observations to ensure all lessons are as good as the best.

Quality of the Curriculum

The Quality of the Curriculum in the Faculty of Applied Learning is good.

GRADE 2

MFL

Key Points:

- The MFL department is to be commended for broadening its curriculum within Key Stage 3 and Key Stage 4 by offering NVQ Spanish.
- Schemes of Work are in place, although they do not provide a clear sense of progression in terms of knowledge/understanding and skills across all 3 key stages.
- It is unfortunate that the department offers only Spanish as a MFL at key stages 3, 4 and 5.
- Insufficient curriculum time hinders/limits attainment at key stage 3.
Yr 7 x 1 a week; Yr 8 x 1 a week; Yr 9 (1&2) x 2 a week; Yr 9 (3&4) x 1 a week.
- The department has linked enrichment opportunities with key examination classes as is evidenced with the current Year 10 NVQ Spanish cohort, whose Work Experience placement will take place in Spain in 2010. The department is to be commended for securing such a positive partnership.

Aim: To improve the quality of the Curriculum in MFL.

objectives:

- The department needs to revamp its profile by delivering an enthusiastic, action packed programme at key stage 3 in order to sustain its viability at key stages 4 & 5.
- Effectively deploy PGCE students at key stage 3 towards the teaching of French for a select cohort.
- Review of homework tasks across all key stages to extend the learning process and develop independent learning tasks.
- Identify and make contact with Primary AST Language specialists within the Authority.
- Further develop international school links to motivate and sustain pupil enthusiasm.
- Student voice to be utilised with a calendarised programme throughout the academic year.
- Develop departmental website

Business Studies

Key Points:

- The department is resourced with Schemes of Work although they do not provide a clear sense of progression in terms of knowledge/understanding and skills across all 3 key stages.
- The department would do well to ensure that 'the more able' pupils are appropriately challenged and supported and this needs to be reflected in all Schemes of Work.
- A Gifted & Talented register needs to be established with accompanying Individual Educational Plans (IEPs) drawn up in order to ensure appropriate provision is maintained.
- ICT opportunities are insufficiently identified and thus utilised.
- Collaborative planning is not formalised within a calendarised programme thus preventing opportunities to exchange new ideas, tips and advice in terms of planning, preparation, assessment and curriculum delivery.
- The department would do well to receive subject specific professional development.

- There is a wide range of intra-departmental enrichment activities. The department needs to link such enrichment opportunities with key examination classes.

Aim: To improve the quality of the Curriculum in Business Studies

Objectives:

- All Schemes of Work need to reflect a clear sense of progression in terms of knowledge/understanding and skills across all the two key stages.
- Establish collaborative planning set within a calendarised programme.
- Gifted & Talented Policy to be incorporated into all Schemes of Work
- Gifted & Talented register to be drawn up with appropriate IEPs established
- Appropriate teaching strategies/methodologies adopted within the classroom context to support the differing abilities and groups of pupils.
- Develop departmental website.

Leisure & Tourism

Key Points:

- The department has broadened the curriculum with the implementation of OCR National Level 2 in Leisure & Tourism and has had very positive results in terms of examination results. The department is to be commended for reacting swiftly to the needs of its learners.
- Schemes of work are in place but require further development in terms of knowledge, understanding and skills.
- The department has succeeded in developing enrichment opportunities for the Key Stage 4 cohort thus enhancing curriculum provision.

Aim: To improve the quality of the Curriculum in Leisure and Tourism

Objectives:

- Enhanced provision for Gifted & Talented pupils to be made a priority.
- Investigate appropriate software packages to further support curriculum delivery.
- Collaborative planning to be formalised within a calendarised programme providing opportunities to exchange new ideas, tips and advice in terms of planning, preparation, assessment and curriculum delivery.

Health & Social Care

Key Points:

- The department has succeeded in developing a broad curriculum tailored to the needs of all its learners with the introduction of the Society, Health and Development Diploma (SHAD) at Key Stage 4 and 5, CACHE and Btec Level 2 courses.
- Progression routes are clearly identified and well established, enabling a smooth progression from Key Stage 4 to Key Stage 5 with Level 1-2 courses and Level 2-3 courses.
- Schemes of work are in place, providing a clear sense of progression in terms of knowledge, understanding and skills.
- The Head of Faculty has been tenacious in her quest for the development of partnerships, thus enriching and enhancing the curriculum: SIREN, Red Cross, NHS, 'The Collaborative', Connexions.
- The curriculum has good provision for literacy and numeracy, and that for ICT is improving. Functional Skills are in integral part of the SHAD Diploma at Key Stage 4 and Key Stage 5.
- Student Voice is used effectively to design and influence the curriculum.

Aim: To improve the quality of the Curriculum in Health and Social Care

Objectives:

- Effectively track and monitor pupils at Key Stage 4.
- Evaluate SHAD curriculum and implement appropriate strategies.
- Develop departmental website.
- Enhance ICT provision.

Leadership and Management

Leadership & Management of the faculty of Applied Learning is good.	GRADE 2
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Key Points:

- The Faculty has a good understanding of its position and has identified its plans for improvement as identified within the DSEF.
- The DSEF is sharp in its analysis and evaluation.
- The Faculty is beginning to make effective use of data in order to make the required progress. Action planning must be brought within a tighter, more cohesive time frame and stringently adhered to.
- The analysis of pupils' performance is becoming more sophisticated and will support future intervention strategies.

Aim: To Achieve a grade 1 in Leadership and Management

Objectives:

- Liaise with Middle Management to share good practice.
- Effectively analyse pupil data for target grades in terms of ethnicity, EAL, SEN, G&T and gender to identify underachievement.
- Implement appropriate intervention strategies.
- Access funding from additional sources.

Strengths of the Faculty

- A sharp understanding of its position and planned provision for improvement.
- Learning and Teaching is good/outstanding.
- Very good relationships within the Faculty.
- Relationships between pupils and teachers are excellent.
- Teachers possess sound subject knowledge.
- Wide range of vocational courses available catering for a diverse range of abilities.

Areas for Development

- Improve Achievement and Standards across all Key Stages.
- Improve the quality of the Curriculum across all departments.
- The Quality Assurance programme needs to be more rigorous. The Head of Faculty needs to frequently monitor current practices across all departments to ensure that standards are maintained at the highest level.
- All departments to take responsibility for the completion and submission of a DSEF.
- Innovative use of ICT to be made an integral feature of curriculum delivery within all key stages.
- Improve the quality of formative assessment.
- Implement planned strategies and maintain the momentum.
- Improve the quality of schemes of work.
- Effectively track and monitor pupils, implementing appropriate intervention.
- Ensure all lessons are as good as the best.