



Sixth Form
Achievement & Progress Report
2017-2018

Contextual Data

2017-2018	Total	Year 12	Year 13	Year 14
Number of students	48	20	12	16
MLD	25	10	6	9
SLD	14	5	5	4
PMLD	2	2	0	0
ASD	4	1	1	2
Other	3	2	0	1
FSM	21	11	3	7
CLA	5	3	2	0
Students transitioned from Catcote Academy	44	19	12	13
Students transitioned from other schools	4	1	0	3

Fig. 1

The vast majority of Catcote Academy LDD students continue to stay on to the 6th form provision.

Some students join our 6th form from other local schools.

Introduction

Within sixth form we focus on the 4 areas for preparation for adulthood. Our students should have equal life chances as they move into adulthood. Our focus is on paid **employment** and further education, housing options and **independent living**, good **health, friends**, relationships, **community** inclusion and choice.

Students remain in pathways when they transition across to sixth form and these pathways are based on destinations.

Red Pathway

These students are based at our offsite sixth form provision in Brierton Lane. Their programme of study is heavily weighted with employability, Maths, English, Life skills and work-related learning (Learning for Work).

Students are offered 'vocational choices' two days per week, which includes vocational lessons and work experience/placements.

Students broaden their skills and confidence accessing the specialist work areas within the Trust before moving onto the Academy's outside training provisions which are currently 'The Vestry', a training bistro set in the local community Art Gallery, which has been successfully running for just over three years and 'Catcote Metro' a retail outlet in Middleton Grange Shopping Centre which has been open just over a year. These facilities allow the students to train in a 'real life working environments, with opportunities to work during school holidays and weekends receiving bursaries to work.

STEP Programme

These are Red pathway students who are ready to embark on study programme that will lead to a supported internship with a focus on work and employability skills. They are based offsite within 'The Metro' in a training room located above the shop. The first part of the programme is a 1-3 year **Stepping In** programme whereby students study specific employability qualifications with functional Maths and English embedded over a period of 2 days. The students then have up to 3 days a week in a work placement. The second part is a one year supported internship programme called **Stepping Up** programme which entails 4 days a week in a work placement. The last part of the programme is called **Stepping Out** which is where the student moves on to an apprenticeship or paid employment. The academy still supports the student and employer for a period of time. Starting in September 2018 we will begin to work collaboratively with the Joseph Rowntree Trust/Hartfields Retirement Village to develop our own project search model. Students will work there one day a week and will get the opportunity to work in different areas e.g. reception, cleaning, salon, retail, kitchen etc.

Blue Pathway

These students are based at our offsite sixth form provision in Brierton Lane. Their programme of study is heavily weighted with Life skills, Community based work and work-related learning with functional English and Maths embedded within their programme.

Students are offered 'vocational choices' two days per week, which includes vocational lessons and supported internal work experience/placements where appropriate.

Yellow Pathway

From the end of year 10 students in yellow pathway may join our 6th form group where the focus is on preparation for adulthood (Learning for Living). These students are based at the main site and are taught predominately by their pastoral teacher. Students follow a programme of study based around the 6 broad curriculum areas in yellow pathway and are working towards qualifications in ASDAN Personal Progress. Their programme includes Life Skills, Pre-vocational skills (e.g. business and enterprise activities, special days, charity events, group work and community engagement), Work Skills (work related learning - including learning about the world of work, sheltered real work situations, personal presentation, community activities, enterprise events) and Employability skills (communicating with others, my thinking skills, my creativity).

1. Achievement by Pathway

RED (based at the sixth form)

Positive Destination: To move onto further education, independent living or employment

Study Programme:

- Functional English and Maths and gain appropriate qualification
- Employability and gain appropriate qualification
- Life skills (class based, real-life bungalow and community) and gain appropriate qualification
- PSHE
- Health and Fitness
- Vocational Learning (Hair & Beauty, Catering, Performing arts, Workshop, Reprographic, Horticulture and Painting & Decorating).
- Work Experience and/or placements

Year 14 Achievement

Cohort Size: 4	Percentage achieved
Functional English Qualification	100%
Functional Maths Qualification	100%
Employability Qualification	100%
Life Skills Qualification	100%
Food Hygiene Qualification	100%
Creative Arts and Media Qualification	25%
Duke Of Edinburgh	25%
Vocational Learning	100%
Work experience in Catcote Academy Vocational Training Departments (Vestry and The Metro)	100%
Supported external work placement	25%
Independent external work placement	50%
Positive destination FE	100%

Fig 2

RED – STEP Program (based at The Metro)

Positive Destination: To move onto further education, independent living or employment (including supported internships and apprenticeships)

Study Programme:

- Functional English and Maths and gain appropriate qualification
- Employability and gain appropriate qualification
- Life skills (class based and community) and gain appropriate qualification
- Vocational Learning (Hair & Beauty, Catering, Performing arts, Workshop, Reprographic, Horticulture and Painting & Decorating)
- Work Experience and/or placements

Year 14 Achievement

Cohort Size: 7	Percentage achieved
Functional English Qualification	100%
Functional Maths Qualification	100%
Employability Qualification	100%
Life Skills Qualification	100%
Cache	14%
Food Hygiene qualification	14%
Creative arts and Media qualification	14%
Duke of Edinburgh	14%
Vocational Learning	100%
Work experience in Catcote Academy Vocational Training Departments (Vestry and The Metro)	100%
Supported external work placement	14%
Independent external work placement	71%
Positive destination FE	28%
Positive Destination Supported Internship	28%

Fig.3

3 students became NEET:

Two students left their foster placements and were placed in supported living. They are both being supported by social services

One student did not progress onto FE or employment due to his parents' wishes as he could earn more on benefits. The academy did try and work close with the family.

BLUE (based at the sixth form)

Positive Destination: To move onto further education (Catcote Futures), supported living or supported employment

Study Programme:

- Functional English and Maths embedded within the curriculum
- Life skills (class based, real-life bungalow and community) and gain appropriate qualification (Personal Progress)
- PSHE
- Health and Fitness
- Vocational Learning (Hair & Beauty, Catering, Performing arts, Workshop, Reprographic, Horticulture and Painting & Decorating)
- Work Experience and/or placements

Year 14 Achievement

Cohort Size: 2	Percentage achieved
Life Skills Qualification	100%
Vocational Learning	100%
Work experience in Catcote Academy Vocational Training Departments (Vestry and The Metro)	N/A
Supported external work placement	N/A
Positive destination FE (Catcote Futures)	100%

Fig.4

YELLOW (based at the academy)

Positive Destination: To move onto further education (Catcote Futures) and supported living

Study Programme:

- Life skills – getting out and about, getting on with other people, all about me, preparing drinks and snacks, using community facilities, taking part in healthy activities etc.
- Pre-vocational skills – business and enterprise activities, special days, charity events, group work and community engagement
- Work skills – work related learning - including learning about the world of work, sheltered real work situations, personal presentation, community activities, enterprise events
- Employability skills – communicating with others, my thinking skills, my creativity

Year 14 Achievement

Cohort Size: 3	Percentage achieved
Personal Progress/Life and Living Qualification	100%
Vocational Learning	100%
Positive destination FE (Catcote Futures)	100%

Fig.5

2. Vocational Achievement across pathways

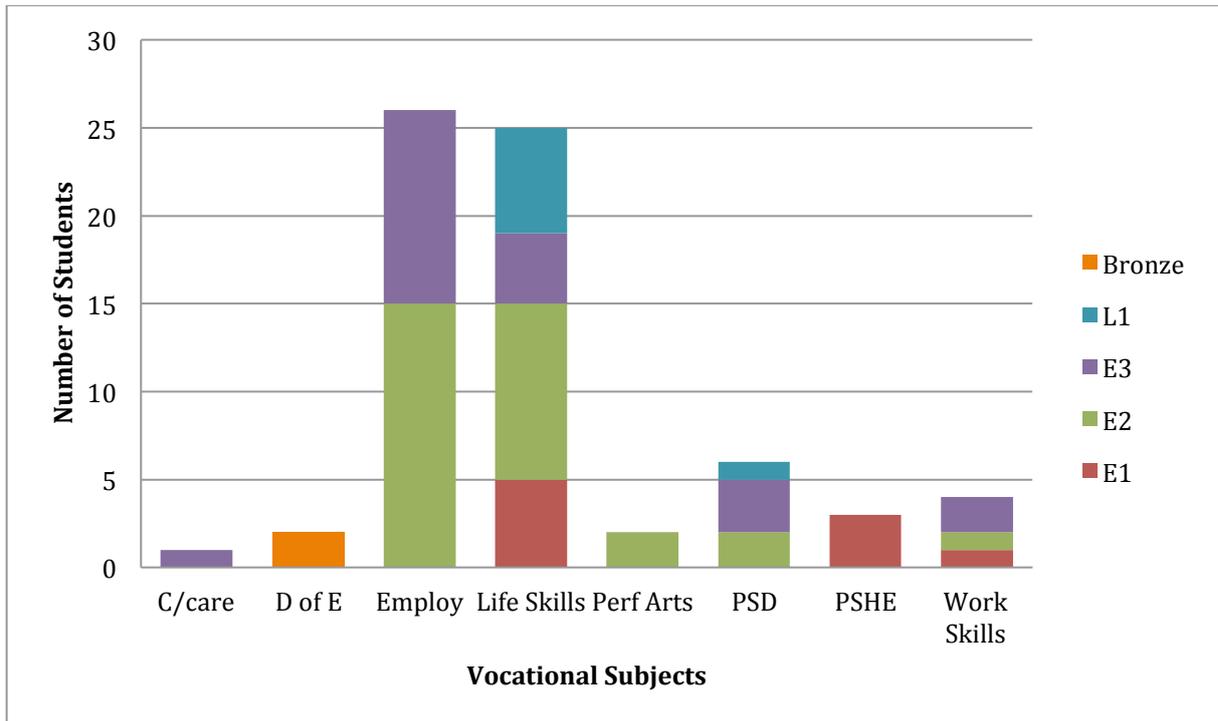


Fig.6 Number of students achieving vocational/life skills/foundation qualifications

This graph shows the variety of study programmes on offer for our sixth form students in 2017-2018 and reflects the choices the students made. Qualifications ranged from Entry 1 to Entry 3.

3. Retention

100% (16/16) of Y14 students retained to the end of their studies and completed the core aim of their study programme.

97% (29/30) Y12-13 students are staying on in the 6th form. 1 student (end of Y12) has progressed onto Hartlepool's Project Search programme.

3. Destinations

This table shows the destination pathways for our Year 14 students in 2016-17

Year Group	Total Number	Catcote Futures	Post 19 – Step Programme	Further Education	Project Search – Supported Internship	NEET
14	16	7 44%	1 6%	3 19%	2 12%	3 19%

Fig.7

4. Attendance

The table shows the percentage attendance of 6th Formers over the last 3 years.

Y12 - Y14 Category	2015-16				2016-17				2017-18			
	Autumn	Spring	Summer	Overall	Autumn	Spring	Summer	Overall	Autumn	Spring	Summer	Overall
Girls	96.6	93.3	90.5	93.6	94.9	97.6	93.7	95.4	92.6	91.7	88.6	91.2
Boys	92.9	95.3	92.7	93.3	95.1	94.7	93.9	94.7	93.5	92.0	90.5	92.3
FSM	94.5	95.3	91.9	93.9	93.4	92.9	91.7	93.0	90.2	89.9	92.5	90.2
Non FSM	93.7	94.3	92.1	93.3	95.9	97.4	94.9	96.1	95.6	93.5	88.0	93.4
All	94.0	94.7	92.0	93.5	95.1	95.8	93.8	95.0	93.2	91.9	89.8	91.9

Fig.8

There is a slight drop in the attendance when compared with last year. This is due to a few students who were new to the sixth form and had difficult circumstances at home. Students whose attendance falls below 90% are followed up by our family student liaison officer who works closely with the family and student.

5. Stakeholder Views

Students

Feedback Summary

Here is a graph representing the average user response for each question

Question	Response				Average
	1	2	3	4	
1	8	9	3	1	1.86
2	10	11	0	0	1.52
3	16	5	0	0	1.24
4	11	8	2	0	1.57
5	14	7	0	0	1.33
6	14	6	1	0	1.38
7	14	7	0	0	1.33
8	8	6	7	0	1.95
9	10	6	5	0	1.76
10	13	5	3	0	1.52
11	15	6	0	0	1.29
12	15	6	0	0	1.29

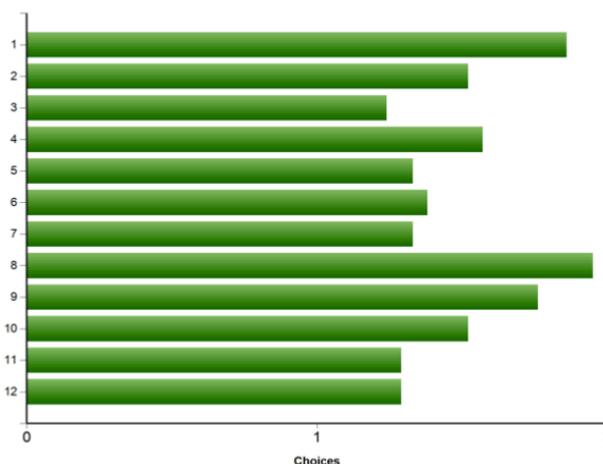


Fig.9

For all questions answered by the sixth form students the average response was 'all the time'. Seven students answered sometimes for 'Behaviour is good'. Whilst the average response was 'all of the time' the academy is still going to address this in future student council meetings in order to understand further student's perception of this.

Conclusion

The **large majority** of students successfully transitioned into a positive destination.

All students achieved all qualifications set out in the pathway study programme.

All students experienced work related learning and meaningful encounters with employers.

All Red pathway students experienced a meaningful work placement.

All Red and Blue pathway students received personal careers information, advice and guidance.