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SOUTH WEST WOLVERHAMPTON POST 16 CONSORTIUM OF SCHOOLS

'Committed to Achievement, Learning for Life'

Providing Exceptional Post 16 Education

Aldersley High School

Highfields Science Specialist School

Smestow School, A Specialist Sports College

The King's C.E School, A Specialist Visual Arts
and Sports College with Science



1: Introduction

Aldersley High School, Highfields Science Specialist School, Smestow School and The Kings School have a proven track record of almost ten years of working together. Throughout that time we have succeeded in widening student choice; increasing the number of Post 16 students furthering their education and increasing participation in higher education.

The arrangements between schools described in this document are recognised as a model of good practice. We believe that the consortium provides all Post 16 students with the opportunity to complete the courses they see as important to their future. These arrangements provide high quality tuition and support for all students. Through the consortium, students should secure the knowledge, skills and understanding to successfully make the next step forward in their lives, whether this is a move into Higher or Further Education, training or employment in their chosen vocation.

Our partnership works to provide a comprehensive range of high quality courses for students who wish to participate in education at a Post 16 level. Through such collaboration we are able to provide Post 16 students at all four schools with almost sixty academic and vocational courses at both level 3 and level 2. In addition we are part of a wider network of schools and other educational providers within the Wolverhampton Post 16 sector that offers our students even greater choice.

As a sign of the commitment to further improvement in the post 16 provision across the four schools we have recently created a new Senior Leadership team that meets weekly. This group consists of one Assistant Headteacher from each school led by an Associate Headteacher tasked with the specific purpose of providing the best quality education for all students.

Students in our schools also benefit from broader opportunities to participate in a range of other activities offered as part of the enrichment programme within the consortium and Wolverhampton. This range of academic and other experience will also prepare learners to be responsible, thoughtful, fully participating citizens ready to take an active role in society through education or employment.

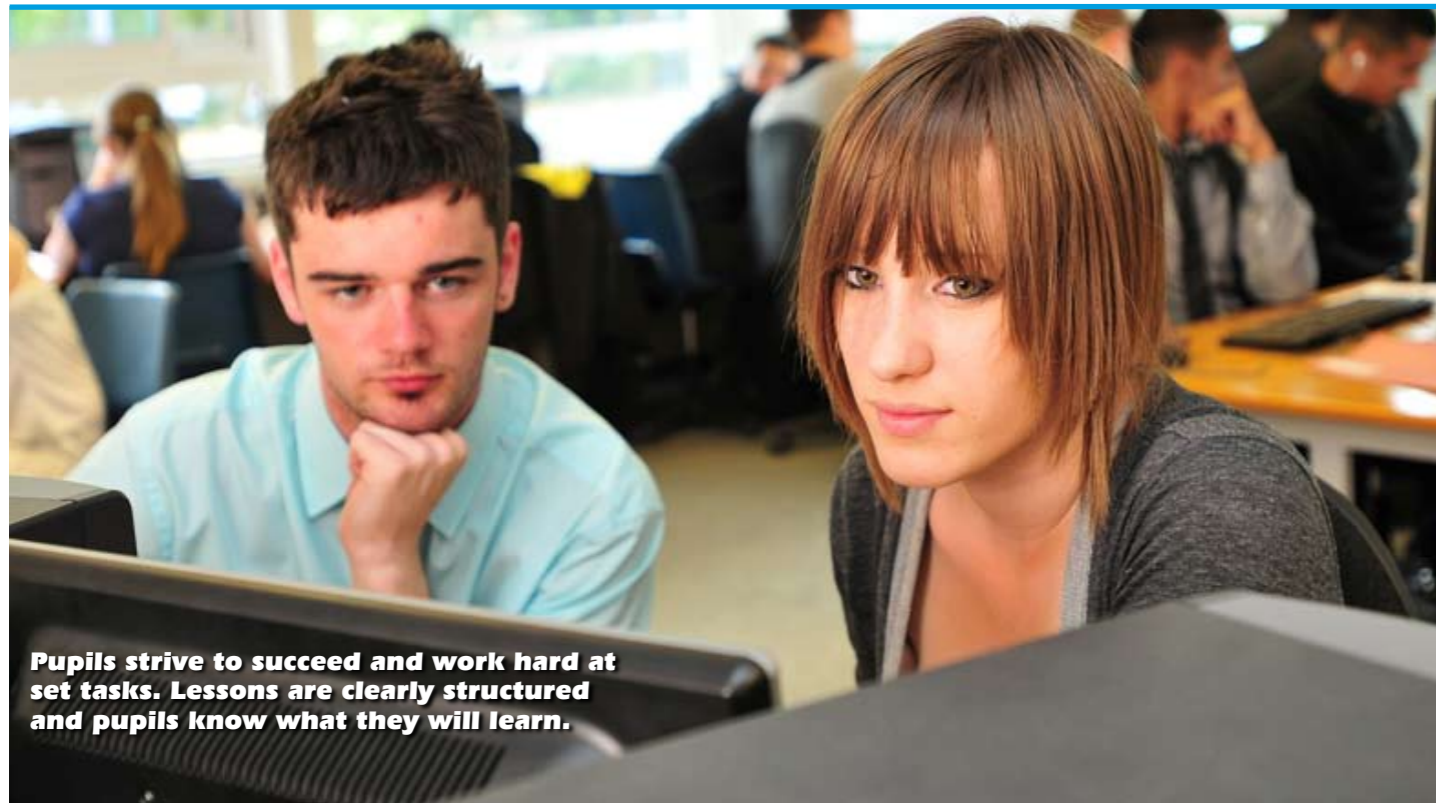
Mr M J Morgan, Associate Headteacher

Mrs N Davies, Headteacher
Aldersley High School

Mr M Capel, Headteacher
Highfields Science Specialist School

Mr D Ennis, Headteacher
Smestow School

Mr J Allin, Headteacher
The Kings C.E. School



Pupils strive to succeed and work hard at set tasks. Lessons are clearly structured and pupils know what they will learn.



7: Tracking and Monitoring Progress

We pride ourselves on our reporting and guidance processes. This pride is based on the openness of our processes and our willingness to discuss any issues at any time. All students are set targets for achievement based on previous performance, national data, the professional judgement of staff and the aspirations of the students. We review progress against these targets and other key indicators of performance such as attendance and the ability to work independently every half term. Every student who is off target will be seen and a programme of intervention to realign performance will be undertaken.

Each year we produce a full report that gives more detail about performance and our annual parents evening gives the opportunity to discuss progress with teaching staff.

Any concerns or questions can be addressed by telephoning any of the four schools and we will endeavour to make contact with you as soon as is practicable with any concerns we may have.

8: Progression

The consortium has an enviable record in assisting students to progress to the next stage of their career. We have high numbers of students going onto Higher Education each year and an improving record of placing students on training programmes, apprenticeships and into employment. This success is based on well-developed systems for pastoral support from both teaching and support staff.

Students have every opportunity to enrich their personal life and enhance their career prospects. Many of these activities are free of charge. Subject teachers are required to complete references for university application and any other progression route. Each school has dedicated staff that will help students develop and complete curriculum vitae and University applications. Both individual schools and the consortium as a whole run visits to Universities and other careers events. All schools make use of the Connexions service to support students in their personal career planning. In addition the four schools offer activities which reflect their specialisms giving our Consortium students the best advantage in their chosen areas of study.

9: Transport

The consortium runs its own transport system. Transport between the schools is free of charge and bus timetables are available in sixth form areas of all four school.



2: Values and Vision

The South West Wolverhampton Consortium of schools is committed to achievement through the promotion of excellence within a vibrant, purposeful community which respects the rights and needs of all individuals regardless of their background, so that all of our students are able to acquire skills for adult life.

The consortium has enthusiastic and experienced staff who are dedicated to providing an education of the highest quality for all.

We aim to

- ensure our students are happy and secure within a rich learning community
- provide a high standard of teaching and learning within a broad, balanced and relevant curriculum, suited to the abilities and individual aspirations of each student
- ensure that learning takes place in a safe and attractive environment
- develop industrious, enquiring and ambitious students who achieve the highest standards of which they are capable
- equip all students for lifelong learning in an evolving world of work
- develop confident, articulate, caring and compassionate individuals ready and willing to play a full part in the wider community

We are committed to the development of the whole person and seek to provide a broad enriching set of experiences across the academic, social, cultural and sporting spheres to enhance the quality of time spent with us.

We are confident that learners will acquire the values, skills and attitudes that enable them to achieve fully as independent learners with the skills of literacy, numeracy and technological awareness necessary for success in the twenty-first century.



3: Consortium

To ensure that the Post 16 arrangements work effectively, the four schools have agreed the following:

- Appointment of an Associate Headteacher to oversee work in all four schools
- A Consortium Senior Leadership Team that meets every week
- Regular meetings and communication between Pastoral teams to deal with any issues or concerns are quickly and efficiently
- Daily communication of attendance information
- Common systems for reviewing progress and keeping parents informed
- A full induction programme at each school to fully prepare students for the courses they have chosen
- Transport arrangements are fully co-ordinated and free to all students

4: Curriculum

We offer almost sixty different courses across the full breadth of learning experience from Art to Science and Technology and with a range of accreditation. The full list of courses we intend to offer is available on a printed sheet included at the back of this booklet. We structure the curriculum around giving students access to a range of qualification types and levels within each learning area, for example, if the student is interested in Business they can choose from A levels, Applied A levels, or BTEC level 2 and 3 qualifications. Our aim is to guide the student onto the appropriate qualification for them.



Students show considerable regard for the opinions and welfare of their peers. The relationships between students are excellent. There is a very good understanding of the range of cultural and religious backgrounds of students, which students feel is strength.

The curriculum is built in three half day sessions, morning, afternoon and some twilight provision. The subjects are then placed in blocks to create as many combinations as we can to enable a full range of choice. Each block is the equivalent of five hours study per week.

Students have individually negotiated programmes of study that equate to four full days or twenty hours of education each week. The remaining time is tagged as independent study and gives students the chance to complete homework and also to prepare for or review topics of work. For some students part of this time may be taken up with provision outside of the consortium.

A significant majority of students within the consortium will have a full programme of study available at their home school. For some students the subjects they choose, the popularity of some courses, together with the level of courses chosen, will mean that it is simply not possible to create a suitable provision in one school alone. If there were no consortium arrangements, students would have to change school completely, change their course choices, or seek employment. The consortium arrangements enable students to access a programme of study that meets their needs and fully supports their career aspirations. Students can combine any type or level of course providing they have the necessary entry requirements to study the programme.



Students in the sixth form enjoy the wide range of courses through the good curriculum provision both at 'home' and 'away' in the partner schools.

5: Entry Requirements for Post 16 Courses

We offer a broad range of course designed to give access to as many students as possible to a programme of study best suited to their individual need. Our entry requirements are designed to help guide students towards the type of courses and consequently programme of study best suited to their ability, aspirations and previous experience. Broadly our subjects fall into four types and each has different entry requirements.

- Students wishing to study FOUR academic Level 3 courses need to achieve a minimum of 5 GCSE grades A*-C in five different subjects including English and Maths with most at the higher grades
- Students wishing to study broader Level 3 courses (i.e. up to FOUR subjects including at least one pre-vocational course) need to achieve a minimum of 5 GCSE grades A*-C including English with some at the higher grades
- Students wishing to a programme of pre-vocational Level 3 courses (i.e. A minimum of TWO courses or equivalent are BTEC/OCR National/VRQ qualifications) need to achieve a minimum of 5 GCSE grades A*-C including English
- Students wishing to study a Level 2 programme will require at least five A*-G grades including English
- Specific subjects may have additional requirements or require higher grades in named subjects (see individual subject sheets for details)
- Final decisions as to the suitability of access to any course rests with the subject leader

Full details of entry requirements are given on a separate sheet at the back of this booklet

6: Application process

Students who are already at the four schools will follow a structured programme to support their application for a place. This will include whole consortium events for example the Opportunities evening and Induction Week, as well as in house activities such as one to one guidance interviews.

By Easter all student will have made their option choices and will receive a letter confirming their offer of a place subject to satisfactory examination results. Immediately after their GCSE exams we run our Induction Week, attendance at which is a requirement of their acceptance on to courses.

We welcome applications from students from any school interested in continuing their education with us. As part of the process students will be expected to complete an application form, attend for an interview and take part in Induction Week. Any student wishing to join us should first make contact with one of the schools to express their interest.



Students report that they were well informed about the courses they are studying and feel confident to discuss any issues with staff. Students now report that they are well supported with their work at school and at home and know how they can improve. Rigorous and regular monitoring systems are now in place.