

**Below are aspects of the report**

**External Sixth Form review: Weston Favell Academy** 9<sup>th</sup> November 2021

**Summary:** A well lead sixth form with an enthusiastic and cohesive team. There is an eagerness to build on existing strengths and it is clear that everyone is working together to secure improvements.

<b>Ofsted grade descriptors: Outstanding</b>	<b>Evidence/Evaluation</b>
Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.	The students were impressive in the pride they took in their school and in their volunteering roles (in and outside of school).

<b>Ofsted grade descriptors: Good</b>	<b>Evidence/Evaluation</b>
Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]	A well- planned enrichment programme with a focus on independent study skills, together with a bridging unit programme helps students to make a successful transition to post 16.
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]	The intent of the curriculum is to encourage independent academic study, to broaden and deepen the student's interests and to support them in developing the skills they need for a successful transition onto their chosen career pathways. The enrichment programme helps students to articulate their employability skills and appreciate the importance of emotional intelligence.

<p>The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>A broad range of A level and Applied General courses provides both academic and vocational pathways or a combination of both. The new voluntary work timetabled slot for Y12 students demonstrates Weston Favell Academy's focus on providing students with the opportunities to develop their skillset beyond their examined courses.</p>
<p>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p>	<p>An impressive feature of the P16 study area is the allocation of desks so that each student has their own dedicated working space.</p>
<p>Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.</p>	<p>The specialist subject knowledge of teachers was evident in the detailed planning.</p>
<p>Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time consuming, individualised approaches to subject matter.</p>	<p>A consistent approach across subjects in the expectations of student response to feedback from formal assessments (every 4-6 weeks) helps students to know what they need to do to improve.</p>
<p>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</p>	<p>Across all subjects high expectations of students was evident in the technical language used.</p>