



NORTH BRISTOL

Post 16 Centre



Centre Improvement Priorities 2020-21	
<p>QUALITY OF EDUCATION</p> <p><i>Curriculum, outcomes, and teaching and learning</i></p>	<ul style="list-style-type: none"> ● Curriculum intent and implementation built around a language of learning which equips young people to make strong transitions into higher education, further training or employment. ● TLA enables a continually improving trend of student progress, above national average levels. ● TLA ensures that all students with additional needs / barriers (BAME, PP, EAL and SEND) are able to make good progress, beyond the progress of these cohorts nationally. ● TLA challenges students at all levels of prior attainment, allowing access to the highest grades. ● Our recovery curriculum is regularly reviewed to ensure that every possible measure is taken to mitigate the impact of the COVID context on student progress, outcomes and life chances. ● Feedback ensures that all students are empowered to make progress. ● A culture of continuous improvement and student ownership of targets allows students to aim for and exceed their minimum expected grade (MEG). ● Post 16 Forum works to evaluate, create and sustain an antiracist and decolonised curriculum. ● Leaders at all levels ensure that interventions are efficient and effective and continue to develop an ambitious culture of student achievement for all. ● Quality assurance (conducted by leaders at all levels) shows that teaching has a notably positive impact on learning and outcomes for all students. ● Leaders have effective contingency in place to ensure that the impact on students of the COVID context (and any related changes) are mitigated to the fullest possible extent.
<p>BEHAVIOUR AND ATTITUDES</p> <p><i>Attitude to learning and community</i></p>	<ul style="list-style-type: none"> ● Tutor and teacher guidance and monitoring allows students to make good use of directed study time, ensuring that students complete 1 hour of independent work for every 1 hour of lesson time. ● Student behaviour is outstanding and students are purposeful in lessons and private study. ● Teachers and the P16 team foster a culture of independent study, ensuring students are equipped (in the short term) for any part/full school closure and (in the long term) for lifelong learning. ● There is an improving attendance trend for all student groups, and effective measures are in place to ensure that the impact of the COVID context (part/full closure, self isolation etc.) is mitigated to the fullest extent possible.
<p>PERSONAL DEVELOPMENT</p> <p><i>Preparation for life</i></p>	<ul style="list-style-type: none"> ● Core Programme, tutoring and enrichment activities develop skills of independence, employability, self-awareness, responsibility, co-operation and wellbeing. ● Enrichment offer at both learning communities is refined so that a smaller number of opportunities are offered with enhanced safety measures to ensure that all groups of students still have access to, and engage effectively with, enrichment opportunities. ● Our work experience programme development is adapted to focus on increasing access to and take-up of high-quality remote work experience opportunities. ● Opportunities for student leadership are offered to all students. ● Tutors enable students to make effective use of Unifrog to record extra and super curricular /enhancement activity to inform the process of preparing applications for their next steps. ● Further incorporate British values into Core Programme, with prioritisation of our antiracism work. ● There are opportunities for all students to develop their literacy, numeracy and employability skills in all curriculum areas. ● Ensure that all students have access to high quality and impartial CEIAG. ● Support all students in securing appropriate Post 18 pathways.
<p>LEADERSHIP AND MANAGEMENT</p> <p><i>Effectiveness of leadership and management</i></p>	<ul style="list-style-type: none"> ● Leaders at all levels commit to the work of NBP16 becoming a fully antiracist space. ● Centre students and staff are safe at all times with effective safeguarding collaboration. ● Continue to ensure that the process from application to induction secures increased numbers of students on roll, and on an appropriate curriculum, at autumn census. ● Senior leaders strive for retention performance measures above the national average. ● Governance at the Centre is effective and holds senior leaders to account. ● Stakeholders, including parents, carers and students, are engaged effectively by leaders.

[Link to Cotham P16 SIP Action Plan](#)

[Link to RGS P16 Development Plan](#)