



Barton Peveril

Sixth Form College

STRATEGIC PLAN 2020-2023

(Adopted: Corporation 7 December 2020)

A. Mission

A strong community in which each individual is committed to the highest standards of effort, achievement and ambition.

B. Values

My academic progress:

- Making learning my priority and my responsibility
- Adopting an open mindset and responding constructively to feedback

Planning my future:

- Understanding how learning can open the door to a more fulfilling life
- Developing my employability skills for success in the modern economy

Overcoming obstacles:

- Having high expectations of myself
- Empowering myself and being resilient

Skills for life:

- Showing kindness and respect for others
- Giving something back to my community

Mindful of my health:

- Taking active steps to maintain my own good health

C. College Development Objectives

1. To concentrate on using the most effective teaching and learning strategies, to ensure student outcomes at Barton Peveril consistently match or better the top quartile of schools and colleges nationally.
2. To address the needs of individual students in order to minimise any achievement gap for identified categories of learner
3. To value, invest in and reward the efforts and commitment of our staff
4. To develop our estate and facilities to surpass the needs and expectations of those who wish to study or work in the college

D. Commitments

- Student:
I make a conscious choice to sign up to the values of the College and make learning my highest priority whilst I am here. I aim to develop my knowledge, understanding and skills. I take personal responsibility for monitoring my progress in order to reach my full potential.
- Support staff
I commit to building an ethos in the College of high expectations, making the learning community work effectively, offering excellent customer services and support whilst developing my skills and knowledge.
- Leader:
I ensure the highest performance of each member of my team and make our contribution to the progress of students my key measure. I develop my own leadership skills, manage the human and physical resources, foster the college values and thereby enable the community to perform, develop and thrive.
- Teacher:
I commit to building an ethos in college of high expectation where students work hard and have ambitious goals. I track each individual student in my classes to ensure they progress to their full potential. I develop independent learners, extend students' knowledge, understanding and skills for future life and employment. I seek to extend my subject knowledge and pedagogical skills through researching best practice, peer learning and review. I adopt what research shows are those teaching strategies which make the most impact on student progress.

- Parent/Guardian:
I help my daughter/son make learning the highest priority whilst a student of the College and take full advantage of what it has to offer. I create the conditions and necessary resources for them to study at home. Through dialogue, I work constructively with the college and my child to help her/him become equipped for an appropriately ambitious and fulfilling future.
- Governor:
I support the College's mission and values and monitor and encourage its progress, setting challenging objectives and asking searching questions. I act according to the best principles of governance. I convey and celebrate the College's achievements to the wider community. I exemplify learning by enhancing my governance skills and knowledge of education and pedagogy.

E. The Educational Purpose of the College

The College mission is:

“A strong community in which each individual is committed to the highest standards of effort, achievement and ambition”

College staff approach students as individuals with a range of needs which requires support. These needs are classified in five generic areas and graphically represented as a wheel with the student at the centre. The college's values are also grouped around these five needs.



Need 1: My academic progress

The College was set up to provide the sixth form for ten Eastleigh Consortium 11-16 schools but with its success has developed a wider geographic reach and responds to the needs of learners in other 11-16 schools. Our aim is to deliver outstanding added value for our students and in so doing prepare them for their working and wider lives.

Barton Peveril sits on the same road as Eastleigh College of Further Education, allowing both colleges to focus their work in distinctive ways to avoid duplication and to meet the full range of needs of local 16-18 year-olds. Those looking for specific skills and technical training will go to Eastleigh College whilst Barton Peveril focuses its work on providing an appropriate general education for 16-18 year-olds, usually without a specific career in mind but with the intention or potential to benefit from higher education as their next step. The Barton curriculum concentrates on A level, level 3 Applied General Qualifications (AGQs) and a growing number of students combining the two. Level 2 courses are available to support the small number of students who narrowly fail to meet the entry qualifications for level 3 courses and who aspire for level 3 learning at Barton Peveril.

The College believes that maximising student performance in their academic qualifications and encouraging high aspirations is an essential part of ensuring social mobility and fairness in our society. This is achieved through high quality teaching, engaging students in a dialogue about their performance and potential, and very close monitoring of individual progress and plans.

The college uses HE, and where available degree apprenticeships, as symbols of high aspiration when working with all of our students to maximise their achievements in college. The strategy also helps to ensure that no student excludes themselves from HE because of money concerns, lack of aspiration or constricted family attitudes and information. The quarter of level 3 students who choose not to move on to HE are also offered a flexible preparation for employment &/or further training.

Need 2: Planning for my future

It is widely recognised that 3 A levels or the equivalent is the standard expectation of qualification size and level to enter UK universities, and reflects a measure in government performance tables. As a result, programmes at Barton Peveril are equivalent to a minimum of 3 A levels (except when health considerations play a part).

In order to ensure all students can access the Barton Peveril curriculum and make appropriate future plans, the College offers a balance and, where possible, choice between A level options and AGQs. It supports individual students in putting together programmes to best meet their needs, interests and future plans.

An extensive programme of extension activities, trips and courses (Barton Peveril calls this Q-XTRA, standing for 'qualification extra') is provided and promoted by the College to extend, enhance, balance, and enrich the educational experience of students whilst they are at College. It helps to provide cultural capital, aiding social mobility. It is through this

and the tutor programme that many of the Colleges' ambitions to prepare students for employment, for higher education, for living in healthy communities, and for personal fulfilment, is delivered.

Students on AGQs (worth two A levels or more) are more likely to choose not to go to University and are targeted for work experience and the development of employability skills through their courses and through careers programmes.

Need 3: Overcoming obstacles

The College believes that maximising student performance in their academic qualifications and encouraging high aspirations is an essential part of ensuring social mobility and fairness in our society. This is achieved through engaging students in a dialogue about their performance and potential, and very close monitoring of the progress and plans of each individual student.

Together, subject teachers, the tutor programme, Q-XTRA, clubs and societies, and the student committee make opportunities to promote equality of opportunity and diversity, thereby helping to prepare our students to understand, celebrate, and advance successful diverse communities in which we all wish to live and work in the future.

Support for disadvantaged students targets those on pupil premium and those who trigger multiple disadvantage measures, such as: postcode, previous school, low income (FSM), first in family to attend university, ethnicity. The most in need are allocated a mentor who is a coach to help them access the opportunities available in college, thereby overcoming any barriers to achieving their full potential.

Barton Peveril ensures that the Learning Support department makes appropriate arrangements for the transfer of supported students from school to the College. It also arranges the appropriate level of support, in partnership with the skills of the classroom teacher, to enable high performance and progress to appropriately challenging destinations.

The Aspire programme is targeted at students with high grades on entry, and those identified by staff with high academic potential, to help them apply successfully to the most selective universities, regardless of family background.

Need 4: Skills for my life

The College follows the good practice of the Gatsby benchmarks. It is an expectation that subject teachers and tutors take opportunities where they arise, whether in one-to-one situations or in class, to highlight employability skills; draw attention to higher education opportunities; and help students prepare themselves, not just for their academic qualifications, but also for future success in working life. Vocational and some A level courses make use of visitors from industry, business and universities, take trips to the workplace or university department, promote options and opportunities in department areas and classrooms etc. The careers and HE staff run an intensive all year round programme of events, activities, visits, briefings, small group and one-to-one interviews, to

help students plan. They also facilitate or arrange work experience placements either as part of an academic course or with individuals. We engage students and their parents to enhance the impact of this work.

The Q-XTRA and tutorial programmes play a significant part in helping students develop the wider skills to engage fully in life, including healthy relationships, families, communities, culture and democracy, as well as preparing for employment and university study.

Need 5: Mindful of my health

A significant number of students in the college present with mental health challenges, and a smaller number with other health needs. The College promotes the good physical and mental health of its staff and students and is committed to working with professionals in this field and training both our staff and students into greater awareness of relevant health issues and how to address these. It does this through the tutorial calendar, student committee, college nurse and counsellors, students trained to help their peers and the Q-XTRA programme. One of the four dimensions of the Q-XTRA programme is health related activities students can become involved with including an extensive range of competitive and recreational sports and exercise.