Post 16 Information
Welcome

Are we the Place for you?

We are a very successful mixed community school for students of all abilities, housed in a ‘state of the art’ building with facilities and equipment that fully meet the demands of learning in the 21st century. We hold Combined Specialist Status in Applied Learning and Mathematics & Computing. We are committed to the happiness, wellbeing, whole development and achievements of each and every student.

We believe that a gulf has opened up between what schools provide and what young people need. We will ensure that our students are literate, numerate and gain academic qualifications. However our emphasis is not solely on testing and passing exams at the expense of other skills and qualities that we believe are just as vital in today’s and tomorrow’s world. At the heart of everything we do is our belief that the formation of excellent relationships is an essential prerequisite of effective learning and, as a result, all of our practice is designed to ensure this happens.

Learning processes are engaging, collaborative and interactive which provide an ideal mix of theoretical and practical learning.

Our Vision

Every member of Stanley Park High Post 16 will have:
- Ambition, commitment, resilience and perseverance
- Confidence to take risks
- An ability to organise and present themselves effectively
- Intellectual curiosity
- Imagination and creativity
- Initiative and self-motivation to learn independently and with others
- Optimism for a future in a rapidly changing world

We believe we have a unique Post 16 offer. The following information will provide you with some more details, but we strongly advise you to come and see us.

Miss D Patel, Head of Post 16
A Post 16 Student’s Learning Journey

Where and what to study at Post 16 is a very important decision and is one that you will be considering very carefully.

Our mission statement clearly identifies the qualities, skills and attributes that we believe are required whether your ambitions include going to university, obtaining a place on a professional training course or full-time employment.

We offer a wide selection of courses that are designed to meet the rigorous demands of higher education and the workplace.

These include a range of courses at all levels: from AS and A2 courses to BTEC Vocational Level 2 & 3 and GCSE retakes in English and Mathematics. Our teachers and support staff will provide the subject expertise and individual attention needed to help you achieve your full potential by challenging your thinking, encouraging your creativity and developing your skills as independent learners.

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**Personal Progress Tutoring**

Our students receive excellent pastoral care and support. You will be allocated a Personal Progress Tutor who will closely monitor your academic progress, and encourage you to achieve your full potential.

Your Tutor will have a complete overview of your academic and personal development and ensure that you stay on track!

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**Enrichment Programme**

In an increasingly competitive market for university places and employment, it is important that you stand out from the crowd. Our extensive enrichment programme is an integral part of our Post 16 offer and will help you develop a broad range of skills. You could add the Extended Project Qualification to your programme, the Duke of Edinburgh Award, or a whole host of other activities.
Admissions

Year 11 students currently at Stanley Park High and students in the appropriate age range studying elsewhere may apply to the school for their Post 16 studies. Whilst the entry criteria for external applicants are the same as those for our current Year 11 students, there are only 50 places available for external applicants.

Additional places may be available depending on the level of uptake of places by our current students. Where there are more external applicants than places, applicants will be considered according to the academic qualifications that the student currently holds.

Minimum Entry Criteria

**Level 3 Programme**

A-Levels

L3 Vocational

5 GCSE grades 9-4 including English and Maths or; BTEC Level

2 Diploma(s) Merit/ Distinction and GCSE grades 9-4 in English and Maths

**Level 2 Programme**

(to include GCSE English and Maths where grades 9-4 not already achieved)

L2 Programme

4 GCSE grades 9-3 that include English and/or Maths or; BTEC Level 2

Diploma(s) Pass/Merit and GCSE grades 9-3 in English and/or Maths
Courses which carry GCSE equivalency will be counted as 1 GCSE regardless of the course studied. For example a BTEC Award at Pass, Merit or Distinction will count as 1 GCSE at 9-4.

All students who do not obtain a grade 4 in Maths or English will be required to study these subjects during Year 12 and resit the GCSE qualification. Entry onto some courses will require a higher grade than GCSE grade 4; please see our Post 16 course brochure for our requirements for individual subjects. Continuation onto Year 13 courses will be dependent on results obtained at the end of Year 12 alongside consideration of the student’s attendance, punctuality and application to their studies. To progress onto the A2 course please see the prospectus for minimum grade required.

The Post 16 course brochure and application form is enclosed with this prospectus and can also be downloaded from our website. Please see our website for details of the application deadline. Late applications will be considered but the full range of subjects cannot be guaranteed as individual courses may be full.

Assessment

At Stanley Park High we believe the main purpose of assessment is to enable each student to develop their full potential.

All assessment should enable students to know precisely what they have done well and what they need to do in order to improve. Assessment needs to be linked to students’ work so that they know what aspects of the work will be assessed, how this will be done and what their role in the process is.
Students will continue to be assessed according to the appropriate grades or levels dependent on their course of study. The rate of progress made towards a student’s target level/grade will be by ‘traffic lighting’:

**Red**
The student is not on track to meet their target with this rate of progress.

**Amber**
The student is on track to meet their target with this rate of progress.

**Green**
The student is secure to meet their target and may exceed their target with this rate of progress.

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**The Starting Point**

When students enter from Year 11 we will know the results they obtained at Key Stage 4.

We will ask all students to take an online ALIS test, sat early in September, and through a combination of both their KS4 grades and the online test we will make a judgement as to their expected progress which will inform our target grade setting throughout Key Stage 5. There is no requirement for students to prepare for this test.
All students should aim for **100%** attendance in order to learn. Research shows that high attendance is reflected in better achievement.

The following is a summary of our policy and procedures:

- If your child has to be absent for any medical reasons such as appointments, the Form Tutor must be told in writing in advance. Please try to make all appointments outside of school hours.
- All absences of greater than 3 days require a medical note.
- Holidays during term time are not permitted and will not be authorised.
- Post 16 students are allowed to go off site between lessons and at break and lunch times. Students must sign in and out of the school at Student Services.
- Post 16 students who are more than 5 minutes late may be asked to leave the lesson so as not to disturb the learning of others. This will be recorded on the register and will affect your overall attendance percentage.

The absence line number is: **0208 254 7804**

Absence through illness must be reported to the School Office by telephoning the dedicated absence line on the first day.

“I like the SPH Post 16 atmosphere; students are treated as young adults and are trusted. The environment teaches me important self-management skills and provides me with plenty of opportunities to broaden my knowledge and capabilities. I feel the Post 16 experience will support my long term aim to secure a career in engineering.”

Brandon, Post 16 Student
The Post 16 Learners’ Agreement

All Post 16 students and their Parents/Guardians are asked to sign the Post 16 Learners’ Agreement. This agreement has been implemented to help students achieve their full potential and prepare them for employment and higher education. It is important everyone joining Stanley Park Post 16 is clear of the high standards and expectations we expect from all our students. There is a graduated system for dealing with those who do not comply with our expectations:

Stage One
- Verbal warning
- To work with student to ensure that there is no repeat occurrence of the breach

Stage Two
- First written warning
- To involve Parents/Guardians and the school in a collective action to support student

Stage Three
- Final written warning
- To involve Parents/Guardians and the school in a collective action to support student and prevent progression onto Stage 4

Stage Four
- Loss of Post 16 place
- To allow the student to pursue more appropriate avenues in education, employment or training

Dress Code
Post 16 students are viewed as important role models for the school community as a whole and as such students are expected to dress in a smart/casual manner that is suitable for the school environment. Students are not allowed to wear hats inside the school buildings and clothes should not display any offensive images or words. Students are also not allowed any facial piercings or extreme hair colouring or styles and all tattoos must be covered.

The final decision regarding Dress Code will be at the discretion of the Headteacher or the Head of Post 16.

Parent Contact
Parents are kept fully informed regarding assessment and progress. Of course, contact can be much more regular than this.

On a day-to-day basis it should be through the Post 16 Tutors under the guidance of the Head of Post 16.

There is also be a Parents’ Evening and a full annual report during each academic year.
At Post 16 we pride ourselves on the support and care offered to our students to help them to achieve their academic goals.

Each student will have a Personal Progress Tutor who will closely monitor their academic progress, and encourage them to achieve their potential throughout their time with us. Their Tutor will have a complete overview of their academic and personal development and ensure that they are on track. The care they receive will aim to empower and inspire students to make the most of the opportunities they experience and ensure that they feel supported to face the challenges they experience in this critical time of their life.

The role of the Personal Progress Tutor is central to everything Post 16 students do. In many ways their Tutor will be the professional and critical friend who is their first line of support. They will have a range of informal and formal conversations with their Personal Progress Tutor on a one-to-one session fortnightly as part of the Post 16 progress monitoring process.
Alternatively, many students enter the world of work after two years of study or possibly after the completion of one year courses which can include the many apprenticeships which are now available.

Students meet with both subject and pastoral teaching staff to receive guidance on choosing appropriate courses both prior to enrolment in Post 16 and after AS results for the transition to A2 study. This high level of advice and support continues throughout the UCAS application process. We ensure that students have access to all possible opportunities and we do this through:

- Career Guidance
- University visits
- UCAS application guidance
- Links with industry

**Careers Advice and University Guidance**

Qualifications gained as a result of studying at Stanley Park may lead to exciting opportunities. After successfully completing courses at the end of Year 13 students may decide to apply for a place at University to study for a qualification at degree level.
In order to achieve excellence, students work much more **independently** and take greater responsibility for organising their work in and outside school. They are **encouraged** to be intellectually curious.

The pace of work is challenging and requires motivation and self-discipline; success in examinations and the fulfilment of academic/vocational potential are also dependant on how engaged students are and how much effort is invested in their studies. Study periods are built into the timetable to enable students to focus on the demands of the courses that they have chosen to study.

Most courses require 6 hours of independent learning per subject per week and therefore students should expect to spend at least 18 hours per week in private study. Without such a commitment a student is unlikely to achieve their full potential.

**Expectations**

There are a number of areas in the school for students to study and socialise including Flame and Stanley Perc.

A dedicated Post 16 area Sphere (Stanley Park High Educational Resource Enquiry) is available all day until 5pm for students to study, use resources and the PCs. In addition to this each period has a dedicated classroom available for students to study privately.