

ACADEMY SEF SUMMARY



FEBRUARY 2019

Alderwood Academy

Academy SEF Summary

General Contextual Information for Alderwood Academy

Alderwood Academy is a short stay PRU setting, catering for Key Stage 2 and 3 pupils and providing a two to three term full time education for children and young people aged between 7 and 14 years old. Many of the pupils have received a number of fixed term exclusions or have been permanently excluded from at least one school. The aim is to identify and provide appropriate support for pupils to enable them to successfully return to either mainstream education or other suitable education provision.

The Provision:

- Short term provision, preparing pupils to reintegrate in to mainstream or other suitable education provision.
- Full time curriculum offer, pupils attend on a full time basis. Bespoke curriculum offer with personalised TT
- To support pupils in removing barriers to learning and further develop the concept of learning through provision of learning opportunities outside the classroom as well as in the classroom

		Last revision date: December 2018	Author : Headteacher, Mark Winston
Inadequate	Requires Improvement	Good	Outstanding
Summary :	<p>Alderwood has had a significant change in leadership and staffing in the last 18 months and a large turnover of teaching and support staff has occurred this academic year. From September 2018, a new substantive Head Teacher has begun overseeing Alderwood Academy. With identification for the need for rapid school improvement, in November 2018 the Trust brought in additional support with 'Everyday Leaders' providing additional support in identifying key areas for improvement through the completion of a Rapid Improvement Plan (RIP). The work has primarily consisted of delivery of a number of strategies to initiate rapid improvement:</p> <ul style="list-style-type: none"> • new curriculum; developed through a consultant who specializes in Curriculum Design and upskilling key staff • delivery of staff training in key areas; including curriculum planning and assessment, behaviour management and scrutiny and monitoring of progress. • Since the beginning of February 2019, additional leadership and management support has been put into place with the introduction of a consultant Headteacher working alongside the substantive Headteacher, with the immediate objective of full implementation of the Rapid Improvement Plan. • The Academy Trust Board have designated specific members to form a Trust Board Monitoring Group with the aim of monitoring, supporting and scrutinising progress of the Rapid Improvement Plan. <p>The school has a plan for immediate improvement through the Rapid Improvement Plan and Academy Improvement plan supported by the implementation of the Trust Improvement Strategy 2018-19. Clear action points have been prioritised for immediate/timely implementation.</p> <p>The newly formed senior leadership team is focused on driving continued improvement across the setting, as stated in the RIP with the intention of :</p> <ul style="list-style-type: none"> • Full compliance with all statutory requirements • Ensuring Alderwood achieves its primary focus; return students back to mainstream • Implement a bespoke curriculum model that fully meets the needs of the pupils developing learning, the curriculum, assessment and behaviour change: <ul style="list-style-type: none"> ○ a well-planned pupil transition into the setting with an agreed exit plan ○ personalised curriculum offer, enriched timetable and individual support ○ Consistent systems of monitoring and robust performance management. ○ staff training in positive behaviour management, curriculum planning and assessment for learning <p><i>Evidence – Rapid Development Plan, Academy Improvement Plan, SEF, pupil timetables, curriculum model, Trust Board Monitoring Group evidence/minutes.</i></p> <p>Pupil health and well-being is a key strand of Alderwood's approach. Breakfast is offered and provided to those who want it for all pupils upon arrival to the school. Pupils are seated at tables with a clear seating plan followed. Fresh fruit is provided to all pupils during the morning and hot lunch, prepared on site. Positive role modelling is provided by staff to encourage healthy eating and appropriate table manners and conversation.</p> <p>Nurture and a safe environment. A pupil focused approach is a priority for all staff. Staff are encouraged to build strong positive relationships with pupils as well as parents/carers. The social times of the school day are fully supervised.</p> <p>The site is secure and pupil have access to buildings with staff supervision only. A school council is in place with two pupil representatives from each class to discuss and feedback on how the school can be improved. This feedback will form part of the SLT, Teaching and Learning and LGB meeting agendas.</p> <p>Safeguarding is an area of priority. The named DSL and DDSL's have altered to reflect crucial need for immediate improvements in this area. The consultant Headteacher is the named DSL. Decisions are made and information shared with appropriate professionals and agencies. All staff are appropriately trained and compliant with safeguarding practice within the setting and across the Trust. Safeguarding posters identifying key safeguarding personnel within the setting are</p>		

	<p>displayed throughout the building including in the reception area. Both the substantive and consultant Head Teacher are responsible for ensuring there is rigour and full compliance with statutory requirements in the safeguarding paperwork and processes. <i>Evidence - Safeguarding forms, Safeguarding folders, pupil risk assessments, minutes from weekly Safeguarding and SLT meetings, Outcomes from Safeguarding reviews, Rapid Improvement Plan, Academy Improvement Plan.</i> Regular communication with parent/carers through telephone calls and face to face meetings is a positive part of the school. All contact is recorded on the Communications log and outcomes agreed and monitored through the Head of School and Head Teacher. An area for improvement: more regular formal reviews with parents and recording the outcome of these reviews.</p> <p>Areas for development</p> <ul style="list-style-type: none"> • Full implementation of the Rapid Improvement Plan. • Ensure staff are clear on the focus and purpose of the setting. • To establish the new bespoke project based learning curriculum to engage pupils and develop skills for learning. • Establish a well-planned transition into the setting, • Ensure there is a personalised curriculum offer, enriched timetable and individual support. • To develop and implement fully the Thrive Approach to support pupils emotional and social development. • To embed new systems and procedures of recording incidents and behaviour, assessments, using School Pod. • To develop a “timelined” exit plan and strategy • To utilise existing building space and resources to provide greater flexibility of usable space for teaching and learning. • To further improve the culture of the school through consistent and effective leadership and sense of shared responsibility • To provide staff training in positive behaviour management • To incorporate more effectively, the role of the Local Governing Body and their impact upon developing improvements to school practice • To fully incorporate the Trust Improvement Strategy, Policies and Procedures. • To ensure there is rigour in the safeguarding recording and processes. 			
<p>Progress with Previous Inspection Key Issues:</p>	<p>Key Issues:</p> <table border="1" data-bbox="380 922 2007 1421"> <tr> <td data-bbox="380 922 1016 1421"> <p>OFSTED 2016 - Leaders and those responsible for governance should ensure that:</p> <ol style="list-style-type: none"> 1. They continue to support leaders and staff who are new to their positions, to establish positive relationships with pupils quickly and sustain the good provision at Alderwood. 2. They continue to refine the administration around safeguarding so that it always reflect the good practice in the school. 3. The array of pupil progress is centralized so that leaders, especially those that are new to their position, can use this to fully evaluate the difference they are making. 4. They continue to work with the local authority on ensuring that the next step specialist provision is found promptly for the few pupils whose special educational needs determines that mainstream education is not appropriate. </td> <td data-bbox="1016 922 2007 1421"> <ol style="list-style-type: none"> 1. Shortfalls in leadership since last inspection has resulted in standards falling below minimum standards. As a result, in November 2018 the Trust brought an external support team to drive critical rapid improvement. The Trust has also recruited a consultant Head Teacher to work alongside the substantive Head Teacher’s remit of rapid improvement and full implementation of the Rapid Improvement Plan. 2. Realignment of the leadership roles across the Academy Trust has provided greater transparency for information to be shared between staff, through the formation of working groups; Head Teachers Executive Group (HEG), Pedagogy, Safeguarding, Vocational, Priorities and Finance and Human Resources - <i>Raedwald Trust Accountability and Improvement Framework Improvement Strategy 2018-19.</i> 3. All staff new to the setting receive a full induction comprising of safeguarding, health and safety, systems and procedures and pupil information. Daily, morning and afternoon staff briefings/meetings are in place. <i>Minutes of meetings.</i> </td> </tr> </table>		<p>OFSTED 2016 - Leaders and those responsible for governance should ensure that:</p> <ol style="list-style-type: none"> 1. They continue to support leaders and staff who are new to their positions, to establish positive relationships with pupils quickly and sustain the good provision at Alderwood. 2. They continue to refine the administration around safeguarding so that it always reflect the good practice in the school. 3. The array of pupil progress is centralized so that leaders, especially those that are new to their position, can use this to fully evaluate the difference they are making. 4. They continue to work with the local authority on ensuring that the next step specialist provision is found promptly for the few pupils whose special educational needs determines that mainstream education is not appropriate. 	<ol style="list-style-type: none"> 1. Shortfalls in leadership since last inspection has resulted in standards falling below minimum standards. As a result, in November 2018 the Trust brought an external support team to drive critical rapid improvement. The Trust has also recruited a consultant Head Teacher to work alongside the substantive Head Teacher’s remit of rapid improvement and full implementation of the Rapid Improvement Plan. 2. Realignment of the leadership roles across the Academy Trust has provided greater transparency for information to be shared between staff, through the formation of working groups; Head Teachers Executive Group (HEG), Pedagogy, Safeguarding, Vocational, Priorities and Finance and Human Resources - <i>Raedwald Trust Accountability and Improvement Framework Improvement Strategy 2018-19.</i> 3. All staff new to the setting receive a full induction comprising of safeguarding, health and safety, systems and procedures and pupil information. Daily, morning and afternoon staff briefings/meetings are in place. <i>Minutes of meetings.</i>
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		<p>4. The named DSL and DDSL's have altered to reflect crucial need for immediate improvements in this area. The role of Family Liaison Worker no longer exists and crucial areas of safeguarding responsibilities related to the role, have become the responsibility of the senior leadership team and designated qualified staff.</p> <p>The DSL or named DDSL attend the across Trust Safeguarding working group, focusing on sharing excellent safeguarding practice that are compliant with statutory requirements – <i>Safeguarding Group minutes</i>. Appropriate Safeguarding training provided to staff – <i>SCR</i>.</p> <p>5. There is close collaboration with all professionals and LA commissioners to ensure that appropriate provision is identified to meet the individual needs of all pupils. The Pedagogical Lead co-ordinates the referral and transition process for pupils arriving and leaving Alderwood.</p>
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Sub Criterion	HEG Judgment	Grade	Brief Summary of major strengths and areas for development
<i>Effectiveness of Leadership and Management</i>			<p>Deficiencies in leadership since last inspection resulted in standards falling below minimum standards. In November 2018 the Trust brought an external support team to drive critical rapid improvement, contributing to the completion of a Rapid Improvement Plan, providing specialist training for staff and close scrutiny and monitoring of school progress of implementation and achievement in meeting all outcomes of the Rapid Improvement Plan. The Trust has also recruited a consultant Head Teacher to work alongside the substantive Head Teacher with the remit of rapid improvement and full implementation of the Rapid Improvement Plan.</p> <p>The Academy Trust Board have designated specific members to form a Trust Board Monitoring Group with the aim of monitoring, supporting and scrutinising progress of the Rapid Improvement Plan. The leadership team at the school have a clear understanding on improvements to be made across the setting to ensure minimum standards are achieved and maintained.</p> <p>Closer monitoring of pupil progress and quality of teaching is being undertaken at Alderwood Academy to ensure the pupils learning experience is the best on offer. Further development of the curriculum is helping to ensure that flexibility of offer is matched to individual pupils' specific need and requirements. The immediate aim is to implement a curriculum model that fully meets the needs of the pupils and meets all statutory requirements, with regular review of pupil need. Staff will receive relevant training on assessment planning and assessment for learning, with consistency of curriculum planning support for teaching staff.</p> <p>Areas for immediate development and implementation;</p> <ul style="list-style-type: none"> • Fully implement all actions of the Rapid Improvement Plan • Develop a culture of aspiration amongst staff. • Implement a curriculum model that fully meets the needs of the pupils and meets all statutory requirements. • Introduce a new curriculum that caters for the needs of all pupils. • Draft and implement a curriculum policy. • Review pupil need and implement personalised learning programme including off site provision. • Plan a cycle of review for the curriculum • Ensure that the assessment policy is aligned with the national framework

			<ul style="list-style-type: none"> • Ensure staff receive appropriate training and coaching on key areas of their role. • Ensure that the assessment offer is aligned with the curriculum • Ensure staff are trained on assessment for learning and statutory assessment • Ensure senior leaders at Alderwood receive appropriate CPD. • Implement a policy of professional growth and use the CPD outline to ensure all staff take responsibility for self study supported by the school. • Centralise curriculum standards and expectations through HEG and RT Pedagogical and RT External Provision. • Standardise processes for pupil level monitoring of learning. • To engender a strong and effective school culture that is based upon shared responsibility and staff empowerment. • Robust and consistent system of performance management procedures • Monitoring consistency of performance and feedback • Provision of effective resources, including IT to meet curriculum needs • Clear lines of communication • Implementation of the Trust Induction policy. <p><i>Evidence – Rapid Improvement Plan, Academy Improvement Plan, Staff appraisals, LGB minutes, Work scrutiny outcomes, Induction policy, SCR, Trust Accountability and Improvement Framework 2018-19.</i></p>
Safeguarding			<p>Safeguarding is a priority. The named DSL and DDSL’s have altered to reflect crucial need for immediate improvements in this area. The consultant Head Teacher is the named DSL. Responsive decisions are made and information is shared with relevant safeguarding professionals and agencies. All staff are appropriately trained and comply with safeguarding practice within the setting and across the Trust. All staff have received individual copies of the Trust Safeguarding policy and Keeping Children Safe in Education (Sept 2018) and full information on the updates to the document from the previous academic year. Safeguarding posters identifying key safeguarding personnel within the setting are displayed throughout the building including in the reception area. The substantive and consultant Head Teachers are working collaboratively and are responsible for ensuring there is rigour and full compliance with statutory requirements in the safeguarding paperwork, procedures and processes throughout the setting. All external providers used are subject to strict Raedwald Trust quality assurance processes which governs their use. Relevant posters are displayed in prominent positions throughout the setting, displaying key safeguarding personnel and contact details. Safeguarding concerns and, where appropriate, resulting outcomes are regularly discussed with staff during daily briefings and meetings. The Single Central Record is updated and maintained. This is reviewed by Trust Business Managers and substantive Head Teacher.</p> <p><i>Evidence – Rapid Improvement Plan, Minutes of morning/afternoon briefing, Single Central Record, Minutes from Trust Safeguarding Group, review documents, Head Teacher reports, attendance data, Academy Improvement Plan.</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> • Establish a strong culture and value of safeguarding throughout the setting. • Establish and maintain full safeguarding compliance. • Establish a clear behavior policy and best practice of behavior management. • Close and thorough monitoring of the use of restraint and restraint recording. • All staff to demonstrate appropriate methods in supporting pupils at times of heightened behavior. • All staff to have a full understanding of the specific needs of every child. • Centralise support, challenge and supervision in relation to this area. • Establish strong “fierce friends” to examine our policies and practices. • Develop a more rigorous process of recording, reviewing and checking safeguarding files by the DSL. • Ensure that staff are suitably trained and equipped to effectively support pupils displaying challenging behavior. • Thrive approach to be utilised and implemented across the setting, to help support pupil’s emotional and social development.

			<ul style="list-style-type: none"> Increased collaboration across the Trust and predominantly through the Safeguarding working group, to share safeguarding practice allowing for mutual strengthening of procedures. System of peer review of safeguarding procedures to be developed further in line with Trust Safeguarding group outcomes.
<i>Quality of Teaching, Learning and Assessment</i>			<p>The RIP states as an immediate priority the introduction of a new curriculum and greater focus on providing a more bespoke curriculum will, in part, ensure that flexibility of offer can be matched to individual pupils' specific requirements. Further adjustments to personalize the programme further can then be implemented in a structured and timely manner, with appropriate interventions identified. The substantive and consultant Head Teachers are working collaboratively to support staff and monitor progress and completion of all identified actions in this area. Baseline assessments are completed for pupils upon entry to the setting using; KS2 – Boxall (Pupil Social, Emotional and Behavioural Development), Sandwell (Numeracy assessment), YARC (Reading and Comprehension), Lexia (Literacy). KS3 – Lucid, Step up for English, Boxall, Lexia and YARC. This now needs to be used appropriately where all assessments are completed the results can then be part of the framework for teaching and learning. Pupil voice has informed senior leaders that the whole school reward system was not effective for them. A more effective model has been introduced as part of the new project based curriculum offer. <i>Evidence – Baseline assessment and progress data, student council minutes, timetable(s), external review reports, Academy Improvement Plan, Rapid Improvement Plan.</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> Fully embed the new curriculum and access to more personalized learning opportunities Implement a curriculum policy. Plan a cycle of review for the curriculum Ensure that the assessment offer is aligned with the curriculum Ensure that the assessment policy is aligned with the national framework Ensure staff are trained on assessment for learning and statutory assessment Monitor the bespoke curriculum with respect to extent of learning Monitor and cross monitor Learning and Assessment to ascertain progression Review pupil need and implement personalised learning programme including off site provision. Robust performance management procedures are in place and being utilised across the setting Robust system of lesson observation and work scrutiny is in place with support and training provided to staff, especially in terms of curriculum delivery, planning and assessment. Implement a CPD programme that relates to teacher subject knowledge Engender a culture of collective responsibility in ensuring that school monitoring and reporting systems are utilised, and effective interventions identified and implemented ensure that pupil progress and achievement is closely monitored and cross monitored to inform and support student progress
<i>Personal Development Behaviour and Welfare and attendance</i>			<p>There is an environment in which pupils feel confident to express their views and have confidence that they are listened to and any concerns are acted upon swiftly. Regular opportunities such as Forest Schools, Climbing, Free running, Gardening, Team sports, Horse Riding and Swimming are provided for pupils that allow for personal and social development and enjoyment. Pupil attendance is monitored closely and Education Welfare Officer (EWO) involvement supports the school's priority in raising attendance. Pupil behaviour is an immediate priority. The introduction of staff behaviour management training by Everyday Leaders is vital in ensuring that staff are equipped to deal supportively and effectively with incidents of heightened/challenging behaviour, with the interests of the child's need paramount. A series of training events have been scheduled to support staff in this crucial area. Pupil files and individual risk assessments are a significant priority with immediate action required in ensuring that they are fully compliant, up to date and regularly reviewed.</p>

			<p>All staff complete the appropriate Physical Intervention training, in both theory and practical. Monitoring of restraints and the use of appropriate methods is an urgent and immediate action for both the substantive and Consultant Head Teachers.</p> <p>A paper based Restraint log book is in place for recording restraints that have taken place, however a further significant priority is for the accurate completion, compliance and monitoring of the entries to be completed. All staff have undergone Behaviour Management training, delivered by Everyday Leaders consultancy and regular refresher training is in place</p> <p>Pupil profiles/pen pictures are being implemented to support staff in identifying and understanding more carefully, specific needs of every pupil. The aim is for this to assist in the use of most appropriate strategies when communicating with pupils to help ensure that the child's needs are catered for and the best support and approaches are tailored to their individual needs resulting in the best possible outcomes. The substantive and consultant Head Teachers are working collaboratively to support staff and monitor progress and completion of all identified actions.</p> <p>Regular communication with parent/carers through telephone calls and face to face meetings is a positive part of the school.</p> <p>Positive role modelling is a key priority at Alderwood and all pupils are encouraged by staff to demonstrate respect and tolerance of others, politeness, empathy and kindness. Evidence for this can be found in minutes of staff meetings, communication log, behaviour/incident recording forms and pupil council minutes. Staff/pupil shared breakfast and lunch allow for further positive role modelling from staff, with emphasis especially on developing pupils' skills in a social environment, learning table manners, respect for others and healthy eating.</p> <p>Pupil voice is captured through the organisation of school council and all outcomes are recorded. Opportunities for pupils to discuss and understand topical issues and news related subjects are provided through the curriculum that include all elements of spiritual, moral, social and cultural (SMSC) and promote British Values through a range of three weekly projects.</p> <p><i>Evidence – School displays, Behaviour logs/reports, communications log, lesson observation reports, trips and visits, visiting guest speakers, Academy Improvement Plan, Rapid Improvement Plan.</i></p> <p>Areas for development</p> <ul style="list-style-type: none"> • Deliver the Thrive approach across the setting to help support pupil's emotional and social development • To use positive behavior training to note cues and triggers in students and effectively use de-escalation strategies to avoid PI • Pen portraits to accurately inform staff with regard to student need • Place emphasis on the restraint book to be completed daily and staff debriefs completed. • To further embed the methods and procedures for capturing and responding to the parent voice. • To further develop and implement staff de-escalation methods for dealing with pupil anxieties and heightened behaviour. • Pupil rewards system to be further developed and measured for impact. • A strategy of Monitoring and recording of SMSC requires implementation
<p><i>Outcomes for pupils</i></p> <p>-</p>			<p>Pupils' progress and achievement is monitored by the substantive and consultant Head Teachers and members of the senior leadership team. Assessment for learning and statutory assessment training has been provided to teaching staff and pupil progress is monitored through the outcomes from a new project based curriculum offer. A criterion based assessment is yet to be developed to support the bespoke programme. A priority action is to ensure that the assessment policy is aligned with the national framework and that staff act upon training received. An immediate action is to ensure that introduced curriculum assessment procedures are utilised fully in monitoring and recording pupil progress.</p> <p>Teaching staff are to be responsible for communicating with off site providers and monitoring the impact and value added for those pupils engaged in off site learning activities.</p> <p><i>Evidence – pupil progress and achievement tracking records, pupil assessment graphs/ results, attendance data, EWO review meeting minutes, Academy Improvement Plan, Rapid Improvement Plan.</i></p>

			<p>Other significant pupil achievements include the removal of barriers to learning that enable pupils to successfully reintegrate back into mainstream or other suitable educational provision. Identification and understanding of pupil need is instrumental in ensuring that outcomes for pupils are improved and in line with national targets. An immediate action is for staff to gain a more informed understanding of pupil need and strategies available to offer most appropriate support. The introduction of THRIVE and its core principles will assist in targeting specific individual support for pupils and ensure that staff are fully informed of concepts and strategies to encourage better pupil engagement with learning. All areas are being monitored by both substantive and consultant Head Teachers who are working collaboratively in ensuring that all outcomes are achieved. Pupils are encouraged to engage in a range of activities and positive reinforcement and role modelling by staff is a constant throughout all times of the school day.</p> <p><i>Evidence - minutes of staff meetings, pupil voice, lesson observations, pupil profiles, Trust Improvement Strategy 2018-19, Academy Improvement Plan, Rapid Improvement Plan.</i></p> <p>Areas for Development</p> <ul style="list-style-type: none"> • Strengthen and extend our relationships with external providers and other stakeholders. • Consistently monitor the quality of off-site provision and value added. • Improve communication between teaching staff and off site provision for individual pupils. • Ensure that the assessment policy is aligned with the national framework • Ensure that the assessment offer is aligned with the curriculum • Teaching staff to have responsibility for communicating with off-site providers and monitoring the impact and value added in relation to the pupils individual needs. • To more effectively use assessment data (academic, social and emotional) to impact on teaching & learning • To improve the attendance rates of pupils, upon previous academic year (85% in 2017-18). • To implement progress data tracking and class learning logs through SchoolPod. • Thrive approach to be utilised and implemented across the setting, to help support pupil's emotional and social development. • To further enhance and develop the skills and expertise of staff through regular professional supervision and professional development opportunities. • Embed peer review and sharing of good practice through closer collaboration with colleagues across the Trust. • Recognised certification that both supports and motivates students needs investigating
<i>Early Years Provision</i>			Not applicable
<i>16 to 19 Programmes of Study</i>			Not applicable