

## AGENDA MANAGEMENT SHEET

<b>Name of Committee</b>	<b>The Cabinet</b>	
<b>Date of Committee</b>	<b>30<sup>th</sup> June 2005</b>	
<b>Report Title</b>	<b>Central Warwickshire and Southam : Area Review of 14-19 Provision</b>	
<b>Summary</b>	The LSC and LEA have jointly undertaken a review of 14-19 provision in Central Warwickshire and Southam. The outcome of the review is presented in this report.	
<b>For further information please contact:</b>	Bob Hooper Senior Inspector, Secondary Education Tel: 01926 412171 bobhooper@warwickshire.gov.uk	Lynne Upton General Inspector, 14-19 Development Tel: 01926 412387 lynneupton@warwickshire.gov.uk
<b>Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]</b>	No	
<b>Background papers</b>	Report on the Review of 14-19 Provision in Central Warwickshire and Southam	

### CONSULTATION ALREADY UNDERTAKEN:-

Details to be specified

Other Committees	<input checked="" type="checkbox"/> Warwick Area Committee 21.6.05
Local Member(s)	<input checked="" type="checkbox"/> All members of the Warwick Area Committee plus Cllr Bob Stevens (Feldon) and Cllr John Appleton (Southam)
Other Elected Members	<input type="checkbox"/> .....
Cabinet Member	<input checked="" type="checkbox"/> Cllr John Burton
Chief Executive	<input type="checkbox"/> .....
Legal	<input checked="" type="checkbox"/> Jane Pollard / Richard Freeth – “fine”

Finance	<input checked="" type="checkbox"/> David Clarke, County Treasurer – “fine”
Other Chief Officers	<input type="checkbox"/> .....
District Councils	<input type="checkbox"/> .....
Health Authority	<input type="checkbox"/> .....
Police	<input type="checkbox"/> .....
Other Bodies/Individuals	<input checked="" type="checkbox"/> All 14-19 providers in Central Warwickshire and Southam including schools, college and work-based training providers Students in Years 11 and 13 Students in work-based training across Coventry and Warwickshire

## **FINAL DECISION**

**NO**

## **SUGGESTED NEXT STEPS:**

Details to be specified

Further consideration by this Committee	<input type="checkbox"/> .....
To Council	<input type="checkbox"/> .....
To Cabinet	<input checked="" type="checkbox"/> Action Plan to be considered at a future date
To an O & S Committee	<input type="checkbox"/> .....
To an Area Committee	<input checked="" type="checkbox"/> Action Plan to be considered by Warwick Area Committee at a future date
Further Consultation	<input type="checkbox"/> .....

**The Cabinet – 30<sup>th</sup> June 2005**

**Central Warwickshire and Southam : Area  
Review of 14-19 Provision**

**Report of the County Education Officer**

**Recommendations:**

- (1) That the Cabinet consider and comment on the outcome of the Review of 14-19 provision in Central Warwickshire and Southam carried out jointly by the Local Learning and Skills Council and the County Council.
- (2) That the comments of the Cabinet and the Warwick Area Committee be forwarded to the Local Learning and Skills Council.
- (3) That a further report be made to a future meeting of the Warwick Area Committee on the draft Action Plan prepared in response to the Area Review.

**1. Background**

- 1.1 The Learning and Skills Council (LSC) has a responsibility to ensure a broad and diverse range of high quality post-16 education and training across the sub-region and has always sought to discharge that responsibility working with other key partners including the two local education authorities. In the autumn of 2002 the Local LSC (LLSC) agreed to commission a review of post-16 provision working in partnership with the LEA. It was jointly agreed that it would be more appropriate to review provision for students aged 14-19 given Warwickshire's successful bid to be a 14-19 pathfinder and the Government's emphasis on developing progression post-16 and on the continuum of provision 14-19, and to do so area by area. Reviews have already been completed in South, East and North Warwickshire (including Nuneaton and Bedworth).

The terms of reference for the review are given as **Appendix A**.

- 1.2 The fieldwork for the review of provision in Central Warwickshire and Southam included analysis of data already held by the LEA and LSC, visits to all the 14-19 providers in the area including schools, college and work-based training providers, and surveys of students in Years 11 and 13. The LLSC also conducted a questionnaire survey of students in work-based training across

Coventry and Warwickshire, data from which was used to inform this review. The draft report has been sent to schools, colleges, providers and the Authority to check for inaccuracies and to elicit any concerns, and the review amended accordingly.

Copies of the full report are available on request from Lynne Upton (tel. 01926 412387).

- 1.3 A copy of the executive summary of the report is attached at **Appendix B**. The report sets out under ten headings a number of recommendations with a rationale for these recommendations.

## **2. Key issues for the LEA**

- 2.1 The report endorses the Authority's approach to ensuring for young people an entitlement to a broad range of courses and collaboration between providers: schools, colleges and training providers. It helpfully identifies areas of good practice and gaps in provision. It will inform further joint planning by the 'commonwealth' of schools in the central area of the county and the collaborative arrangement already in place which provides a very useful base for the further development of joint working the report identifies.
- 2.2 The report has also identified important issues in relation to:
- the provision of impartial advice and guidance
  - further developing links with business
  - ICT
  - inclusion
  - variable provision for vocational learning at Key Stage 4 and post-16
  - levels of achievement and attainment
  - ensuring progression post-16, particularly for learners who have not reached Level 2
  - promoting greater collaboration
  - cost effectiveness of some small class sizes post-16.

The majority of these issues have already been identified as part of the Authority's Single Education Plan but the report and the Action Plan which will follow, will inform planning activities in the 2006/07 plan.

## **3. Comments of Warwick Area Committee**

At its meeting on 21<sup>st</sup> June the Warwick Area Committee will consider the outcome of the review of 14-19 provision in Central Warwickshire and Southam. Their comments will be reported verbally to this meeting.

#### **4. The way forward**

- 4.1 The comments of the Cabinet and the LLSC will inform the drafting of the Action Plan.
- 4.2 A further report will be made to a future meeting of the Warwick Area Committee on the draft Action Plan prepared in response to the Area Review, which will also be considered by the LLSC.

ERIC WOOD  
County Education Officer

22 Northgate Street  
Warwick

16<sup>th</sup> June 2005

### **Terms of Reference for an Area Review of 14-19 Education and Training in Central Warwickshire (including Southam)**

The mission of the national LSC is “to raise participation and achievement through high-quality education and training which puts learners first”. This has been developed by the LSC, Coventry and Warwickshire as a mission “to improve the range and quality of learning opportunities available to all in Coventry and Warwickshire”.

- 1) The Area Review aims to produce an up-to-date map and profile of education and training provision for 14-19 year olds living in Central Warwickshire, in the context of likely patterns of stakeholder demand in the short/medium term. The Review is a partnership enterprise, primarily involving the LSC Coventry and Warwickshire, and Warwickshire LEA. It will include review of the following aspects of provision:-
  - curricular breadth, depth and diversity including entitlement and ICT development such as distance and e-learning;
  - developments associated with Specialist, Beacon and Centre of Vocational Excellence status;
  - enterprise/entrepreneurial and work-related learning opportunities;
  - inclusion and provision for groups and individuals who may need additional support to achieve their potential;
  - information, guidance and counselling;
  - collaboration between institutions/providers;
  - recruitment, parity of access, participation, retention, completion, taking account of factors such as distance, travelling time and transport availability;
  - quality of teaching, training and learning; (as reported by OfSTED, not through lesson observation)
  - standards achieved, taking account of value-added;
  - progression;
  - learner satisfaction;
  - evidence of strategic planning;
  - effectiveness and efficiency of the management of provision and resources, including accommodation
- 2) The outcome of the mapping/profiling process should offer a sound basis for consultation by the Review partners, to develop feasible and robust options to address any perceived need for improvement in provision. Options for action could include:-
  - identifying and sharing best practice, including joint planning;
  - identifying gaps or insufficiency in provision and exploring, in partnership, ways of addressing shortfall;
  - identifying areas of unnecessary duplication, taking account of mitigating factors such as distance, travelling time, entitlement and minority subject provision, and agreeing strategies for the elimination of wasteful duplication;
  - arriving at a shared view of any areas where development/improvement in quality are needed, with supportive suggestions for remedy;
  - identifying and creating more effective links, as necessary, to ensure stakeholder supply and demand are more closely matched in 14-19 education and training in Central Warwickshire.
- 3) The LLSC and its partners in the Area Review are committed to share relevant data, findings and issues with each other and with participants/contributors, at appropriate stages in the process, within a spirit of trust, transparency and appropriate confidentiality.
- 4) It is intended that the Area Review and consequent Report will be completed during the Spring Term 2005.



Leading learning and skills

AREA REVIEW OF EDUCATION  
AND TRAINING PROVISION FOR  
YOUNG PEOPLE AGED 14-19  
IN CENTRAL WARWICKSHIRE &  
SOUTHAM

(UNDERTAKEN FROM SEPTEMBER 2004–MARCH 2005)

FINAL REPORT

(C) **SUMMARY & RECOMMENDATIONS**

MAY 2005

## BACKGROUND

The Area Review of 14-19 Education and Training in Central Warwickshire and Southam was carried out between September 2004 and March 2005. The following were fully involved:

1. *The providers of education and training:*

- 7 secondary schools (All 11-18)
- 2 special schools
- 1 further education college
- 1 pupil re-integration unit
- 8 training providers

2. *The other 'key players':*

- Warwickshire Local Education Authority
- The Learning and Skills Council, Coventry & Warwickshire
- Connexions Coventry & Warwickshire
- The Sub-Regional Education Business Consortium
- The Warwickshire Education Business Partnership
- Employers (a sample)
- Students (From Year 11 & Year 13)

The Review was *an exercise in partnership* involving all those listed above, and was scrutinised throughout by a Steering Group involving representatives of the LEA, LLSC, and the Connexions Service. As the Review developed, regular interim reports were made to providers at Central Area 11-19 Panel Meetings.

*Evidence* for the review came from:

- A desktop analysis of relevant data and documentation from LEA, LLSC, Connexions and the providers
- A survey of Year 11 and Year 13 students following AS/A2/AVCE programmes in schools and in Warwickshire College
- 51 visits to, and discussions with, providers and key players made by the Review Coordinator

The main text of the Review Report, which is published separately and which has thirteen major sections, includes recommendations made as they arise during consideration of the various areas of provision. In the pages that follow these are brought together to form a coherent set of overall recommendations, together with a summary rationale for each area.



## RECOMMENDATIONS

### **1. CURRICULUM**

- 1.1 Schools should consider developing more flexible curriculum structures at 14-16, which both preserve the principles of a balanced curriculum, and also embrace the need to provide access to a range of pathways for progression from 14-19 and beyond that meet the needs and aspirations of learners of all abilities.**
- 1.2 Schools should consider adopting collaborative approaches to curriculum development, staff training and, where appropriate, curriculum delivery at 14-16 in order to ensure that (1) time-consuming development work is not duplicated, (2) expensive resources are shared, (3) staff training is cost effective and is not duplicated, (4) effective practice and expertise are shared, and (5) the range of programmes available across the Central Area is similar in scope for all young people, and makes available to them a full range of pathways to progression.**
- 1.3 Schools which currently make minimal vocational provision at 14-16 should consider carefully whether they should develop this further in the light of the need to ensure equality of opportunity across the area and access to the full range of pathways to progression;**
- 1.4 Schools which currently involve only less able and/or less motivated students in vocational programmes for 14-16 year old students available at Warwickshire College should consider whether students of all abilities might benefit from these.**
- 1.5 Schools should consider whether more of their 14-16 year old students might benefit from having access to the STAR 14 Programme at Warwickshire College.**
- 1.6 Schools where VGCSE provision is currently not available, or is limited, should consider expanding this as part of a 14-19 curriculum which makes available a full range of pathways to progression.**
- 1.7 Schools able currently to make only a very limited AVCE offer to their Year 12 & 13 students should consider how this offer might be extended in the form of the new Applied A Levels in place from September 2005**

- 1.8 Schools currently not involved in student apprenticeships should explore the possibility of strengthening their AS/A2/AVCE programmes and/or their Level 2 offer by working with Zenith Training and making these available.**
- 1.9 Where the evidence shows this to be appropriate, schools should explore ways in which their sixth form provision can be made more cost-effective.**
- 1.10 Where appropriate, schools should look closely at the viability of small 'A' Level groups and consider how they might ensure that students are taught in groups which are educationally viable.**
- 1.11 Schools and Warwickshire College should consider together how a collaborative approach might broaden and make more cost effective the Level 2 offer available to post-16 students across the area.**
- 1.12 Warwickshire College should consider how to make available to 16-19 year old students in schools, (1) six of its AS/A2/AVCE programmes not currently offered by them, and (2) any other college courses/programmes which might usefully complement students' sixth form studies**
- 1.13 LSC, training providers, schools and the Connexions Service should take steps to ensure that provision in all vocational areas in Central Warwickshire accurately reflects both the needs of local employers and the aspirations of local young people.**
- 1.14 Training providers, schools and the Connexions Service should take steps to ensure that Year 11 students are aware of employer needs and other labour market information when making decisions about their post-16 programmes.**
- 1.15 Schools, training providers and the Connexions Service should ensure, (1) that all students for whom an Advanced Modern Apprenticeship might be an appropriate option are made aware of the opportunities available in this area, and (2) that training providers are offered access to Year 11 students of all abilities.**
- 1.16 Urgent consideration should be given by the LSC, training providers and the Connexions Service to filling the curriculum 'gap' caused by the change to E2E rules with appropriate Foundation and Level 1 provision.**
- 1.17 All providers should explore further how by working together they can better take an overview of, and meet the needs of, all 16-19 year old learners across the Central Area. They should:**

- 1. identify together economic and labour market needs and seek to relate provision more closely to these;**
- 2. agree area-wide targets which reflect the abilities of students, their aspirations, the needs, both of students and of the local and national economy, and a shared determination to drive up standards further, and should then work together towards achieving these;**
- 3. extend further the extent to which there is a common post-16 timetable across all providers.**

#### **RATIONALE**

##### **(a) 14-16** (*Recommendations 1.1 – 1.6*)

- ✓ Schools in Central Warwickshire are very effective at meeting the curriculum needs of most students
- ✓ A very wide range of GCSE programmes are available at all schools.
- ✓ Schools are committed to providing a balanced curriculum at Key Stage 4 that encompasses key areas of experience.
- ✓ The available curriculum leaves open most career 'doors' and is particularly appropriate for those seeking to progress to AS/A2 study.
- ✓ The importance of the work-related curriculum is evident in the 14-16 curriculum offer at all schools.
- ✓ Working in partnership with mainstream and special schools, the pupil reintegration unit and the Connexions Service, Warwickshire College offers three vocational programmes – STAR 14 (College or work-based training leading to accreditation – 650 learners of all abilities), ACTIV8 (College placement + work experience leading to accreditation – 130 learners with motivational, behavioural or attendance issues), and NEW START (Individualised programmes, wherever possible leading to accreditation – 30 students either permanently excluded from school or at serious risk of exclusion). School and college timetables are coordinated for two half days in each of Years 10 & 11 to accommodate these programmes.
- ✓ In addition VGCSE courses are already available in four schools and a fifth plans to offer them.
- ✓ At the two special schools an effective curriculum offer is made at 14-16. Programmes are tailored to individual needs, but all involve the full range of National Curriculum subjects and a focus on the key skills of numeracy, literacy and ICT. There is access to vocational programmes and both schools seek to ensure that students receive accreditation for their work at Key Stage 4.

#### *However:*

- ✗ 14-16 curriculum structures are less flexible than is ideal and do not easily facilitate the introduction of vocational courses – particularly those that are not school based.
- ✗ At most schools vocational programmes appear to be perceived simply as further subject choices rather than as part of a defined pathway for progression.
- ✗ The constraints within current curriculum structures are reflected in the limited availability of vocational programmes at a number of schools.
- ✗ Constraints of time and of both human and material resources naturally limit the extent of the curriculum offer that each school is able to make independently.
- ✗ The extent to which vocational programmes are provided varies from school to school.
- ✗ Too often vocational programmes – particularly those at Warwickshire College – are not available to the full ability range of students, and the overall number of students involved is small.
- ✗ There are no plans to introduce VGCSE programmes at two schools and, where these are offered, they vary in number from 2 – 5.

**(b) 16-19 (Recommendations 1.7 – 1.17)**

- ✓ Examination programmes available to post-16 students in Central Warwickshire at Level 3 are extensive. At six out of seven mainstream schools the number of AS/A2/AVCE courses offered varies from 22 – 31. Warwickshire College offers 26 AS/A2 and 8 AVCE courses as well as a very full range of other Level 3 programmes covering 20 subject and vocational areas.
- ✓ Effective extensions studies together with sound arrangements for careers education and guidance and strong tutorial programmes are offered at all institutions.
- ✓ Three schools offer student apprenticeships at Level 3 in partnership with Zenith Training.
- ✓ Three schools have very large sixth forms and experience very few difficulties in offering a very wide range of cost effective and educationally viable programmes.
- ✓ Four schools offer effective Level 2 programmes which include student apprenticeships offered in partnership with Zenith Training, and there is a strong Level 2 offer at Warwickshire College.
- ✓ Warwickshire College offers good provision at Level 1 and essential full-time programmes at Foundation Level.
- ✓ Sound provision at the one special school with post-16 students focuses on preparing the young people concerned for an effective transition to adult life.
- ✓ Between them the eight training providers serving 16-19 year olds in Central Warwickshire offer all of the eight major vocational areas. Apprenticeship and advanced apprenticeship programmes are available in all of these areas, and E2E programmes are offered by six out of eight providers.

*However:*

- ✗ The availability of AVCE courses (Now renamed Applied A Levels) in schools is limited: two schools offer only one and one school offers none.
- ✗ The availability of student apprenticeships at Level 3 is limited: four schools do not offer these.
- ✗ At four schools the sixth form is below 200 – in most cases well below – and it is difficult, if not impossible, for these schools to support their Level 3 offers from the dedicated funds for this purpose. Average group sizes in the schools concerned demonstrate this.
- ✗ Across the Central Area in 2004-5 there were 94 AS/A2/AVCE teaching groups with fewer than 8 students. These include 11 teaching groups with only 4 students, 15 with only 3, 18 with just 2 and even 2 each with a single student. These figures raise issues both of educational viability and cost-effectiveness.
- ✗ 6 AS/A2/AVCE programmes are only available to Warwickshire College students.
- ✗ Numbers of students on Level 2 programmes in schools are relatively low, and three schools do not offer student apprenticeships. One school makes no Level 2 offer.
- ✗ Only 182 young people were engaged in work-based learning at the eight training providers which make most of the provision for learners from Central Warwickshire.
- ✗ Only three of the eight training providers offer programmes in Construction.
- ✗ The number of learners engaged in advanced modern apprenticeships is low.
- ✗ There are significant numbers of young people who are unable to access work-based learning provision because of the change to the rules around eligibility for E2E programmes

## **2. SPECIALIST AND CoVE STATUS**

- ### **2.1 Schools should take advantage of opportunities made available as a result of the implementation of the 2005 White Paper to ensure that specialisms are developed in the fields in which the highest level of job vacancies are to be found in the Central Area - construction and health and social care.**

- 2.2 Specialist secondary schools should increase the extent to which they share their expertise with one another, and should further build partnerships that will benefit their students.**
- 2.3 Specialist schools with the same specialism should engage in joint curriculum development with Warwickshire College to ensure the provision of a full a range of pathways for progression for their students.**
- 2.4 Warwickshire College should publicise more prominently the excellence, which its CoVE status reflects, in the promotional material seen by both prospective students and the local community.**

#### **RATIONALE**

- ✓ Six of the seven mainstream schools have specialist status – two are Technology Colleges, one is a Sports College, One is a Language College, one is a Science & Mathematics College and one is a Performing Arts College. The seventh school is in course of applying to be a specialist Business & Enterprise College.
- ✓ The work of all six specialist schools reflects the broader curriculum and enhanced facilities which specialist status brings, and also movement towards the ideal of their being partners in an active learning society with their local families of schools and their communities sharing resources and developing and sharing good practice across the whole community. Work with partner primary schools is particularly strong, and there are many examples of enhanced extra-curricular activities and of active work with the local community. There is also some evidence of the positive effects of specialist status on the quality of teaching and learning.
- ✓ Warwickshire College has been designated a Centre of Vocational Excellence in Engineering. It is a Pathfinder and the only General Engineering CoVE in the country. In addition it shares CoVE status with other colleges in four further fields – Equine, Construction, Leadership & Management and Farriery. It is also a Learning & Skills Beacon and has been given the theme of employer engagement for dissemination.
- ✓ The expertise and the facilities and resources which have contributed to the College's CoVE designations are available to, and are shared with, its 14-19 year old students.

However:

- ✗ There are as yet no schools focusing on either Health & Social Care or Construction – fields where there are the largest numbers of job vacancies.
- ✗ There is relatively little evidence at some specialist schools of expertise being shared with other secondary schools and of partnerships being built which will benefit students.
- ✗ There is no evidence of collaborative work with Warwickshire College to develop a range of pathways for progression from particular specialisms.
- ✗ Warwickshire College does not appear to publicise very prominently its CoVE status in five areas to potential students or within the local community.

### **3. EDUCATION AND BUSINESS**

- 3.1 Three Schools should review their involvement in education-business activities to determine whether a wider range of activities is needed involving increased numbers of students.**

- 3.2 Schools and the Warwickshire Education Business Partnership should consider setting in place a Central Area Education-Business Standing Group, involving a representative from each school and the WEBP Central Area Coordinator, in order to support the Coordinator in her planning on behalf of schools.**
- 3.3 The Training Provider Federation should consider how its members might become more involved in education-business links.**
- 3.4 Schools should review their approaches to preparing students for practice interviews and to promoting work-based learning in the light of employers' comments during the strategic area review.**

#### **RATIONALE**

- ✓ Education-business links are extensive and well organized in Central Warwickshire. The key player is the Warwickshire Education Business Partnership whose coordinator for the Central Area is extremely proactive.
- ✓ Young people in all seven schools are offered the opportunity to take part in a range of education-business link activities. Over the last year there were some 13,831 student involvements in such activities across the area ranging across practice interviews, business days, a language fair, work experience briefings, enterprise days, team-building, assembly talks, support for VGCSE and AVCE courses, coursework talks, careers awareness sessions, work related sessions, CV preparation, application preparation, school council training and STEM activities.
- ✓ Over the last year education-business activities involved some 834 adviser days – a figure which indicates the considerable commitment of local business and industry to this work. Many companies were also prepared to spend money on promoting education-business links and on sponsoring a variety of projects and competitions.
- ✓ Warwickshire College has extensive involvement with a very wide range of companies and organizations that provide support across the college departments. Students have many opportunities for contact with these.
- ✓ Local employers with whom discussions were held regard both schools and Warwickshire College as helpful towards local business and welcome involvement with them.
- ✓ Students were generally perceived by local business as both interested and receptive towards education-business activities and well prepared by schools for the world of work.
- ✓ Teachers were perceived by employers as very supportive and, in most schools, as taking great care to ensure that students are well prepared for, and get the most out of, education-business activities.

However:

- ✗ At three schools both the overall extent and the range of education-business activities are markedly less in proportion to the number of students on roll than at the other four schools.
- ✗ The task of the very efficient and effective WEBP Coordinator for the Central Area is made more difficult by her having to deal individually with each school on every issue, whereas there is clearly scope for collaborative planning in some areas.
- ✗ There is very little training provider involvement in education-business activities which is a cause for concern given the low profile of training providers in Central Area schools.
- ✗ There was some feeling amongst employers that schools need to do more to prepare students for practice interviews and that approaches to work-based learning need to involve closer attention to the structure of business and to giving students more 'work-awareness'.

#### **4. INFORMATION AND COMMUNICATIONS TECHNOLOGY**

- 4.1 Those schools where not all subject areas are yet making effective use of ICT to support teaching and learning should urgently ensure that the PFI initiative and school policy are used to bring the managers and teachers involved 'up to speed'.**
- 4.2 Schools, Warwickshire College and local training providers should set up a standing group to ensure the effective development of video conferencing as a means of supporting the delivery of minority subjects.**
- 4.3 Warwickshire College and schools should consider how collaboration might take forward ICT development in teaching and learning across the Mid-Warwickshire area.**

#### **RATIONALE**

- ✓ The use of ICT in teaching and learning is well developed in almost all Central Warwickshire schools where it has been seen as a priority by most headteachers.
- ✓ All schools have ICT development plans in place.
- ✓ All schools and the Pupil Reintegration Unit have dedicated networked ICT rooms/suites in place. Two schools have 13 and 10 suites and most have a more than adequate number. All except one school have met the Government's target of 1 computer to 5 students. Four schools have bettered this ratio.
- ✓ At a number of schools there are laptops for significant percentages of teachers and also interactive whiteboards in a number of classrooms.
- ✓ Video conferencing is being planned, or is in the early stages of development, at several schools.
- ✓ Most schools have their own websites and a number are developing e-learning approaches
- ✓ Most schools share their ICT expertise effectively with their partner primary schools.
- ✓ Both special schools have some ICT facilities and make use of these in their teaching at a variety of levels.
- ✓ Good LEA policy and practice has provided sound support for ICT development in schools.
- ✓ The LEA's PFI ICT Project is well on the way to providing additional good quality hardware and software resources for both students and staff with high speed broadband access and a reliable intranet link between schools, libraries and LEA offices.
- ✓ Warwickshire College has a very well developed ILT infrastructure and draws up an annual ILT action plan which considers its needs in three areas – IT infrastructure, e-learning and management and information services.
- ✓ The college has a high level of IT hardware on all its sites – well within national guidelines, a staff and student intranet, and an extensive training programme for staff.
- ✓ Three out of eight training providers offer ICT as a vocational area. All are well equipped for this task and ensure that their staffs are well trained and up-to-date.

However:

- ✗ A minority of schools need to develop further the use of ICT in teaching and learning.
- ✗ Video-conferencing is developing piecemeal across the area whereas it is an obvious field for collaboration.
- ✗ There is only limited evidence of collaboration between schools, and between schools and Warwickshire College, on ICT development.

## **5. INFORMATION, ADVICE AND GUIDANCE**

- 5.1 Schools should review the booklets they produce for students and parents on choices for Key Stage 4, working with the Connexions Service, and ensure that these include clear and easily understood descriptions of the full range of available pathways to progression presented so as to ensure that they are perceived as having parity of status;**
- 5.2 Schools should ensure that their sixth form prospectuses reflect a determination to focus on the needs of the student, and not just on the interests of individual institutions when seeking to inform young people about their post-16 options.**
- 5.3 Schools should ensure that their sixth form prospectuses are made available to all students who might benefit from seeing them.**
- 5.4 The Connexions Service and schools should ensure that Connexions publications for both Year 11 and Year 13 are as widely disseminated as possible.**
- 5.5 A Protocol Agreement around the opportunities to be presented to 14-19 students should be developed and adopted in the Central Area.**
- 5.6 Schools, working with the Connexions Service, should take steps to ensure that their careers libraries/Connexions Suites are well resourced and are well used by both Year 11 and Year 13 students.**
- 5.7 Schools should ensure that their Year 11 students are well informed about computers/the Internet as sources of advice, that they make access to these available to all students and that they provide support to enable them to use these resources effectively.**
- 5.8 Schools and post-16 providers should agree annually, (1) a programme of visits by providers to schools which ensures that all providers visit all schools within an agreed time-span, and (2) a programme which is publicised in all schools, for open days/evenings which ensures that no more than one event takes place on any one day/evening.**
- 5.9 The Connexions Service, schools, post-16 providers and other interested parties should review the organisation and venue for their annual careers event as well as how it is publicised and promoted in order to ensure that in future it is experienced by very much larger numbers of students.**



- 5.10 Schools, the Connexions Service and the Training Provider Association should develop a strategy to ensure that all Year 11 students are fully informed about the work-based training options available to them.**
- 5.11 Schools and the Connexions Service should review their approaches to the promotion of AVCE/Applied 'A' Level programmes, and also the guidance given around these, in order to raise both awareness and understanding amongst Year 11 students.**
- 5.12 Schools, Warwickshire College and the Connexions Service should ensure that more attention is paid to making Year 11 students aware of the range of vocational programmes available to them post-16.**
- 5.13 Schools in the Central Area should review their approaches to supporting their Year 13 students in writing CVs, making job applications and preparing for interviews.**
- 5.14 Where appropriate, schools should review their practice around discussing progress with students.**
- 5.15 Warwickshire College and the Connexions Service should review their close working relationships to determine how even closer co-operation and wider access for college students to Connexions services can strengthen the good work already undertaken by both.**
- 5.16 Warwickshire College should review its arrangements for informing students about its careers library, and should take steps actively to promote its increased use.**
- 5.17 The Connexions Service should review its work with students in Year 13 in the Central Area in the light of figures in the student survey which showed that across the Central Area just 41% of respondents had contact with it.**

#### **RATIONALE**

- ✓ Booklets, information guides and prospectuses produced by schools to inform and guide students and their parents are in all cases carefully prepared, inclusive and well presented.
- ✓ Booklets explaining Key Stage 4 choices are user-friendly and explain short-term options for students very well.
- ✓ Sixth Form prospectuses are also of good quality and provide very full and helpful descriptions of courses available and of student support and advice arrangements. There are also useful references to progression routes.
- ✓ Useful Connexions publications are available to support both Year 11 and Year 13 students in selecting progression routes.
- ✓ In a majority of schools resources available in careers libraries/Connexions suites were felt by students to be of good quality

- ✓ Some schools provide good opportunities for their Year 11 students to find out about other post 16 providers.
- ✓ All schools provide opportunities for their Year 13 students to have direct contact with universities. Representatives are welcomed into schools and visits are made to open days as appropriate.
- ✓ Despite pressures on curriculum time, schools provide appropriate coverage of careers education at Key Stage 4, in most cases using a modular approach.
- ✓ In Year 13 most schools focus on higher education entry when delivering their careers programmes, and they do so very effectively.
- ✓ Throughout the 14-19 phase good use is made of information evenings for parents in all schools.
- ✓ In all of the five OFSTED Inspection Reports on Central Area schools published since 2001 the quality of careers education and advice available to students was commended.
- ✓ In the two special schools within the Central Area both careers guidance and general support systems are well developed.
- ✓ The recent appointment of a Coordinator for Special Education in Warwickshire has resulted in Key Stage 4 Coordinators from each special school in each administrative area within the county beginning to meet together to share their practice with resultant beneficial effects on both support and guidance and the curriculum.
- ✓ Many schools organise careers conventions for their Year 11 students as well as visits by employers and those by other providers.
- ✓ Discussions with schools indicated that the Connexions Service is generally well regarded, and that in almost all cases the work of its personal advisers is highly valued.
- ✓ Important work is undertaken by Connexions personal advisers, working with the Youth Service, to provide residential experiences for vulnerable Year 11 students during the summer immediately after they have left school. (The 'U Project')
- ✓ Year 13 students in most schools rated highly the support and guidance given to them in making UCAS applications – across the area 73.7% of those responding to the student survey said this was good or very good,
- ✓ Headteachers in all seven schools are concerned to ensure that there are good systems in place to support students in reaching their potential both at Key Stage 4 and in the Sixth Form. Sound arrangements for pastoral care are in place.
- ✓ The prospectus produced by the Warwickshire College is of very high quality and extremely impressive. Details of available courses are imaginatively and comprehensively presented in a format that is eye-catching, colourful and user-friendly. Gender-stereotypical language is avoided, and the style is inclusive. Every effort is made to present the different programmes available as having parity of status. Above all, the prospectus is welcoming and gives an exciting and attractive picture of the college's five sites and its services and facilities.
- ✓ Warwickshire College has very well developed recruitment procedures, and its Student Services provides high quality guidance programmes. All students have a personal tutor and are involved in one to one as well as group tutorial sessions. There is a comprehensive tutorial support programme. In November 2003 OFSTED and the Adult Learning Inspectorate judged a key strength of Warwickshire College to be "the consistently strong guidance and support" which it provides for its students.
- ✓ The Connexions Service input to young people in special schools in the Central Area is considerable, and there are specialist personal advisers working in both schools.

However:

- ✗ Booklets explaining Key Stage 4 choices do not pay sufficient attention to the long-term implications of those choices, nor do they make clear the range of 14-19 pathways for progression available to students.
- ✗ Sixth Form prospectuses focus entirely on what is available in a particular school, and provide no information on where courses not available at that school might be studied.
- ✗ Schools tend to make sixth form prospectuses easily available only to students in their own school and not so readily beyond to the wider student body in the Central Area.

- ✗ Connexions booklets for Year 13 learners were seen by a very low percentage of students; the Year 11 publications were more widely seen, but there were schools where this was not the case.
- ✗ There is a need for some parameters to be set which will ensure that all Year 11 students in all schools are fully informed about all post-16 opportunities.
- ✗ In three schools resources available in careers libraries/Connexions suites were felt by a majority of students not to be of good quality.
- ✗ Overall usage of careers libraries/Connexions suites by Year 11 students who responded to the student survey was low (37%). At 61% for Year 13 students it was better, but still not as high as might be expected.
- ✗ The Internet/computers were not well used as sources of advice and information by Year 11 students.
- ✗ The extent of direct contacts (visits/open days and evenings etc.) between students and post-16 providers other than the sixth forms at their own schools varies both from school to school and according to the type of provider. In addition the overall level of contact with both kinds of external providers (college and training providers) is low. Figures indicating contact between Year 11 students and training providers are disturbingly low.
- ✗ The Connexions Service's advice and guidance event held at the Royal Pump Room in Leamington was poorly attended in 2004 (by just 12.4% of students who took part in the student survey).
- ✗ The student survey indicated very low awareness of the opportunities available at training providers amongst Year 11 students.
- ✗ It also indicated very low awareness of AVCE courses (shortly to be Applied A Levels) amongst these students.
- ✗ The student survey also indicated that the situation around other vocational programmes available post-16 is a cause for concern. Only relatively small numbers of students intended to follow programmes such as GNVQ, BTec and NVQ.
- ✗ Students at most schools responding to the student survey were not enthusiastic about the level of support they received on writing CVs, making job applications and preparing for interviews.
- ✗ Only just over 50% of Year 11 respondents to the student survey said that they regularly discussed their progress with their teachers.
- ✗ The student survey showed that involvement of Year 13 A2 and AVCE students at Warwickshire College with the Connexions Service is at the average level for the Central Area, but could be more extensive.
- ✗ The student survey also suggests that use of the College Careers Library by A2 and AVCE students is not high (Less than 50% of respondents to the survey had used it.)
- ✗ The overall involvement of the Connexions Service with Year 13 students was not high: only 44% of respondents to the student survey had sought help from the Service.

## **6. INCLUSION**

- 6.1 All mainstream secondary schools should continue to develop close and mutually beneficial links with special schools.**
- 6.2 Schools should reflect carefully on the 45% increase in fixed term exclusions between 2002-3 and 2003-4 in the Central Area and consider whether there are lessons to be learned for the future.**
- 6.3 Schools and the LEA should consider how Central Area schools, particularly those with the most challenging catchments, might be helped to set up learning support units.**
- 6.4 Where appropriate, schools should take steps to address the gender gap in examination performance at GCSE.**

- 6.5 Particular attention should be paid to reducing the percentage of NEETs at Campion (11.5%).**
- 6.6 The LEA and schools should work together to ensure coherent and, where appropriate, collaborative development of gifted and talented provision across the Central Area.**

#### **RATIONALE**

- ✓ All Central Area secondary schools have made policy statements around Inclusion and most have fully developed inclusion policies in place that seek to overcome any barriers to effective learning which students might face.
- ✓ There is an awareness of the County's policy on inclusion, and in all schools there is a commitment to an ethos and working practices that promote this.
- ✓ In four out of five recent (since 2001) OFSTED Inspection Reports on Central Area schools Inspectors found provision for students with SEN to be good; in the fifth they found some examples of good practice around SEN provision.
- ✓ All mainstream secondary schools in the Central Area have clear policies in place to cover the education of students with special educational needs, and it was evident that all schools take their work with students with SEN very seriously.
- ✓ The L.E.A. has provided good support to schools to help them understand their responsibilities under the Special Educational Needs and Disability Act, and it was evident in Central Area secondary schools that necessary steps to ensure compliance have been taken.
- ✓ All schools appreciate the importance of developing effective working relationships with outside agencies, and all have systems in place to promote these.
- ✓ In the Central Area six of the seven mainstream secondary schools have links with special schools, and the seventh plans to revive links that were effective in the past.
- ✓ The number of permanent exclusions from Central Area secondary schools during 2003-04 was not high.
- ✓ All schools have behaviour policies in place, and these are in almost all cases comprehensive and thorough in their approach and have very clear aims. Responsibilities of staff at all levels are clearly set out, as is guidance on the use of sanctions. Links with policy on the use of rewards are normally made, and in a number of cases guidance is given on the implementation of pastoral support plans and also on the use of student behaviour contracts.
- ✓ Both special schools in the Central Area are very committed to ensuring that their students are helped at every opportunity to prepare for life in the mainstream adult world. Equally important, there is an awareness that the wider community needs to be helped to understand that those with serious disabilities and/or special needs can and should be part of mainstream society.
- ✓ In 2003 Inspectors from OFSTED and from the Adult Learning Inspectorate concluded that, "Warwickshire College's response to education and social inclusion is very good... Additional support for students across the college is good, and social inclusion for students with learning difficulties and/or disabilities is very good...The college's response to the implementation of the Special Educational Needs and Disabilities Act (SENDA) is good. The college complies with the requirements of the amended Race Relations Act...All staff and governors have received or are receiving appropriate awareness training...The college is committed to pursuing equality of opportunity.
- ✓ Reflecting the college's comprehensive approach to the SENDA, and to inclusion generally is a staffing structure that ensures effective leadership in these areas. All 1,500 staff at the college have received DDA training and there is an ongoing training programme covering a range of areas around inclusion.
- ✓ The college is also at the forefront of research in a number of important inclusion-related areas. Having successfully completed four national DDA projects the college has been invited to coordinate the LSDA regional DDA projects on training programmes for further education, work-based training, and adult and community learning.

- ✓ A particularly strong feature of the work of two training providers is their work with those with special educational needs and/or disabilities, and also their work with low-achievers and those who have not previously engaged fully with education or training. High levels of expertise in supporting students with additional needs have been built up. Providers have also worked closely with the Connexions Learning Gateway Team and with Connexions Personal Advisers generally.
- ✓ Staff in special schools also speak positively of the quality of the commitment made by training providers to disadvantaged young people.
- ✓ In Central Warwickshire the NEETS percentage at mainstream schools in November 2004 was 4.9, the second lowest in the Sub-Region.
- ✓ A significant factor in addressing the NEETS position has been the Connexions Service's September Guarantee Initiative which has sought to ensure that every Year 11 student has an offer of learning (at school or college or with a training provider) by the end of September after completion of Year 11.
- ✓ In all Central Area schools gifted and talented policies are either in place or are being developed: there are registers of gifted and talented children; personal tutoring is available; and in most the planned developments for the gifted and talented are appearing in school development plans.
- ✓ In all schools "looked-after" children have personal education plans, and in all schools their progress is carefully monitored and support is available to them. Schools value greatly LEA support in this area of their work and think particularly highly of the teacher from the central team who provides support.
- ✓ In all schools where there are significant numbers of students from ethnic minority backgrounds there are effective policies in place to support these
- ✓ All schools commented on the positive relationships between their students which run across all ethnic groups.
- ✓ At no Central Area secondary school is the performance of students from ethnic minority backgrounds, as indicated by external test and examination results, very significantly different from that of other students.
- ✓ All schools have equal opportunities policies in place; a number also have race equality and/or racial harassment policies; and all have parts of their PHSE/Citizenship and/or RE programmes which tackle anti-racism.
- ✓ At Warwickshire College strong equal opportunities and diversity policies are in place and ESOL support is provided as needed. Retention figures for students from ethnic minorities have been regularly stronger than those for white students, and since 2003 performance has also been slightly stronger. The College is at pains to promote an inclusive ethos and reports that incidents with racist overtones are extremely rare.

However:

- ✗ There are much stronger links between mainstream secondary schools and one of the special schools than with the other.
- ✗ There was a very rapid rise in fixed term exclusions from Central Area secondary schools during 2003-04 (by 45%).
- ✗ Only two Central Area schools have learning support units in place to assist them in dealing with students with challenging behaviour.
- ✗ Scrutiny of test and examination results in Central Area schools indicates that the gaps in levels of performance at 14 and at 16 between boys and girls largely mirror the national picture – i.e. girls out-perform boys. In some schools the difference is significantly larger than in others.
- ✗ The percentage of NEETs at one school is high at 11.5%
- ✗ Policy and practice in catering for gifted and talented children is inconsistent across the seven schools and lacks some coherence.

## **7. ACCESS, RECRUITMENT, PARTICIPATION, RETENTION AND COMPLETION**

**7.1** **Campion School should look for and take opportunities for collaboration which may safeguard its ability to offer the full range of 14-16 opportunities within the Government's 14-19 agenda.**

**7.2** **Schools and colleges should explore and address the issues around access which may arise from collaborative provision and which indicate a need for dedicated transport.**

*(Issues around improving awareness of opportunities at training providers and around sixth form group size have been dealt with in earlier sections)*

### **RATIONALE**

- ✓ In 2004-5 the percentage of 16 year olds from mainstream schools choosing to continue in education in Mid Warwickshire (including Southam) was 77.7% - the second highest in the sub-region, and comparing very positively with the overall sub-regional figure of 75.5%.
- ✓ 2004 NEET percentage in Mid Warwickshire, was 4.9 - the second lowest of all the Local Authority District Areas in the sub-region where the overall figure was 5.6%.
- ✓ The overall percentage of students from Mid-Warwickshire whose career decision at age 16 represented a positive outcome in 2004 was 94.1. This was 1% above the overall sub-regional figure of 93.1 and was the second highest in Coventry & Warwickshire.
- ✓ School rolls at six out of seven schools are likely to be healthy for the foreseeable future and at the sixth the roll is improving.
- ✓ At four schools out of seven 50% or more Year 11 students chose to enter the sixth form in 2004. At two other schools the figure was above 40%.
- ✓ At 14-16 there are few problems of access for students across Mid-Warwickshire.
- ✓ Retention figures on Level 3 courses are sound at all institutions which offer these.
- ✓ There are no significant problems of access to special schools, and plans for the reorganization of special schools in Central Warwickshire will continue to ensure that local needs are met.
- ✓ Figures for the retention of students in special schools in education and training post 16 are generally impressive.
- ✓ There are no significant accommodation problems at Warwickshire College. It is very well resourced and equipped across five sites as a general further education college offering a very wide range of Entry Level and Level 1, 2 and 3 programmes to 16-19 year olds.
- ✓ Recruitment procedures at the college are thorough and reflect a very professional marketing operation. As a result, recruitment figures are healthy, with just over 4,000 16-19 year olds on roll in September 2004.
- ✓ The college makes excellent transport arrangements to ensure that students are able to travel to its various sites as necessary.
- ✓ At training providers overall completion rates were above the sub-regional average for five out of eight providers.
- ✓ Central Area schools and Warwickshire College are quite heavily involved in Aimhigher initiatives which seek to widen participation in higher education.

However:

- ✗ Campion School has an admissions number of 155 but admitted only 93 Year 7 students in September 2004 (60% Of capacity). Whilst there is the potential to improve on this figure in 2005 and in subsequent years, year groups at Campion are likely to remain relatively small.

- ✗ At 16-19, although there are a number of aspects of collaboration which do not involve students traveling from institution to institution, if some of the issues around educational viability and cost effectiveness of some AS and A2 teaching groups at some schools are to be tackled, there will be a need for students to travel, and issues of transport will need to be addressed.

## **8. STANDARDS**

- 8.1 The relevant schools and the LEA should work together to ensure that where there was a significant decline in the percentage of students attaining 5 or more A\*-C grades at GCSE between 2003 and 2004, and, particularly, where the percentage of Year 11 students gaining 5 or more higher grades declined over the four years from 2001 to 2004 by more than 5%, there is an improvement in results.**
- 8.2 The relevant school and the LEA should work together to raise both the percentage of students attaining 5 or more A\*-G grades at GCSE and the capped average points score.**
- 8.3 The relevant schools and the LEA should work together to raise performance at GCSE where either value added from Key Stage 2 to Key Stage 4, or from Key Stage 3 to Key Stage 4, was below expectations.**
- 8.4 The relevant school and the LEA should work together to address the marked fall in the capped average points score at 'A' Level which has taken place since 2002**

### **RATIONALE**

#### **(a) 14-16 (Recommendations 8.1 - 8.3)**

- ✓ In Central Warwickshire the percentage of students attaining 5 or more higher (A\*-C) grades at the end of Key Stage 4 was 58.5% - 4.8% above the national average and 4.2% above the county average. That these figures are above the county average is to be expected, given the advantaged nature of parts of Central Warwickshire, but the extent of the difference is impressive.
- ✓ In 2004, as compared with 2003, there were marked improvements in the 5 X A\*-C performance at two schools.
- ✓ Over four years (2001-04) three schools showed an improvement in the percentage of Year 11 students attaining 5 or more higher grades of more than 10%, including an outstanding 22% at one of these.
- ✓ In both 2003 and 2004 six out of seven schools exceeded the national average for the percentage of the Year 11 cohort attaining 5 or more A\*-G grades.
- ✓ In 2004 four out of seven schools had a lower percentage of students than the national average who did not attain any GCSE passes.
- ✓ In 2004 value-added from Key Stage 3 to Key Stage 4 was good at 5 out of 7 schools.
- ✓ From Key Stage 2 to Key Stage 4 value-added was above average at three schools and satisfactory at three others.
- ✓ In 2004 all except one school in Central Warwickshire exceeded the England capped average points score.
- ✓ Careful scrutiny of the overall figures suggests that Central Warwickshire has some secondary schools where standards at 14-16 are very good and a number where they are improving. In the vast majority of schools standards are sound or better.

However:

- ✗ In 2004, as compared with 2003, there were significant declines in the percentage of Year 11 students attaining 5 or more higher grades at two schools.
- ✗ Over the four years 2001-2004 the percentage of students attaining 5 or more A\*-C grades declined at two schools by 9% and 11%.
- ✗ In 2004 at one school both the percentage of Year 11 students attaining 5 or more A\*-G grades and the capped average points score were low.
- ✗ In 2004 at one school both value-added from Key Stage 3 to Key Stage 4 and value-added from Key Stage 2 to Key Stage 4 were below expectations.

**(b) 16-19 (Recommendation 8.4)**

- ✓ In 2003 the national average points score per student at AS/A2/AVCE was exceeded at five out of the seven institutions offering these – in three cases by significant amounts.
- ✓ In 2004 the national average points score per student at AS/A2/AVCE was exceeded at four out of seven institutions – in two cases by significant amounts.
- ✓ Between 2003 and 2004 the average points score per student at AS/A2/AVCE increased at five out of seven institutions, and the average points score per AS/A2/AVCE examination entry increased at four out of seven schools.
- ✓ In four out of seven institutions average points score per student at AS/A2/AVCE improved between 2002 and 2004 and in six out of eight the average points score per examination entry also improved.
- ✓ In both 2003 and 2004 performance in AS/A2/AVCE examinations at two schools was very strong and at three it was good.
- ✓ Performance at Warwickshire College in AS/A2/AVCE examinations was sound – particularly in the context of the prior attainment of the students concerned.
- ✓ In 2003 214 entries made by Warwickshire College in other Level 3 examinations brought an 87% success rate – over 4% above the national average. In 2004 226 such entries brought a success rate of 85% - over 5% above the national average.
- ✓ Results in Level 2 vocational examinations were very good both in 2003 and 2004 in all three institutions which offered them At Warwickshire College in 2004 a large entry of 176 achieved an outstanding 94% pass-rate.
- ✓ The general picture of completions at the main training providers serving the Central Area is most encouraging in terms of the extent to which these are exceeding the national average.
- ✓ Completions were strong in both 2002-3 and 2003-4 at six providers out of eight.
- ✓ Three training providers had high overall completion rates in both years.
- ✓ Satisfactory or good inspection grades were awarded at all training providers inspected by ALI.
- ✓ The OFSTED/ALI inspection judgements at one training provider were very positive, and at another they confirmed an improving trend identified during an earlier inspection visit and indicate clearly that provision was satisfactory.
- ✓ The available evidence suggests that in almost all areas Central Warwickshire learners are well served by those training providers which account for the majority of the work-based learning provision made for them.

However:

- ✗ At one school the average points score per student fell by 28.4 points over three years between 2002 and 2004
- ✗ There were entries for Level 2 vocational programmes at only three institutions in 2004. Given the national focus on raising the percentage of students achieving Level 2 qualifications by age 19 this may be an area for concern.

## **9. PROGRESSION**

### **9.1 The LSC and training providers should work together to improve the percentage of learners proceeding from both apprenticeships and advanced apprenticeships to positive destinations.**



**RATIONALE**

- ✓ The 2004 figure of 94.1% of students in Central Warwickshire proceeding to positive destinations at age 16 – 1% above the figure for the Sub-Region – is very high.
- ✓ In Central Warwickshire in 2004 77.7% of students continued in education at age 16 – 2.2% above the figure for the Sub-Region
- ✓ In 2004 only 4.9% of students aged 16 in Central Warwickshire – 0.7% below the figure for the Sub-Region – are identified as NEETS.
- ✓ The destinations of only 1% of 16 year-olds in Central Warwickshire were unknown in 2004
- ✓ The percentages of students proceeding from school sixth forms to higher education were sound in all cases and at five schools high in both 2003 and 2004.
- ✓ The progression rate to higher education from 16-19 Level 3 programmes at Warwickshire College is sound.
- ✓ The data demonstrates that there are good progression opportunities from the work-based learning route in Central Warwickshire

However:

- ✗ The figures for learners moving to positive destinations from apprenticeships, at 61.9%, are a little disappointing, and those for advanced apprenticeships, at 69.5%, are sound but not outstanding.

**10. COLLABORATION**

**(Note:**                    *This sub-section brings together and clarifies recommendations which have already been outlined in 1 - 9 above)*

- 10.1 All providers in Central Warwickshire should agree area-wide education and training targets that reflect all of abilities, aspirations and needs (both of students and of the local and national economy) and should work together towards achieving these.**
- 10.2 Schools, Warwickshire College and training providers should work together to ensure, where appropriate, efficient and cost effective collaborative 14-16 curriculum development and delivery, resource utilisation and professional development.**
- 10.3 Schools, Warwickshire College and also its training provider ‘arm’ (The Zenith Partnership) should work together to develop post-16 collaborative provision, particularly at Level 2, and also at Level 3 for minority subjects and across the subject range for increased choice, cost effectiveness and educational viability.**
- 10.4 Warwickshire College and the specialist schools should collaborate to ensure that there is a full range of 14-19 pathways for progression from each specialism.**

**RATIONALE**

The rationale for these recommendations has already been set out in Sections 1-9 above