Children and Young People Overview & Scrutiny Committee

Agenda

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20 June 2012

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WEDNESDAY 20 JUNE 2012, 10.00am
COMMITTEE ROOM 2, SHIRE HALL, WARWICK

1. General

(1) Election of Chair and Vice-Chair

(2) Apologies for Absence

(3) Members' Declarations of Personal and Prejudicial Interests
Members should declare any interests at this point, or as soon as the interest becomes apparent. If the interest is prejudicial, and none of the exceptions apply, you must withdraw from the room. Membership of a district or borough council only needs to be declared (as a personal interest) if you wish to speak in relation to this membership.

(4) Minutes of the meeting held on 25 April 2012

(5) Chair's Announcements

2. Public Question Time (Standing Order 34)
30 minutes of the meeting are available for members of the public to ask questions on any matters relevant to the Committee. Questioners may ask two questions and can speak for up to three minutes on each. If you wish to ask a question, please contact Richard Maybey on 01926 476876 or richardmaybey@warwickshire.gov.uk

3. Questions to the Portfolio Holder
30 minutes of the meeting are available for members to question Cllr Heather Timms (Portfolio Holder) on any matters relevant to the Committee.

Warwickshire County Council

4.   Impact of "Transformation of Services for Young People" on past and future work with young people

This report sets out the impact of the 2011-2014 savings plan and strategic decisions made by the Council relating to its ongoing work with young people.

5.   Review of 16-19 Provision in North Warwickshire and Nuneaton and Bedworth, March 2012

The Committee is asked for its views on the options for future 16-19 education provision in North Warwickshire, Nuneaton and Bedworth. These views will be fed into the Council's policy review.

6.   Performance of Warwickshire Children and Young People in 2011 National Tests and Examinations

This report gives an overview of the performance of Warwickshire pupils in the 2011 tests and examinations, with a particular focus on vulnerable groups.

7.   A Framework for Organising Education Provision in Warwickshire 2012

The Committee is asked for its views on the framework, which sets out the Council's approach to the commissioning of school places and the issues associated with that process. Any recommendations from the Committee will be forwarded to Cabinet for consideration.

8.   Work Programme 2012-13

The Committee is asked to agree its work programme for the year ahead, and propose any new topics that may be suitable for scrutiny via a Task & Finish Group.

9.   Any Other Items

Which the Chair decides are urgent.

Jim Graham
Chief Executive

Warwickshire
County Council

<u>Children and Young People Overview & Scrutiny Committee Membership</u>

County Councillors: Peter Balaam, Jim Foster, Carol Fox, Peter Fowler, Julie Jackson, Mike Perry, Clive Rickhards, John Ross, Martin Shaw, June Tandy

Portfolio Holder Children and Schools: Councillor Heather Timms

Church Representatives: Joseph Cannon and Dr Rex Pogson

Parent Governor Representatives: Alison Livesey and 1 vacancy

<u>General enquiries should be directed to:</u>

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Children and Young People Overview & Scrutiny Committee
Minutes of the meeting held at 10.00am on 25 April 2012

Present:

Members of the Committee
Councillor Peter Balaam
Councillor Jim Foster
Councillor Peter Fowler
Councillor Julie Jackson
Councillor Mike Perry
Councillor John Ross (Vice Chair)
Councillor Martin Shaw
Councillor June Tandy (Chair)
Councillor Chris Williams (replacing Cllr Carol Fox)

Co-opted members
Joseph Cannon (Church Governor)

Invited representatives
Max Hyde, Diana Turner

Other County Councillors
Councillor Carolyn Robbins

Officers
Ross Caws, Commissioning Development Manager
Wendy Fabbro, Strategic Director, People Group
Mark Gore, Head of Service – Learning and Achievement
Richard Maybey, Democratic Services Officer – Law & Governance

1.0   General
The Chair opened the meeting by welcoming Councillors Jim Foster and Peter Fowler as new members of the Committee.

1.1   Apologies for absence were received from Sharon Ansell, Councillor Carol Fox, Alison Livesey, Councillor Clive Rickhards, Chris Smart and Councillor Heather Timms.

1.2   Members' Declarations of Personal and Prejudicial Interests
   •   Councillor Julie Jackson declared a personal interest as her daughter is an employee of North Warwickshire and Hinckley College
   •   Councillor June Tandy declared a personal interest as her daughter is an employee of North Warwickshire and Hinckley College
   •   A general declaration of interest was noted for all members in their roles as school governors and/or trustees

1.3   The minutes of the meeting held on 2 February 2012 were agreed as an accurate record of the meeting and signed by the Chair.

1.4   Matters Arising

1.4.1   Memorandum of Understanding with Academies
        Mark Gore stated that a large piece of work is currently being
        undertaken to understand how each service area is affected by the
        conversion of schools to Academy status. This needs to be completed
        before guidance is issued to schools. Mark agreed to bring this
        guidance before the Committee at the appropriate time.

1.4.2   Passenger Transport Assistants
        Councillor Jackson asked why no response had been given to the
        Committee by the Portfolio Holder in relation to its resolution at
        paragraph 2.7. The Chair asked officers to pursue this response.

1.4.3   Mark Gore added that since the discussion at the last meeting, the risk
        assessment process has been tightened. A panel of officers are now
        required to assess proposals for each route and reach unanimous
        approval before any changes go ahead. New guidance has also been
        circulated to operators. The Chair asked that this guidance be
        circulated to the Committee.

1.4.4   Access to apprenticeships
        Max Hyde stated that she would be attending an event organised by
        David Willets (Minister of State for Universities and Science) and would
        raise the Committee's concerns about the difficulty young people have
        in accessing apprenticeships if they do not have specific experience or
        qualifications.

1.4.5   Information, Advice and Guidance (IAG)
        Mark Gore stated that the service is working with schools to help them
        understand their responsibilities when the duty to provide IAG transfers
        to them in September 2012. The Chair asked that a briefing note on
        this matter be issued to the Committee when appropriate.

2.0   Public Question Time

2.1   Caroline Adams and Richard Cobb, parents of children at Ferncumbe
        Primary School, were in attendance to ask the following questions
        about the removal of Passenger Transport Assistants:
        a) Why did the Portfolio Holder seemingly give so little consideration to
            the resolution that was passed by the Committee at its last meeting,
            providing a response within just 24 hours?
        b) Will the Council's strengthened risk assessment be applied
            retrospectively to the Ferncumbe bus route?
        c) If yes to question 2, can the PTAs be reinstated until that
            assessment is carried out?
        d) What measures are in place to monitor the health and safety
            procedures of bus operators where no PTAs are on board?

2.2   In the absence of the Portfolio Holder, Mark Gore offered the following
        responses:

a) Cllr Timms had meetings with the relevant officers immediately after the last Committee meeting to give the route in question proper consideration

b) Officers will consider carrying out the strengthened risk assessment retrospectively on the Ferncumbe route

c) In line with agreed Council policy, the outcome of the initial risk assessment will apply to the Ferncumbe route until such time as a different outcome is determined. Therefore, the PTAs will not be reinstated during the interim

d) No further incidents or concerns have been reported to the local authority since the last communication issued to all elected members. Officers will ensure that operators are aware of how to report incidents

2.3 Referencing recent correspondence from a member of the public, Cllr Balaam questioned the accuracy of the estimated savings figure of £700,000 expected from the policy decision

2.4 Mark Gore explained that the estimate was based on a number of factors, including:

a) Removal of PTAs from school buses
b) Removal of PTAs from taxis
c) Increased competition among operators for re-tendered contracts

Mark agreed to ask the Transport Operations team for confirmation of how the £700,000 savings target had been reached

2.5 The Chair thanked the members of the public for attending, and the Committee resolved that:

A monitoring report is brought to the November 2012 meeting, outlining how the new arrangements for school transport without PTAs are working. This should include any incidents reported by operators, schools or parents regarding the health, safety and behaviour of young people travelling on those routes.

3.0 Portfolio Holder Question Time

3.1 <u>North Warwickshire, Nuneaton & Bedworth 16-19 Strategic Area Review</u>
Referencing a future Cabinet decision (scheduled for 24 May 2012) to agree a framework for considering requests for 16-19 provision and structural change in North Warwickshire and Nuneaton & Bedworth, Cllr Balaam asked:
- What consultation has taken place in drawing up this framework?
- Should there be a role for scrutiny in this process?

3.2 In the absence of the Portfolio Holder, Mark Gore stated that Cllr Timms is considering what consultation should take place and the framework will likely be shared with all relevant institutions in the north of the county.

3.3 Mark also highlighted how the environment of post-16 provision has changed as a result of the Academies Act, citing the example of Ash Green School, which had been denied post-16 provision by the Local Authority, but is now bringing forward new proposals as an Academy.

3.4 Cllr Julie Jackson asked if the removal of the Educational Maintenance Allowance (EMA), combined with removal of transport subsidies, had resulted in a decline in the number of students attending post-16 education. Cllr Balaam stated that he was currently chairing a Task & Finish Group looking at this issue, which would report its findings back to the Committee at a future date.

4.0 Area Behaviour Partnerships – Provision for Excluded Pupils and Pupils at Risk of Exclusion

4.1 Ross Caws introduced the report, stating that the Area Behaviour Partnership (ABP) pilot has been running since September 2011, and there has been a positive reduction in the number of exclusions both at primary and secondary level.

4.2 Ross noted that the reports of the four ABP Chairs indicate varying levels of success across the county. But of particular concern was the lack of alternative provision being offered by the Eastern ABP.

4.3 Ross confirmed that the initial problems with the Shaftesbury Young People contract – which works with some of the most challenging pupils in the county on the Keresley site – had been overcome.

4.4 During discussion, the following points were noted:
   a) The reduction in exclusion numbers is positive and the new approach should be celebrated
   b) A best-practice report will be shared with all ABPs highlighting what has worked well in different areas of the county
   c) The data shows that as funding was made available to the ABPs in November, exclusion numbers began to drop
   d) The pilot will continue until the end of the current academic year. From September 2012, it will be fully implemented. A longer list of providers will be developed and devolved funding will increase from £1.6m to £2.4m. This should reduce the exclusion rate further
   e) Concern was raised about the lack of expertise being established in the Eastern ABP around alternative provision, and how this would impact on young people when the PRU closes fully in September
      o Mark Gore responded that the local authority has a statutory duty for excluded children, and would make short-term arrangements for them until the ABP establishes a longer-term plan. This includes essential family support services
      o The good practice protocols of the Northern ABP will be shared with the Eastern ABP to help them fill this gap in expertise

f) Members asked what the local authority is doing to address the lack of assistance for drug-related and mental health concerns, highlighted by some of the ABP Chairs
   o Ross Caws explained that the Compass service has been offering one-to-one support since December 2011, and has made 20 referrals since February. Schools can now make referral directly, rather than having to go through Connexions
   o Ross also confirmed that the local authority provides a range of statutory services (e.g., drug and alcohol misuse, youth offending and children's mental health services) to schools, which can also be bought back by Academies
g) In response to a query about whether improvements had been made at the Keresley site, particularly the provision of an outdoor area, Mark Gore agreed to provide the Committee with an update
h) The future use of the PRU buildings will be influenced by the outcome of the tendering exercise for alternative provision. They have not yet been declared surplus to requirements by the Learning and Achievement Business Unit

Resolved
The Committee requested an update on the Eastern Area Behaviour Partnership under Matters Arising at the next meeting, and an update report in 6 months to include:
- Progress of the Eastern Area Behaviour Partnership
- How the barriers identified in the Chair reports are being overcome
- Attendance figures for pupils in alternative placements

5.0 Quarter 3 Performance Report – for functions within the remit of the Committee

5.1 Wendy Fabbro highlighted that this report was prepared by the Performance team, not officers within the People Group, and she had concerns over the relevance of some of the data presented.

5.2 Specifically, Wendy raised concerns over the Red, Amber, Green rating system, which fails to provide sufficient context about the relevance of the targets. She recommended that a national benchline figure be included alongside each indicator in future reports.

5.3 Wendy questioned the accuracy of the red ratings for Safeguarding (page B2 of 6), given that Ofsted had rated the service as "good" in December 2011.

5.4 Members added the following points:
a) Future data should show performance at district/borough level, as well as county-wide level
b) National benchmarking data will be useful to provide overall context
c) The NEET data is misleading, as the target has been reduced and there are likely to be young people not included in the figures who are unknown to the authority

Resolved
The Committee requested that future performance reports should be more targeted, with input from the business units to provide relevant and contextualised information

6.0   Work Programme 2011-12

6.1   The Chair reminded members of Warwickshire's current scrutiny improvement project, which is being supported by the Centre for Public Scrutiny. She introduced the idea of being more selective and specific when requesting reports from officers, with a focus on forming recommendations that improve services and/or outcomes. Reports for information or noting should be received outside of the Committee.

6.2   The following changes to the work programme were agreed:

Information, Advice and Guidance (IAG)	How the authority is helping schools to fulfil their new IAG responsibilities	Briefing note, when appropriate
Memorandum of Understanding with Academies/Free Schools	To review the draft guidance to schools	Report, when appropriate
Annual Ofsted inspection of children's services	To monitor the implementation of the Action Plan put in place following last year's inspection	Report, in November
Children and Adolescent Mental Health Services (CAMHS)	Scrutiny will remain with the Adult Social Care & Health OSC for the time being, with oversight by the Children & Young People OSC	Briefing notes or information reports, when appropriate
Health & Wellbeing Board	The Overview & Scrutiny Board will consider if a Task & Finish Group should be established to scrutinise how children's services will be affected	Task & Finish Group
Academies	The Overview & Scrutiny Board will consider if a Task & Finish Group should be established to look at the Council's future relationship with Academy schools	Task & Finish Group

...…………………………….
Chair

The meeting closed at 12.15pm

Children and Young People
Overview & Scrutiny Committee

20 June 2012

Impact of "Transformation of Services for Young People" on past and future work with young people

1.0   Context

1.1   Following widespread consultation on the draft Savings Plan published on 2 November 2010, the Council agreed on the 15 February 2011 that as part of "Facing the Challenges", services for young people should be funded up to £1m. A further £1.5 million was identified for Targeted work with young people from the Early Intervention Grant. This was the subject of agreement at Full Council of 29 March 2011. The strategy for the new direction and priorities was agreed within the September 2011 Cabinet report "Transforming Services for Young People, Targeted Support".

1.2   The Council set challenging targets for the reduction of its property costs over the 3 year period 2011-14 as part of its overall savings plan. A paper was presented to and agreed at Portfolio Holder's Decision Making Session on 25 March 2011 that enabled consultation on future possibilities for Youth Service premises to commence. Further reports directly affecting Youth and Community Centres were presented to Cabinet in June, September and December 2011. The December paper also set out the legal basis for Youth Service's, consultation that had been undertaken and the wide-ranging Equality Impact Assessments that had taken place to inform recommendations.

1.3   This paper sets out the impact of the Savings Plan and strategic decisions made by Council as it affects on-going work with young people.

2.0   Premises

2.1   **Appendix A** identifies the premises from which WCC delivered youth services prior to the Transformation of Services for Young People programme and the current position. Three premises included in the appendix were not included in the consultation (see 2.2): Coleshill had previously been made surplus to requirement, Kingsbury Swimming Pool the subject of separate Cabinet reports and Family Community Care Centre was subject to a long term Health sub lease and therefore excluded - though is expected to transfer from WCC responsibility.

2.2   The initial consultation period relating to 30 of the premises in the Appendix was 6 weeks from 26 March 2011 and was extended for a further week to 16

May 2011 to enable some further meetings to take place and provide more time for local groups to come together to undertake completion of an expression of interest. In total there were 12 premises that resulted in expressions of interest of which only one, Park House, has not resulted in management by a voluntary/community sector organisation.

2.3   A summary of the Appendix identifies that:

- 5 centres to be continued to be maintained by WCC
- 3 other centres are currently being managed by WCC though expected to transfer over the coming months
- 14 premises (9 community based centres, 4 school based and a swimming pool, and includes 2 of the premises temporarily being managed by WCC) previously owned by WCC have/will soon be transferred with Voluntary sector continuing to provide youth provision
- 4 community run centres having had WCC youth services cancelled have continued to provide youth club activities
- 2 community centres have not continued with any youth club programme
- 4 premises including one office were made surplus to requirement (1 centre is anticipated to be leased to a youth organisation). Youth provision from 2 centres relocated
- 3 school based centres transferred to schools with no on-going youth club though youth provision continuing in 2 local communities and specialist programmes for disabled young people relocated

2.4   In general terms comparatively few actual sessions for young people to engage in from centres have been lost. In those communities in which youth clubs have closed due to either schools wanting the premises for other purposes (3) or where made surplus to requirements during the transformation programme (2) only at Baddesley is there no other active different youth provision in the village though WCC is providing detached work in the village. Community owned centres at Kingsbury and Dunchurch have also closed programmes for young people.

2.5   The response by communities has been very positive with most of the fears voiced during the consultation phase being unfounded. However it must be accepted that it is early days for many of the new groups running the centres and support must continue to be offered as appropriate. The positive outturn of transfers was also helped by excluding those in the communities of greatest disadvantage where it is believed most would not been able to be transferred as community organisations would either not have been forthcoming, or liabilities been too great to accept.

2.6   As anticipated the greatest area of discussion and concern with organisations has been related to on-going building responsibilities, and in some instances the condition of the premises. All parties have worked hard to find common ground and make good anything related to water/wind proof and health and safety/security issues prior to transfer. A rolling 3 month notice of surrender of the lease by organisations has also enabled some organisations the security to take on the premises in the knowledge that if it doesn't work out there is a safety net.

2.7   All transfers have been undertaken adhering to the policy guidelines approved in the December Cabinet report. There has been variation to length of lease in 3 instances to enable the new organisations a better chance of securing long term capital grant monies. There have also been 2 separate one off payments agreed to cover specific local issues which have enabled transfer to be secured. In one instance there was category 4 (very poor) issues identified in the condition survey and the work could not be undertaken swiftly therefore a grant was made to cover some costs. In the other there was a local issue with concerns about reliability of a lift and therefore a sliding scale of responsibility over 5 years was agreed. Concerns about asbestos have been covered in the lease agreement of a further organisation. The leases at Binley, Henley and Bedworth are for five years, the leases at Hill Street and Wembrook are for 10 years and the lease at Kenilworth is for 15 years. In the case of the 5 year leases there are no rent reviews and at the end of the 5 year term, subject to agreement between the parties, a new lease will be put in place. For the leases at Hill Street and Wembrook there is a rent review provision on the fifth anniversary of the term and for the lease at Kenilworth there are rent reviews on the fifth and tenth anniversary of the term. All others have accepted the standard lease and transfer of assets agreements.

2.8   Not only have the community responded positively where buildings were at risk, they have also done so to ensure the continuation of youth provision in community owned centres and in communities in which schools did not want the responsibility of managing youth provision or wanted the premises for alternative use. Currently in only four communities (Kingsbury, Baddesley Ensor, Weddington Nuneaton [closure of Higham Lane YC] and Dunchurch) in which there was a reasonably attended youth club is there currently no alternative though Dunchurch Parish Council are considering some options and detached and rural projects are working in the North Warwickshire communities.

2.9   Decision by Cabinet to transfer furniture, equipment and financial assets of each youth club also has a significant bearing to enable transfers to take place. Each new organisation taking on a building has entered into 2 legal agreements: the Lease for premises related matters; and a Transfer of Assets agreement that covers other matters.

3.0   Staff

3.1   Prior to the June Cabinet meeting a well-attended Member briefing took place that presented issues arising from the consultation on premises and the document "Transformation of Services for Young people - Service Design" that had been circulated to unions and staff for consultation. This set out the draft design of the new Targeted Youth Support structure that would deliver the strategy agreed at the September Cabinet meeting. A great deal of thought had gone into what was required, within the available budget and wider strategy of the Council, to deliver the expectations of the new service.

3.2   For practical reasons the Transformation regarding staff positions was undertaken in 2 phases. Phase 1 was for "professional grade" staff more

commonly referred to as "full time youth workers". Phase 2 was for all others – predominantly part time roles with the full range of employees ranging from cleaners, administrative posts and support youth workers (part time youth workers). New job descriptions and person specifications for every post were considered and developed. Where posts in the new structure were very close to those in the existing one then "matching" was considered – employees in such posts transferred to the new structure without the need for a competitive selection process. All youth workers working in "specialist" delivery fell under this group: Disability groups and Black and Ethnic Minority work

3.3   The implementation of Phase 2 occurred over 3 time spans to coincide with Cabinet decisions. August for those staff affected by the withdrawal of provision from centres not owned by WCC, September for those affected by decisions to keep 5 centres and close some others and December for all other staff affected by transfers and not previously included, and staff that had had their redundancy notice period withdrawn so that they could take part in the Service redesign opportunities – this phase also extended to April for 2 instances delayed due to illness. **Appendix B** is a summary of the impact of the transformation programme on staff across all phases. It can be seen that at the outset there were 264 individual staff employed within the Youth and Community Service affected by this transformation and at the conclusion of the transformation there are 156 continuing in Targeted Youth Support. There are a further 10 admin assistants working in area offices that are subject to current discussions but were not included within the Transformation programme of 2011/12. Regarding professional grade staff (often referred to as full time youth workers) there was a number of voluntary redundancy (VR) requests that enabled the transformation to take place comparatively smoothly. The result was 2 refused requests for VR, 8 accepted and one compulsory redundancy. A further 2 staff secured alternative employment during the process.

3.4   In respect to Phase 2 the majority of redundancies were asked for. In some cases this was because available employment was too far away to make it worthwhile, others because what was being offered was too different to what the employee was used to/wanted.

3.5   The service is carrying some part time youth work vacancies at the end of this process. This has been anticipated and welcomed as it provides the opportunity to review the first months demand on the new service and use the vacancies to make appropriate appointments to meet those needs. The Service is currently modelling best use of these vacancies e.g. individual session staff or a number brought together in a single post; one to one specialists or group workers, etc.

3.6   Prior to the Transformation the Youth and Community Service was predominantly focused around Youth Centre work with some specialist youth workers undertaking participation, rural and detached work. Centres mainly offered sessions open to any young person (Universal). Staff were generally confined to their roles and place of work. Targeted Youth Support has no specialist youth work posts. All staff are employed as youth workers and undertake the whole range of practice. Whilst staff are employed within the 3

geographical areas used to administer the County there is an expectation that staff will work where the demand/need is. Such flexibility is at the basis of all areas of work – including administration as well as work with young people.

3.7   There has been a significant increase in referrals from other agencies that recognise the unique skills and relationships that youth workers have with young people. The Service is using this current year to further develop staff with mentoring and counselling skills as well as the targeted group work youth workers are better known for. Young people at risk of exclusion or not attending school, NEET young people, young people with low self esteem, those developing anti social behaviour and at risk of offending, young parents, young people with anger issues, etc. are just some of the targeted work developed and undertaken this past year.

3.8   The Centres we continue to manage are also looking to support broader early Intervention programmes especially those that have clear benefit to work with teenagers. For example we are now doing some very successful work in Camp Hill with 5-9 year olds, who in most cases have older siblings attending the teenage projects. These children are referred to us and this has opened up closer access to their parents / carers. By getting to know and work closely with the family we can help them to identify any skills or support they need that will enable them to play a more positive role both within their family and their community.

3.9   These Centres, that have been strategically kept, will also provide satellite work places for all staff who need to work more closely with a community undertaking modern and flexible working and it is anticipated that work in this are will be undertaken in the Autumn.

4.0   Conclusion

4.1   The past year has been very challenging and considerable work and change undertaken. All decisions have reflected the wishes of Cabinet and should place Targeted Youth Support in good stead for the forthcoming Strategic Commissioning Review.

4.2   The decision to undertake the required changes and achieve the savings plan targets in a single year has been the right one to ensure that young people, staff and communities had a realistic chance to respond to consultations, make decisions about how they wished to respond and then the Authority through the Project Team to provide support as required. The project team work has been evaluated and the outcome positive. It has been hard on staff but we are now in a position where we can plan with some certainty for those young people that need us most through the targeted youth support and support the commissioned 'youth offer' now delivered by through voluntary and community settings.

4.3   In the early days of the transformation and project it has been identified that there was perhaps a gap of understanding between what the project felt it was addressing and that which Senior officers felt important. The delay in agreeing the 5 centres to continue to be managed and no decisions on the support

issues presented in the June paper is an example of this. However from that moment on all were working together, relevant and timely decisions made that enabled transfers to take place – albeit under some last minute pressures of time.

4.4   Each member of the project team undertook their roles fully and with great support and commitment. There was no additional support to the project team and so each member had to find the capacity within their normal roles. Recognition of the role of HR, property, legal, finance, risk management, partnership and locality teams, as well as Targeted Youth Support staff and administration that undertook much of the collation of information cannot go understated.

4.5   The wishes of the Council have been delivered with the expected outcomes achieved with a strong desire by County Council colleagues, Elected Members and our voluntary sector partners determined to continue serving young people as well as we can within the limitations of the reduced resources.

4.6   Throughout the transformation equality impact assessments have been undertaken and there will be continuous monitoring of the evolving new service to ensure that Ethnic Minority Groups, Religious Groups, and Disability Groups needs are taken into account so they are not disproportionately affected by the changes now in place. A named officer within the new structure has overall responsibility for ensuring that this happens and linking with our assigned Race, Equality and Diversity officer.

Background Papers

Transformation of Youth Services: Portfolio Holder Decision March 2011
Transformation of Youth Services: Cabinet June 2011
Transformation of Youth Services: September 2011
Transformation of Youth Services: December 2011

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Appendix A - Premises Status following Transformation of Services for Young People programme

May-12

CENTRE	Address	Status pre Transformation	Current Status	Comment
STRATFORD - AREA				
Area office	**SUITE 1, ARDEN COURT, ARDEN STREET, Stratford on Avon CV37 6NT**	freehold not owned	lease expired	staff moved to Elizabeth House
Henley Youth & Community Centre	Stratford Rd, Henley in Arden, B95 6AF	owned - school site	transferred to community group	fully transferred, youth provision continuing
Kineton Youth & Community Centre	Banbury Rd, Kineton, Warwick, CV35 0JX	owned - school site	transferred to school	transferred to school - youth provision continuing
Southam Youth Centre	Southam Church & Comm Project, St James Rd, Southam, CV47 0LY	freehold not owned	returned to landlords	youth provision continuing
Studley Youth & Community Centre	High St, Studley, Warwickshire, B80 7HJ	owned - community based	**Maintained by WCC**	youth provision continuing - exploring broader role of centre
The Outhouse/Shipston	Darlingscote Road, Shipston-on-Stour, CV36 4DY	owned - school site	transferred to school	community organisation managing and developing youth provision
Tyler House Y&C Centre	Tyler St, Stratford-upon-Avon, CV37 6TY	freehold not owned	short term maintained by WCC	discussions with landlords expected to conclude shortly. Youth provision continuing
Wellesbourne Y&C Centre	School Rd, Wellesbourne, Warwick, CV35 9NH	freehold not owned	short term maintained by WCC	Awaiting discussions with landlords/ local group running youth provision
WARWICK AREA	**71 COTEN END, WARWICK, CV34 4NU**	owned - community based	Surplus to requirements	made surplus to requirements . May be included in Warwick YC transfer. Staff moved to Saltisford
Campion Youth Wing	Sydenham Drive, Leamington Spa, CV31 1QH	owned - school site	transferred to school	No youth club provision on school site, working with SYDNI Centre
Kenilworth Youth Centre	Abbey End, Abbey Car Park, Kenilworth, CV8 1QJ	owned - community based	transferred to community group	some issues re access delaying final signing of lease, no problem anticipated, youth provision continuing
Lillington Youth Club	Mason Avenue, Lillington, Leamington Spa, CV32 7PE	owned - community based	**Maintained by WCC**	youth provision continuing and developing
Warwick Youth Centre	71 Coten End, Warwick, CV34 4NU	owned - community based	working to transfer to community group	transfer anticipated July as planned, youth provision continuing
RUGBY AREA	**NEWTON HALL, LOWER HILLMORTON ROAD, RUGBY CV21 3TU**		disposed of	staff moved to Oakfield Park
Binley Woods Youth Centre	Coombe Drive, Binley Woods, CV3 2QU	owned - school site	transferred to community group	youth provision continuing
Brownsover Youth Centre	Hollowell Way, Brownsover, Rugby, CV21 1LT	freehold not owned	community group managing centre	RBC granted lease to community group, WCC leased premises for 1 year, Youth provision continuing
Dunchurch Youth Centre	Dunchurch Sports Field & Village Hall, Rugby Road CV22 6PN	freehold not owned	returned to landlords	youth provision NOT continuing
Fareham Youth Centre	Fareham Avenue, Rugby, CV22 5HS	owned - school site	transferred to school	youth provision NOT continuing on site . Youth provision being delivered in alternative community venue
Hill Street Y&C Centre	Hill Street, Rugby, CV21 2NB	owned - community based	transferred to community group	Premises issues to be resolved before signing lease though managing centre. Youth provision cont
Wolston Youth Centre	Wolston Leisure & Community Centre, Old School Fields, Manor Estate, Wolston, Coventry, CV8 3GT		returned to Landlords	Parish Council running youth provision from centre
NUNEATON/BEDWORTH AREA	**PARK HOUSE, RIVERSLEY RD, NUNEATON, CV11 5QS**			area office part of Park House (see below).
Bedworth Youth Centre	Croxhall St, Bedworth, Nuneaton, CV12 8JB	owned - community based	transferred to community group	Transferred to community group
Bedworth Heath Youth club	Smorral Lane, Bedworth Heath	freehold not owned	returned to landlords	some youth provision continuing to be provided by TYS
Keresley Village Com Centre	Howat Road, Keresley End, Coventry, CV7 8JP	freehold not owned	returned to landlords	some youth provision continuing to be provided by TYS
Camphill Education Sports & Social (CHESS)	Cedar Road, Camp Hill, Nuneaton, CV10 9DN	owned - community based	**Maintained by WCC**	Youth provison continuing and other early intervention programmes developing
Higham Lane/Eaton	Higham Lane School, Higham Lane, Nuneaton	owned - school site	transferred to school	No youth club provision continuing
Family Community Care Centre	Ramsden Avenue, Camp Hill, Nuneaton, CV10 9EB	owned - community based	Maintained by WCC	Discussions with health to manage as predominently used by them
George Eliot Youth Wing	Raveloe Drive, Nuneaton, CV10 4QP	owned - school site	transferred to community group	renamed Wembrook Youth and Communtiy Centre, some youth provision continuing to be provided by TYS
Hatters Space Community Centre	Upper Abbey Street, Nuneaton, CV11 5DN	owned - community based	**Maintained by WCC**	Health Store and other youth programmes continuing
Park House Youth Centre	Riversley Road, Nuneaton, CV11 5QS	owned - community based	Surplus to requirements	unable to secure viable community interest. Office remaining as security until suitable alternative found
NORTH WARWICKSHIRE	**WARWICK HOUSE 1ST FLOOR, RATCLIFFE ST. ATHERSTONE CV9 1JP**	leased	remaining for further year	part of property rationalisation
Baddesley Ensor Youth Club	Boot Hill, Grendon, Atherstone, CV9 2EL	owned - community based	surplus to requirements	to be disposed, temporarily leased by Grendon Parish Council, youth provision NOT continuing
Coleshill Youth Wing	Packington Lane, Coleshill, B46 3JE	owned - school site	surplus to requirements	Alternative use by youth related group (marching band) being finalised, youth provision delivered elsewhere
Kingsbury Youth Centre	Coventry Road, Kingsbury, Tamworth, Staffs, B78 2LN	freehold not owned	returned to landlords	NO youth provision continuing
Kingsbury Swimming Pool	Tamworth Rd. Kingsbury, Tamworth B78 2LF	owned - school site	Transfer	Transferred to Schools management
Polesworth Youth Wing	Dordon Road, Dordon, Tamworth, Staffs B78 1QT	owned - school site	transfer to school	youth provision continuing
The Ratcliffe/Atherstone Y&C Centre	Ratcliffe Road, Atherstone CV9 1LF	owned - community based	**Maintained by WCC**	youth provision continuing and developments with others being explored for targeted priority work

	Appendix B - Transforming Services for Young People - Impact on Staff					
	Phase 1 & 2 Data					
Phase 1	**Date**		**Professional Grade**			
	Jul-11	**Voluntary Redundancy**	**8**			
		Successful	**23**			
		Redundant	**1**			
		alternative employment	**2**			
			34			
	Phase 2 Data					
Phase 2	**Date**		**YOUTH WORKERS**	**ADMIN**	**CLEANERS/CARETAKERS**	
	Aug-11	**Redundant (a)**	**22**	**8**	**4**	**34**
	Sep-11	**Matched posts**	**30**	**13**	**2**	**45**
	Dec 11 & April 2012	**Redundant (b)**	**18**	**13**	**5**	**36**
		Resigned during period of Phase 2	**15**	**4**	**2**	**21**
		Continue in employment	**70**	**11**	**7**	**88**
						224 TOTAL
			155	**49**	**20**	
	24-Jan-12					
		NB The majority of redundancy in phase 2 was "voluntary" with only 2 competitive processes for admin positions resulting in one compulsory redundancy				

Children and Young People
Overview & Scrutiny Committee

20 June 2012

Review of 16-19 Provision in North Warwickshire and Nuneaton and Bedworth, March 2012

Recommendation

That the Committee provides its views on the preferred option for future post-16 arrangements in North Warwickshire and Nuneaton & Bedworth

1.0   Background

1.1   In April 2011 Cabinet received a proposal from Ash Green School to open a sixth Form. The Cabinet supported the Officers recommendation that the proposal was rejected but also requested that an independent review of 16-19 provision in the area was undertaken.

1.2   In August 2011 an independent consultant, Philip Moss, was commissioned to undertake a review of 16-19 learning provision across North Warwickshire, Nuneaton and Bedworth. A copy of the full report is detailed in **Appendix A**.

1.3   This paper provides a summary of the conclusions and future options drawn from the review. It also outlines the views of institutions in the North of Warwickshire, Nuneaton and Bedworth as discussed at the Northern Area Secondary Heads and College Leaders meeting on 25 May 2012.

2.0   Key conclusions from the review

2.1   Young people aged 16-19 in Nuneaton and Bedworth have access to a good range of post-16 provision. Access to such a range is more variable in North Warwickshire, due in part to the rural nature of the area.

- With the opening of three new sixth forms there is an over-supply of Level 3 (AS A2 level or equivalent) provision.

- There is no evidence to suggest there is insufficient Foundation Level 1 and 2 provision in the area.

It is the case therefore that there is no persuasive reason for the further development of autonomous, stand-alone post-16 provision. Doing so would add to the current over supply and result in non-viable provision that is unable to offer sufficient curriculum breadth to learners.

2.2 There are attainment and quality issues identified:

- A quarter to a fifth of young people in North Warwickshire, Nuneaton and Bedworth do not reach Level 2 (5 A*-C GCSEs or equivalent) by age 19 which is below the county average.

- Data suggests that particularly in Nuneaton and Bedworth attainment at level 3 (A level or equivalent) is comparatively low and the progress made between Key Stage 4 and Key Stage 5 is below what could be reasonably expected to be the case. Consideration could be given to how collaborative activity could both address specific areas of underperformance and develop a curriculum offer that more closely matches the needs of some young people.

- There are groups of young people who attend post 16 provision outside of the two areas. However there are a significant number of learners choosing not to undertake learning despite provision being readily accessible. Participation in learning at age 17 is lower than those aged 16.

- Competition for learners wishing to follow a broadly academic curriculum has increased as a result of new provision being developed in Nuneaton town that has largely replicated what was already available. Competition of this kind may drive up standards and also provides a choice of institution to meet different learning styles. It is reasonable to assume students in previously 11-16 schools will most likely follow AS/A2 course in their new school sixth forms.

2.3 Post 16 institutions need a critical mass of students in order to be financially viable and to offer a reasonable range of subjects to attract students:

- School sixth forms of less than 200 are vulnerable financially. This may result in schools cross subsidising from pre 16 to post 16 budgets.

- It is likely the new sixth forms need to recruit outside of their own year 11 to remain viable and deliver value for money. They may also seek to develop a curriculum that attracts wider group of students than a traditional academic AS/A2 curriculum would. Any widening of a schools post 16 curriculum could impact on the recruitment at North Warwickshire and Hinckley College over the course of the next few years.

- As the new school sixth forms in Nuneaton grow this has implications for existing providers. Most immediately for King Edward VI College, in 2011 it increased its recruitment from outside its 'natural' constituency but this is not a secure long term solution. If it does not recruit viable numbers the college may remove minority subjects from its offer which would be detrimental to the area as a whole.

2.4 The requirement for learners not in receipt of any support from the 16-19 Bursary fund to find between £330-£660 a year to travel to learning represents an inequality in the access arrangements amongst the student cohort. This may add to the pressures that are already increasing NEET (Not in Education, Employment or Training) figures amongst young people age 17 and over.

Travel has a greater impact on young people in North Warwickshire who are less well served than their peers in Nuneaton and Bedworth.

3.0   Potential ways forward

3.1   The report sets out the context in which the potential ways forward can be considered. It concludes that there is a diverse mix of views, ambitions, priorities and frustrations amongst partners and that reconciling these around a common vision will be difficult.

3.2   It sets out the importance of understanding the balance between institutional autonomy particularly in light of the growth of academies and the extent to which any single agency has strategic responsibilities and powers to shape and influence provision.

3.3   **Option 1 – Addressing the increase in NEETs**
This is a clear area of priority and the Local Authority should work in partnership with CSWP Ltd and other providers, to establish a shared understanding of the profile of the NEET population across the two areas. This process could include undertaking an audit of the current NEET population. This should then be used to inform the extent to which existing provision should be re-shaped, improved or developed in order to reduce the number of NEETs across the two areas.

3.4   **Option 2 – Address issues within North Warwickshire**
If the argument is accepted that young people in North Warwickshire are disadvantaged by having to travel to provision – some of which is out of the county (Solihull and Staffordshire for instance) – the Local Authority could commission or undertake a feasibility study as to the viability of improving the accessibility of provision for students.

3.5   **Option 3 – Improve the sharing of data and intelligence on students outcomes across post-16 institutions**
In line with the responsibility Local Authorities have for supporting quality and shaping provision based on high quality intelligence and data, as outlined by the Education Funding Agency (EFA), the Local Authority could build further on the work it currently undertakes. As the report has sought to show, there are sufficient areas of concern regarding the outcomes young people are achieving across the two areas as well as their participation rates (particularly amongst disadvantaged young people) for this to warrant some consideration. Local Authorities are well placed to co-ordinate such an approach given their impartial and institutionally neutral position.

This process could take the form of developing data sharing protocols, carrying out and sharing specific analysis at subject and course level and investigating particular areas of concern. Clearly the proposals in option 1 related to NEETs could form a part of this wider approach.

3.6   **Option 4 – Greater collaboration and partnership between specific institutions**
There is a case for the Local Authority to provide some strategic leadership in order to facilitate collaboration where there were secure, evidence-based

reasons for doing so. The options that the Local Authority could explore with partners if they were willing could include:

- Integration of back office and business functions - Encourage and facilitate the further rationalisation of back-office functions between the two colleges and/or between colleges and schools. This has the benefit of driving some efficiencies into the system without necessarily altering the pattern of provision.

- Closer working between the two colleges - Champion and support a more fundamental integration of the operation of the two colleges. This could not only bring with it some of the benefits of back-office rationalisation but more importantly offer an opportunity to develop an ever more responsive curriculum offer for all post-16 students. Any efficiencies arising from such integration could be used to focus on areas of significant need – for example NEETs, access issues etc.

Engage positively with the ambitions of 11-16 schools though the development of a hub-and-spoke model of post-16 provision - On the basis that the ambitions of 11-16 schools to develop post-16 provision are unlikely to go away, the LA could take a more proactive approach to developing a coherent solution (along the lines of the model in option 2 but across the two areas as a whole). So, for instance, all 11-16 schools that wanted to engage could develop a post-16 route on their site where they provided a core curriculum and ensured students' pastoral and support needs were met but specialist and minority provision was organised on an area basis to ensure viable group sizes and quality.

3.7 **Option 5 – Support the status quo**
The report sets out that the new provision that has come on-line in 2011 has broadly replicated existing provision and not necessarily addressed areas of growing need (NEETS for instance). It could be argued therefore that there simply is not a case for developing any additional provision that further replicated the existing offer. Instead, the Local Authority should focus on areas of greater priority – NEETS and facilitating the sharing of data to drive-up quality for instance.

Clearly this will not mean that some schools will not continue to seek to develop their own post-16 offer. Nevertheless, where proposals do come forward the data and conclusions in this report (along with other sources of data) could be used to underpin the LA's response to any formal proposal.

4.0 Views of stakeholders
The report was presented and discussed at the Northern Area Secondary Heads and College Leaders (NASHCL) meeting on 25 May 2012. 14 senior leaders from 11-16 schools, 11-18 schools and North Warwickshire and Hinckley College attended the meeting. The views on the report were as follow.

4.1 The group accepted the content of the report and recognised that it confirmed views already known, particularly that there is an over supply of level 3 provision.

4.2   It was acknowledged that the 11-16 schools who have, or plan to, become Academies intend to open their own sixth forms. This is happening in a new environment where it is difficult for one single organisation to have and implement an overall strategic vision for the area.

4.3   It was widely accepted that working in collaboration was difficult, takes time and is hard work. Some viewed this as providing little gain for their institutions. It could however support the delivery of minority subjects which is important in providing a broad curriculum choice for young people.

4.4   Numbers accessing post 16 provision are affected by:
- Changes in cohort numbers
- The impact from other post 16 institutions outside of Warwickshire for example Landau Forte Academy in Tamworth
- New housing developments
- Annual fluctuations in learner preferences
- The Raising of the Participation Age (RPA) will impact from 2013.

4.5   It was recognised that small sixth forms will not be financially viable and may not be able to 'stand' alone. There was a view expressed that this might result in 'the survival of the fittest'. To avoid this happening, geographic groups could work together particularly in the north of the County to develop provision, franchise arrangements could be considered and extending the school day could help in providing post 16 provision.

4.6   Discussions concluded that all schools will go back to their Governing bodies to present the opportunities and decide on schools position regarding post 16 aspirations and provision. The Local Authority will discuss the implications of the report with North Warwickshire and Hinckley College and King Edwards Sixth Form College.

5.0   Next steps

5.1   Officers will meet with NASHCL to receive the feedback from individual institutional consultation with their governing bodies and to feedback the views and recommendations of the Overview and Scrutiny Committee.

5.2   Officers will work closely with NASHCL members to promote and facilitate partnerships to support the development and implementation of learner focused solutions.

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A REVIEW OF 16-19 PROVISION IN NORTH WARWICKSHIRE AND NUNEATON AND BEDWORTH

March 2012

Contents

Executive Summary

This report was commissioned by Warwickshire County Council in September 2011 in order to:

- review the effectiveness of 16-19 provision in the two districts of North Warwickshire and Nuneaton and Bedworth; and
- consider the extent to which the new pattern of provision, and any anticipated changes, will support the future learning needs of young people.

The report provides an overview of the publicly available performance data for the two areas, outlines the issues arising from interviews with schools, colleges and other partners and draws a number of conclusions. Based on these conclusions it offers the Local Authority a range of options to consider.

From the outset it is important to recognise the complexity of the context within which post-16 provision operates. The Local Authority is charged with taking a strategic leadership role within a sector that is largely autonomous. Its powers are very limited and seeking consensus amongst institutions with disparate and conflicting views is challenging.

Nevertheless, the report concludes that there are a number of immediate and longer term issues that only a strategic overview and coordinated approach can hope to address. In particular:

- The increase in the NEET population across the two areas;
- The inequality of access arrangements for some young people to a range of post-16 provision;
- The gap in attainment and achievement between certain groups of young people in the two areas and their peers in other parts of the county; and
- The viability of institutions going forward within the current pattern of provision.

The options outline how the Local Authority may wish to address these issues.

SECTION 1: Introduction

1.   This report was commissioned by Warwickshire County Council in September 2011 in order to:

- review the effectiveness of 16-19 provision in the two districts of North Warwickshire and Nuneaton and Bedworth; and
- consider the extent to which the new pattern of provision, and any anticipated changes, will support the future learning needs of young people.

Context and Background

2.   The two districts of North Warwickshire and Nuneaton and Bedworth form two of the five district council areas in Warwickshire County Council. Data from Warwickshire Observatory[1] shows there is a significant amount of diversity in the socio-economic profile across the districts. In relation to North Warwickshire and Nuneaton and Bedworth specifically the headline indicators that are relevant to this report are:

- Population – there has been relatively low growth in the population between 2001 and 2010 compared with the rest of the county and this pattern is set to continue: between 2008 and 2033 there is projected to be a 7.9% and 12.6% growth in North Warwickshire and Nuneaton and Bedworth respectively. This compares to a 19.1% in Warwickshire as a whole and growth in excess of 20% in the three other district areas. The highest rates of projected population growth are in the groups aged 65 and over.

- Deprivation - Both districts have the highest levels of deprivation within the county as a whole. While the county has shown relative improvement in its ranking within the Index of Multiple Deprivation between 2007 and 2010, 13 of the most deprived areas in the county have shown considerable a deterioration in their ranking over the same period.   Nine of these 13 areas are within in the top 10% most deprived nationally and all are located in Nuneaton and Bedworth. In 2007 only 6 areas in the county ranked in the top 10% most deprived nationally. North Warwickshire also has pockets of deprivation particularly in and around Atherstone town centre. Fuel poverty levels have also risen across the county as a whole with highest pockets of need in areas of North Warwickshire (as well as Stratford-on-Avon).

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[1] www.warwickshire observatory.org

- Worklessness – In terms of the distribution of the 66 Warwickshire Super Output Areas[2] with the 20% highest worklessness rates, 34 are in Nuneaton and Bedworth and 6 are in North Warwickshire.

3.   In Warwickshire, of those young people aged between 16 and 19 in 2009/10, 55% attended FE and Sixth Form Colleges, 31% attended school sixth forms, 8% were following an apprenticeship programme and 6% were on an E2E[3] programme.   The majority of secondary schools in the county are 11-18 institutions and offer a broadly academic curriculum post-16 while a number of General FE colleges provide the majority of vocational/technical education.

4.   In North Warwickshire and Nuneaton and Bedworth, the pattern is slightly different. Until September 2011, North Warwickshire and Hinckley College and King Edward VI College have provided the majority of post-16 provision across the two districts and all but three of the 13 secondary schools were 11-16 schools.

5.   From September 2011, however, the institutional pattern has changed. Three new school/academy sixth form provisions have been created:

- Nuneaton Academy was established as a sponsored 11-18 Academy (whose predecessor schools were Alderman Smith and Manor Park); and
- St Thomas More Catholic School and Etone Community School and Technology College have both become 11-18 schools as a result of the sixth form presumption process.

6.   All of this new provision has been developed in the Nuneaton town area.

7.   It is too early to determine precisely the long-term impact of these institutional changes, though there are already some discernible effects in certain areas while in others the changes have not had any impact. What is very likely, however, is that this changing institutional pattern of provision will undoubtedly impact on heads and principals decision-making and behaviour going forward, some of which can already be seen.

8.   Without making any value judgment or assessment regarding the merits or otherwise of these changes, there is a degree of uncertainty amongst all heads and principals as to the future direction of post-16 learning in the area. This is a contested area of the education landscape and one where leaders of individual institutions are having to manage a set of complex issues.

9.   It is against this changing and contested landscape that this report has been undertaken.

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[2] Geographical areas of around 1500 residents.
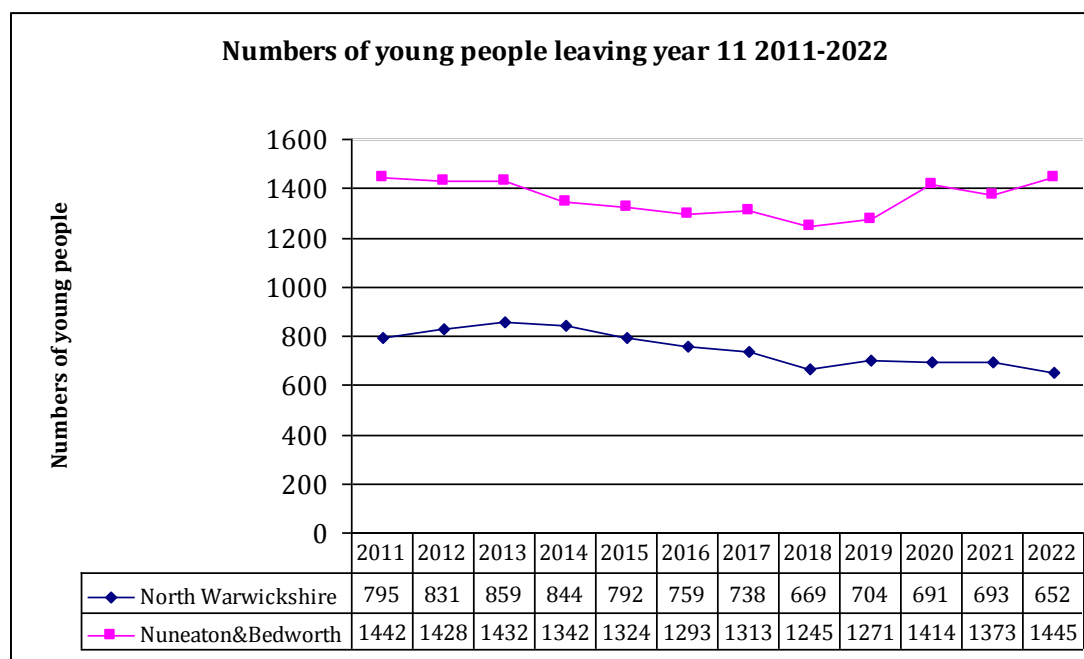[3] Entry to Employment

Methodology

10.   This review was carried out between October 2011 and January 2012.

11.   The first stage of the review consisted of a desktop review of a range of performance data and other evidence. This included data from Department for Education (DfE), the Young Persons Learning Agency (YPLA), the County Council, Coventry, Solihull and Warwickshire Partnership (CSWP) as well as from schools, academies and colleges. All data sources have been referenced throughout the report.

12.   The second stage consisted of a series of structured interviews with the head teachers and principals of every school, academy and college. These interviews followed a common format (see section 3). Interviews were also held with the Chief Executive of CSWP and a consultant who had previously worked with the schools and colleges on 14-19 issues.

SECTION 2: Participation and Performance data

Key area of Investigation 1 – what is happening to the size of the cohort over the coming years?

13.   In the two districts (in-line with county trends) there will be a reduction in the 16-19 cohort over the next few years. Chart 2.1 shows, based on the current school population, the number of young people leaving year 11 between 2011 and 2022.

Numbers of young people leaving year 11 2011-2022

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
North Warwickshire	795	831	859	844	792	759	738	669	704	691	693	652
Nuneaton&Bedworth	1442	1428	1432	1342	1324	1293	1313	1245	1271	1414	1373	1445

Source: Summer School Census 2011 completed by all maintained school as 16th June 2011 (including academies).

Chart 2.1

14.   The lowest point will be in 2018 when the number of young people leaving year 11 will be 14.5% smaller than in 2011 (this equates to 323 pupils).

15.   Having said this, Warwickshire County Council, on the basis of proposed housing developments, is anticipating a rise in pupil numbers and that by 2020 the year 11 cohort will be 14.9% larger than the 2011 cohort. This is, though, speculative and based on future housing developments that are mainly planned for areas of the county other than North Warwickshire and Nuneaton and Bedworth.

16.   It is too simplistic to see a reduction in the pre-16 cohort as having a direct impact on post-16 providers. This is because all post-16 providers in the area admit learners, to a greater or lesser extent, from neighbouring areas. Equally, a varying number of students from year to year choose to access post-16 provision outside the area.

17.   In 2009/10 for instance, 958 learners entered one of the five post-16 institutions from neighbouring areas (see Table 2.1). The vast majority of these learners (798) are recorded as entering NWHC – this is to be expected given that the college serves an area across Warwickshire and Leicestershire (724 of the 798 learners came from Leicestershire).

Institution	Birming-ham	Coventry	Solihull	Stafford-shire	Leicester shire	Not Known	Total
King Edwards Sixth Form College	0	11	0	4	75	6	96
North Warks & Hinckley College	0	60	2	12	724	0	798
Nicholas Chamberlaine	0	3	0	0	0	0	3
Coleshill	4	0	20	0	0	1	25
Polesworth	0	0	1	30	5	0	36
Total	4	74	23	46	804	7	958

Source: YPLA 2009/10

Table 2.1

18.   Looking at the 2010/11[4] academic year and focusing just on the two institutions who admit the greatest number of learners not resident in Warwickshire: 113 non-resident learners were admitted to King Edward VI College while 800 non-resident learners were admitted to NWHC (of whom 724 were resident in Leicestershire). When Leicestershire learners are discounted from the NWHC figures it is clear that King Edward VI College is the largest importer of learners in both 2009 and 2010.

19.   The number of learners living in the two areas who travel to post-16 provision outside are shown in table 2.2:

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[4] Source: 16-19 Learner Responsive Provider Data & MI Report, May 2011 – North Warwickshire and Hinckley College and King Edward VI College-Nuneaton

Travel to Learn Area \ Resident	Birming-ham	Coventry	Solihull	Stafford shire	Leicester shire	Not Known	Total
North Warwickshire accessing FE	82	19	95	34	2	12	244
North Warwickshire accessing school sixth forms	36	20	30	13	8	2	109
Nuneaton and Bedworth accessing FE	1	186	4	0	3	7	201
Nuneaton & Bedworth accessing school sixth forms	2	99	2	0	1	1	105
Total	121	324	131	47	14	22	659

Source: YPLA 2009/10

Table 2.2

20.   In overall terms, the two areas "import" more learners than they "export". The key point to note from these two tables is that the 16-19 cohort is not entirely determined by the number of young people progressing from the secondary schools in the two districts. Understanding the travel-to-learn patterns of the two districts provides useful context when considering the attainment and achievement of young people resident in the two areas on the one hand and the performance of institutions on the other (see key areas of investigation 5 and 6).

Key area of investigation 2: what are the participation patterns of young people across the two areas?

21. Tables 2.3 and 2.4 show, for the past three years, the destination of young people in the two districts, as recorded 2 months after they have left year 11.

	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
North Warks	Employment	53	6.8%	53	6.3%	47	6.0%
	FE College	391	49.8%	400	47.3%	319	40.7%
	Moved Area	11	1.4%	9	1.1%	4	0.5%
	NEET	27	3.4%	28	3.3%	29	3.7%
	No Information	0	0.0%	1	0.1%	12	1.5%
	Part Time Emp or Education	4	0.5%	2	0.2%	10	1.3%
	Repeating Yr 11/Year Behind	0	0.0%	4	0.5%	0	0.0%
	School Sixth Form	187	23.8%	247	29.2%	260	33.2%
	Sixth Form College	101	12.9%	99	11.7%	98	12.5%
	Work Based Learning	11	1.4%	3	0.4%	5	0.6%
	Total	**785**	**100.0%**	**846**	**100.0%**	**784**	**100.0%**

Source: CSWP Ltd data, please note figures are based on school location not residency of learners and excludes special schools and PRU learners

Table 2.3

	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
Nuneaton and Bedworth	Employment	101	7.2%	81	5.5%	79	5.6%
	FE College	699	49.9%	784	53.2%	647	46.0%
	Moved Area	12	0.9%	9	0.6%	5	0.4%
	NEET	30	2.1%	45	3.1%	38	2.7%
	No Information	3	0.2%	5	0.3%	22	1.6%
	Part Time Emp or Education	13	0.9%	3	0.2%	4	0.3%
	Repeating Yr 11/Year Behind	1	0.1%	3	0.2%	4	0.3%
	School Sixth Form	112	8.0%	110	7.5%	287	20.4%
	Sixth Form College	382	27.3%	413	28.0%	310	22.0%
	Work Based Learning	47	3.4%	20	1.4%	11	0.8%
	Total	**1400**	**100.0%**	**1473**	**100.0%**	**1407**	**100.0%**

Source: CSWP Ltd data, please note figures are based on school location not residency of learners and excludes special schools and PRU learners

Table 2.4

22. As would be expected, the vast majority of young people leaving year 11 progress to a positive destination. Of the 2011 leavers, only 67 young people across the two areas were registered as NEET[5].

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[5] Though it is worth noting that the number of young people for whom there was no information on their destination rose from 6 to 34 between 2010 and 2011. This may be as a result of the reduction in the Connexions contract

23. However, the picture changes somewhat when the overall 16-19 cohort is looked at. As of the first of August 2011, 5.6% of the cohort amongst young people resident in North Warwickshire and 7.9% resident in Nuneaton and Bedworth were registered as NEET. These represent the two highest percentages in the county whose NEET rate was 5.9% overall.

24. The juxtaposition of relatively low rates of NEETs shortly after the end of compulsory schooling and significantly higher numbers amongst the 16-19 cohort suggests there is a group of young people who, while entering positive destinations immediately after year 11, do not subsequently remain in them.

25. This pattern is in line with that found nationally as well as being an issue that was raised as one of concern during the interviews carried out with head teachers and principals as well as the Chief Executive of CSWP Ltd.

26. Wider data points to further worrying trends: across the West Midlands, for instance there is a steady increase in the numbers of 16-24 year olds registered as NEET, growing from 18.8% in November 2010 to 21.6%[6] in November 2011.

27. The social and economic impact on young people who fail to engage positively in post-16 learning is well understood[7]. Developing appropriate preventative and intervention strategies aimed at arresting the growing population of young people without education, training or employment, therefore, should figure as a high priority for all partners in the area.

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[6] ONS Data release OSR 2011.
[7] Evidence gathered as part of the "Total Place" initiative estimated that the cost to services and communities of a young person failing in post-16 learning was some £30,000.

Key investigation area 3: of those young people participating in learning what post-16 institutions do they attend?

28. Tables 2.5 – 2.7 show the destinations of learners after completing statutory education over the last three years. Nuneaton and Bedworth are split apart, as there are some relevant differences in the destinations of learners between the two areas.

Proportion of learners progressing to specific destinations: 2009			
Provider	North Warwickshire	Bedworth	Nuneaton
School VI Form	23%	23%	2%
King Edward VI College	12%	10%	35%
North Warks and Hinckley College	26%	29%	47%
Other FE Provider	26%	17%	7%

Source: CSWP Ltd Destination data

Table 2.5

Proportion of learners progressing to specific destinations: 2010			
Provider	North Warwickshire	Bedworth	Nuneaton
School VI Form	29%	23%	1%
King Edward VI College	11%	5%	37%
North Warks and Hinckley College	26%	37%	46%
Other FE Provider	21%	22%	5%

Source: CSWP Ltd Destination data

Table 2.6

Proportion of learners progressing to specific destinations: 2011			
Provider	North Warwickshire	Bedworth	Nuneaton
School VI Form	33%	24%	19%
King Edward VI College	12%	8%	27%
North Warks and Hinckley College	21%	24%	38%
Other FE Provider	20%	31%	4%

Source: CSWP Ltd Destination data

Table 2.7

29.   Key points to note:

30.   North Warwickshire: Over the three years destination patterns have remained relatively stable. The main change is the steady growth, from 23% to 33%, of students attending school sixth forms. This can be accounted for by an increase in students from Kingsbury, and to a lesser extent Polesworth and Coleshill, attending school sixth forms outside of the area.

31.   *Bedworth*: The greatest fluctuation in destinations over the three years is amongst students attending FE Colleges. This can be accounted for by the varying numbers of students choosing between NWHC, City College Coventry and Henley College from year-to-year.

32.   *Nuneaton*: The most obvious change in the pattern of destinations in Nuneaton is between 2010 and 2011 where the opening of three new sixth form provisions have impacted directly on the proportion of students attending NWHC (8% reduction) and King Edward VI College (10% reduction).

33.   The next set of tables look specifically at the post-16 destinations of the three schools where new sixth from provision opened in September 2011

Etone Community School and Technology College

	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
Etone	Employment	5	3.3%	11	7.2%	7	4.6%
	FE College	86	56.2%	75	49.0%	67	43.8%
	Moved Area	1	0.7%	1	0.7%	1	0.7%
	NEET	2	1.3%	3	2.0%	4	2.6%
	No Information	0	0.0%	0	0.0%	1	0.7%
	Part Time Emp or Education	3	2.0%	0	0.0%	0	0.0%
	Repeating Yr 11/Year Behind	1	0.7%	0	0.0%	0	0.0%
	School Sixth Form	0	0.0%	2	1.3%	51	33.3%
	Sixth Form College	53	34.6%	59	38.6%	22	14.4%
	Work Based Learning	2	1.3%	2	1.3%	0	0.0%
	Total	**153**	**100.0%**	**153**	**100.0%**	**153**	**100.0%**

Source: CSWP Ltd Destination data

Table 2.8

34.   Overall Etone admitted 72 learners to its new year 12. Beyond the 51 from the school's own year 11 they came from:

- Higham Lane – 9
- Alderman Smith – 5
- Manor Park – 2
- Nicholas Chamberlaine – 2
- Ash Green - 2
- Hartshill - 1

St Thomas More Catholic School

	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
St Thomas More	Employment	3	1.9%	8	5.1%	2	1.2%
	FE College	61	39.6%	50	31.6%	51	31.1%
	Moved Area	1	0.6%	0	0.0%	0	0.0%
	NEET	2	1.3%	2	1.3%	6	3.7%
	No Information	0	0.0%	0	0.0%	1	0.6%
	Part Time Emp or Education	2	1.3%	1	0.6%	0	0.0%
	Repeating Yr 11/Year Behind	0	0.0%	1	0.6%	0	0.0%
	School Sixth Form	4	2.6%	8	5.1%	87	53.0%
	Sixth Form College	77	50.0%	87	55.1%	15	9.1%
	Work Based Learning	4	2.6%	1	0.6%	2	1.2%
	Total	**154**	**100.0%**	**158**	**100.0%**	**164**	**100.0%**

Source: CSWP Ltd Destination data

Table 2.9

35.   Overall St Thomas More admitted 89 learners. Beyond the 87 from its own year 11, one pupil came from Higham Lane and one from Coleshill.

The Nuneaton Academy

	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
Alderman Smith	Employment	10	4.4%	13	5.8%	11	4.8%
	FE College	148	64.9%	147	65.0%	107	46.3%
	Moved Area	0	0.0%	1	0.4%	0	0.0%
	NEET	7	3.1%	9	4.0%	4	1.7%
	No Information	0	0.0%	1	0.4%	8	3.5%
	Part Time Emp or Education	2	0.9%	0	0.0%	1	0.4%
	Repeating Yr 11/Year Behind	0	0.0%	0	0.0%	1	0.4%
	School Sixth Form	55	24.1%	1	0.4%	42	18.2%
	Sixth Form College	0	0.0%	53	23.5%	55	23.8%
	Work Based Learning	6	2.6%	1	0.4%	2	0.9%
	Total	**228**	**100.0%**	**226**	**100.0%**	**231**	**100.0%**
	Destination	2009 Leavers		2010 Leavers		2011 Leavers	
		No.	%	No.	%	No.	%
Manor Park	Employment	4	4.7%	3	2.5%	4	3.6%
	FE College	52	60.5%	76	62.3%	73	65.8%
	Moved Area	1	1.2%	0	0.0%	0	0.0%
	NEET	3	3.5%	7	5.7%	3	2.7%
	No Information	1	1.2%	1	0.8%	8	7.2%
	Part Time Emp or Education	0	0.0%	1	0.8%	0	0.0%
	Repeating Yr 11/Year Behind	0	0.0%	0	0.0%	0	0.0%
	School Sixth Form	0	0.0%	1	0.8%	5	4.5%
	Sixth Form College	16	18.6%	26	21.3%	16	14.4%
	Work Based Learning	9	10.5%	7	5.7%	2	1.8%
	Total	**86**	**100.0%**	**122**	**100.0%**	**111**	**100.0%**

Source: CSWP Ltd Destination data

Table 2.10

36.   The Nuneaton Academy opened in September 2011 replacing Alderman Smith School and Manor Park School. It admitted 48 pupils to its sixth form all drawn from the year 11 cohorts of the two predecessor schools – the majority from Alderman Smith.

Impact of new provision

37.   It is a matter of judgment to determine in what ways the new provision will impact on existing providers. The choices that young people make as to their post-16 routes vary from year-to-year. It is, therefore, inappropriate to draw definitive conclusions from looking at data for just one year. Nevertheless it is possible to observe a number of patterns that may have a bearing on destination patterns in the future.

- The majority of the students entering the new sixth forms of Etone and St Thomas More would otherwise have attended King Edward VI College.
- Etone has recruited quite extensively from beyond its own year 11 year – just less than 30% of its year 12 cohort is made up of students who attended elsewhere pre 16.
- This is not the case for St Thomas More Catholic School where only two students outside the school's own year 11 cohort have been admitted to year 12.
- There appears to be little, if any, impact on the recruitment patterns of NWHC as a result of the establishment of the sixth forms at Etone and St Thomas More.
- Of the learners who completed their year 11 in Alderman Smith and progressed to year 12 in The Nuneaton Academy, it is likely that the majority would have attended NWHC. Its intake from Alderman Smith dropped from 138 (61%) to 91 (31%) between 2010 and 2011[8].
- This pattern is not repeated for those learners from Manor Park School. Instead, a small number of learners have entered the academy's sixth form, most of whom may have otherwise attended King Edward VI College while is no discernible impact on the numbers progressing to NWHC.

Other recruitment patterns in 2011

38.   While published intake data is not yet available for 2011, a number of points are worth noting:

- Polesworth sixth form has grown from 238 in 2010/11 to 350 in 2011/12. This growth is ascribed, in the main, to the reorganisation of provision in Tamworth that has seen the closure of school sixth

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[8] The numbers of students progressing to FE from Alderman Smith between 20101 and 2011 are slightly higher in table 2.10 as they include students travelling to FE providers other than NWHC (mainly City College, Coventry and Henley College).

forms and opening of a new sixth form centre. The growth in the sixth form numbers at Polesworth may not be permanent, therefore, and could drop back if and when the new provision in Tamworth develops a track record of success[9].

- At King Edward VI College the learner numbers have fallen by only c.30 between 2010 and 2011, despite the opening of new sixth form provision in the town. Clearly this is lower than the number of learners who have entered new provision but who otherwise may have progressed to the college. This "holding-up" of numbers is due to a further increase in the number of leaners King Edward VI admitted from beyond the secondary schools in the area – in particularly Leicestershire[10].

39.   It is clearly difficult to project with any degree of accuracy what will happen to learner numbers and participation patterns over the coming years. Nevertheless, there are a number of factors that will impact on all institutions:

- a smaller cohort overall;
- the variability of recruitment from outside of an institution's normal recruitment area; and
- the extent to which the new post-16 provision in Nuneaton is successful or otherwise.
- The impact of changes to EMA and the County Council's post-16 transport policy.

40.   All of these factors (along with others that may not yet be known) make for a challenging environment in which every post-16 institution in the area will be competing to recruit and maintain viable cohorts of students.

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[9] Source: interviews.
[10] Source: interviews.

Key area of investigation 4: what is the curriculum offer?

41.   The report undertaken by the LSC in August 2004 included an extensive curriculum mapping exercise. This exercise has not been repeated in its entirety as part of this report. Instead, the curriculum mapping process undertaken has focused on the areas where there has been institutional change (which is mainly in the area of Level 3 provision)[11].

42.   Tables 2.11 and 2.12 (see Appendix A) map the current Level 3 offer: table 2.11 shows the AS/A2 offer while table 2.12 shows all other Level 3 courses.

AS/A2 Provision

43.   NWHC no longer offers any AS/A2 provision having taken a strategic decision to cease delivery a number of years ago and concentrate on the delivery of more vocational/technical provision.

44.   Since the LSC report was produced in 2004 the AS/A2 offer has increased from 38 subjects to 49. The King Edward VI College has been responsible for developing the majority of the new subject areas adding the following to their already extensive offer:

- Accounting
- Archeology
- Business (applied)
- Classical Civilization
- Critical Thinking
- Health and Social Care
- Performing Arts (applied)
- Photography

45.   A number of schools also offer some of these subjects:

- Photography - The Nuneaton Academy (AS only)
- Health and Social Care (applied) – Nicolas Chamberlaine

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[11] This is not to say there have not been any changes in the curriculum offer around Foundation and Level 1 and 2 provision. As the 2004 report showed, NWHC offered by far the largest range of such courses. This remains the case, though the 2004 report also showed that schools with sixth forms offered a range of Level 2 courses, albeit on a smaller scale to NWHC. This school based offer has largely ceased now as a result of funding changes and other decisions. In 2012 the only Level 2 courses being offered in school sixth forms are re-sits of English and mathematics GCSEs.

46.   Other new subjects offered since 2004 are:

- Product Design – Nicholas Chamberlaine and The Nuneaton Academy
- Food Nutrition and Health – Polesworth School
- World Development – Polesworth School

Curriculum offer of new provision

47.   Etone School and St Thomas More Catholic School are offering a broadly academic provision though both provide learners with opportunity to combine their AS/A2 courses with a limited number of BTEC courses.

48.   The Nuneaton Academy's offer has an equal number of AS/A2 and BTEC courses.

49.   While it is early days for all three provisions it is reasonable to assume that the curricula offered by each in September 2011 and 2012 gives a clear indication of the type and mix of provision they will offer when they reach a "steady state" of operation.

50.   The curriculum offered by the three new school sixth forms has replicated existing subjects. This is not surprising. Given the narrower range offered in the new sixth forms than in the two colleges, however, students do have less curriculum breadth to choose from as well as less opportunity to combine subjects and courses.   The extent to which this is problematic for students, or will have a longer-term negative impact on their future progression prospects, however, is a debatable point.

51.   Looking at the 11-18 schools in the rest of the county the average number of AS/A2s offered is 28.4: the most offered by a single institution being 36 and the least 20. There is of course a correlation with size of sixth form here: all of the 11-18 schools in the rest of the county offering 30 or more AS/A2 courses have more than 300 pupils in their sixth form (other than Stratford upon Avon Grammar School for Girls)[12].

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[12] Source: 2012 sixth form prospectuses from school websites.

Key Investigation area 5: By age 19 what are the educational outcomes of young people living in the two areas?

52.   Table 2.13 shows the attainment rates in terms of level 2 and 3 achievement by age 19 of young people *resident* in each of the five districts in the county (institutional performance is discussed in the next section).   It also shows data at the level of the county, West Midlands and England [13]. The first block of data in the table shows attainment rates for all young people while the second and third blocks show attainment rates by non-FSM and FSM young people respectively.

53.   A number of key points can be identified.

Level 2 Attainment

- Attainment in North Warwickshire is broadly in line with West Midlands and England as a whole but slightly below that within the county.
- In Nuneaton and Bedworth attainment is consistently below county, regional and national levels. This may not be surprising given the fact that the District is the most deprived in the county by some margin[14].
- Attainment amongst disadvantaged young people in North Warwickshire has fluctuated over the last four years, however in 2010 it was some 10% points above the county figure and in-line with regional and national rates.
- In Nuneaton and Bedworth attainment amongst disadvantaged young people has been consistently below county, regional and national rates.

Level 3 Attainment

- Attainment in North Warwickshire and Nuneaton and Bedworth has been consistently below county, regional and national rates over the last four years.
- Attainment in North Warwickshire amongst disadvantaged young people has fluctuated over the last four years but in 2010 was above the county rate and in-line with regional and national rates.

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[13] There will be some small discrepancies between the county data shown in table 2.13 and that in other data sources (notably the YPLA Attainment and Progression publication) as the LA level data used in them are based on the school/college attended not residency of learner.
[14] 2010 Index of Multiple Deprivation ranks Nuneaton and Bedworth as the 108th most deprived district in the county. In contrast the ranks of the other districts in Warwickshire are: North Warwickshire – 182nd; Warwick – 257th; Rugby – 219th; and Stratford upon Avon – 278th. Source: Office for National Statistics: www.neighbourhood.statistics.gov.uk

- Disadvantaged young people in Nuneaton and Bedworth stand the least chance of achieving a Level 3 qualification in the county as a whole and the proportion of them attaining a level 3 outcome is well below that of the region and England.

	Attainment by age 19 by Districts, County, Region and England								
	Level 2 attainment - All					Level 3 Attainment - All			
	2007	2008	2009	2010		2007	2008	2009	2010
North Warwickshire	71%	73%	74%	78%		41%	45%	42%	48%
Nuneaton and Bedworth	66%	69%	73%	76%		39%	40%	43%	44%
Rugby	75%	78%	81%	82%		47%	51%	53%	55%
Stratford-on-Avon	82%	81%	83%	83%		60%	59%	61%	60%
Warwick	75%	79%	80%	80%		52%	55%	55%	56%
Warwickshire	73%	76%	78%	80%		48%	50%	54%	55%
West Midlands	70%	72%	75%	78%		44%	45%	48%	50%
England	71%	74%	76%	79%		47%	48%	50%	52%
	Level 2 Attainment - Non FSM					Level 3 Attainment - Non FSM			
	2007	2008	2009	2010		2007	2008	2009	2010
North Warwickshire	73%	75%	76%	79%		43%	46%	44%	50%
Nuneaton and Bedworth	69%	72%	74%	78%		42%	41%	44%	47%
Rugby	77%	81%	82%	84%		49%	54%	54%	57%
Stratford-on-Avon	83%	83%	84%	84%		62%	61%	62%	62%
Warwick	77%	81%	82%	82%		55%	57%	57%	58%
Warwickshire	76%	78%	80%	81%		50%	52%	52%	55%
West Midlands	74%	76%	79%	81%		47%	48%	50%	53%
England	75%	77%	79%	81%		48%	50%	51%	54%
	Level 2 Attainment - FSM					Level 3 Attainment - FSM			
	2007	2008	2009	2010		2007	2008	2009	2010
North Warwickshire	30%	52%	44%	63%		12%	25%	14%	29%
Nuneaton and Bedworth	38%	39%	56%	49%		15%	20%	22%	14%
Rugby	40%	42%	62%	57%		13%	17%	35%	17%
Stratford-on-Avon	40%	50%	62%	57%		7%	19%	35%	25%
Warwick	39%	49%	53%	45%		15%	21%	23%	28%
Warwickshire	38%	45%	56%	52%		13%	20%	25%	21%
West Midlands	49%	54%	58%	62%		22%	25%	27%	29%
England	49%	53%	57%	61%		23%	25%	27%	29%

Source: District level data drawn from unpublished data provided by DfE – January 2012. County, Regional and National data from DfE First Statistical Release 2011/4: www.education.gov.uk /rsgateway

Table 2.13

54.   Publicly available data provides further information regarding the achievement of young people at level 3. Table 2.14 sets out the average point score per student and per examination entry.

District/ Local Authority	Average Points Score per Student and Per Entry - Residency					
	2008		2009		2010	
	APS	APEE	APS	APEE	APS	APEE
North Warwickshire	706	199	715.3	200.3	710.8	207.6
Nuneaton and Bedworth	649.2	199.1	614.4	192.8	605.9	195.9
Warwick	773.5	210.3	751	210.3	784.2	214.7
Stratford upon Avon	773.2	213.7	747.3	213.3	772.1	218.9
Rugby	755	208.8	738.9	213.8	750.1	220.1
*Warwickshire LA**	*735.5*	*209.1*	*716.8*	*208.2*	*718.3*	*212.0*

Source: Office for National Statistics: www.neighbourhood.statistics.gov.uk
* County figures are institution based not residency based so not directly comparable with district figures, however they provide an approximate comparison.

Table 2.14

55.   Key points to make are:

- The average points score per student in North Warwickshire is broadly in line with county averages over the last three years while average points score per examination entry is slightly below county averages over the same period of time.

- In Nuneaton and Bedworth both average point scores per student and average point score per examination entry are some way below county averages.

Key Investigation area 6: what is quality and effectiveness of Post-16 Institutions in the area

Ofsted Judgments

56. Ofsted grades provide a clear statement of the relative effectiveness of each institution. The current picture (as of August 2011) across post-16 providers in the area is:

11-18 Schools/Academies

Institution	Inspection Grade	Sixth Form Grade	Inspection Date
Nicholas Chamberlaine	Satisfactory	Satisfactory	May 2011
The Coleshill School	Satisfactory	Satisfactory	June 2010
The Polesworth School	Outstanding	Outstanding	December 2007

Colleges

Institution	Inspection Grade	Inspection Date
King Edward VI College	Satisfactory	October 2010
North Warks & Hinckley College	Outstanding	October 2007

Other performance measures of institutions at Level 3

57. The Government's Key Stage 5 Achievement and Attainment Tables provide information on the average achievements of learners attending institutions following Level 3 qualifications along with a measure of the institutions' effectiveness though the production of value added scores.

58. It should be stated, however, that the amount of data that is available publicly is dwarfed by the detailed data specific to each institution but is not publically available. It is the case that these non-public data sources (ALPS, The Data Dashboard etc) provide far greater granularity and in many ways greater contextualisation of an institution's performance.

59. Nevertheless, in the absence of a full assessment of these various data sources the following sets out the publically available performance data, first at the LA and district level then for the five institutions providing post-16 education in the area.

60. Table 2.15 sets out the average Level 3 points per student (APS) and per examination entry (APEE) of the two districts, the county, the county's statistical neighbours and the national average.

District/ Local Authority	Average Points Score per Student and Per Entry							
	2008		2009		2010		2011	
	APS	APEE	APS	APEE	APS	APEE	APS	APEE
North Warwickshire	*790.1*	*194.8*	*853.5*	*204.2*	*813.3*	*202.7*	*-*	*-*
Nuneaton and Bedworth	*643.7*	*199.4*	*614.4*	*191.8*	*594.1*	*194.1*	*-*	*-*
Warwickshire LA	735.5	209.1	716.8	208.2	718.3	212.0	724.0	214.7
Cheshire West and Cheshire	-	-	765.5	212.4	774.3	213.2	780.1	215.0
Worcestershire	719.8	199.5	707.7	200.8	704.5	204.0	710.3	208.2
Leicestershire	731.7	200.5	717.1	201.6	719.5	205.9	703.9	206.4
Essex	766.7	203.9	759.2	205.2	765.3	210.6	771.5	212.7
Cheshire East	-	-	724.8	212.4	716.3	215.7	724.9	218.5
Kent	722.4	206.0	712.8	206.0	735.8	211.6	741.1	214.2
Northamptonshire	673.3	200.1	660.8	200.6	654.9	202.6	680.6	204.6
East Riding	714.1	198.7	721.2	201.6	718.2	205.6	720.7	208.9
Hampshire	796.4	210.8	787.0	213.3	794.2	213.3	779.2	214.5
Staffordshire	693.7	198.4	707.6	2032	699.1	206.4	714.8	210.7
NATIONAL AVERAGE	**721.3**	**205.8**	**721.3**	**206.3**	**726.6**	**211.1**	**728.2**	**213.1**

*(Left margin, rotated: **Statistical Neighbours**)*

Source: District Data Office for National Statistics: www.neighbourhood.statistics.gov.uk. Statistical Neighbour and national data: DfE Key Stage 5 Performance Tables.

Table 2.15

61.   Key points to note:

- Across the county the average point score per candidate has dropped over the four years between 2008 and 2011 from a position of being above the national average to being below it. In relation to statistical neighbours (SN) in 2011, the county was ranked 6th out of 11 - in the middle of the performance across the group, though considering the range in points across the SN group it lies below the mid point.
- The average points score per examination entry across the county has risen slightly over the four years from 2008 to 2011 to 214.7 and is now in-line with the national average. In comparison with statistical neighbours the county was ranked 3rd out of 11 in 2011, some way above the average when considering the points range.
- Against the county position, the performance of institutions in the districts of North Warwickshire and Nuneaton and Bedworth show quite different levels of performance in 2010. Specifically, the average points score per student in post-16 institutions North Warwickshire is significantly above county and national averages as well as any statistical neighbour. The converse is true for Nuneaton and Bedworth.
- In terms of average points score per examination entry on the other hand both districts are below county and national averages and compare poorly to statistical neighbours.
- The combination of a relatively low point score per student but stronger score per examination entry as seen in the county performance would suggest that students are being entered for fewer Level 3 subjects than in other LA areas. The LA's post-16 team has

confirmed this. However, as outlined above, the district figures do not reflect the county position and therefore raise a number of concerns.

- There are likely to be a number of possible explanations for any particular aspect of performance. Chief amongst them, however, will be a cohort-profile effect.
- Specifically, the performance in North Warwickshire at KS5 is based on students at two institutions (Polesworth and Coleshill) in which the curriculum being followed is predominately an AS/A2 based one (which has the potential to attract higher QCDA points than other L3 qualifications). Indeed, less than 30% of the KS4 cohort in North Warwickshire schools progress to a post-16 institution in the area. The majority either travel to provision in Nuneaton and Bedworth or to institutions in other LAs[15].
- Conversely, institutions in Nuneaton and Bedworth District are a) net importers of students at KS5 and b) the performance measures are made up of a greater diversity of qualification outcomes (due in the main to the L3 qualifications being followed in NWHC) than is the case in North Warwickshire. Table 2.16 shows this cohort effect clearly and explains the differences between the average points scores based on residency and those based on institutions.

	Students entered for L3 qualification by residency and institution attended					
	2008		2009		2010	
	Resident	Institution	Resident	Institution	Resident	Institution
North Warwickshire	322	134	380	154	392	129
Nuneaton and Bedworth	669	858	728	914	886	1116

Source: Office for National Statistics: www.neighbourhood.statistics.gov.uk

Table 2.16

62.	This next section looks specifically at the performance of individual institutions. Chart 2.2 provides an overview of average point per student while chart 2.3 shows data for average point score per examination entry.

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[15] In 2011 no student from Polesworth went to King Edward VI college and only 19 went to NWHC – the majority of students who did not stay on to the school's sixth form went to South Staffordshire College. Similarly, only 7 students from Coleshill went to provision in Nuneaton (5 to King Edward VI college and 2 to NWHC). Those not staying on in the school sixth form accessed, in the main, provision in Solihull. The majority of students from Hartshill and Queen Elizabeth accessed post-16 learning in Nuneaton and Bedworth. Source: 2011 destination data.
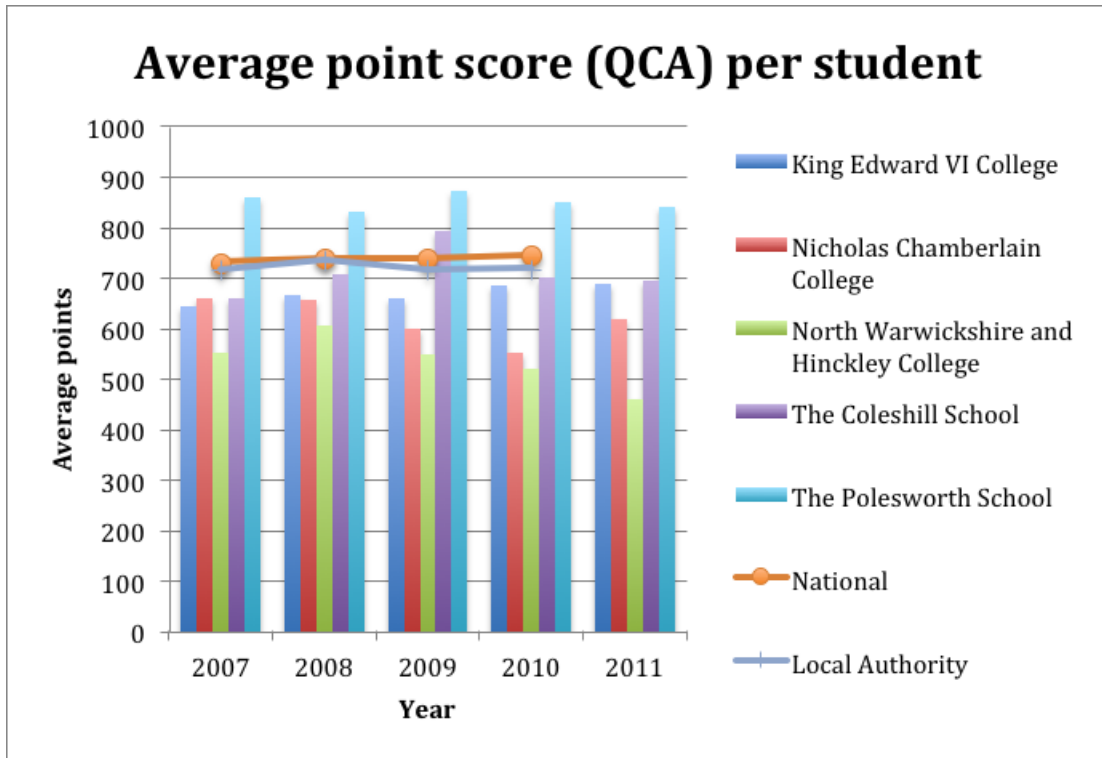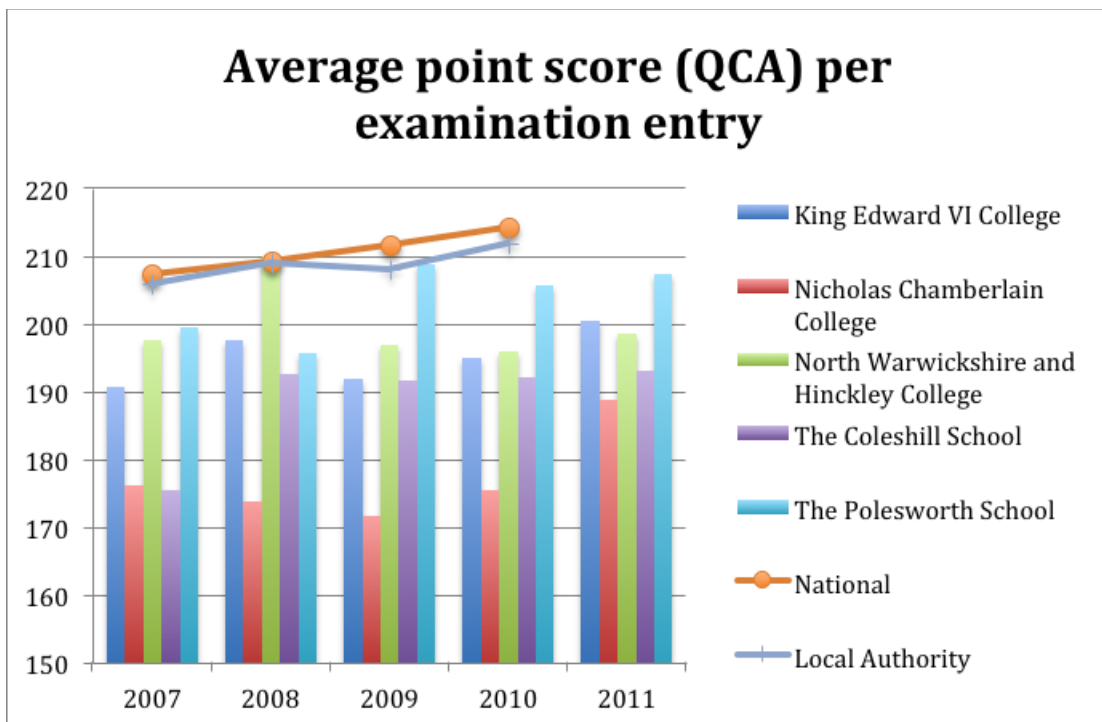
Chart 2.2[16]

Chart 2.3[17]

[16] Source: 2007-2010 data DfE Key Stage 5 Performance Tables; 2011 data is provision provided by Warwickshire County Council

[17] Ibid

63.   As can be seen, the average point score per pupil and point score per examination entry are generally below national and local authority averages. Only at Polesworth School are they consistently above in relation to one measure - the point score per pupil.

64.   These measures provide only a limited assessment of the effectiveness of an institution. Of more use are the Value Added (VA) scores for each institution as they measure the progress made by the students in any particular institution between the end of Key Stage 4 to the end of Key Stage 5. Comparisons can be made between the effectiveness of institutions using VA scores as they take into account each student's starting point or Key Stage 4 attainment, which is the biggest single predictor of their results at Key Stage 5[18]. Chart 2.4 presents a time series of VA scores for the five post-16 institutions.
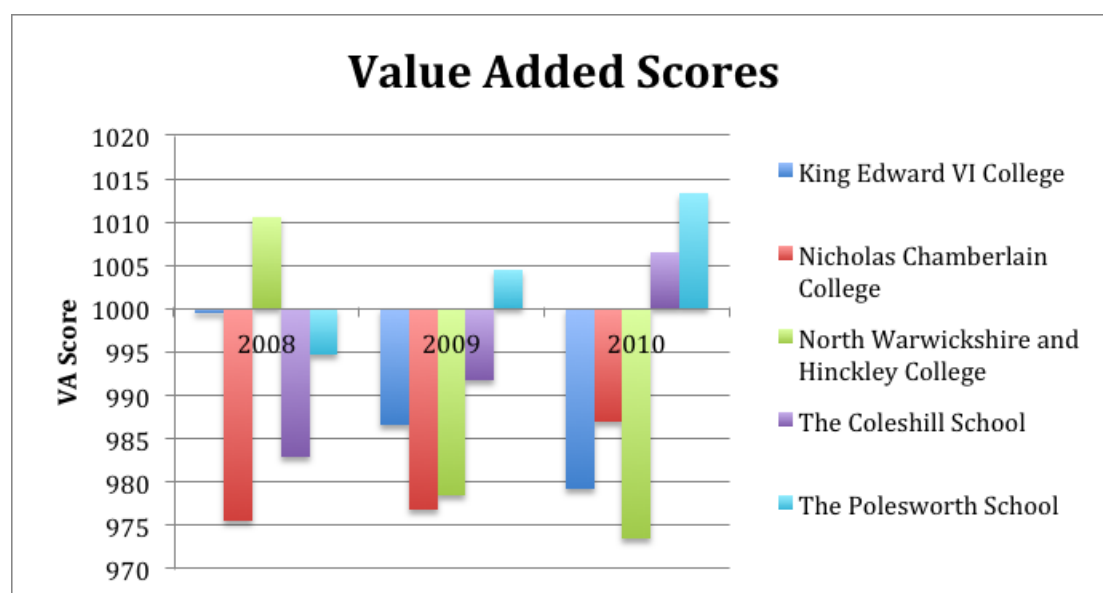
Chart 2.4

65.   As can be seen there is both variation in the scores between institutions and a degree of volatility in the scores from year-to-year within a single institution. However, what is clear is that the majority of scores fall below the base value of 1000. To place these scores in some context, a score of 1030 means that on average each of a school or college's students achieved the equivalent of one A-level grade higher in one subject than the average attained by similar students. Conversely a score of 970 means that one grade lower than the average was achieved. None of the institutions reach beyond or below these ranges.

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[18] DfE School and College (Key Stage 5) Performance Tables. Other factors are used in the KS5 VA calculation such as gender, type of qualification and size of learning programme.

66. Looking at the 2010 scores in more detail, Table 2.17 presents them alongside their the confidence intervals which provides a fuller understanding of the data.

Institution	Score	Confidence Interval	
		Lower limit	Upper limit
King Edward VI College	979.1	971.7	986.6
Nicholas Chamberlaine School	986.9	969	1004.9
North Warwickshire and Hinckley College	973.5	966.6	980.4
The Coleshill School	1006.5	982.3	1030.7
The Polesworth School	1013.3	997.5	1029.1

Source: DfE KS5 Performance Tables

Table 2.17

67. It can be reasonably assumed that in institutions with a confidence interval that that centers around 1000 the progress made by students is not significantly different from the national average while the progress made by students in institutions with a confidence interval below 1000 is below the national average.

68. VA scores also have the advantage of being able to show where institutions are placed nationally compared to other institutions. Table 2.18 shows how the 2011 VA scores of five post-16 institutions map to the national distribution.

Profile	Percentile	
1031.7 and above	Top 5% of schools and colleges nationally	
1011.4 - 1031.6	Next 20% of schools and colleges nationally	Polesworth School
1003.9 - 1011.3	Next 15% of schools and colleges nationally	Coleshill School
996.3 - 1003.8	Middle 20% of schools and colleges nationally	
987.9 - 996.2	Next 15% of schools and colleges nationally	
967.8 - 987.8	Next 20% of schools and colleges nationally	King Edward VI College NWHC Nicholas Chamberlaine School
967.7 and below	Bottom 5% of schools and colleges nationally	

Source: DfE, Key Stage 5 Performance Tables 2010

Table 2.18

69. While VA scores can provide useful data on the effectiveness of individual institutions, on their own a significant degree of caution is required in drawing firm conclusion, not least because, unlike the KS2-4 progress

measure, the KS5 VA model is not contexualised to reflect socio-demographic factors. These clearly are of relevance in terms of the profile of the two districts. Equally, the cohort-profile outlined above is likely to have some impact on the scores.

Quality issues in new provision

70.   It is impossible to make a judgment with any degree of certainty as to the future quality of the new post-16 provision in the area. Nevertheless, existing data can point to some tentative hypotheses.

71.   For instance looking at all the school sixth forms across the West Midlands, there is a degree of correlation between VA scores and size. The table 2.19 maps the average size of school sixth form to the VA score percentiles.

VA Band	Average size of School Sixth Form
Top 5%	212
Next 20%	219
Next 15%	196
Middle 20%	222
Next 15%	178
Next 20%	161
Bottom 5%	150

Source: DfE KS5 Performance Tables 2010

Table 2.19

72.   What this shows is a reasonably strong correlation between size and the effectiveness of a school sixth form: those with around 200 plus students achieve VA scores in line with or above the national average. Those below 200 learners achieve, on average, VA scores below the national average.

73.   Quite clearly, factors other than size impact on effectiveness of a school sixth form – not least the quality and effectiveness of leadership and management of a school as a whole. The point to make here, therefore, is simply that all other things being equal, there is a statistical probability that a small school sixth form is likely to be less effective than a larger school sixth form. Equally, smaller school sixth forms will suffer dis-economies of funding which, amongst other things, will place pressure on the breadth of curriculum that can be offered.

National Research

74.   National research conducted by the LSC and Ofsted[19] has looked at the issue of what drives efficiency and quality in post-16 provision. The key findings from the LSC research are:

- Institutions with significantly fewer than 200 A-Level students (a year cohort averaging 100) require substantial subsidy, even where they offer only a restricted choice of subjects.
- Institutions with between 200 and 500 students can offer efficient provision but only by restricting subject choice.
- Institutions with 500 students or more can offer wide subject choice and lower unit costs.
- small institutions economise by offering a 'minimum' range of about 20 subjects
- Somewhat larger institutions offer a 'full' range of 30-40 subjects; and choice does not expand much in the largest institutions.
- With 200 learners costs are 59% higher than at 1,000; and with 100 learners costs are 173% higher.

75.   The Ofsted report investigated the effectiveness of Level 3 provision in school sixth forms, general further education colleges and sixth form colleges. Based on a sample of 25 institutions which provided Level 3 qualifications for students aged 16-19 the report concluded that:

- Standards of attainment varied, with those in sixth form colleges generally higher than those in the schools and further education colleges visited.
- Similarly, progress overall was greatest in the sixth form colleges.

76.   Clearly, however, this research needs to be put into the local context. A range of variables will impact on the quality and efficiency of institutions which does not mean the national findings are represented locally.

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[19] http://www.sfcforum.org.uk/publicationshomepage/124

SECTION 3: Interviews with Providers

77.   As part of this report, interviews were conducted with the head teachers/principals of all secondary schools/academies (11-16 and 11-18) and the two colleges.   Interviews were structured around a common set of issues. The following presents the responses from these interviews.

Issue 1: Strengths and Weaknesses of current pattern of provision

78.   Both colleges expressed the view that the pattern of provision prior to September 2011 was appropriate. Both felt that learner choice, value for money and providing opportunities for progression beyond 19 were best served through a system of 11-16 schools from which learners progressed to the appropriate post-16 college or other apprenticeship/training providers. They both had concerns about the impact of new provision in terms of duplication of curriculum opportunities and, inevitably, the impact this would have on learner numbers and there was concern expressed about the competition that was already apparent for learners, the future of impartial information and guidance and the detrimental impact increased competition would have on partnership arrangements.

79.   All the 11-18 schools, both existing and newly established, articulated very clear benefits of school sixth forms. They felt they provided greater choice for learners in that they enabled learners to choose which type of institution would best suit their academic and support/pastoral needs. A number made the point that post-16 provision in a school environment was more appropriate for those learners who needed a degree of additional support as they felt that their knowledge of pupils pre-16 meant they were best placed to offer such support.

80.   Equally, most schools saw the existence of a school sixth form as bringing benefits to their pre-16 population in terms of sixth formers providing role models and supporting and encouraging expectations and aspirations. They were also clear that being a 11-18 school supported teacher recruitment.

81.   Conversely a number of 11-16 schools felt their lack of a sixth form meant that they were not as able to develop aspiration and demonstrate progression routes as well as 11-18 schools could.

82.   Of very considerable concern to all heads and principals was the transport situation, which was seen as a weakness across the piece. Most of the 11-16 schools are situated in areas where transport is necessary for learners to access post-16 provision. The removal of EMA (nationally) and the County Council's decision to cut post-16 transport subsidy were seen as impacting most acutely on pupils in these 11-16 schools. A view was expressed that this amounted to a significant inequality across the area.

83.   There was, however, a range of views amongst 11-16 schools as to the current pattern of provision. A number felt that, if the transport situation was not so acute, the existing colleges offered the appropriate and strongest progression routes and opportunities for their learners. Others felt that their lack of a sixth form was a significant weakness and were very clear about their intentions to develop one.

84.   What most heads and principals were clear about, regardless of their view of recent developments, was that there was now a degree of unevenness, if not "messiness" across the piece and that it was unlikely to "settle" in its current state. This often came back to the view that there was a lack of strategic vision for the area. In the absence of such a vision some 11-16 schools were feeling the need to take decisions regarding their future in order not to be "left behind".

Issue 2: Are there sufficient opportunities for learners to follow appropriate curriculum pathways

85.   Overall, heads and principals felt that for the majority of learners there was sufficient choice. Concern was expressed regarding the NEET cohort but in general it was felt that this was not a provision issue as such. Rather, the young people who fell into the NEET group faced a complex range of issues. Nevertheless, many expressed the view that what appeared to be a growing attrition rate of young people who started post-16 learning of some kind but then dropped out was of great concern and should be looked at in more detail. This view was also expressed in a telephone interview with the Chief Executive of CSWP Ltd.

86.   A number of heads/principals made the point that some learners would benefit from a more "blended" offer incorporating both academic and vocational/technical learning. All school sixth forms and the sixth form college offered a range of BTEC course alongside their AS/A2 offers. However, some made the point these offers did not necessarily represent well-planned programs of study but rather what was possible given the physical and financial resources available in individual institutions.

87.   The point was made that offering complementary academic and vocational courses was complex but despite this many heads and principals expressed the wish to be able to work towards such an offer and identified well-organized collaborative arrangements as the way to deliver them. There are examples of collaboration that could be built on, however, there was a clear recognition amongst all partners as to the time, resources and commitment needed to make such arrangements operate effectively for all young people.

Issue 3: The changing needs of learners and the impact that may have on the pattern of provision

88.   Most heads and principals identified the raising of the participation age (RPA) as something that would impact on them though the uncertainty of how this policy was developing under the new government meant that it was unclear as to what this would mean in practice. Most agreed that the issue of an increasing population of NEETs was one that needed to be looked at urgently as it is amongst this group that the RPA is likely to have the greatest impact

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89.   Most 11-16 schools commented that that their communities of parents and governors were, to a greater or lesser extent, expressing concern about the lack of post-16 opportunities for their pupils. Some heads, while recognising this, have no ambition to develop a stand-alone sixth form provision as they can see such an undertaking would be unviable on many levels. Supported by their concerns regarding the inequality of opportunity for their pupils, however, they did express a wish to explore, in a well-planned way and in collaboration with other providers, opportunities for addressing the concerns of their parents.

90.   Other 11-16 schools have ambitions to develop stand-alone sixth form provision to respond to the wishes of their communities and believe they can provide a viable high-quality offer.

Issue 4: The impact of new provision

91.   Unsurprisingly views on this issue were mixed. For the existing 11-18 schools they felt that the impact would be minimal – they have well-established sixth forms and for Coleshill and Polsworth at least geography dictates that their students would be unlikely to travel to Nuneaton to access new provision.

92.   Unsurprisingly, King Edward VI College has a clear view that the additional AS/A2 provision in the town was unnecessary, duplicates existing provision and will result in greater competition for learners. This latter view was shared by all providers though some believe the market should be allowed to "clear" even if that means one or more providers becoming unviable. Equally, the view was expressed that while it was inevitable that the area could not support such over-supply, the process of the market "clearing" could be damaging for learners taken in the round.

93.   Most heads/principals were concerned about what was increasingly becoming a fragmented sector and, as already stated, felt that there had been a lack of strategic leadership on the part of the LA. When challenged on this point, however, most recognised the reducing powers the LA had to shape the pattern of provision in the area and, conversely, the increasing powers individual institutions had.

94. Nevertheless, and despite the view being expressed by some that it was perhaps too late to achieve any kind of collective vision, most heads/principals saw the need for the LA to remain as an important partner. Indeed, most looked to the LA to provide some strategic oversight though all agreed that reconciling the disparate views and ambitions of individual institutions was a significant challenge.

Issue 5: Collaboration

95. The challenges of effective collaboration are well-rehearsed and were identified by all of the heads/principals. Most felt, however, that collaboration could address a number of issues and most expressed a very clear desire to work in partnership to ensure that learners needs were best served – indeed collaboration is already in place and operating between new and existing providers in some areas.

96. The motivation for collaboration was different amongst different providers. For some it was addressing a specific weakness or gap in their own provision, for others it offered the opportunity to expand their curriculum offer. As already stated, for most schools without post-16 provision it was seen a potential vehicle for addressing the concerns they had regarding the choices their pupils had.

97. Most heads/principals expressed what is best described as weariness with the challenges of making collaboration work. This view was heightened during the period this report was undertaken as a significant plank of collaborative activity for 2012 was removed. This is likely to do nothing to encourage trust and confidence amongst partners still further regarding collaboration.

98. It is perhaps unsurprising that collaborative activity is more challenging where the partners are in direct competition with each other for learners and most were pessimistic regarding the prospects for effective collaboration under such circumstances. Where collaboration could enhance, widen and improve opportunities for young people and didn't involve direct competition, however, heads/principals were keen to collaborate. This was clear in collaborative activities between the new school sixth forms and NWHC.

99. Most heads/principals identified that there was a lack of a common understanding of what collaboration could offer and some articulated the need for a more thoroughgoing approach to the structures (governance, legal etc) underpinning longer-term collaborative activity.

Issue 6: The provision of Information, Advice and Guidance

100. Many heads and principals felt that the changes to IAG were a backwards step and could result in a reduction in students receiving high-quality impartial advice.

101. At the time the interviews were conducted, there was some uncertainty amongst heads as to what they would do to ensure students continued to receive IAG, though they all were committed to it being provided. Some felt they would buy-in some provision, but felt the offer from CSWP Ltd was quite expensive and that if they were paying for it directly would want some choice over who they had.

102. Others felt that there was some mileage in employing their own staff, or sharing staff with other schools.

SECTION 4: Conclusions

103. On the basis of the evidence presented the following conclusions can be drawn:

   - There is no evidence to suggest that there is not sufficient Foundation and Level 1 and 2 provision in the area, the vast majority of which is delivered by NWHC.

   - Equally, there is no shortage of Level 3 provision – in fact, since September 2011 with the opening of three new sixth forms there is an over-supply of AS/A2 provision.

   - It is the case therefore that, despite the ambition of some schools, there is no persuasive reason for the further development of autonomous, stand-alone post-16 provision. Doing so would simply add to the current over-supply of provision and result in non-viable provision that is unable to offer sufficient curriculum breadth to learners.

   - There is, however, an argument for considering how collaborative activity could both address specific areas of underperformance and develop a curriculum offer that more closely matches the needs of some young people.

   - Young people in Nuneaton and Bedworth have access to a good range of post-16 provision. Access to such a range is more variable in North Warwickshire, due in part to the rural nature of the area.

   - There are groups of young people who attend post-16 provision outside of the two areas. For some this is clearly due to them accessing specialist provision (land-based industries at Morton Morrell for instance) while for others they are attending more local and accessible provision (Solihull College and South Staffs College for instance). This is not the case for all, however, and there is a significant number of learners not choosing to undertake learning within the two areas despite provision being readily accessible.

   - In line with national and regional trends, the participation in learning of 17 year olds is lower than for 16 year olds[20].

   - In 2010 the proportion of young people reaching Level 2 by age 19 was 2% and 4% below the county average in North Warwickshire and Nuneaton and Bedworth respectively. In both areas around 20% more young people have achieved a level 2 by 19 than had at 16.

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[20] YPLA analysis

- Detailed data on the young people who do not reach this level by age 19 is not readily available. They nevertheless represent a quarter to a fifth of young people in the area.

- Attainment at Level 3 is variable across the piece both in terms of the proportions of young people who reach the level and in terms of their average points scores. What the data presented has been unable to reflect is the extent to which the two areas are performing in-line or otherwise with areas of similar socio-economic profiles. Nevertheless, there is sufficient data to suggest that, particularly in Nuneaton and Bedworth, the raw attainment levels within level 3 are low comparatively and the progress young people make between KS4 and KS5 (given their starting point) is below what could reasonably be expected to be the case.

- In North Warwickshire the picture is slightly different. Both post-16 institutions in the area have VA scores above national expectations though quite different raw average point scores, though the pupils in these two institutions only account for around 30% of the resident population.   Residency data suggests young people in the area as a whole in 2010 performed broadly in-line with county averages.

- Competition for learners wishing to follow a broadly academic curriculum has increased as a result of new provision being developed in Nuneaton town that has largely replicated what was already available. A possible positive outcome of this increased competition is that young people living in, or with ready access to Nuneaton and for whom an AS/A2 curriculum is appropriate now have a number of post-16 institutions to choose from to suit their learning styles. Competition of this kind may serve to drive up standards. Conversely, it is unlikely that the market will operate in an entirely neutral way and it is reasonable to assume that the majority of students in what were previously 11-16 schools will most likely follow AS/A2 courses in their new school sixth forms.

- It is broadly accepted that post-16 institutions need a critical mass of students in order to be financially viable and to offer a reasonable range of subjects to attract students. School sixth forms of less than 200 are vulnerable financially (a situation that will only get worse over the course of the next few years). There would also seem to be a correlation between small school sixth forms and outcomes in terms of value added scores.

- Given that this the case, it is very likely that for the new sixth form provisions to become and remain viable and deliver value for money they will need to recruit students form beyond their own year 11. It may also be the case that they will seek to develop a curriculum that attracts a wider group of students than a traditional academic AS/A2 curriculum would.

- This has implications for existing providers, most immediately for King Edward VI College where the impact has already been felt. While this has been largely mitigated in 2011 by the College increasing its recruitment from outside its "natural" constituency this is not a secure solution in the longer term. Indeed the challenges facing the sixth form college are significant as the new post-16 providers in Nuneaton town grow.

- While NWHC has been more insulated from the impact of the new provision this year, any widening of a school's post-16 curriculum could begin to impact on their recruitment patterns over the course of the next few years.

- Failure on the part of any institution to recruit viable numbers will inevitably have a detrimental impact. In the case of King Edward VI College it could mean the removal of minority subjects from its offer which would be detrimental to the area as a whole. In the case of schools it may result in high levels of cross subsidisation form pre to post-16 budgets. There is an irony in the fact that the increase in post-16 provision could result in a narrowing of the curriculum offer as providers find it increasingly difficult to afford minority subjects.

- It is still very early days but it remains to be seen if the "mixed-economy" that now exists amongst AS/A2 providers within Nuneaton will survive in its current form. The danger is that at least one institution will fail - a process that could be somewhat protracted and messy and be detrimental to students. The majority view of heads and principals was one of pessimism and that there was some inevitability to such a process.

- The new provision in Nuneaton has, in its first year of operation, had little effect on destination patterns amongst young people in schools in North Warwickshire and Bedworth, though it is still too early to be sure this will be the case longer-term.

- Of more importance is the removal of EMA and the post-16 transport subsidy by the LA. All heads and principals see this as having a potentially negative impact on the choices students have at post-16. Having said this, it is difficult to discern that these policy changes have had much of an impact on the destination patterns of these students progressing to post-16 learning in September 2011. Nevertheless, the requirement for students, not in receipt of any support from the 16-19 Bursary fund, to find between £300-£600 a year to travel to learning represents a clear inequality in the access arrangements amongst the student cohort across the piece. There is some concern that this inequality will add to the pressures that are already increasing the NEET figures amongst young people aged 17 and over.

- Given that the travel issue has its greatest impact on schools in North Warwickshire it is not unreasonable to suggest that young people in these schools are less well served than their peers in Nuneaton and Bedworth. Having said this, students in Bedworth also have to travel to provision but the transport links are somewhat better than in North Warwickshire.

SECTION 5: Options

104. There is a general consensus amongst heads and principals that the pattern of provision across the piece exhibits a degree of "messiness" along with the view that there are some serious inequalities in the access and choices young people have dependent on which pre-16 school/academy they attend.

105. Some ascribe responsibility for this state of affairs squarely to the Local Authority and its lack of strategic planning. In particular, they are critical of its lack of engagement over a period of some years, with the ambitions of some schools to develop their own post-16 provision.

106. The Local Authority for its part, while recognising the aspirations of schools, is clear about its strategic position and believes that the structural changes and additions to the post-16 institutional landscape that have occurred were not appropriate as a) there was sufficient capacity across the area and b) any additional provision has simply duplicated existing provision and therefore provide poorer value for money.

107. Recently, and most likely as a result of the development of new post-16 provision in Nuneaton, there has been a reduction in the level of collaboration - mainly in relation to AS/A2 provision where a number of institutions are now in direct competition for students. Some collaborative activity does nevertheless remain as does the view amongst a number of partners that collaborative activity adds value. Other partners however, do not necessarily see developing collaborative provision as a priority for them. Still others see collaboration as the only way in which choices and outcomes for certain groups of young people can be improved.

108. This makes for a diverse mix of views, priorities and frustrations and it is the case that there has been a reduction in the trust and confidence amongst partners across the two areas in the process of collaboration (with a few notable exceptions). Equally, many of the heads and principals interviewed felt that there was not much likelihood in the short term that genuine, strategic collaboration in support of outcomes for all young people would be possible.

109. Indeed, what all partners are agreed on is that reconciling the disparate views, ambitions and priorities of the schools and colleges in the area around a common vision will be difficult.

110. This makes the identification of options for moving forward quite challenging.

111. Equally, it is also important to understand the context within which post-16 provision operates in terms of the balance between institutional

autonomy on the one hand and the extent to which any single agency has strategic responsibilities and powers to shape and influence provision on the other.

112. Local Authorities do retain a statutory duty to secure suitable education and training in order to meet the needs of all young people in their area. YPLA guidance sets out ways in which a Local Authority may exercise this statutory duty. It could seek to:

- Influence and shape the provision on offer and help to develop and improve the education and training market;

- Promote any necessary structural changes in the local education and training system;

- Support the improvement of the quality of the education and training of young people aged 16-19;

- Support employer needs, economic growth and community development.

113. These are all permissive areas of activity. Only in relation to maintained schools is the LA able to bring forward proposals for structural change and exercise a decision making function.

114. In reality, therefore, the LA's actual powers are limited and, in order to exercise any strategic leadership role and effect change, must secure consensus and agreement amongst partners.

115. The following options therefore flow from the conclusions outlined in the previous section of this report and offer some thoughts on how the LA could seek to provide leadership across what is largely an autonomous sector.

Option 1 – Addressing the increase in NEETs

116. This is a clear area of priority and the Local Authority should work in partnership with CSWP Ltd and other providers, to establish a shared understanding of the profile of the NEET population across the two areas. This process could include undertaking an audit of the current NEET population drawing data together on:

   o KS4 Attainment levels
   o Location – hot spots etc?
   o Characteristics –SEN/FSM/LAC status etc
   o Reason(s) for not entering positive destination post-16
   o Reason(s) for leaving post-16 provision
   o Unmet needs – both educational and non-educational needs

117. This audit should then be used to inform the extent to which existing provision should be re-shaped, improved or developed in order to reduce the numbers of NEETs across the two areas.

Benefits

- A systematic approach to understanding the profile and needs of young people registered as NEET would support effective decision-making and result in more sharply targeted provision and support

Risks

- Drawing together the various strands of data needed will be complex and require some analytical capacity as will addressing any data-protection issues.

- Providers may be unwilling to release data on drop-out rates.

- Even in the light of a greater understanding of the profile of the NEET population, reaching a consensus regarding the appropriate course of action may be difficult and contested.

Option 2 – Address issues within North Warwickshire

118. If the argument is accepted that young people in North Warwickshire are disadvantaged by having to travel to provision – some of which is out of the county (Solihull and South Staffordshire for instance) – the Local Authority could commission or undertake a feasibility study as to the viability of improving the accessibility of provision for students.

This could take a number of forms:

- Investigate the impact of the removal of EMA and the changes to the post-16 transport policy to establish a clear understanding as to whether it is discouraging young people to access provision[21];
- Investigate the extent to which the 16-19 Bursary fund to support disadvantaged students is being used in consistent ways across the piece to support appropriate young people, develop common approaches to ensure the most vulnerable are able access the fund and challenge providers not operating in-line with agreed approaches;
- Consider the viability of developing a post-16 offer across all 11-16 schools in the area in collaboration with both or either of the Colleges and/or either of the two existing 11-18 schools in the area. This could, for instance take the form of a post-16 presence in each school for the delivery of a core post-16 curriculum while minority subjects

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[21] A task and finish group has already been established by the Local Authority for this purpose.

and courses could be offered through common timetabling arrangements to avoid duplication and small group sizes.

Benefits

- Provision of progression routes for young people in 11-16 schools that are as accessible as their peers in other parts of the county.

- A post-16 presence in 11-16 schools could have a positive impact on aspirations and ambitions as well as providing immediate and responsive safety-net structures to ensure young people receive support and guidance if they fall out of provision.

- Young people who travel to out-of-county provision could remain within county provision.

- An increase in the numbers of students remaining in post-16 provision within North Warwickshire could alleviate some of the challenges arising from increased competition elsewhere (specifically in around AS/A2 provision in Nuneaton). Equally, pressure on the physical infrastructure of institutions (particularly King Edward VI College) may be alleviated as students, who would otherwise have travelled to Nuneaton to access provision, would now be attending the new collaborative provision.

Risks

- This would be quite a radical approach and would require a very secure planning processes and business planning to ensure it was successful, viable and delivered better outcomes than is currently the case. At present students do travel to provision (notwithstanding the fact that policy changes may impact on this). The case for developing alternatives is not therefore one of lack of provision but the creation of more accessible provision. It would be necessary to ensure that the new provision was of equal if not better quality and more responsive to student need than is the case now

- While such provision may be attractive to some young people, others may still choose to access existing provision for a range of reasons – not least the desire to move away from a school environment and into a college one.   This could reduce the viability of such new provision.

- The complexities of this approach are considerable and include: securing a common vision that all partners are committed to; creating fit-for-purpose governance, leadership and management structures that secure buy-in from all; resolving the practical challenges of timetabling, staffing, implementation of common systems, communication, travel arrangements etc. There is a risk that the whole thing would simply be too complex to manage and/or the time

required by already busy heads/principals and their staff teams would be prohibitive. To make it a viable option, therefore, some additional project management capacity would most likely be required.

- Some provision (high cost vocational provision for instance) may simply to be too costly to develop and students would continue to have to travel elsewhere to access such provision. Similarly, capital funding to create suitable accommodation in any or all of the schools may be prohibitive.

Option 3 – Improve the sharing of data and intelligence on student outcomes across post-16 institutions

119. In line with the responsibility LAs have for supporting quality and shaping provision based on high quality intelligence and data, as outlined by the YPLA, the LA could build further on the work it currently undertakes. As this report has sought to show, there are sufficient areas of concern regarding the outcomes young people are achieving across the two areas as well as their participation rates (particularly amongst disadvantaged young people) for this to warrant some consideration. Local Authorities are well placed to co-ordinate such an approach given their impartial and institutionally neutral position.

120. This process could take the form of developing data sharing protocols, carrying out and sharing specific analysis at subject and course level and investigating particular areas of concern. Clearly the proposals in option 1 related to NEETs could form a part of this wider approach.

Benefits

- While this would be a challenging process, an open transparent understanding of the quality of provision and patters and profile of participation at a level of detail not provided by headline performance measures could be a powerful tool in driving collaborative approaches to improvement, reducing duplication and addressing and/or removing poor quality provision.

Risks

- The LA could not compel providers to engage in this process or share data. Institutions may well find this a threatening process and be unwilling to participate. Failure of one or more institutions to engage would inevitably render the process flawed. A high degree of trust and confidence would need to be developed around the protocols and processes to ensure that partners were gaining something from the process in addition to the data and intelligence already available to them and that they were not ultimately disadvantaged through their participation.

Option 4 – Greater collaboration and partnership between specific institutions

121.   In the light of greater competition, increasing financial pressure as well as the ambitions of individual institutions there are a range of reasons why institutions may wish to enter into collaborative arrangements.

122.   The sponsorship arrangements already in place between NWHC, Nuneaton Academy and George Elliot forming the Midlands Academy Trust provide one model of this approach. Such arrangements have the potential to improve outcomes for young people as well as ensuring, though the sharing of back-office and business functions, that as much resource as possible reaches the front line.

123.   Other schools may well see the benefits in being part of a wider collaborative enterprise along the lines of the Midlands Academy Trust and indeed, may see it as a route to delivering their ambition of developing their own (albeit in collaboration) post-16 provision.

124.   Others will wish to retain their autonomy but may see tactical advantage in developing or building existing collaborative arrangements to widen their curriculum offer.

125.   Finally, some institutions will see collaboration within a context of increasing competition as a significant threat and seek a more isolationist position.

126.   Whatever the motivation of individual institutions it is unlikely that unilateral actions will result in a coherent and strategic pattern of provision. Already the sector is somewhat fractured.

127.   So, while institutions already have high levels of institutional autonomy and will only engage in collaborative arrangements of their own volition, there is a case for the LA to provide some strategic leadership in order to facilitate collaboration where there were secure, evidence-based reasons for doing so. The options that the LA could explore with partners if they were willing could include:

- Integration of back office and business functions - Encourage and facilitate the further rationalisation of back-office functions between the two colleges and/or between colleges and schools. This has the benefit of driving some efficiencies into the system without necessarily altering the pattern of provision.

- Closer working between the two colleges - Champion and support a more fundamental integration of the operation of the two colleges. This could not only bring with it some of the benefits of back-office rationalisation but more importantly offer an opportunity to develop an ever more responsive curriculum offer for all post-16 students.

Any efficiencies arising from such integration could be used to focus on areas of significant need – for example NEETs, access issues etc.

- Engage positively with the ambitions of 11-16 schools though the development of a hub-and-spoke model of post-16 provision - On the basis that the ambitions of 11-16 schools to develop post-16 provision are unlikely to go away, the LA could take a more proactive approach to developing a coherent solution (along the lines of the model in option 2 but across the two areas as a whole). So, for instance, all 11-16 schools that wanted to engage could develop a post-16 route on their site where they provided a core curriculum and ensured students' pastoral and support needs were met but specialist and minority provision was organised on an area basis to ensure viable group sizes and quality.

128. Clearly this latter option would be significant undertaking and one that some providers may feel unwilling to engage in it. However, if a sufficiently strong vision was developed, supported by a business case addressing the key areas of risk, there is the potential to widen participation within the two areas by providing viable post-16 options for all students, alleviate some of the existing pressures on infrastructure, reduce those aspects of curriculum duplication that are offering poor value for money and/or poor outcomes for students, secure minority subjects across the piece and develop genuine choice for students.

129. In some ways, this option attempts to marry what appear to be two incompatible positions: the desire for schools to develop post-16 provision on the one hand, and what was, until 2011, a broadly tertiary system of post-16 learning on the other.

130. Ultimately this may not be possible, however, the on-going viability of the current pattern of provision is a cause for concern, particularly given the pressure from an increasingly autonomous group of schools to develop post-16 provision. In order to ensure high quality provision and maintain a breadth of curriculum choice for young people it would seem there is some worth in looking at the feasibility of this option.

Option 5: Support the institutional status quo

131. As the report has set out, the new provision that has come on-line in 2011 has broadly replicated existing provision and not necessarily addressed areas of growing need (NEETS for instance). It could be argued therefore that there simply is not a case for developing any additional provision that further replicated the existing offer. Instead, the LA should focus on areas of greater priority – NEETS and facilitating the sharing of data to drive-up quality for instance.

132. Clearly this will not mean that some schools will not continue to seek to develop their own post-16 offer. Nevertheless, where proposals do come

forward the data and conclusions in this report (along with other sources of data) could be used to underpin the LA's response to any formal proposal.

AS/A2 Courses

Institution	Post -16 Providers				11-18 School Providers			
Course	North Warks & Hinckley College	King Edward VI College	Coleshill School	Nicholas Chamber-laine	Poles-worth	Etone College	St Thomas More Catholic School	The Nuneaton Academy
Accounting		✔						
Archeology		✔						
Art & Design		✔	✔	✔	✔	✔	✔	✔
Biology		✔	✔	✔	✔	✔	✔	✔
Business (applied)		✔	✔					
Business Studies		✔		✔	✔	✔	✔	
Chemistry		✔	✔	✔	✔	✔	✔	✔
Classic Civilisation		✔						
Critical Thinking		✔						
Communication Studies								
Dance		✔						
Design & Technology		✔			✔	✔	✔	
Drama/ Theatre Studies		✔	✔	✔	✔	✔		
Economics		✔	✔		✔		C	
Electronics		✔						
English Language		✔	✔	✔			C	✔
English Language and Literature		✔				✔		
English Literature		✔	✔	✔	✔	✔	✔	
Environ-mental Science							C	
Film Studies		✔						
Food, Nutrition&Health (Home Economics)					✔			
Food Technology								
French		✔		✔	✔	✔	✔	C
General Studies					✔			
Geography		✔	✔	✔	✔	✔	✔	✔
German		✔			✔	✔		C
Course	North Warks & Hinckley College	King Edward VI College	Coleshill School	Nicholas Chamber-laine	Poles-worth	Etone College	St Thomas More Catholic School	The Nuneaton Academy
Government and Politics		✔			✔		C	

Health and Social Care (A)		✔	✔	✔				
History		✔	✔		✔	✔	✔	✔
Human Biology								
ICT		✔	✔	✔	✔		✔	
Law		✔					C	C
Mathematics		✔	✔	✔	✔	✔	✔	✔
Mathematics (Further)		✔	✔	✔	✔	✔	✔	C
Mathematics (Use of)		✔						
Media Studies		✔	✔	✔	✔		✔	
Music		✔		✔			✔	
Music Technology		✔		✔		✔		
Performing Arts (applied)		✔						
Photography		✔	✔					✔ AS only
Philosophy								
Physics		✔	✔	✔	✔	✔	✔	✔
Product Design			✔	✔				✔
Psychology		✔	✔	✔	✔	✔	✔	✔
Religious Studies: Philosophy and Ethics		✔			✔	✔	✔	
Science (applied)		✔						
Sociology		✔	✔	✔	✔		✔	✔
Spanish		✔					C	C
Sport/PE		✔		✔	✔	✔	✔	
Textiles				✔	✔			
World Development					✔			
Count		**30**	**20**	**22**	**26**	**19**	**25**	**12**

Source: data taken from each institution's 2012 prospectus.

Table 2.11

Other Level 3 Courses

Institution	Post -16 Providers				11-18 School Providers			
Subject Area	North Warks & Hinckley College	King Edward VI College	Coleshill School	Nicholas Chamber-laine	Poles-worth	Etone College	St Thomas More Catholic School	The Nuneaton Academy
Art and Design	✔						**C**	**C**
Applied Science	✔							✔
Beauty Therapy	✔							
Business	✔	✔				✔	**C**	**C**
Creative Media Production	✔							✔
Child Studies, Heath and Social Care)	✔						**C**	**C**
Computing	✔							
Construction	✔							
Engineering, Motor Vehicle	✔							**C**
Environmental Sustainability		✔						
Floristry and Horticulture	✔							
Fashion	✔						**C**	
Hospitality and Catering	✔			✔				
Journalism	✔							
ICT	✔	✔				✔		✔
Logistics and Transport	✔							
Media and Digital Arts	✔	✔				✔	**C**	✔
Music Technology							**C**	
Performing Arts	✔	✔						
Public Service				✔		**C**	**C**	
Sports	✔							✔
Travel and Tourism	✔	✔	✔	✔		✔		**C**
Count	**20**	**6**	**1**	**2**	**2**	**4**	**7**	**12**

Source: data taken from each institution's 2012 prospectus.

Table 2.12

C indicates that the prospectus makes clear that the subject is offered in collaboration with another institution.

Children and Young People
Overview & Scrutiny Committee

20 June 2012

Performance of Warwickshire Children and Young People in 2011 National Tests and Examinations

1.0   Purpose of report

1.1   The purpose of this report is to give an overview of the performance of Warwickshire's young people in the 2011 national tests and examinations, with a particular focus on vulnerable groups.

1.2   In summary, the key messages are as follows:

- Children make a good start in the early years of their education in Warwickshire, and standards of attainment for children and young people at Key Stage 2, Key Stage 4 and post-16 are generally above the national average.

- In terms of value added, progress in secondary schools is in line with the national average, but in Key Stage 2 it may be starting to fall a little below the national average.

- Some more vulnerable pupils reach standards that are well below their peers. These lower-attaining groups include children with special educational needs (SEN), looked-after children (LAC) and those with free school meals (FSM). Generally, the outcomes for these groups are comparable to those of similar pupils nationally, but the average for Warwickshire pupils on FSM is slightly below similar pupils nationally at Key Stage 4.

- The proportion of young people aged 16 to 18 who are not in education, employment or training (NEET) is below the national average, and is falling, but remains an important concern.

- Standards vary between districts and localities, and socio-economic status appears to have a very important influence on pupil attainment. Differences in attainment become greater during the secondary years, and follow through into considerable differences in NEET rates.

- A number of changes in national policy have implications for data analysis, for Ofsted judgements of institutions and for the ability of the Local Authority (LA) to respond where improvements are needed.

2.0 Attainment

2.1 In 2011, 66% of children aged five showed a good standard of development on the Early Years Foundation Stage Profile. At Key Stage 2, 77% of eleven year olds reached the national expectation of Level 4 in the national tests in both English and mathematics. At Key Stage 4, 61% of sixteen year olds gained five or more GCSEs or equivalent, including GCSE English and mathematics (5+A*-C EM). All these headline results are around three or more percentage points (ppts) above the national averages, and in comparison with statistical neighbours, Warwickshire is consistently second or third highest in the group.

2.2 The proportion of Warwickshire children reaching the nationally expected standards has continued to rise in the early years and at Key Stage 4. At Key Stage 2, they have remained relatively stable for some years. The proportion of Key Stage 2 children reaching Level 5, which is approximately two years above the nationally expected level, has also remained more or less the same for some years.

2.3 18% of pupils in Year 11 gained the English Baccalaureate (EBacc). This was the same proportion as 2010, and there is unlikely to be any marked change before 2013 because this will be the first year group that chose its GCSE courses knowing the requirements of the EBacc.

2.4 As there is legislation to raise the participation age, it is important to note the proportion of pupils aged 16 to 18 years who are in education or work-based learning, as well as the proportion who reach the national expectation. Because data has to be collated nationally from many sources, which are not available to the LA, the latest available data we have is from 2009 for participation and from 2010 for attainment.

2.5 In 2010, 95% of Warwickshire 16 year olds and 85% of 17 year olds were in education or work-based training. These figures, however, are one or two ppts lower than the national average. In 2010, 55% of Warwickshire 19 year olds gained Level 3, which is two A Levels or equivalent. This figure is three ppts higher than the national average.

3.0 Progress

3.1 The national expectations are that pupils will make two national curriculum levels of progress in English and mathematics during Key Stage 2. Then, from Key Stage 2 to Key Stage 4 they will progress from Level 3 to GCSE grade D, and from Level 4 to GCSE grade C, and so on. In the past, progress at Key Stage 2 in both English and mathematics has been around two ppts above the national average. However, in the last two years, progress has remained steady and is now only the same as progress nationally. Progress in English and mathematics in secondary schools has improved steadily over the last few years, and remains above the national averages.

4.0   Vulnerable Groups

4.1   In Year 11 in 2011, there were 71 children in the care of Warwickshire LA; 44 in Warwickshire schools and 27 in schools out of county. Of these 71 children, 8 reached the national expectation of 5+A*-C EM, and 49 gained five or more GCSE passes or their equivalent.

4.2   In January 2011, 661 children in Year 6 were registered as entitled to free school meals (FSM). 54% of these children gained Level 4 or above in English and mathematics. This was slightly above the national average for this vulnerable group, but 26 ppts lower than the 80% of pupils in Warwickshire not registered for FSM. This gap has changed little over the last few years, but is smaller (better) than the national gap.

4.3   In Year 11, there were 443 pupils registered for FSM. 31% of these pupils reached the national expectation. This was slightly below the national average for this group, and 32 ppts lower than the 63% of pupils in Warwickshire not registered for FSM. This gap is slightly larger (worse) than the national gap, and has changed little over the last five years.

4.4   The comparable Department for Education (DfE) impact indicator for young people post-16 relates to those who were registered for FSM when they were in Year 11. The latest data available is for 2010, when 22% of this group gained Level 3, compared with the national average of 29%. There was a gap of 33 ppts to the 55% of young people who were not registered for FSM. This gap has fluctuated over the last few years, but is wider than the previous year.

4.5   As could be expected, an analysis of Key Stage 2 and Key Stage 4 results for pupils with SEN show that the higher the stage of pupils' SEN, the smaller the proportion who reach the national expectation.

4.6   Minority ethnic groups in Warwickshire typically have Key Stage 4 performance above the Warwickshire average.

4.7   Considerably fewer boys than girls reach the national expectation at Key Stage 2, and the gap between boys and girls is even wider at Key Stage 4. This is a national issue, and relates particularly to performance in English.

4.8   For young people aged 16 to 18, a group of considerable concern is those who are not in education, employment or training (NEET). In January 2012, there were around 700 young people of academic age 16 to 18 known to be NEET. However, this figure is only an indication of the size of the group, as there is a large seasonal variation in numbers. Also, there has been a recent issue with the database compiled by the LA's contractor containing a large proportion of young people whose work and training status was unknown.

4.9   In fact, Warwickshire's 2011/12 return to the DfE included 17.4% unknowns which compared unfavourably with the Warwickshire rates for 2004-2009 which reached a maximum of only 4.8%, and with the national average for 2011/12 of 9.4%. On investigation two factors were critical: there was a change in the

reporting requirements to include all young people up to the end of the academic year that they reached 19, and the LA's contractor had not at that time updated the database. However, following discussions with the contractor, the percentage of unknowns has been reduced, and the figure for March 2012 was 6.9%.

4.10   Over the last three years, the number of young people who are NEET has reduced, with the estimated "end of year" average for November, December and January falling from 5.2% in 2010 to 4.5% in 2011. However, this masks considerable differences between the three year groups involved. For example, at the end of 2011, 3.0% of those of academic age 16 were NEET, while it was 4.3% of those aged 17 and 7.3% of those aged 18 – rather more than double the proportion of 16 year olds.

4.11   In addition to the data collected locally about NEETs, there are also two national sets of statistics. These three data sets collect data at different times using different sources and definitions and so cannot be compared directly. Nevertheless, as the national figure from the labour force survey for the last quarter of 2011 was 9.6%, it is likely that a distinctly smaller proportion of young people in Warwickshire are NEET than in the country as a whole.

5.0   Districts/Boroughs and Localities

5.1   Performance differs across Warwickshire's five districts and boroughs. In the early years, the proportion of pupils reaching a good level of development in 2011 was 66% for Warwickshire, but ranged from 72% in Stratford on Avon, through 70% in Warwick and 68% in Rugby, to 58% in Nuneaton & Bedworth and North Warwickshire. The figures for Nuneaton & Bedworth and for North Warwickshire were below the national average of 59%. Results for all districts/boroughs have risen considerably over the last five years.

5.2   At the end of the primary phase, the proportion of 11-year-old pupils reaching the national expectation of Level 4 in both English and mathematics was 77% for Warwickshire, but ranged from 80% in Stratford on Avon, through 79% in Warwick and Rugby and 73% in North Warwickshire, to 70% in Nuneaton & Bedworth. The figures for both North Warwickshire and Nuneaton & Bedworth were below the national average of 74%. There has been little improvement in results in the last five years for any district/borough.

5.3   At the end of Key Stage 4, the proportion of 16 year olds reaching the national expectation of 5+ A*-C EM was 61% for Warwickshire, but ranged from 70% in Stratford on Avon, through 64% in Rugby, 61% in Warwick and 52% in Nuneaton & Bedworth, to 50% in North Warwickshire. The figures for both North Warwickshire and Nuneaton & Bedworth were below the national average of 58%. Results for all districts/boroughs have improved considerably over the last five years.

5.4   The proportion of young people who are NEET also differs between the districts. For example, in January 2012, it ranged from 3.3% in Stratford on

Avon, through 3.9% in Rugby, 4.0% in Warwick and 4.6% in Nuneaton & Bedworth, to 5.2% in North Warwickshire.

5.5 Looking at performance across the key stages, and at a range of measures including the headline ones listed above, there appears to be a relatively consistent pattern for the five districts/boroughs. Generally, the performances of pupils in Stratford on Avon, Rugby and Warwick are the highest, with performances in Nuneaton & Bedworth and North Warwickshire not only being the lowest, but below the national average. These differences are greatest at Key Stage 4.

5.6 The LA recognises 30 localities and, in 2011, results at the end of Key Stage 4 for these localities ranged from 78% to 43%. Six localities, including one in Nuneaton & Bedworth, had over 70% of their 16 year olds gaining 5+ A*-C EM, but there were ten localities where under 50% of the pupils reached this standard. While one of these low-performing localities was in Warwick district and one in Rugby, the others were all in Nuneaton & Bedworth or North Warwickshire.

5.7 The LA is now starting experimentally to analyse results for different socio-economic groups. There is considerable variation between the results for different groups, and it seems likely that much of the variation between districts/boroughs and localities arises from the different socio-economic contexts of these areas.

6.0 Individual Institutions

6.1 The Department for Education (DfE) floor standards have been redefined, and now take account of pupils' progress as well as their attainment. On this new definition, there were twelve primary schools below the floor standards in 2011. However, only four of these schools were also below the floor standard in the previous year. Structural solutions are proposed for three of these four schools.

6.2 No mainstream state-funded secondary schools in Warwickshire had Key Stage 4 results below 35% 5+ AC EM, the measure for this year's floor standard. One school was below the 40% figure that will relate to the floor standard set by the Department for Education (DfE) for 2013.

6.3 Ofsted inspections judge the overall effectiveness of schools. At their latest inspection up to July 2011, 65% of state-funded primary schools within the LA boundaries and 61% of secondary schools were graded good or better. One primary school and the Pupil Referral Unit (PRU) were in an Ofsted category as their overall effectiveness had been judged inadequate.

7.0 Current context and future developments

7.1 There are several structural changes that are limiting the LA's ability to evaluate progress in different institutions and to intervene where pupils' progress and standards could be improved. For example, the National Strategies and SIP programme ended in March 2011, there have been

considerable reductions in the learning improvement team and many secondary schools have now become academies.

7.2   A number of national policy changes have changed the nature of the data on which this report is based. For example, value-added data no longer takes direct account of contextual factors, and there is a greater emphasis on academic qualifications. In the future, modular examinations will be discontinued, the opportunities for resits will be limited and there will be considerable changes to the point scores allocated to different qualifications. One effect of these changes could be that standards may appear to decline in future.

7.3   Some changes to the Ofsted framework came into effect in January 2012, and these may result in schools being judged more critically. Further, more radical changes to the inspection regime are being proposed for September 2013, and these could result in many more schools being defined as "requiring improvement".

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2011 Validated Key Stage 4 Results
Published on Department for Education Performance Tables Website

	No of pupils at the end of Key Stage 4	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				achieving English Baccalaureate 2011
		2008	2009	2010	2011	
England - all schools		*47.6%*	*49.8%*	*53.5%*	*58.9%*	*17.6%*
England - state funded schools only		*48.2%*	*50.7%*	*55.2%*	*58.2%*	*15.4%*
Local Authority	*6022*	*51.4%*	*53.8%*	*58.9%*	*60.7%*	*18.0%*
Alcester Grammar School	91	100%	99%	100%	98%	69%
Alcester High School Technology College	175	47%	46%	55%	59%	17%
Ash Green School and Arts College	96	30%	47%	67%	65%	3%
Ashlawn School	258	60%	63%	73%	67%	23%
The Avon Valley School and Performing A	217	44%	33%	43%	40%	2%
Aylesford School, A Specialist Language a	156	47%	53%	64%	58%	10%
Bilton School - A Maths and Computing C	229	52%	45%	58%	58%	9%
Campion School	97	31%	34%	40%	52%	4%
The Coleshill School	166	42%	41%	43%	48%	4%
Etone College	154	60%	57%	55%	55%	8%
The George Eliot School	124	NA	NA	40%	40%	6%
Harris School	161	40%	45%	57%	58%	22%
Hartshill School	172	29%	44%	46%	45%	3%
Henley in Arden High School	121	47%	62%	52%	64%	25%
Higham Lane School, A Business & Enter	240	66%	63%	70%	74%	19%
Kenilworth School and Sports College	254	75%	75%	78%	78%	31%
Kineton High School	174	47%	56%	64%	56%	20%
King Edward VI School	76	100%	100%	100%	100%	86%
Kingsbury School, A Specialist Science C	117	35%	30%	42%	48%	0%
Lawrence Sheriff School	111	100%	98%	100%	100%	77%
Myton School	267	67%	65%	68%	70%	23%
Nicholas Chamberlaine Technology Colle	285	35%	35%	42%	39%	6%
North Leamington School	177	44%	52%	60%	60%	19%
The Nuneaton Academy	341	NA	NA	NA	42%	2%
The Polesworth School	234	51%	56%	62%	63%	34%
Queen Elizabeth School	106	34%	42%	40%	42%	3%
Rugby High School	92	100%	98%	98%	99%	36%
St Benedict's Catholic High School	109	67%	76%	78%	81%	22%
St Thomas More Catholic School and Tec	166	66%	59%	62%	72%	21%
Shipston High School - A Specialist Techn	74	42%	48%	68%	62%	7%
Southam College	210	66%	65%	68%	76%	13%
Stratford upon Avon High School	236	60%	50%	59%	63%	13%
Stratford-upon-Avon Grammar School for	78	99%	99%	100%	99%	85%
Studley High School - A Humanities and M	150	53%	62%	73%	67%	14%
Trinity Catholic School	202	54%	48%	56%	58%	17%

DB/2011 Performance tables - extract from DfE website.xls March 2012

PERCENTAGE OF PUPILS GAINING 5 OR MORE GCSEs AT GRADES A*-C, INCLUDING ENGLISH AND MATHS, IN 2011 BY LOCALITY

% of pupils

- 40% - 47.9%
- 48% - 59.9%
- 60% - 64.9%
- 65% - 69.9%
- 70% - 77.9%
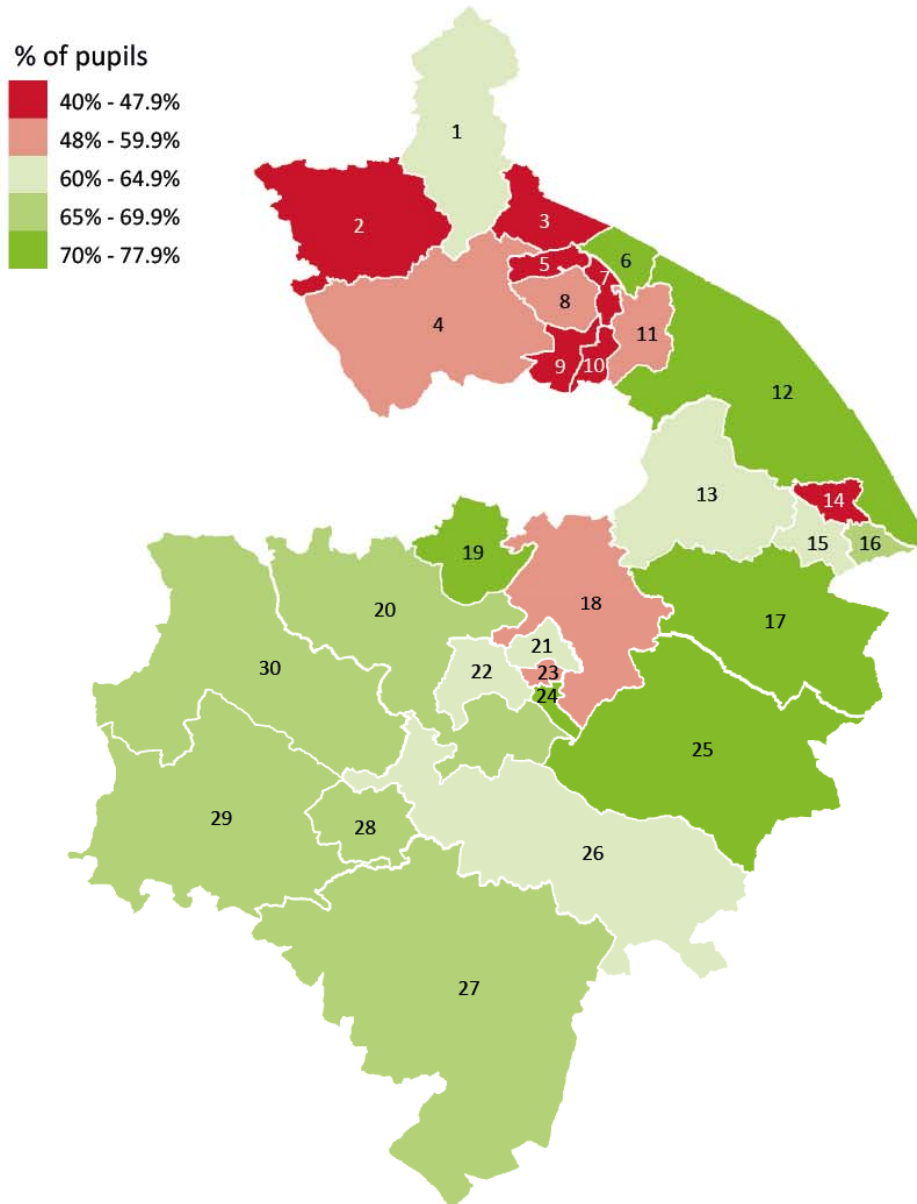
1	North Warwickshire - North	61.6%
2	North Warwickshire - West	48.0%
3	North Warwickshire - East	48.0%
4	North Warwickshire - South	48.8%
5	Camp Hill & Galley Common	44.3%
6	Weddington & St. Nicolas	75.2%
7	Abbey & Wembrook	43.2%
8	Arbury & Stockingford	48.0%
9	Bedworth North & West	44.6%
10	Bede & Poplar	42.5%
11	Whitestone & Bulkington	57.5%
12	Fosse	71.2%
13	Earl Craven	63.5%
14	Brownsover, Benn & Newbold	46.0%
15	Rugby Town West	62.1%
16	Eastlands & Hillmorton	67.2%
17	Dunchurch Division	74.6%
18	Warwick Rural East	56.1%
19	Kenilworth	77.7%
20	Warwick Rural West	68.9%
21	North Leamington	63.3%
22	Warwick	64.4%
23	South Leamington	49.5%
24	Whitnash	70.5%
25	Southam & Feldon	71.3%
26	Wellesbourne & Kineton	61.1%
27	Shipston	69.4%
28	Stratford-upon-Avon	69.5%
29	Alcester & Bidford	67.8%
30	Studley & Henley	67.4%

Children and Young People
Overview and Scrutiny Committee

20 June 2012

A Framework for Organising Education Provision in Warwickshire 2012

Recommendation

That the Committee discusses and comments on the report.

This paper sets out the Authority's approach to the commissioning of school places and the issues which the Council needs to take account of as part of that commissioning process. It builds on the framework for school organisation which was previously a statutory requirement and formally agreed by the County Council.

1.0   Background

1.1   Local Authorities are required to "plan effectively for school organisation". Each Local Authority is under a duty to ensure that there are sufficient school places as well as Early Years and Childcare places and that there is sufficient post 16 provision within its area. The purpose of this paper is to provide an effective basis for planning such provision and demonstrate how the Council intends to meet its statutory responsibilities to secure sufficient education provision within its area whilst promoting higher standards of achievement, taking account of both, the national and local context.

1.2   Local Authorities have a statutory duty in their area to:

- ensure that there are sufficient schools and school places within a locality

- ensure that there are sufficient Early Years and Childcare places

- ensure that there is sufficient post 16 provision

- promote high educational standards;

- ensure fair access to educational opportunity;

- promote the fulfillment of every child's educational potential;

- promote diversity and increase parental choice;

- respond to the views of parents on school provision;

1.3   The recent Education Act 2011 confirms the increasing diversity of education provision and the greater freedom extended to schools and other educational providers. The ability of a Local Authority to manage educational provision in a coherent manner is therefore constrained, so requiring cooperation with the broad range of educational providers if the Council is to meet its statutory duties. There is already a proven record of working effectively with a range of private, voluntary and independent providers in the field of Early Years and Childcare to provide appropriate local provision.

1.4   Warwickshire County Council has developed a robust **process for producing forecast data which informs the planning of education places**. Forecasts are generated following receipt of annual data from colleagues in Health, who record the number of live births in each area of the county. Information relating to past trends on the movement of young people across the county boundary and loss to the independent sector are then factored in. Work can then take place to forecast numbers for specific educational settings based on actual numbers in an area, past trends of parental preference, the impact of new housing any other local contextual factors of relevance.

2.0   The Commissioning of School Places

2.1   Forecast data, the pattern of parental preference and capacity information is analysed to identify areas where there is a shortfall or surplus of school places.

2.2   Forecast data will seek to take account of new housing developments and estimate the number of children who may require a school place.

2.3   Data and information is shared with Heads and Governors of schools, local Elected Members and the Church authorities when relevant, in order to identify actions the Authority might take to ensure a match between the supply and demand for school places. Where there is a shortfall of school places action could include:

- proposals to change priority areas to better manage admissions to individual schools;
- proposals to bring back accommodation into use and to increase the planned admission number, thus increasing the number of school places available;
- proposals to expand the capacity of particular schools in order to increase the number of school places available in an area;
- proposals to develop new schools.

2.4   Such proposals would normally only be made with the agreement of the governing bodies of the schools concerned; this would be a requirement in the case of Academy schools.

2.5   Proposals to increase the capacity of school will ordinarily require capital investment. The provision of school places 'basic need' is a priority both for the Government in its allocation of capital funding and for the County Council. Such capital could be available to Academy schools in order to assist the Council to meet its statutory duties.

2.6   If a new school is required the Council is required to run a competition to identify an organisation prepared to make provision in an area. This could be a Free School sponsored by parents or local community, an Academy sponsor including, for example, the church authorities.

2.7   Where there is a surplus of school places, action could include:

- proposals to federate or amalgamate schools to secure strong leadership and economies of scale;

- proposals to reduce planned admission numbers by finding alternative uses for accommodation within schools;

- proposals to close schools.

2.8   The County recognises the impact on communities, particularly rural communities of the closure of primary schools. There is a presumption in law that authorities will not close schools in rural areas, unless the quality of education provided is deemed unsatisfactory. Primary schools are by definition local schools and the Council will need to consider carefully the costs of transport and its appropriateness for young children. The emphasis of the County as required by law therefore is to promote new patterns of school organisation (federation, etc.) to reduce costs, and promote effectiveness but to retain provision within communities, wherever possible.

2.9   The ability of the Council to manage the supply of places is increasingly difficult in a context where successful schools which are their own admission authority can decide to increase their planned admissions number, where Free Schools can be established by parent, community or charitable groups and where Academy schools can make proposals to extend the age range from 11-16 to 11-18.

2.10   Once a business case for a particular course of action is agreed Council will be asked to authorise formative and if appropriate statutory consultation and to allocate capital resources as required.

2.11   The commissioning process has been reflected in **Appendix A**.

3.0   Key Factors Affecting Numbers of children and young people

3.1   There are a number of factors affecting the rise or fall in numbers of children and young people across Warwickshire. While there are general factors across the County as a whole, differences at area and locality level do have a significant impact.

3.2   The **demography** of Warwickshire shows a rise in population in recent years and predicts a further rise in numbers over the next twenty years, although closer examination at area level reveals significant variation within the five Districts and Boroughs. Specific factors within an individual area also mean that demographic increases will have variable impact at a locality level. In terms of education place planning it is important to note that while growth is also predicted on pre-school and school age numbers, the most significant population rise in Warwickshire is in older age groups.

3.3   The rate of **housing development** is very dependent on the prevailing economic conditions at national, regional and local level. Housing development policies across the five District and Borough councils reflect these economic and demographic pressures as well as the different strategic approaches adopted by each of the councils. Education place planning is further complicated as the five areas are currently at different stages in their strategic planning process with the majority of District and Borough councils expected to finalise their Strategic Plans in 2012 however it is expected that each of the council's strategic housing plans, with the possible exception of North Warwickshire, will need to address the demands of rising population in their areas.

3.4   In terms of **cross border movement** there is a significant number of pupils living in neighbouring LAs who attend schools in Warwickshire and to a lesser extent there is also movement of Warwickshire pupils to schools in neighbouring authorities. Overall, Warwickshire is well above the national average as a net receiver of pupils in the primary phase and even more so in the secondary phase. Movement at pre-school age is far less significant.

3.5   Warwickshire relies heavily on the private, voluntary and independent (PVI) sector in order to deliver the required number of **pre-school places** for 3 and 4 year olds. There are currently no areas of the county without sufficient early years' places, although in some (predominantly rural) areas, parental choice may be limited. New legislation effective from September 2013 will require all local authorities to fund free places for approximately 20% of their most economically disadvantaged **two year olds**, potentially rising to 40% from September 2014. This requirement will necessitate a significant expansion in early years' provision and will present a considerable challenge in terms of overall sufficiency of suitable Early Years and Childcare places.

3.6   In terms of the impact of the **independent sector,** based on data trends it is estimated that approximately 7% of Warwickshire children of school age attend private schools but once again there significant variations between areas of the county and yearly changes brought about by the prevailing economic conditions.

3.7   The **Academy Schools** movement adds complexity to educational provision and, in particular, pupil place planning, as while these schools are independent of the Local Authority and are their own Admission authorities, the Local Authority still carries the responsibility for a sufficiency of publicly funded school places overall. The situation is further complicated by the introduction of a new Admissions Code (2012) which enables Academy Schools to increase their Published Admission Number (PAN) without a requirement to consult. This greater autonomy reflects the government's view that successful schools should be encouraged to expand but in turn makes the Local Authority's forecasting, planning and commissioning all the more challenging.

3.8   Legislation in 2008 concerning the **educational participation age** requires young people to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015. Educational pathways may be full time education, such as school, college or home education, work based learning such as an Apprenticeship or part time education or training if they are employed, self employed or volunteering for more than 20 hours a week. These changes will clearly result in more young people in the 'education system' but in terms of impact on school places research suggests that the majority of these 'extra' students will be accessing vocational courses in FE institutions or work related learning rather than contributing to a significant increase in numbers in school 6th forms.

3.9   The **Early Years forecast** for Warwickshire shows a small rise in overall numbers of pre-school children, but within this headline figure there are significant local differences. The new legislation to fund free places for 20% of their most economically disadvantaged two year olds will clearly increase demand for places. The **Primary school place forecast** for Warwickshire as a whole shows a gradual but steady rise in pupil numbers entering primary schools although once again there are differences across the county particularly in terms of growth in urban areas and decline or non growth in many rural areas. It is very important to consider primary and early years provision on an area by area basis, recognising that wherever possible we would seek to provide school places in localities so that parents / carers could walk with their children to school. The **Secondary school place forecast** shows a relatively stable position over the next few years until recent increases in the primary population began to impact on secondary levels, although once again the county figures hide area variations, particularly between urban and rural locations. The majority of significant new residential developments are in urban areas and these will impact on the demand for secondary school places. Forecast data is shared with schools through individual School Profiles which will enable Heads and Governors to understand and forsee future pressures.

4.0   Underlying Issues in Securing a Sufficiency of Education Places

4.1   The paper has already referred to the **changing nature of Local Authority's relationship with schools.** The drivers for these changes are numerous but key elements are recent governments' focus on empowering schools through greater autonomy and the increasing diversification of educational provision. The national economic conditions and their impact on reduced funding for Local Authorities is another element as LA services to schools are reviewed, revised and in some

cases withdrawn. The County has undertaken a major review of the potential impact of these changes with Paul Galland's report, 'A Self Sustaining School System -The County Council's Future Relationship with Schools'. This far ranging report recommends a raft of measures needed to redefine the Council's relationship with schools. This changing relationship is still evolving but inevitably will have a significant impact of the LA's role in ensuring educational provision and the levers and powers the LA hold to undertake this task.

4.2   The Local Authority's paramount aim in developing educational commissioning policy is to continue to **raise standards** and so ensure the best possible high quality education for all learners. The Local Authority will continue to promote high standards in all schools and will not maintain schools where attainment is consistently low. Where a school performs poorly as judged by Ofsted or where attainment is consistently below the floor standard the school will be considered for closure or some other structural solution as required by legislation. In line with national policy the LA will support the expansion of successful and popular schools where the local context is appropriate. Within the Local Authority it is Professional Learning Communities (PLCS), partnerships of local schools and the Local Leaders of Education network (LLE) which will provide the main strands of school improvement work within the **Primary phrase.** The principal objective of this initiative is to build the capacity for sustainable improvement in schools across the county. Local Leaders of Education are experienced and successful headteachers of good or outstanding schools who have been specifically trained by the National College to provide school-to-school support by working with fellow headteachers.

4.3   As strategic commissioners of **Secondary Phase** provision in our area Warwickshire County Council is committed to developing a high quality, vibrant and diverse offer that meets the needs of all of our learners and helps us to secure the goals set out within our *Children and Young People's Plan 2009 – 2012*. These include maximising the range of learning opportunities available to all young people in Warwickshire, in order to raise standards and inspire children to become confident, curious and capable learners who can make a positive contribution within a rapidly changing world. In working towards these aims, key actions have been identified within the *Warwickshire Secondary Phase Strategic Partnership Strategy 2010 – 2015*, and also within the key document *Raising the Participation age in Warwickshire*. Within the complex context described above relating to Academy schools and admissions the LA seeks to work with secondary phase LLEs, National Support Schools, Teaching Schools and others to create a self improving school system.

4.4   In terms of **Special Educational Needs** (SEN) any new building or new school should provide the highest level of disability access, and should provide learning environments that will meet the needs of most children with SEN and additional needs. Warwickshire will retain its commitment to special schools and look to reduce the number of pupils who have to access specialist provision outside the County. The Local Authority is undertaking a major review of SEN provision which will reflect the issues within the forthcoming Bill on special educational needs but the Local Authority is already mindful of the messages arising from the Green Paper. Special school improvement to meet the challenges envisaged is driven by a partnership between Headteachers and officers in the context of the decision to close the Pupil Referral Unit. The LA is working with potential providers to develop a range of alternative provision to be commissioned by the Area Behaviour

Partnerships and the LA. Consideration is being given to the establishment of a new Additional Needs School (EBSD), to include provision for those with Emotional, Behavioural and Social difficulties in the county, and extensive work is taking place within the Area Behaviour Partnerships using their devolved funding to address the specific needs of young people with behavioural difficulties in schools.

Key points:

- In providing school places LA will consider, where appropriate commissioning the expansion of successful and popular schools. It is understood that, in some instances, a limitation in site capacity, a lack of availability of alternative sites or shortage of capital funds, or adverse impact on neighbouring school may mean this is not possible.

- Where a school performs poorly as judged by Ofsted and others or consistently below the floor standard the LA will consider closure or else a structural solution. This could include commissioning an external Sponsor under Academy Regulations. The capacity of a school to provide effective educational and social provision for each child should be the prime consideration.

- All commissioned new buildings or new schools should provide the highest levels of disability access, and will provide learning environments that will meet the needs of most children with SEN and additional needs.

- Warwickshire will retain its commitment to special schools and look to reduce the number of pupils who have to access specialist provision outside the County.

4.5   The Education system in Warwickshire has long since reflected a **diversity of provision** whereby LA maintained Community schools have operated alongside Catholic Voluntary Aided schools, Church of England Voluntary Aided schools and Church of England Voluntary Controlled schools as well as Foundation schools. In recent years this diversity of provision has expanded to include a range of new school provision, not maintained by the LA, but operating as part of the wider family of publically funded education provision. As of January 2012 these include Academy Schools and a Free School with proposals for the future development of Studio Schools and University Technical Colleges which will impact on some areas of the county. The LA will work closely with these new providers to coordinate and ensure sufficiency of places and high standards in all schools.

Key points:
- In line with statutory requirements, where there is a need for a new school will consider the range of options including, the Local Authority seeking proposals to commission the establishment of an Academy

- The Local Authority welcomes the opportunity to work with potential educational providers to consider proposals to provide other styles of educational provision as long as it increases the opportunities for young people in Warwickshire, and does not have a detrimental impact on the sufficiency of places or lower educational standards.

4.6   In terms of **Primary school size and organisation** the Local Authority wants to see schools large enough to offer a well resourced and broadly based education to all pupils but not so large that they become impersonal. Warwickshire has a number of outstanding small schools with, or forecast to have, 100 pupils or less. There is a presumption nationally in favour of keeping small schools open as long as the quality of education provided is acceptable and they offer value for money. Small schools have significantly greater unit costs per pupil and all schools with 50 pupils on roll or less will continue to be monitored for continuing viability in terms of projected pupil numbers, the standard of education provided value for money and the contribution of the school to the community. In developing new primary schools it is considered that the minimum size should be at least 210 pupils.

4.7   With regard to an upper size limit of primary schools, there has been a working assumption that new primary schools should not exceed 2 forms of entry (420 pupils). However, a number of Warwickshire's most successful schools are already larger than this. Moreover, recent evidence is that larger schools can perform at least as well as, if not better than, smaller schools in all aspects, whilst having a lower unit cost.

Key points:

- Warwickshire has a number of outstanding small schools with, or forecast to have, 100 pupils or less. There is a presumption in favour of keeping small schools open as long as the quality of education provided is acceptable and they offer value for money

- The size of any proposed new primary school will be based on the local context and need but it is expected that the school will be over 210 pupils on roll. In terms of a maximum limit none is set although careful consideration will be given to any school needing to exceed 420 pupils on roll.

- Wherever possible primary schools should be supported to organise in whole year groups (i.e. 1 Form of Entry (FE) with seven classes, 2 FE with fourteen classes), to aid class organisation to meet Infant Class Size Legislation.

- Wherever possible, 2 FE is preferable in terms of effective deployment of resources. It is accepted however that this may not always be possible.

- Wherever possible new primary schools should be commissioned to have either seven or fourteen classes. Any school built as 1 FE should if possible have a site capable of development to 2 FE, and be built with infrastructure (e.g. hall size) that can be added to easily.

4.8   In terms of **secondary schools size and organisation** the level of per pupil funding is not considerably different depending on size. Nationally, there is a tendency for smaller secondary schools to be more expensive per pupil and therefore schools with less than 600 pupils may face viability issues. Such schools are more likely to face diseconomies of scale which can restrict the breadth and depth of curriculum provision that can be sustained. Whilst there are examples of successful, four-form entry secondary schools, experience indicates that a workable baseline is usually five forms of entry. The DFE guidance is that new secondary schools should be no smaller than 900 places and no larger than 1200, exclusive of 6th form. Other research suggests that larger schools in excess of 1500 pupils can be effective.

Judgements on the optimum size of schools need to be made in the context of the Authority's Principles for Commissioning Post 16 Provision which encourages increased collaboration between schools and other providers of learning opportunities to ensure all young people in an area have access to the broadest range of courses and programmes.

Key points:

- It is the LA's view that all new secondary schools should normally be commissioned having a minimum size of 900 pupils and should have a site capable of expansion to 1200 pupils as a minimum.

- To ensure that Warwickshire learners have access to the broadest range of courses the LA will work with all educational providers in an area to encourage effective collaboration.

4.9 While the Local Authority has a responsibility to **ensure a sufficiency of education places,** part of the challenge is to identify where there is an issue of surplus places. A reduction of surplus places can be achieved with an adjustment to Published Admissions Number, alterations to priority areas or in extreme cases the amalgamation or closure of a school. The LA will continue to review surplus places numbers in schools and with schools with 25% or more surplus places the Authority will state how it intends to address the situation in conjunction with the school.

4.10 When considering proposals to de-commission provision by reducing the number of schools in an area, or re-organising provision, key drivers will include:

- the educational performance of the school;

- the school's ability to deliver a full range of quality curriculum and social experiences;

- whether the schools actually serve the majority of the community in which they are sited;

- whether the schools are financially viable;

- the physical condition of the premises;

- the nature of the site, accessibility to it and scope for expansion.

4.11 In Warwickshire the smallest schools tend to be located in rural areas and the Government and the Local Authority has a presumption against the closure of rural schools unless there are overriding and compelling reasons. Whilst any structural change to the provision of schools has to consider the needs of the individual community, larger schools provide economies of scale; greater capacity for leadership and more flexibility to support a more diverse and complex curriculum. The Local Authority will therefore keep the issue of school size under review including the consideration of the **amalgamation of infant and junior schools** where appropriate.

4.12 The Local Authority will continue to promote innovative patterns of school organisation which encourages schools to work together through **collaboration and federation** The LA will support schools, where appropriate, to explore collaborate models of school organisation and management structures.

4.13 The development of **all through 0 -16 or 0- 19 schools** will in future be considered, particularly where the primary school would benefit from greater management capacity and access to additional curriculum resource and where the long term sustainability of a secondary school would benefit from being part of a larger entity.

Key points:

- The Authority will continue to review surplus places numbers in schools and with schools with 25% or more surplus places the Authority will state how it intends to address the situation in conjunction with the school, if necessary by de-commissioning places.

- When considering proposals to reduce the number of schools in an area, or re-organise provision, key drivers will include:
    - the educational performance of the school;
    - the school's ability to deliver a full range of quality curriculum and social experiences;
    - whether the schools actually serve the majority of the community in which they are sited;
    - whether the schools are financially viable;
    - the physical condition of the premises;
    - the nature of the site, accessibility to it and scope for expansion.

- Amalgamation or federation of separate infant and junior schools will be discussed with the Governing Bodies whenever one headship is to become vacant, or when the schools are involved in a wider review of provision.

- The Local Authority will continue to promote innovative ways of schools organisation which encourages schools to work together through collaboration and federation The LA will support schools, where appropriate, to explore collaborate models of school organisation.

- The development of all through 0 -16 or 0- 19 schools will be considered where conditions are appropriate.
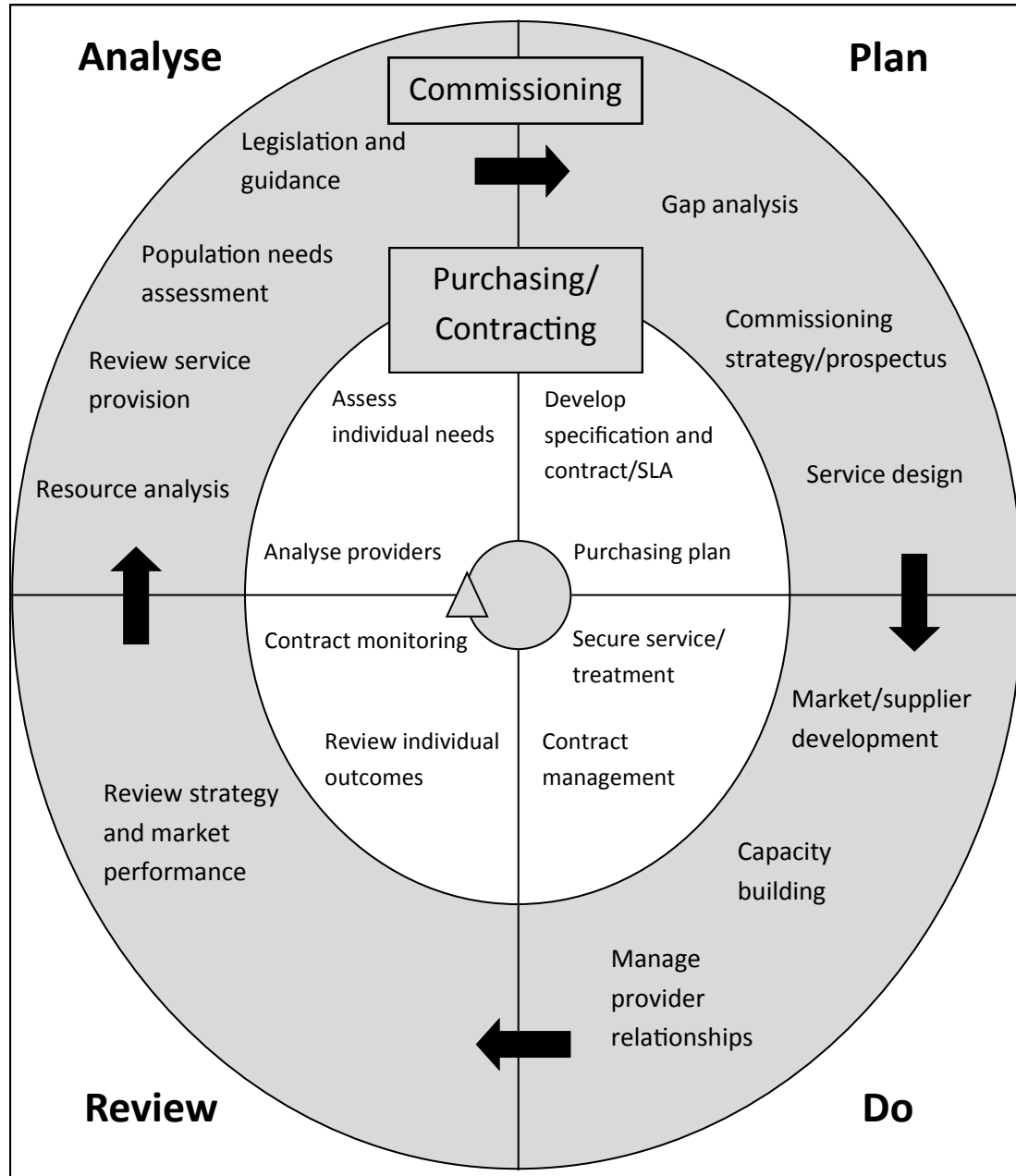

5.0 Concluding remarks

5.1 The factors outlined in this issues paper highlight some of the changing context of school organisation and the complexities of commissioning education places. It is important that the Local Authority, as the champion of all young people, uses these factors to establish a baseline guide for the education organisation process particularly as the LA works with an increasing diversity of partners. It is the statutory duty of the Authority to ensure there are sufficient education places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.

5.2 To organise education provision effectively the Local Authority, as Paul Galland's report highlights, will need to establish itself in a new role as a strategic commissioner rather than purely a provider of places. The movement toward greater diversity of school provision and freedom for schools from central authority has accelerated in recent months. There has already been a rapid movement toward Academy Schools in Warwickshire at secondary level; we wait to see whether this movement gathers momentum in the Primary phase. Certainly, school organisation and educational place planning will need to keep apace of these developments and the possible introduction of other educational partners, whether in the form of Free Schools, Studio Schools or University Technical Schools. Alongside these developments demographic pressures and the strategic response of each of five Warwickshire District and Boroughs will heavily influence demand for schools places. Therefore the Framework will need to continue to be flexible and responsive to the changing demands of the educational landscape to ensure not just a sufficiency of places but that the highest standard of education is available for Warwickshire children.

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Analyse

Plan

Commissioning

Purchasing/ Contracting

Legislation and guidance

Gap analysis

Population needs assessment

Commissioning strategy/prospectus

Review service provision

Service design

Resource analysis

Assess individual needs

Develop specification and contract/SLA

Analyse providers

Purchasing plan

Contract monitoring

Secure service/ treatment

Market/supplier development

Review individual outcomes

Contract management

Review strategy and market performance

Capacity building

Manage provider relationships

Review

Do

Children and Young People
Overview & Scrutiny Committee

20 June 2012

Work Programme 2012-13

Recommendation

That the Committee considers its current work programme, amends as appropriate and puts forwards any recommendations for Task & Finish Groups for consideration by the Overview & Scrutiny Board.

1.0   Work Programme

The Committee's current work programme is attached to this report as an appendix.

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Item	Report detail	Report author	Date of last report	Date of next report
Special Educational Needs	<u>Purpose</u> • To consider the review of SEN provision, including the provision of in-county, out-of-county and private special education • To consider the impact that parental budget constraints are having on outcomes for young people <u>Outcome</u> • To make any appropriate recommendations • To agree any future scrutiny arrangements	Jessica Nash	8 June 2011	6 Sept 2012
Safeguarding and Child Protection	<u>Purpose</u> • To receive an update on the local implications of the Munro Review • To consider the robustness of the arrangements in place for the dual role of the Director of Children's Services, including the Government's guidance on the local test of assurance • To assess if closer multi-agency working is improving the effectiveness of child protection <u>Outcome</u> • To make any appropriate recommendations	Phil Sawbridge	17 Jan 2012	6 Sept 2012
Sub-regional programme	<u>Purpose</u> • To consider the appropriateness of the proposed joint work by Coventry, Solihull and Warwickshire related to children's services <u>Outcome</u> • To endorse or make recommendations as to the proposed sub-regional work programme • To identify and act upon any implications for the Committee's own work programme	Gereint Stoneman	NEW	6 Sept 2012

Children's Centres	<u>Purpose</u> • To consider the commissioning strategy for Warwickshire's Children's Centres <u>Outcome</u> • To forward feedback and recommendations to the decision-maker	TBC	NEW	6 Nov 2012
Annual Ofsted inspection – Action Plan	<u>Purpose</u> • To review the recommendations of the 2011 Ofsted inspection • To review the Action Plans put in place to address those concerns <u>Outcome</u> • To make any appropriate recommendations • To agree future scrutiny arrangements (possibly a similar model to how the HOSC looks at local health accounts via TFGs)	TBC	NEW	6 Nov 2012
Area Behaviour Partnerships	<u>Purpose</u> • To consider how the new arrangements are working, now that this is full WCC policy • To specifically review progress of the Eastern Area Behaviour Partnership, following the concerns raised in April • To review how the barriers identified in the Chair reports from April are being overcome • To review attendance figures for pupils in alternative placements <u>Outcome</u> • To make any appropriate recommendations	Ross Caws	25 April 2012	6 Nov 2012
Passenger Transport Assistants	<u>Purpose</u> • To review how the new arrangements for school bus routes without PTAs are working • To receive any incidents reported by operators, schools or parents regarding the health, safety and behaviour of young people travelling on those routes <u>Outcome</u> • To make any appropriate recommendations	Mark Gore	NEW	6 Nov 2012

	Purpose / Outcome			
Safeguarding Improvement Task & Finish Group	Purpose • To consider the report of the Chair of the Task & Finish Group Outcome • To endorse the recommendations and forward them to Cabinet	Bob Hicks	NEW	30 Jan 2013
Dates to be confirmed				
New school developments	Purpose • To consider how WCC and its partners are responding to new school developments and the growth in pupil numbers Outcome • To make any appropriate recommendations	TBC	NEW	6 Nov 2012 *or* 30 Jan 2013
School Attainment – 2012	Purpose • To review the latest available school attainment data Outcome • To make any appropriate recommendations	Shona Walton	20 June 2012	6 Nov 2012 *or* 30 Jan 2013
Strategy for School Improvement	Purpose • To review the strategy for school improvement following the cessation of SIPs, involving school-to-school support at primary and secondary levels Outcome • To make any appropriate recommendations • To agree any future scrutiny arrangements	TBC	NEW	3 April 2013
Academies/Free Schools – Memorandum of Understanding	Purpose • To review the draft "guidance to schools" Outcome • To suggest any amendments to the guidance	Mark Gore	NEW	TBC
Academies Task & Finish Group	Purpose • To consider the report of the Chair of the Task & Finish Group Outcome • To endorse any recommendations and forward them to Cabinet	Chair	NEW	TBC

Potential other topics

To consider the robustness of the management arrangements in place for:

- **Youth Offending Team** (why do a high proportion of LAC enter custody; how do the safeguarding and YOTs work together)
- **Sexual Abuse Resource Centre**
- **Drug and alcohol teams**
- **Paediatric services**

Standing items

Transformation Programme
The Chair and Party Spokes will determine if this item is needed for each meeting, and if so, what form it will take. It could be a general update or a full business case review

Briefing notes

Impact of staff reductions
For data on the number and percentage of staff reductions in service areas, and any direct impacts this has had on service delivery

Library and Information Service
For information on how the transformation programme is affecting library usage among young people, especially in areas of deprivation

Special Educational Needs – Government Green Paper
For an update on progress of the Green Paper, including an overview of professional debate

Scrutiny of Bullying
For information on the Council's current anti-bullying strategy and for statistical data on bullying across the county

Education of Vulnerable Pupils
For an update on the Council's emerging strategy and for statistical data on the numbers of vulnerable children in the county

Traded Services to Schools
For data on the buy-back of the Council's traded services by schools

Information, Advice and Guidance (IAG)
For an update on how schools are fulfilling their responsibilities for IAG