

AGENDA MANAGEMENT SHEET

Name of Committee Children, Young People and Families Overview and Scrutiny Committee

Date of Committee 14th September 2006

Report Title 14-19 Policy and Strategy

Summary This report presents further information on the development of a 14-19 strategy which will be supplemented by a presentation to the Committee and the opportunity to ask questions and comment on the approaches proposed.

For further information please contact:

Mark Gore
Head of Service –
Education Partnerships
and School Development
Tel: 01926 742588
markgore@warwickshire.gov.uk

Lynne Upton
Senior Inspector,
14-19 Development
Tel: 01926 742532
lynneupton@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]

No

Background papers

- Government's Five Year Strategy for Education
- Government White Papers on 14-19 Education and Skills
- Children Act 2004
- Children and Young People Overview and Scrutiny Committee report 6.12.05

CONSULTATION ALREADY UNDERTAKEN:-

Details to be specified

Other Committees ☐

Local Member(s) ☐

- | | |
|---------------------------------|--|
| Other Elected Members | <input checked="" type="checkbox"/> Cllr Helen McCarthy
Cllr Katherine King (vice Cllr Richard Grant) – <i>“no comment other than to note the report which I hope will be scrutinised and discussed fully at the Committee meeting”</i>
Cllr Jill Dill-Russell – <i>“no comment”</i>
Cllr John Whitehouse |
| Cabinet Member | <input checked="" type="checkbox"/> For information:
Cllr John Burton |
| Other Cabinet Members consulted | <input checked="" type="checkbox"/> For information:
Cllr Izzi Seccombe – <i>“look forward to the views of the Committee”</i> |
| Chief Executive | <input type="checkbox"/> |
| Legal | <input checked="" type="checkbox"/> Victoria Gould – <i>“fine”</i> |
| Finance | <input type="checkbox"/> |
| Other Strategic Directors | <input type="checkbox"/> |
| District Councils | <input type="checkbox"/> |
| Health Authority | <input type="checkbox"/> |
| Police | <input type="checkbox"/> |
| Other Bodies/Individuals | <input type="checkbox"/> |

FINAL DECISION **YES**

SUGGESTED NEXT STEPS:

Details to be specified

- | | |
|---|--------------------------------|
| Further consideration by this Committee | <input type="checkbox"/> |
| To Council | <input type="checkbox"/> |
| To Cabinet | <input type="checkbox"/> |
| To an O & S Committee | <input type="checkbox"/> |
| To an Area Committee | <input type="checkbox"/> |
| Further Consultation | <input type="checkbox"/> |

Children, Young People and Families Overview and Scrutiny Committee – 14th September 2006

14-19 Policy and Strategy

Report of the Strategic Director for Children, Young People and Families

Recommendation:

That the Committee note and comment on the progress made in implementing the County's 14-19 policy and strategy.

Background

1. At the meeting on 6th December 2005 the Committee received a number of presentations on the Council's strategy and policy for 14-19 education and heard from a number of different speakers including officers of the Authority and Learning & Skills Council, a headteacher, a college principal and young people themselves.
2. A copy of the strategy and the minutes of that meeting are attached as **Appendices A and B** for ease of reference.
3. Two key themes were noted by the Committee: firstly the need for strong collaboration between all the partners to ensure the broadest offer of high quality provision for all young people and secondly the rapidly changing landscape.
4. Officers will make a short presentation to the Committee on progress since December on:
 - new arrangements to support still further collaboration between partners on an area and county basis in relation to 14-19 provision
 - progress in developing an 'Area Prospectus' for the county and areas within the county
 - the provision put in place to replace the 'New Start' provision in Rugby and the Central Area

- new guidance and advice from the Department for Education and Skills on the implementation of the Government's 14-19 strategy, with particular reference to the introduction of the first round of Specialised Diplomas
- further co-ordination of school specialisms to offer maximum choice and opportunities in each area.

5. Members are asked to comment on the progress made.

MARION DAVIS
Strategic Director for Children,
Young People and Families

Saltisford Office Park
Ansell Way
Warwick

1st September 2006

<p>Meeting the challenges, pushing the boundaries: Warwickshire Partners Strategy for Education and Training</p>

Our strategy provides a framework for developing the 14-19 phase and will be monitored and reviewed by the Partners Strategy Group. It also incorporates the Coventry and Warwickshire Statement of Learner Entitlement. (The Statement of Learner Entitlement is included as an annex).

Purpose:

To strengthen the framework for collaboration and further develop partnership working with all stakeholders and providers.

To reaffirm the key principles and objectives for the provision and outcomes of the secondary phase in the light of the national and local context.

National context:

- Government's Five Year Strategy, two White Papers on 14 – 19 Education and Skills, requirements of the Children Act, recommendations of the Area Wide and STAR reviews, new OFSTED framework, New Relationship with Schools and Education Improvement Partnerships.

Local context:

- Positive OFSTED report
- National reputation for development of Work Related Learning as evidenced in Mercia report (Nov 2004), including provision for more able and SEN.
- Successful PFI project to support new forms of curriculum delivery
- Emerging debate on the role and function of area panels
- Refinement of Community Learning Plans
- Consideration of area based targets for performance
- Development of specialisms both in vocational areas in FE, curriculum areas in schools and expertise of training providers
- Appointment of 4 area co-ordinators and one SEN co-ordinator in partnership with the LSC to promote collaborative activities
- New ways of working in response to the Children Act

Key challenges from Area wide inspection report and STARS;

- Satisfactory and improving attainment but some low levels of achievement by some groups of young people – apparent in a small number of all types of providers (achievement graded as satisfactory against all other aspects graded good or better)
- Limited level one and two provision post 16
- Some weak aspects of teaching and training
- The development of an agreed view of "learner entitlement"
- Improvements to learner tracking and monitoring of initiatives

- Further development of value added post 16
- Strengthening of collaborative structures and development of working protocols
- Improvement of impartial advice and guidance and information sharing
- Further development of quality assurance measures
- Securing sustainability of initiatives with short term funding
- Outcomes from the Coventry and Warwickshire STAR for SEN

- 1 Our VISION for the 14-19 phase contributes to the corporate mission: Striving to make Warwickshire the best place to live, work AND LEARN.

Our AIM is to build collaborative and inclusive partnerships which will:

- Maximise opportunities and achievement for all 14-19 learners through innovative and inclusive approaches to collaborative working.
- Support young people to become independent, confident and committed learners with high aspirations.
- Prepare young people to enjoy success in lifelong learning, in skills employment and, if appropriate, higher education.
- Encourage all providers, employers, and other stakeholders to take collective responsibility for diverse education and training that prepares young people as well as possible for adult life, employment and to serve the needs of the community.

- 2 Our collaborative partnerships are rooted in four key principles:

- Young people are entitled to access a wide range of specialist and general programmes of study with different methods of teaching, learning and assessment to meet the needs of individual learners.
- No one institution is able to meet the needs of all its learners and this increased flexibility needs to be delivered in collaboration with other partners.
- Diversity in secondary provision has to be coherently planned and managed on an area basis to meet the differing needs and aspirations of communities.
- In order to benefit fully from these wider opportunities, young people are entitled to timely, high quality, informed, impartial advice and guidance on their potential progression and career routes.

- 3 Our MISSION is to provide the highest possible quality of education and training for 14-19 year olds within our available resources and to offer an “Entitlement” to all learners. In order to achieve this we will:

- Seek ways to collaborate with partners in order to provide the maximum choice for learners
- Thoroughly monitor and evaluate provision with a commitment to continuous improvement
- Give parity of esteem to all pathways and qualifications
- Provide learners with access to impartial information, advice and guidance about all learning opportunities and career pathways
- Put the needs of learners above the needs of our own institutions
- Provide the widest possible choice of pathways with clear progression routes across the ability range
- Address barriers to learning and promote equality of opportunity for all
- Provide a range of different teaching and assessment methods to meet the individual needs of learners
- Seek to raise aspirations and encourage progression

- Pass on relevant information about individual learners at key points of transition and make effective use of information from other providers
- Provide opportunities for learners to be involved in the planning, review and evaluation of provision
- Ensure provision acknowledges the needs of the labour market and the local community
- Regularly review the Learner Entitlement to ensure it remains relevant to the experience of learners

(extract from Coventry and Warwickshire Learner Entitlement)

4 We are working towards the OUTCOMES for Children and Young People as set out in the Children Act 2004. We expect that all children and young people, whatever their background, should have the support they need to:

- **Be healthy** – the Entitlement provides for all learners to receive a range of enrichment studies and activities designed to promote healthy lifestyles.
- **Stay Safe** – the Statement guarantees a safe environment in which to work which includes the learner's base institution as well as with other learning providers and in the workplace.
- **Enjoy and achieve through learning** – one of the purposes of the Entitlement is to enhance the motivation of all learners thereby raising levels of participation, retention and achievement.
- **Make a positive contribution to society** – the Statement seeks to increase learners' understanding of their rights and responsibilities, and those of others.
- **Achieve economic well-being** – the Entitlement is designed so that all learners will understand the career options open to them and will develop the personal qualities and skills required to enter into and remain in employment.

5 In line with the current national context, the recommendations from the area wide inspection and the StARs, our work will focus on the following priorities:

- Establishing a revised 14-19 policy-making and implementation cycle linked to area 14-19 consortia.
- Embedding the statement of Learner Entitlement into our work.
- Developing and communicating a coherent 14-19 offer in each consortium.
- Promoting the development of Individual Learning Plans to record achievement and plan for progression.
- Developing learner tracking and value added 14-19.
- Promoting quality assurance through institutional self evaluation.
- Developing links with Community Learning Plans and area performance measures.
- Ensuring that vocational learning is supported through curriculum development, and employer engagement, and linked appropriately to labour market information.
- Promoting the development of personal qualities and skills for the progression to the next stage of education or entry into employment.

Lynne Upton
October 2005

Coventry and Warwickshire 14-19 Learner Entitlement

Purpose

The principal purpose of the Learner Entitlement is to ensure a coherent and consistent learning experience for all 14-19 year olds irrespective of where they receive their education or training. This was one of the key recommendations resulting from the Ofsted Area Review of 14-19 Education and Training which took place in 2004.

The development of such a statement is central to realising the Vision Statement for 14-19 education and training which is shared by key partners i.e.:

The LLSC, Coventry and Warwickshire LEAs, and the Connexions Service are committed to:

- *Maximising opportunities and achievement for all 14-19 learners by innovative and inclusive approaches to collaborative working*
- *Supporting all young people to become independent, confident and committed learners with high aspirations*
- *Preparing young people to enjoy success in lifelong learning, in skilled employment and, if appropriate, higher education*
- *Encouraging all providers, employers, and other stakeholders to take collective responsibility for diverse education and training that prepares young people, as well as possible, for adult life, employment and to serve the needs of the community.*

The Learner Entitlement is also consistent with the Government's vision for the future of children's services set out in the Children Act, 2004. These are that all children and young people, whatever their background, should have the support they need to:

1. **Be healthy** – the Entitlement provides for all learners to receive a range of enrichment studies and activities designed to promote healthy lifestyles.
2. **Stay Safe** – the Statement guarantees a safe environment in which to work which includes the learner's base institution as well as with other learning providers and in the workplace.
3. **Enjoy and achieve through learning** – one of the purposes of the Entitlement is to enhance the motivation of all learners thereby raising levels of participation, retention and achievement.
4. **Make a positive contribution to society** – the Statement seeks to increase learners' understanding of their rights and responsibilities, and those of others.
5. **Achieve economic well-being** – the Entitlement is designed so that all learners will understand the career options open to them and will develop the personal qualities and skills required to succeed throughout their learning and in the workplace.

The Statement therefore implies a range of quality characteristics which should be offered by all providers of education and training. It is intended to inform policy and practice at institutional level. For example, it could be used to help an institution to develop its own aims statement or Learners' Charter, or in the development of an induction, support and guidance programme. To this end, some guidelines for self-evaluation have been produced which are complementary to the self-evaluation required by external inspections.

How the Learner Entitlement has been developed

The Learner Entitlement Statement has been developed in consultation with representative groups of head teachers, college principals, and the Training Provider Federation. It figures prominently in all the relevant 14-19 strategic plans across the City and the County. Most importantly, young people have been involved in the process. They welcomed the introduction of the Statement and made very helpful comments regarding its content, presentation, and how it can best be provided to 14-19 learners.

The Entitlement therefore has the support of the Local Learning and Skills Council, the Coventry and Warwickshire LEAs, the Connexions Service, schools, colleges, training providers, and the young people themselves.

Underpinning Values and Principles

The LLSC, the LEAs, Connexions, and all 14-19 providers have all agreed to abide by the underpinning values and principles (**see next page**).

What happens next?

The Learner Entitlement will be provided to all Year 9 and Year 11 students in the 2005-06 academic year and will be given out with other publications aimed to aid young peoples' decision making at these key transition points. On the advice of the young people, it will be provided in a credit card sized, 'concertinaed' format.

The Entitlement will be reviewed annually, with young people involved in the evaluation.

DRAFT (25/7/05)

A 14-19 Learner Entitlement

Underpinning values and principles

We are all committed to delivering the Learner Entitlement and providing the highest possible quality of education and training for 14-19 year olds within our available resources.

In order to achieve this we will:

- Seek ways to collaborate with partners in order to provide the maximum choice for learners
- Thoroughly monitor and evaluate provision with a commitment to continuous improvement
- Give parity of esteem to all pathways and qualifications
- Provide learners with access to impartial information, advice and guidance about all learning opportunities and career pathways
- Put the needs of learners above the needs of our own institutions
- Provide the widest possible choice of pathways with clear progression routes across the ability range
- Address barriers to learning and promote equality of opportunity for all
- Provide a range of different teaching and assessment methods to meet the individual needs of learners
- Seek to raise aspirations and encourage progression
- Pass on relevant information about individual learners at key points of transition and make effective use of information from other providers
- Provide opportunities for learners to be involved in the planning, review and evaluation of provision
- Ensure provision reflects the needs of the labour market and the local community
- Regularly review the Learner Entitlement to ensure it remains relevant to the experience of learners

Appendix B

Minutes of the Special Meeting of the Children and Young People Overview and Scrutiny Committee held on 6 December 2005

Present:-

Members of the Committee

Councillors

Jill Dill-Russell
Anne Forwood (replacing Cllr Raj Randev for this meeting)
Richard Grant (Chair)
Katherine King
Anita Macaulay
Helen McCarthy
Mike Perry
Raj Randev
Kam Singh
Heather Timms
John Wells
John Whitehouse

Parent Governor Representative

Howard Smith

Portfolio Holders

Councillors John Burton (Schools), Peter Fowler (Family Services) and Izzi Seccombe (Children's Services)

Invited Guests

Claire Sangster
Joy Sharpe
Chris Smart

Officers

Bill Basra, Corporate Review Officer (C Ex)
Marion Davis, Director of Social Care and Health
Mark Gore, Assistant County Education Officer (Educ)
Ann Mawdsley, Snr Committee Administrator (C Ex)
Jane Pollard, Assistant County Solicitor (C Ex)
Lynne Upton, General Inspector, 14-19 Development (Educ)

Also Attending

Lucy Davis (Student)
David Hazeldine (Headteacher, North Leamington Community School)
Chris Hunt (14-19 Consultant, Learning & Skills Council)
Wendy Lott (Head of Vocational Education/Work Related Learning Co-ordinator)
Robert Marshall (Student)
Marion Plant (Principal, North Warwickshire & Hinckley College)
Josh Yeomans (Student)

1. General

The Chair welcomed everyone and in particular the invited guests who had given up their time to attend the meeting and whose explicit knowledge of 14-19 provision would inform members in their decision making.

(1) Apologies for absence

Apologies for absence were received from Max Hyde, Rev Terry Hum, Nick Lambert, Cllr Raj Randev, Yvonne Rose (LSC), Cllr John Ross and Linda Wainscot.

(2) Members Declarations of Personal and Prejudicial Interests

Councillor Anne Forwood declared a personal interest in Item 2 as her grandchild was going through the education system.

Councillor Richard Grant declared a personal interest in Item 2 as a Member of the Council of the Learning and Skills Council and the Board of the North Warwickshire and Hinckley College.

Councillor Anita Macaulay declared a personal interest in Item 2 as her child was going through the education system.

2. 14-19 Policy and Strategy onwards

Members considered the report of the County Education Officer presenting some background to the development of a 14-19 strategy.

Lynne Upton gave a PowerPoint presentation looking at the national context for 14-19 including the 5 Year Strategy, the new relationships with schools and the Children Act. She made the following points:

1. The two key themes arising were the crucial need to work closely with a range of partners and the rapidly changing landscape.
2. Schools would have to think more creatively offering more diverse facilities and personalised pathways, which would require more collaboration with other schools and partners.
3. The Local Authority would become a commissioner of services rather than a provider of services and would face the challenge of ensuring increased collaboration between schools and colleges while encouraging schools to work independently.
4. Studies of attainment demonstrated that young people who did not get five A*-C GCSE results were harder to engage later on and this highlighted the need to maximise the contribution of vocational education.
5. Maximum use would have to be made of sixth form and FE colleges.

Wendy Lott, Head of Vocational Education/Work Relating Learning Co-ordinator at Studley High School outlined the process for students to participate in vocational education. Students were interviewed and had to fulfil strict criteria, and if accepted attended their vocational courses for one day a week which was timetabled to ensure that they did not miss English, Maths or Science lessons. She introduced Robert Marshall, Lucy Davis and Josh Yeomans who were all taking part in vocational education.

Robert Marshall noted that he was studying towards a BTEC National Diploma in Media one day a week at Stratford College and was now attending Alcester Grammar School. He added that he could not have studied media at school and enjoyed the course and felt that the trust given to students at college had spurred him on.

Lucy Davis noted that she was doing an NVQ course in Agriculture at Moreton Morrell. This was a practical course, which she described as amazing.

Josh Yeomans noted that he was doing a BTEC National Diploma in Media and he felt that while he did not like school, the college had given him confidence through being given independence and trust.

Lynne Upton added that the vocational learning offered a different kind of learning experience for young people, which required a reshaping of current provision through partnerships to increase the aspirations of young people. To ensure success the LA would have to look at the whole cohort and determine what they were aiming for, how they would achieve quality and ensure that the combined product was the same as it would have been if delivered in one institution.

Chris Hunt, 14-19 Consultant at the Learning and Skills Council (LSC) noted that the LSC valued their partnership with Warwickshire and at their request had extended their review from 16-19 year-olds to 14-19 year-olds. He made the following points:

- a. Four reviews had been carried out across Coventry and Warwickshire between September 2002 and March 2005, each taking approximately six months of interviews, visits, consultation and collation of information.
- b. The reviews had revealed that there were high levels of good practice across the county, particularly with current developments, partnership working, their pioneering ICT project, work of Connexions and their inclusion agenda. In a national context Warwickshire had very good progression rates and the picture was generally positive.
- c. The key issues highlighted by the reviews were:
 - Although there was already a high level of collaboration, there was a need for increased provision and choice, better facilitation of courses and increased cost effectiveness.
 - Learners had to be placed centre stage above institutions.
 - There was a need to increase provision in some programme areas, particularly at Level 2.
 - Warwickshire had the best NEETs results in the country; there was still work to be done in this area.
 - Improvement was necessary on the work-based learning pathway, particularly with access and recruitment, training and retention of providers.
 - More robust systems had to be put in place to ensure that students were able to discuss their progress with teachers on a regular basis.
 - Travel was a problem in all areas.
 - Improvement was needed to decrease the gender gap and meet the needs of the gifted and talented.

- While all areas did well in preparing young people with applications to universities, more work was required with assisting with cvs and employment applications.
- In increasing the new pathways for young people, greater links had to be made with FE colleges.

David Hazeldine, Headteacher of North Leamington Community School presented the perspective of a headteacher and noted his support for vocational opportunities for 14-19 year-olds. He added the following points:

- i. He urged the County Council to support the initiatives put in place for Year 10s from 2006/07 and every year thereafter.
- ii. In the effort to benefit all young people, there was a need to balance the educational tensions and contradictions around the ancient debate of academic vs vocational learning.
- iii. North Leamington Community School had set up a Guidance Forum of key people to counsel students and monitor the situation.
- iv. There was a need to track and monitor children when they were away from the school.
- v. Schools would have to be structured differently to accommodate personalised learning pathways with the vision for the future including extended services, wireless and virtual access.
- vi. The Higher Standards, Better Schools for All White Paper favoured young people in London and there was a risk that young people from the shires would be deprived through the lack of facilities.
- vii. Gender equality had to be maintained with all young people having the same opportunities and encouragement to take the same courses.
- viii. The White Paper did not consider whether the shift towards vocational courses would mean a drop in the number of students undertaking the educational and cultural challenge of learning a foreign language.
- ix. Active and sustained dialogue with parents was essential.
- x. Although schools would have greater autonomy, there was still the need for a LA and for the County Council to hold schools to account for internal democracy.

Members were informed that the document tabled by David Hazeldine at the meeting contained information about individuals and should be treated as a confidential document.

Marion Plant, Principal of the North Warwickshire & Hinckley College thanked Members for the opportunity to raise awareness of 14-19 education and noted her appreciation to the students for their contributions. She added the following points:

- A. North Warwickshire & Hinckley College worked with over 1,000 school students in the college for one day a week and had won a national award for excellence as one of the best models in the country. It was important that they were recognised as being a good model who were already ahead of the game.
- B. North Warwickshire & Hinckley College offered the following unique features:
 - a high number of links to employers with a lot of work done with employers to ensure qualifications were acceptable and understood
 - a wide range of 15-16 vocational opportunities
 - achievement rates of over 80%
 - excellent attendance rates.

- C. There was a lot of collaboration with schools. The partnership with King Edward was strong with the current number of joint students at 52 and the possibility of a joint timetable and a joint site in the future.
- D. The College currently working with Year 8 and 9 students but would like to start in Primary Schools to highlight choice at an early age.
- D. The following areas were highlighted for strengthening:
 - good practice across borders
 - tracking and monitoring of students
 - funding
 - reducing duplication in competitive areas
 - joined up thinking on capital bids
 - online learning for isolated schools.

An invitation was extended to any member of the Committee to visit the College.

The Chair thanked the speakers for their presentations to the Committee with particular thanks to the students. When asked to give points for the Committee to take away with them the students noted the following:

1. Rob said that he enjoyed having the subject choice, which gave him a desire to learn.
2. Lucy preferred the relaxed environment of the college to the formal environment at school
3. Josh felt college was better than school as he was treated like a grown-up.

Following discussions, the following common threads were highlighted:

- i. The focus needed to be around the relationship with the students.
- ii. There was a lot to learn from experience that was already in schools and colleges.
- iii. Attention needed to be focussed in specific areas on issues such as NEET number and achievement in the north.
- iv. The overall message had been positive and Warwickshire would move forward from a position of strength increasing partnership working to move the agenda forward.
- v. Collaboration between the Council, learners, Voluntary and Community Sector, Employers, Colleges and FE Colleges was crucial.
- vi. EU funding for languages was due to disappear with no replacement funding being offered.

The Committee supported the proposed strategy in relation to 14-19 provision in the knowledge that collaboration and partnership working continued to be strengthened.

Chair

The Committee rose at 11.10 a.m.