

ITEM 24



DERBY CITY COUNCIL

COUNCIL CABINET
18 January 2005

Report of the Director of Education

14-19 Area Inspection Action Plan

RECOMMENDATION

1. To submit the post-inspection action plan relating to the Ofsted 14-19 Area Inspection of Derby to full Council for approval.

REASON FOR RECOMMENDATIONS

2. The Council has a number of responsibilities for 14-19 education and for the implementation of actions to address the recommendations from the 14-19 inspection, in partnership with Derbyshire Learning and Skills Council (DLSC).

SUPPORTING INFORMATION

- 3.1 The 14-19 Area Inspection of Derby took place over two separate weeks in May and June of 2004 and provision was graded **satisfactory**. Council Cabinet received a report detailing the outcomes on 9 November. The responsibilities for the 14-19 strategy for education and training are shared between the Council and DLSC working in partnership with Connexions.
- 3.2 DLSC and the Council are responsible for ensuring a coherent post-inspection action plan is developed and implemented. To do this effectively, local providers will need to be involved in the drawing up of the plan and in the delivery of the actions and outcomes.
- 3.3 Education Commission has also considered the outcomes, and this is the subject of another report to Cabinet. The Commission will receive the draft post-inspection action plan at its meeting on 17 January and its comments will be brought to the Cabinet meeting.
- 3.4 Ofsted published the area inspection report for Derby on 18 October. The report provides an overview of the quality and standards in 14-19 education and training provision across the area. It provides a picture of strengths and weaknesses on which providers and strategic bodies can build in order to provide the best possible learning opportunities. The issues identified will form the basis of a post-inspection action plan. This plan will demonstrate a clear strategic approach to 14-19 learning in the area.

- 3.5 The post-inspection action plan for Derby has a strategic vision for the 14-19 phase of education. It provides a clear indication of the steps and timescales required for achieving this vision, together with how and who will be responsible for implementing them. Arrangements for monitoring, review and evaluation are made through the Director of Education, the Deputy Chief Executive of DLSC and the Chief Executive of Connexions-Derbyshire. This group will be called the 14-19 Executive Group and will report on progress to the Cabinet, LSC Board and Connexions Partnership.
- 3.6 The key areas for improvement are:
- Further development of the 14-19 strategy with effective systems for co-ordination and implementation.
 - Ensure that the provision in Derby for 14-19 year olds meets their needs.
 - Reduce the level of exclusions and improve the facilities and provision made by the Pupil Referral Unit.
 - Reduce the number of young people not in education, training or employment.
 - Improve accommodation in two special schools.
 - Ensure that careers guidance, citizenship and person, social and health education are available at Key Stage 4.
- 3.7 The post inspection action plan will focus on three high level objectives which will address the key areas for improvement. These are:
- Strategy, co-ordination and monitoring
 - Attainment
 - Advice and guidance.
- 3.8 To successfully address these three high level objectives, activity at a broad level will focus on:
- promoting partnership and collaboration which ensures all providers and agencies involved in the delivery of 14 to 19 education and training work to a common purpose for the benefit of the learners.
 - ensuring there is sufficient breadth and quality of provision across the City which allows 14-19 year olds to participate in a curriculum that meets their individual needs and aspirations.
 - advice and guidance activities that help remove the barriers which may discourage young people from participating in appropriate education and training opportunities post-16.

- initiatives that lead to greater flexibility in the curriculum at Key Stage 4, impacting on motivation and attendance, reducing exclusion rates, raising attainment and increasing progression post-16.
- robust approaches to improving the quality of education and training with a range of support which includes:
 - provider improvement and curriculum support
 - behaviour management
 - improved attendance
 - support for vulnerable groups.

3.9 The action plan, which is still in draft form, is available under 'Political Management and Reports' at <http://www.derby.gov.uk/HiRes/learning/politicalmmentandreports/>

3.10 Effective Area Inspection follow-up is a high priority activity for the 14-19 Executive Group. Actions are already in place to address the issues identified by Ofsted and in the key partners' self-assessment report:

- The 14-19 Strategy Co-ordinator, a joint LSC and Education Service post, appointed in April 2004 is now established and takes prime responsibility for 14 to 19 strategic developments across the city.
- Derby has a number of 14-19 Pathfinder projects that are a response to the demands for new forms of partnership and collaboration between schools, training providers, the college, the university and employers. The 14-19 Pathfinder is one of the key means by which Derby identifies and spreads good practice in the 14-19 phase. The Department for Education and Skills has allocated £954,000 over two years for this project which ends in March 2005.
- All stakeholders were invited to the launch of the 14-19 Strategy for Education and Training in Derby. This event also gave stakeholders the opportunity to consider the outcomes of the inspection and identify contributions they would wish to see included in the post-inspection action plan.

3.11 The 14-19 Executive Group is also co-ordinating the funding of activities that will address concerns highlighted in the Ofsted report. DLSC has made £762,000 available for approved activities. Expressions of interest were invited from providers that lead to increased collaboration, ensure sustainability and result in measurable impacts that improve provision for all learners. The proposals that have been agreed are summarised in Appendix 2.

3.12 Summary of future activity:

- The post-inspection action plan will be submitted to the DfES to meet the deadline of 31 January 2005, following submission to full Council on 26 January and the DLSC Board.

- The Cabinet previously agreed the 14-19 Strategy for Education and Training in Derby. This document sets out a vision for distinct and cost effective 14-19 quality provision. The strategy has now been shared with key participants enabling them to develop activities that reflect the principles, entitlement, provision and quality assurance arrangements outlined in the strategy. Guidelines to support the delivery of the entitlement for learners will be available to providers in February. This allows for wide consultation.
- Local Learning and Skills Councils are responsible for leading Strategic Area Reviews. Strategic Area Reviews aim to meet learner, employer and community needs, and to improve choice and quality of post-16 education and skills provision. They will cover LSC-funded provision for learners of all ability levels aged over 16. This activity will help strengthen links between 14-19 providers and achieve greater choice and improved progression. The Government expects Strategic Area Reviews to be completed by March 31 2005. The outcomes will feed into the strategic planning process for 2005/06 and beyond, taking in to account how best to support a coherent, well-balanced 14-19 phase of learning.

OTHER OPTIONS CONSIDERED

4. No other options were considered, as this is a report on an action plan for an external inspection.

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Background papers:	None
List of appendices:	Appendix 1 – Implications Appendix 2 –Summary of Proposals

IMPLICATIONS

Financial

- 1.1 DLSC has received an allocation of money - £762,000 - to support post-inspection activities designed to address areas of concern and build on strengths identified by Ofsted. All providers of education and training in the 14-19 phase were invited to submit expressions of interest to DLSC. An executive group comprising officers of DLSC, Derby Education Service and Connexions-Derbyshire considered and approved funding for activities that address recommendations made by Ofsted. This enables Derby to have a co-ordinated approach to activity and ensures learner needs are met across the city.
- 1.2 All other activity in the post-inspection action plan will be funded through existing budgets. The two posts supporting 14-19 provision, the 14-19 Strategy Co-ordinator and the Pathfinder Co-ordinator, are currently only funded on a fixed term basis.

Legal

2. The Area Inspection Framework, effective from September 2003, meets the requirements of the Learning and Skills Act 2000 as amended by the Education Act 2002 to include 14-19 education. It ensures that Her Majesty's Chief Inspector of Schools is informed about:
 - The quality of education and training
 - The standards achieved by those receiving that education and training
 - Whether financial resources made available to those providing that education and training are managed efficiently and used in a way that provides value for money.

Personnel

3. None arising directly from this report.

Equalities impact

4. Area inspection, the post-inspection action plan and DLSC's strategic area review will impact on the 14-19 curriculum resulting in improved collaboration that increased choice for learners. Opportunities to follow traditional and vocational qualifications at entry, level 1, level 2 and level 3 will allow pupils to participate in programmes that match their individual needs and aspirations.

Corporate objectives and priorities for change

- 5.1 The proposal comes under the Council's Objectives of education and job opportunities.
- 5.2 The proposal furthers the priority of tackling under-achievement in schools and improves young peoples opportunities for training and employment.

SUMMARY OF PROPOSALS

The following is a summary of proposals which have been agreed. These all support the key issues and actions in the 14-19 post inspection action plan.

Connexions

Ofsted expressed concerns about the delivery of careers education and guidance in schools. This initiative will result in identified good practice and a common approach to careers activity. The Connexions Service will work closely with the Education Service to lead on these improvements.

Derby College

The Ofsted report identified the need to improve teaching and learning profiles for some providers from satisfactory to higher levels. Nationally there are concerns that staff in further education, teaching and non-teaching, need support to fully equip them for working with school pupils. Derby College has already undertaken work in this area and is now in position to pilot a comprehensive project with the potential for sharing good practice not only locally, but also regionally and nationally.

Derby City Education Service

Derby has high exclusion rates. The Education Service is currently reviewing the role and remit of the Special Educational Needs Support Service. Secondary head teachers are helping to develop an exclusions strategy. A fixed term post for one year will be the single point of contact for secondary schools that have pupils at risk of permanent exclusion. The post holder will conduct an initial audit of need and provide the networking information to signpost the schools to other agencies. The post will also act as a complex case manager, co-ordinating input from a number of agencies.

The Derbyshire Network

The Derbyshire Network represents training providers and will play a prominent role supporting collaboration between training providers and schools. A post will be created to help diminish the barriers that may discourage young people from participating in appropriate training opportunities pre and post-16.

Lees Brook Community Sports College and da Vinci Community College

This partnership looks to build on the established vocational activity that presently exists between the two schools. Resources will be specifically targeted at developing staff awareness and skills enabling a range of programmes to be incorporated within the mainstream programme offer and improve guidance and planning for learners. This will lead to and sustain increased options at level 1 and level 2.

The Millennium Centre (Littleover and Derby Moor Community Schools)

Ofsted identified concerns regarding the transfer of student data and, post-16, measuring the value that has been added during a learner's programme. The Millennium Centre is a successful sixth-form centre for Littleover and Derby Moor schools. The two schools will develop a common post-16 electronic system for setting, recording, tracking and measuring student progress. Subject teachers, pastoral support teams and senior managers will use this. On completion of the pilot an agreed system will be shared with other providers.

Minett Training

Minett Training is a brickwork sub-contractor that, in response to identified skill shortages, has developed their own training centres. Drawing on the success of the post-16 scheme, Minett Training are now operating pre-16 training programmes which will allow learners to gain National Vocational Qualification -NVQ - units and then progress to full apprenticeship programmes.

Noel-Baker Community School and Language College, Merrill College and Derby College

These three partners have considered and acted on evidence generated so far through the Strategic Area Review and are re-designing their sixth-form curriculum, agreeing a timetable that offers a degree of commonality, ensuring minority subjects are delivered cost effectively and offering provision at levels 1, 2 and 3.

North East Derby Collaborative

West Park, Lees Brook and da Vinci schools will work collaboratively to raise attainment across the ability range at Key Stage 4. All pupils in Key Stage 3 will participate in taster sessions to help them make informed option choices in year 10. In Key Stage 4, in addition to the traditional GCSE offer pupils will be able to follow vocational programmes, either in school or with training providers. Staff will train as assessors and verifiers. Finally a mentor will not only work with pupils in schools but also support their transition, providing close support for vulnerable learners post-16. This will reduce dropout and also reduce those young people not in education, employment or training.

Sinfin Community and Chellaston Schools and Connexions

This partnership will extend the existing collaborative activities in place – catering and business studies - by introducing construction and health and social care. Supported by YMCA Training, pupils will follow NVQ units in trowel work and the Construction Industry Training Board - CITB - Site Personnel Certificate that is mandatory and therefore essential for entry into employment in this sector. Derby Health Service will provide specialist input to the vocational GCSE in Health and Social Care. These options encourage two different pathways, one to employment with further training and the other to full-time education.

Saint Benedict Catholic School & Performing Arts College

Saint Benedict's School continues to develop provision that offers different pathways to meet learner need and aspiration. Through this project the school will work in partnership with Rolls Royce and possibly Toyota to encourage and prepare young engineers of the future, an employment sector that is experiencing recruitment difficulties. Different levels will be available to all pupils and the support from Rolls Royce allows access to high-tech resources at Loughborough University.

St Martins Special School and YMCA Training

St Martin's special school offers provision for pupils with learning difficulties and emotional and behavioural problems. YMCA Training has a history of working with socially disadvantaged young people. Opportunities created through this partnership will also be available to learners in other special schools and pupils with statemented and non-statemented educational and social needs in mainstream secondary schools. Learners will work towards level 1 accreditation in childcare, construction trades and hair and beauty. Progression to appropriate post-16 placements will be carefully planned for this client group.

South Derby Partnership

Head teachers of the following schools have agreed to work together to implement far-reaching changes to Key Stage 4 provision in line with the 14-19 Strategy for Education and Training in Derby:

Bemrose Community School
Merrill College
Murray Park Community School
Noel-Baker Community School and Language College
Sinfin Community School
St Clare's Special School
St Martins Special School

The proposed collaboration will have two key elements:

- The development of resources, schemes of work and teaching and learning strategies for a range of vocational courses at level 1 and level 2 that will be predominantly offered 'in-house' with some support from training providers.
- The development of an alternative curriculum in partnership with training providers to extend the opportunities available to learners.

The proposals will impact on attainment, attendance, motivation and behaviour with expected reductions in exclusions and those, post-16, which may not engage in education, employment or training.

Woodlands School

Woodlands School performs above national averages at GCSE and A level. However a number of pupils are not yet at level 2 and need to participate in different curriculum choices. The school will establish a range of pathways that meet the needs of all learners. Currently Woodlands works in collaboration with Saint Benedict's School and the Royal School for the Deaf. The school, with its partners, will invest in raising staff awareness and developing their skills, raise awareness of new opportunities with pupils and parents, ensure quality assurance arrangements are in place and implement programmes that allow learners to follow traditional GCSE programmes or a combination of traditional and vocational programmes. In addition some learners will participate in provision offered jointly with training providers.