



Strategy for 14-19 Education and Training

RECOMMENDATION

1. To endorse the strategy for 14-19 education and training, subject to any detail amendments arising from inspection outcomes and the final stages of consultation, to be made by the Director of Education in consultation with the Cabinet Member for Lifelong Learning.

REASON FOR RECOMMENDATION

2. Development of the 14-19 curriculum is a major educational priority, nationally and locally. It is important that developments in Derby are based on an agreed strategy covering all relevant agencies and providers.

SUPPORTING INFORMATION

- 3.1 In February 2002, the Green Paper '14-19: Extending Opportunities, Raising Standards' was published, followed by extensive consultation. The Government's response to this consultation was set out in a further document '14-19: Opportunity and Excellence'. This proposed significant change for the 14-19 stage of education with five key themes:
 - curriculum change for flexibility and opportunity
 - consistency and excellence in learning
 - an emphasis on local innovation and partnership
 - support for local delivery
 - raising aspirations.
- 3.2 An important element of 14-19 developments is the expectation that institutions will work more closely together to provide students with the widest possible GCSE, A Level (and equivalent) and apprenticeship choices, while providing all with opportunities to learn about work and enterprise. From the point of view of the Council's Education Service, collaboration between schools and with Derby College and work-based learning providers will be essential, in addition to direct delivery by each type of provider.
- 3.3 The Government expects Chief Education Officers, on behalf of local authorities and Executive Directors of local Learning & Skills Councils, to give a forceful lead in ensuring that provision in their areas takes the opportunities that the 14-19 agenda offers.

- 3.4 At its meeting on 9 September 2003, Council Cabinet accepted funding from the Department for Education and Skills (DfES) for the 14-19 Pathfinder. Implementation is now well underway and providing an excellent opportunity to pilot new approaches in the context of curriculum change and wider opportunities for students in the 14-19 age range. The Pathfinder Steering Group represents all partners in 14-19 education and training.
- 3.5 Another major national development within the 14-19 focus is the Tomlinson review, which covers the examination system in the secondary age range. An interim report was published in March this year. Broadly, the proposals include the following:
- a four-level diploma where students have the chance to study to the most appropriate level
 - a compulsory core designed to ensure that all students gain at least level 2 in maths, communication and ICT skills as a pre-requisite to gaining a diploma
 - a compulsory extended project to develop skills for employment and higher education
 - pre-16 programmes with recognition towards the diploma, where appropriate
 - post-16 'open' and 'specialist' subject combinations at every diploma level with the option of 'high status' vocational courses in combination with academic courses, and in due course a fully integrated apprenticeship structure
 - assessment when students are ready and the accumulation of credits.
- 3.6 The interim proposals of the working party have largely been welcomed.
- 3.7 Work has been carried out jointly with the Derbyshire Learning & Skills Council to develop a 14-19 strategy for the city. This has included joint seminars and discussion with each school, training provider and Derby College about the content of the strategy and the role that they would play. There has been consultation with the relevant agencies through Derby City of Learning and the Local Connexions Partnership. The consultation has resulted in strong support for the draft strategy which is attached at Appendix 2.
- 3.8 A number of other developments are also linked to this work.
- An area-wide 14-19 inspection has recently been completed in Derby. This followed the post-16 area inspection carried out in 2000 and assessed progress on the action plan and the current breadth and quality of all types of provision for this age range. There has also been an inspection of the Derbyshire Connexions Service, with cross membership of the two inspection teams and direct links to some City Council services. There will be separate reports on these inspections. During the 14-19 inspection, the need to complete the strategy and make rapid progress on implementation of actions arising from it were noted. Post-inspection action plans will be completed and will guide further work on the 14-19 strategy and its implementation.

- A coordinator for 14-19 strategy has been appointed, using LSC funding, but line-managed by the Education Service. The postholder has recently taken up post in April. This post provides additional senior capacity for the Education Service and the Derby Learning and Skills Council to implement the 14-19 strategy.
- The development of the 14-19 strategy is one of the priorities included in the recently agreed Derby City Council / DfES Compact.
- All Learning & Skills Councils are under a duty to carry out strategic area reviews, and in Derbyshire one of these will cover the city. This is a review of all post-16 provision and will result in recommendations by spring 2005 about changes in that provision in the future. This will have implications for various authorities and agencies and individual institutions.

3.9 The vision for provision set out in the draft strategy links very closely to the vision for Derby City Education Service, which in turn links to corporate vision and planning.

3.10 The final stages of consultation are now in hand and there may also be some points from the 14-19 area inspection report that need to be incorporated, though in the main these are more likely to affect actions to implement the strategy. The strategy will also need to be considered and approved by the Learning & Skills Council at its September meeting. It is therefore proposed that the draft strategy should be endorsed in its current form with any amendments to the detail as a result of these final stages and consultation being made by the Director of Education in consultation with the Cabinet Member for Lifelong Learning.

3.11 The strategy itself will provide the primary sense of direction for all involved in the 14-19 phase. The detail of how the measures in the plan are to be delivered and achieved will be incorporated in a 14-19 action plan. This will also provide the basis for monitoring purposes.

OTHER OPTIONS CONSIDERED

4.1 None, in that it is vital in the context of the focus on and importance of 14-19 developments for the city and its residents to agree the strategy.

4.2 14-19 provision in Derby is made through a wide range of providers, including 11-16 schools, 11-18 schools, Derby College and work-based learning providers. In order to provide the broadest range of high quality opportunities for young people, it is vital that these providers collaborate effectively, and the strategy provides the basis for this.

For more information contact:	Andrew Flack / 01332 716854 / andrew.flack@derby.gov.uk
Background papers:	None
List of appendices:	Appendix 1 – Implications Appendix 2 – Draft Strategy for 14-19 Education & Training

IMPLICATIONS

Financial

1. There are none directly arising from the report, but Government funding is targeted at developments in this age range and the establishment of the vision and strategy that underpins our work is an important pre-requisite for drawing on and allocating such funding. The LSC now has responsibility for funding post-16 provision.

Legal

2. None directly arising from this report. The allocation of responsibilities to local authorities and local Learning & Skills Councils will potentially lead to some interesting issues where any proposals for individual institutions arise out of development, review and inspection in this age range, as LSCs have school place planning powers in relation to post-16 provision.

Personnel

3. None directly arising from this report.

Equalities Impact

4. The draft strategy includes a section on entitlement, which sets out the intentions for provision for all learners. It is particularly important to improve staying-on rates for education for young people post-16 and this depends on improved support and guidance to individuals and course provision in all institutions. Such improvements should enhance the opportunities for all young people. A wider, more flexible curriculum will allow pupils the opportunity to participate at a level and in a programme that meets their individual needs and aspirations and leads to higher achievement.

Corporate objectives and priorities for change

5. There is a close link between the vision and strategy for 14-19 developments, the vision of the Education Service, and the vision and priorities for the City Council as a whole. In particular the objective relating to **education provision responding to people's needs so that they can develop skills and knowledge all through their lives, leading to better life choices and chances**, in turn leading to another objective of **promoting job opportunities** are clearly closely linked to work on the 14-19 strategy.

DRAFT

STRATEGY FOR 14-19 EDUCATION AND TRAINING

JOINT STATEMENT BY DERBY CITY COUNCIL AND THE DERBYSHIRE LOCAL LEARNING AND SKILLS COUNCIL

1. CONTEXT

- 1.1 The DfES, in its response to the consultation on the Green Paper, *14-19: Extending Opportunities, Raising Standards*, sets out the case for reform in *14 –19: Opportunity and Excellence*. The latter aims to promote higher participation and attainment, and to build a system in which young people come first with learning that is uniformly of high quality, combines general and specialist study and is designed to meet their needs, aptitudes and aspirations.
- 1.2 To achieve these aims, the government intends to develop a 14-19 phase that will give greater coherence for schools, colleges and employers; and give students more choice. It expects institutions to work more closely together to provide students with the widest possible GCSE, A-level (and equivalents) and apprenticeship choices, while providing all with opportunities to learn about work and enterprise.
- 1.3 Chief Education Officers and Local Learning and Skills Council (LSC) Executive Directors are expected to give a forceful lead in ensuring that provision in their areas seizes the opportunities that the 14-19 agenda offers. Local Education Authorities (LEAs) and LSCs have considerable scope to support new forms of partnership and collaboration between schools, colleges, employers, training providers and universities.
- 1.4 The independent schools' sector is to be encouraged to play a greater role in local partnership; and LEAs are encouraged to think creatively about the opportunities to incorporate independent schools into their local provider network.
- 1.5 The vision presented in the DfES paper, *14-19: Opportunity and Excellence*, which is summarised above, will inform our joint local strategy (the Strategy) described below.

2. VISION

Our vision for the 14-19 phase of education is that:

A wide range of high quality learning opportunities will raise the achievement and enhance the life choices and chances of young people in Derby. Those opportunities will be available through flexible, collaborative working between providers across the city.

Our objectives are that young people:

- **feel confident and well informed in their educational, training and career choices**
- **will be active learners, who progress effectively through a wide range of routes for learning that meet their needs and aspirations**
- **who are more vulnerable are supported to participate in learning; and that**
- **provision will address current and future skills and employment demands, to ensure a well-educated and trained community and enhance prosperity in Derby.**

At the same time, the importance of a broad education to support the growth and development of young people in wider society will be promoted.

3. PRINCIPLES

- 3.1 In developing and delivering the Strategy for 14-19 learning in Derby City, Derbyshire LSC and Derby City Council will work in partnership with key participants, including schools, Derby College, work-based learning providers, University of Derby, Connexions, the employers and learners, to develop distinct and affordable 14-19 quality provision, which will be cost-effective.
- 3.2 We will work to the principles agreed with the main stakeholders at the October 2003 conference held at Rolls-Royce Training Centre, which in turn reflect established LSC, LEA and individual provider principles and plans.

These principles:

- **put the needs of the learner first**
 - **raise aspirations and motivate young people to remain in learning**
 - **raise levels of attainment in all parts of the city**
 - **ensure access for all learners to good quality and impartial advice and guidance which enables them to make appropriate and informed choices**
 - **provide a range of quality options for all learners and encourage a culture of continuous improvement**
 - **ensure equality of opportunity and inclusion.**
- 3.3 In support of these principles we will establish a protocol, which defines the roles and responsibilities of Derby City Council and the LSC respectively. Together we will promote appropriate collaboration and joint ventures between providers to ensure the most effective response to the needs of all the learners across the city.

- 3.4 We will develop and deliver the Strategy through broad consultation with the key participants listed above, and also with learning and business partnerships and other relevant organisations.

ENTITLEMENT

4.1 We believe that all young people should be entitled to:

- distinct 14-19 provision which is broad, flexible and relevant, and appropriate to the needs of this age group
- equality of opportunity
- quality provision delivered by a community of well-qualified and trained teachers and trainers
- a choice of suitable locally based learning at different levels to meet individual needs and aspirations both now and in the future
- the best possible learning environments and facilities within available resources in a safe, secure and supportive atmosphere
- individual learning plans which involve the learner and provider in plotting the best pathways through a choice of provision in the 14-19 stage and beyond
- timely, impartial and good quality advice and reliable, transparent information, enabling young people, parents and guardians to make informed choices appropriate to their needs and aspirations.

4. PROVISION

5.1 In order to provide this entitlement to all young people, we will encourage, support and sustain collaboration and joint ventures between schools, the college, training providers, employers and other agencies to ensure the most effective coverage of all learner needs across the city. These will include:

- local partnership initiatives between small school sixth forms and the college to ensure a viable and cost effective range of quality provision is available in those areas of high social disadvantage
- drawing fully on existing initiatives such as the Education Action Zone, the 14-19 Pathfinder and the Excellence Cluster to enhance delivery of a flexible Key Stage 4 curriculum across the city
- collaboration between schools, and between schools and the FE college, capitalising especially on school specialist status to increase flexibility at Key Stage 4
- active co-operation with community and voluntary groups to locate and embed relevant Level 1 and Level 2 provision in the local community
- manageable, cost-effective collaboration, ensuring viable group sizes and reducing unnecessary duplication, to protect and extend the current range of A-level courses, , especially in relation to Year 13 minority subjects

- increased involvement of work-based learning and employer partnerships in schools, in order to further promote work related learning, work shadowing and work experience
- full access to all appropriate initiatives by special schools and other non-mainstream groups in the city
- exploring ways in which the independent schools in the city may be encouraged to participate in the city-wide network of provision.

5.2 As part of such collaboration, we would also seek to:

- expand related vocational learning for the full 14-19 age range, particularly on all specialist secondary school sites
- engage employers and trainers in the development and delivery of an increasingly vocational curriculum
- ensure high levels of achievement to meet skills for employability and progression into further and higher education
- encourage and develop innovative delivery mechanisms, including the use of e-learning.

5.3 We will support and extend free-standing provision which:

- has at its heart the aspirations and success of the young learner
- is cost effective and provides value for money
- promotes learner participation, retention and achievement
- promotes equal access and opportunity.

5. SUPPORTING PROVIDERS

6.1 We will negotiate appropriate and relevant levels of support with all providers in relation to:

- staff training and development
- funding of provision in accordance with national criteria
- provision of accommodation as part of a rational city-wide plan
- evaluation and assessment of provision in the light of the aims and principles of the Strategy
- action/development /improvement planning to advance the Strategy
- sharing and disseminating best practice

- data sharing and interpretation which avoids unnecessary duplication
- adequate and appropriate information, advice and guidance, including timely information about new sources of funding
- support networks and forums at different levels, e.g., subjects and courses, guidance staff, senior staff to disseminate and share good practice
- support for schools or providers where the provision for learners is deemed to be inadequate or where attainment is below expectations
- an annual Derby and Derbyshire conference to review progress and set the context for future development
- creating opportunities for innovation and development.

6. QUALITY ASSURANCE

7.1 We will work together and in partnership with providers to establish a quality assurance regime which is relevant, transparent and formative and which builds on existing practices to avoid duplication. This will include:

- the use of ALI and Ofsted inspection reports and internal reviews to make judgements about the quality of provision and inform future support and planning
- establishment of a data sharing protocol so that relevant performance indicators are available in a timely and relevant fashion to make valid judgements about the quality of provision in school, FE college and learning providers
- support for all providers in the development and use of effective self evaluation systems
- LEA and LSC monitoring arrangements that strengthen and complement individual institutional self-evaluation
- provider targets that reflect national government targets for achievement, participation and retention
- providers engaging learners in their self-evaluation procedures.

7. REVIEW

8.1 The Strategy will be reviewed at three yearly intervals as part of the Strategic Area Review procedure.