

1 Introduction

The Wiltshire Strategic Statement sets out the priorities for 16-18 learning in 2011/2012. It aims to inform the major stakeholders, including learning providers, schools, college, training providers, third sector, independent specialist providers, neighbouring local authorities and members, of the key challenges and priorities for 16-18 learning in Wiltshire. Three key questions in establishing our priorities are:

1. Which groups of young people do well within Wiltshire?
2. Which groups of young people are least well served in Wiltshire?
3. What activities have been identified that could make a significant difference?

This document aims to respond to the three key questions: firstly, by setting the overall Wiltshire and educational contexts, economic trends and employment opportunities. Secondly, by setting out the key priorities for strategic planning purposes. Thirdly, by identifying those priorities and the associated key actions and timeframe. Finally, the appendices in section four provide the evidence base for this statement.

Wiltshire context

The total population of Wiltshire for 2009 is 456,100 persons. The population is projected to grow to 458,700 in 2010, 461,000 in 2011 and 463,500 in 2012. The Wiltshire Local Development Framework for additional housing for the period up to 2026, which is currently being consulted on, identifies that the key growth areas for additional housing will be Salisbury, Chippenham and Trowbridge.

Wiltshire is the 9th most rural county in England with a large military population. Plans have been developed for a Super Garrison in the Salisbury Plain area. The numbers of military personnel stationed at the Super Garrison sites (Tidworth, Bulford, Larkhill, Warminster and Netheravon) are forecast to increase from 11,400 in 2008 to 11,500 in 2009, 12,100 in 2010 and 12,700 from 2011 onwards.

The number of young people in Wiltshire, per cohort is fairly static with currently 5,103 in year 7; 5,236 in year 8; 5,053 in year 9; 5,211 in year 10 and 5,296 in year 11. However, there is an anticipated decline in cohort size within the primary phase, falling to as low as 4,645 in current year 3. This will reduce the requirement for post 16 places in education and training from 2014 until 2020, after which a gradual rise is anticipated.

Wiltshire's ethnic diversity is lower than the national average with the West Wilts area showing most diversity. At the 2001 Census, 96.06% of the population were recorded as White British and a further 2.08% were White Other. In England, 86.99% are White British and 3.93% are White Other. Of the remaining 1.86% of the West Wilts population there are similar numbers of Black and Chinese people and fewer Asians.

Educational context

In September 2010 providers of 11-19+ education include:

- 29 secondary schools*
 - including 2 single sex grammar schools
 - 2 academies
 - 1 converter academy
- 21 with sixth form provision to include the academies
- 8 11-16 secondary schools
- 6 special schools
- Young People Support Service (4 short stay centres)
- Collaborative post 16 provision has been available in:
 - The South; Bishop Wordsworth's Grammar School for Boys and South Wilts Grammar School for Girls
 - The West; John of Gaunt School, St Augustine's Catholic College and Clarendon College
 - The North; Abbeyfield School, Hardenhuish School and Sheldon School

- Wiltshire College has 4 main campuses in Chippenham, Lackham (land-based), Salisbury and Trowbridge. The College is a provider of HE courses however there is no dedicated HEI within Wiltshire.
- 4 Training providers (delivering 16-18 Learner Responsive provision)

** we understand that 3 further secondary schools are likely to convert to academy status by April 2011*

Since 2007 the number of young people entering into post 16 education and training has risen dramatically from 89.2% in 2009 compared with 64% in 2007. The proportion of young people choosing to stay in full time education reflects this increase and is currently 2342 (45.5%) in school sixth forms and 2199 (42.7%) in FE colleges. School sixth form provision is largely at level 3 and is mostly GCE Advanced level, whilst FE provision is across all levels and mainly based on vocational qualifications. Private training providers deliver Foundation Learning (FL) programmes. Apprenticeship 16-18 year old starts for 2009/2010 show a provisional figure of 191 at level 3 and 898 at level 2, which is 4.6% of the 16-18 year old cohort. It should be noted that there is continued decline in young people entering employment, with 345 (6.2%) in 2008 compared with 185 (3.5%) in 2009.

Since 2008, the number of those Not in Education and Employment and Training (NEET) has remained fairly static at around 6%, however the current figure for September 2010 has increased to 7.23%. This is higher than regional and statistical neighbour values but below national figures. NEET young people from black and minority ethnic groups are in line with the proportion of young people, whilst those with learning difficulties and/or disabilities are significantly higher at 10%. Provision at post 16 for learners with learning difficulties and/or disabilities (LLDD) within Wiltshire is limited for learners with high level needs resulting in a significant number being placed with out of county independent specialist providers.

Economic trends and employment opportunities

Wiltshire has a diverse economic base with Wholesale, Retail, Real Estate, Renting and Business Activities having the largest share of total workplace employment. Compared to the GB average, Wiltshire has a comparatively larger share of employment in sectors such as Manufacturing, Hotels, Restaurants, Public Administration and Defence.

Wiltshire also has key employment strength in Research and Development, centred within the Salisbury Research Triangle, and focused around the long-established, world-class research and development facilities of DSTL (Defence Science and Technology Laboratory), QinetiQ and the Health Protection Agency (HPA), global leader in vaccine development and medical testing.

Employment growth over the last ten years is slightly lower than the GB average but substantially lower than the South West growth. The main reasons for this are above average losses in the Public Administration and Defence sector and a fall in employment in public service activities of 42% compared to a national rise of 35% and a regional rise of 50%. In January 2009 the JSA claimant count was 5,250 compared to 2,890 in June 2008.

The 13-19 Employer Engagement Strategy has identified employment sector champions at senior manager level. They are stimulating collaborative working with schools and colleges to meet a variety of needs including the development of Diplomas and Apprenticeships.

In summary

The strategic priorities for 16-18 education in 2011/2012 focus on four key areas, based on the three identified questions in the opening of this section:

- Increasing participation of learners in education, training and employment (especially for LLDD)
- Reducing economic disadvantage through improving achievement and progression opportunities for all learners
- Increasing the range of opportunities available across a rural county in order to meet needs geographically and for identified groups
- Improving the quality of provision and ensuring value for money in commissioned provision.

2 Priorities

Participation

- Reduce NEET and increase participation in targeted groups of young people especially LLDD
- Support the transition of E2E into Foundation Learning (FL) for all providers working with Connexions to ensure that young people access suitable provision
- Support the most vulnerable young people to access appropriate provision to engage and maximise progression opportunities via ESF funding
- Continue to raise awareness of apprenticeship routes in the County and engage with employers to grow the provision

Achievement

- Continue to narrow the FSM gap by 19 at L2 and L3
- Explore strategies to ensure more 17 and 18 year olds are in learning irrespective of the RPA legislation with a particular focus on vulnerable groups
- Support the implementation of FL across Wiltshire ensuring achievement opportunities for all learners working at level 1 or below
- Improve the quality of CEIAG for all young people in Wiltshire; ensuring it is impartial, timely, raises aspiration and challenges stereotypes

Range of opportunities

- Explore strategies to increasing participation of young people at level 2 and level 3 particularly in vocational and applied learning
- Continue to commission high quality, cost effective provision, including A-level (currently 45.4% year 11 leavers access A-levels), Diplomas, Apprenticeships and Foundation Learning
- Support partnership working across Wiltshire to maximise opportunities for young people to access appropriate learning at all levels
- Increase participation in Wessex where numbers, including out of county are significantly lower than the rest of the County particularly for year 11 school leavers
- Secure quality provision on Salisbury Plain to meet the needs of learners
- Explore strategies to develop in county provision and internal collaboration to meet the needs of LLDD locally to reduce numbers that are being referred to higher cost ISPs
- Work with employers (including Wiltshire Council) to promote and expand apprenticeship opportunities
- Work with employers to increase opportunities for young people in paid employment to access training opportunities

Quality and value for money

- Secure further improvements in FE success rates, particularly at L2
- Work with providers to increase the VA in order to show positive CVA for all learners
- Secure further improvement in APS within SSF for schools who are in line or below average point scores
- To work with the schools who have the highest failure rate in A level and AS level in order to improve success rates and prevent failure
- Improve retention rates on post 16 courses
- Explore strategies which will support the sharing of effective practice, including linking higher performing providers with those who, relatively, perform less well
- Work with providers to ensure that quality provision is available to meet learner needs that are currently being met out of county through rigorous commissioning process

3 Actions			
Priorities	Actions	Timescales	
3.1 Participation			
3.1.1	Collect intended destinations data to ensure post 16 transition and SG offer	<ul style="list-style-type: none"> ▪ Support ID activities ▪ PMG membership ▪ Provider support and challenge 	July 2010 Sept 2010 Ongoing
3.1.2	Implement strategies to increase participation rates of 17 and 18 year olds	<ul style="list-style-type: none"> ▪ NEET exec/SB membership ▪ FL support programme ▪ ESF co-financing coordination ▪ Provider networks ▪ Commissioning alternative provision 	2010/11 ongoing
3.1.3	Commission effective ESF co-financing provision	<ul style="list-style-type: none"> ▪ ESF steering group membership ▪ Provider support and challenge ▪ PfVYP provider group 	2010/11 ongoing
3.1.4	Increase year 11 learners registered on VMS	<ul style="list-style-type: none"> ▪ NAS targeted support for schools ▪ Area partnership engagement 	Oct 2010 – July 2011
3.2 Achievement			
3.2.1	Narrow the FSM gap by 19 at L2 and L3	<ul style="list-style-type: none"> ▪ Data analysis/monitoring ▪ Tracking learners ▪ Supporting intervention programmes 	2010/11
3.2.2	Implement strategies to narrow the gap for vulnerable groups (FSM, BME, young offenders, teenage parents)	<ul style="list-style-type: none"> ▪ Data analysis ▪ Identification and sharing of good practice ▪ Tracking/monitoring identified learners ▪ Targeted support for individuals and providers ▪ Commissioned provision to meet learner needs 	2010 ongoing
3.2.3	Implement strategies for collaborative work by special schools and the college on transitions for LLDD	<ul style="list-style-type: none"> ▪ Transitions sub-group coordination ▪ FL implementation group coordination ▪ Facilitate meetings between local college and ISPs using FL to provide a progression route allowing transition from ISP to local college ▪ Attend SENCO meetings to start planning transitions at yr 9 ▪ SENCOs encouraged to invite local colleges to the transition meetings ▪ Meetings being arranged with SEN Education Officers, Special School Head teachers, Partnership Officer (Vulnerable groups) and local college to discuss transitions. 	Jan 2010 ongoing
3.2.4	Develop collaborative working across services within the LA to support learners with complex needs	<ul style="list-style-type: none"> ▪ Transitions board and sub-group ▪ Attend transitions panel ▪ Attend LLDD transport meetings ▪ Attend SEN Team meetings ▪ Reviewing Section 139a process with Connexions, SEN Team and Adult Services. 	Ongoing
3.2.5	Improve the quality of timely and impartial CEIAG in our schools	<ul style="list-style-type: none"> ▪ Support Career Mark quality award ▪ Provide tutoring for guidance training ▪ Engage schools in improving the quality and quantity of careers education ▪ Continue to complete IAG quality standards audits ▪ Support IAG networks to share good practice ▪ Support schools and Connexions in the use of new Partnership Agreements ▪ Provide CPD for Careers Coordinators 	Jan 2012 July 2011 Jan 2012 Ongoing Ongoing April 2011
3.3 Range of opportunities			

3.3.1	Support collaborative working to increase participation at level 2 and 3	<ul style="list-style-type: none"> ▪ Partnership working ▪ Area based curriculum planning/development ▪ College and training provider support networks 	2010/11
3.3.2	Focused support on sector subject areas (Maths, Science, Art, Media and Publishing)	<ul style="list-style-type: none"> ▪ Subject advisers ▪ Area coordinator support ▪ Curriculum mapping 	2010/11
3.3.3	Investigate impact of travel time on learning outcomes	<ul style="list-style-type: none"> ▪ Analysis of travel to learn cohort 	Dec 2010
3.3.4	Investigate provision for cross border learning particularly in the Salisbury area	<ul style="list-style-type: none"> ▪ Data analysis outcomes ▪ Operational forum cross-border workshops 	Nov 2010/ Feb 2011
3.3.5	Support for ELB provision in the Salisbury area	<ul style="list-style-type: none"> ▪ Capital planning ▪ Facilities/resource planning ▪ Curriculum development 	Oct 2011 – Apr 2011
3.3.6	Work with all providers in Salisbury and the Plain area to review and develop the current offer	<ul style="list-style-type: none"> ▪ Support partnership working through TWP ▪ Curriculum planning/development ▪ ELB capital developments Engagement through TWP ▪ Ho6 network ▪ IAG network 	Sept 2010 – Apr 2011
3.3.7	Support local colleges to develop suitable provision to meet the needs of vulnerable learners (focus on ASD)	<ul style="list-style-type: none"> ▪ Member of College FL implementation group ▪ SEN/LLDD provider support 	2010/11 ongoing
3.3.8	Work with SEN team to support £5m capital build at Exeter House	<ul style="list-style-type: none"> ▪ Collaborative working with SEN and capital team 	Sept 2010 ongoing
3.3.9	Develop strategies to increase Apprenticeship opportunities	<ul style="list-style-type: none"> ▪ Collaborative working with NAS, Economic Development, HR, Employer groups, Schools, College and providers ▪ Apprenticeship implementation plan 	Sept 2010 ongoing Nov 2010
3.3.10	Increase Apprenticeship opportunities across the county in light of potential risk to MoD activity	<ul style="list-style-type: none"> ▪ Collaborative working via NAS forum ▪ 13-19 team, Economic Development and HR planning 	Ongoing
3.3.11	Develop Apprenticeship opportunities based on Wiltshire priority employment sectors	<ul style="list-style-type: none"> ▪ Data analysis ▪ Employer engagement activities 	2010/11
3.3.12	Produce Wiltshire Apprenticeship implementation plan	<ul style="list-style-type: none"> ▪ Produce plan endorsed within the Council 	Nov 2010
3.3.13	Work with PTU to ensure learners transport needs are met	<ul style="list-style-type: none"> ▪ Support 14-19 transport coordinator ▪ Partnership working 	2010/11 ongoing
3.4	Quality and value for money		
3.4.1	Improve FE success rates, particularly at L2	<ul style="list-style-type: none"> ▪ Curriculum mapping and development ▪ Quality assurance activities 	Sept 2010 ongoing
3.4.2	Increase VA to show positive CVA for all learners	<ul style="list-style-type: none"> ▪ Subject support ▪ Support and challenge 	ongoing
3.4.3	Improve APS and success rates within SSFs	<ul style="list-style-type: none"> ▪ Support and challenge programme ▪ Ho6 networks 	2010/11
3.4.4	Support and challenge SSFs	<ul style="list-style-type: none"> ▪ QA programme ▪ Data analysis ▪ Pre-inspections 	2010/11 ongoing
3.4.5	Support SSF leadership and management	<ul style="list-style-type: none"> ▪ Pre-inspections ▪ Coaching programme 	2010/11 ongoing
3.4.6	Ensure VFM in commissioned provision	<ul style="list-style-type: none"> ▪ Curriculum reviews ▪ Curriculum planning networks ▪ Supporting partnership working 	Sept 2010 – Feb 2011
3.4.7	Implement strategies to share effective provider practice	<ul style="list-style-type: none"> ▪ Ho6 networks ▪ Curriculum manager networks ▪ Support for partnership working 	2010/11

3.4.8	Secure cost effective provision to meet the needs of LLDD	<ul style="list-style-type: none"> ▪ S139a process to start earlier in year 9 allowing forward planning of provision at local college • Explore ISP budget use at local colleges to fund extra support for learners that would have previously been placed at ISP • Facilitate collaboration between local college and ISPs to minimise the time spent at ISP and ensure a successful transition back to local provision ▪ Developing partnerships between ISPs and local College. This allows more learners to be supported in mainstream college with ISP expertise 	Mar 2011- Sept 2011
3.4.9	Work with converter Academies and Academies Division (YPLA) to ensure post 16 stability	<ul style="list-style-type: none"> ▪ Support with data analysis ▪ Curriculum planning and support 	Oct 2010 – July 2011

4 Appendix

4.1 Resident achievement

Key conclusions

- FE residents success rates have been improving (08/09 76.8%) but are still below those in statistical neighbours (10th out of 11 statistical neighbours)
- FE residents success rate for level 2 is 75% and is below regional
- FE residents level 3 success rates (80%) has shown annual increases and is above regional and national.
- Apprenticeship success rate (72.9%) is 3rd highest compared with statistical neighbours
- In school sixth forms Wiltshire learners gain higher APS per candidate (755.1) and per entry (210.9) compared with national (721.1 and 208.3) and higher APS per candidate than regional (719.7 and 211.4). This places Wiltshire 5th for APS per candidate and 6th for APS per entry compared with statistical neighbours
- There is variation in APS in schools by the 3 Wiltshire areas:

Area	APS/candidate	APS/entry
North	801.2	202.4
Wessex	875.9	232.5
West	732.8	206.7
- 5 SSF have significantly positive CVA with 6 having significantly negative. All others are in line with expectations
- The % fails at A-level is significantly lower than national in 14 schools and higher in 6: at AS level 12 are significantly lower than national and 8 higher
- 77.8% of Wiltshire learners achieve level 2 by age 19 (above regional and national)
- 55.5% of Wiltshire learners achieve level 3 by age 19 (above regional and national)
- The FSM attainment gap at level 2 has decreased by 18% over the last 5 years and now is below regional and national
- The FSM attainment gap at level 3 at 32% has shown a fluctuating rate of reduction and is higher than both national and regional
- L2 achievement by 16 (69%) is in line with national and regional figures but L2 by 16 including English and mathematics, Wiltshire (55%) is 4% above the national average and 3% above the regional

Emerging priorities/activities

- Secure further improvements in FE success rates, particularly at L2
- Secure further improvement in APS within SSF for schools who are in line or below average point scores
- Work with providers to increase the VA in order to show positive CVA for all learners
- Work with the schools who have the highest failure rate in A level and AS level in order to improve success rates and prevent failure
- Continue to narrow the FSM gap by 19 at L2 and L3
- Ensure that providers offer value for money on their courses and programmes; by improving the quality of the data, support partnership working and review commissioning decisions if necessary
- Improve the quality of timely and impartial CEIAG in our schools

4.2 Provider information

Provider	16- 18 Learner Responsive Provision	Profile
Wiltshire College	<ul style="list-style-type: none"> • FE • E2E/ FL 	General FE college on 4 Wiltshire-based campuses - the main provider of further and higher education in Wiltshire with over 9300 full-and part-time students.
Protocol Skills	<ul style="list-style-type: none"> • E2E/ FL 	Large national provider of work-based vocational qualifications delivering training solutions to local businesses and multi-national organisations.
North Wessex Training	<ul style="list-style-type: none"> • E2E/ FL 	Wiltshire-wide independent private provider with contracts across both government-funded and private training.
The Learning Curve	<ul style="list-style-type: none"> • FE • Young Parents to Be 	Not for profit organisation delivering a range of training to individuals and organisations within the voluntary & community sector.

Abbeyfield School	• SSF	Community School 11-18; Chippenham based; NOR 933; Specialism: Business and Enterprise
Avon Valley College	• SSF	Foundation School 11-18; Durrington based; NOR 683; Specialism: Sports
Bishop Wordsworth's Grammar School for Boys	• SSF	Voluntary Aided School 11-18; Salisbury based; NOR 884; Specialism: Language and Science
Devizes School	• SSF	Foundation School 11-18; Devizes based; NOR 1,215; Specialism: Sports
Hardenhuish School	• SSF	Foundation School 11-18; Chippenham based; NOR 1,609; Specialism: Maths and Computing
Malmesbury School	• SSF	Foundation School 11-18; Malmesbury based; NOR 1,261; Specialism: Science and Performing Arts
Matravers School	• SSF	Foundation School 11-18; Westbury based; NOR 1,059; Specialism: Arts
Salisbury High School	• SSF	Foundation School 11-18; Salisbury based; NOR 762; Specialism: Arts
Sheldon School	• SSF	Foundation School 11-18; Chippenham based; NOR 1,803; Specialism: Science and Sport
South Wilts Grammar School for Girls	• SSF	Foundation School 11-18; Salisbury based; NOR 991; Specialism: Maths and Computing
St Augustine's Catholic College	• SSF	Voluntary Aided School 11-18; Trowbridge based; NOR 967; Specialism: Technology and Sport
St John's Community College	• SSF	Foundation School 11-18; Marlborough based; NOR 1,561; Specialism: Technology and Language
St Laurence School	• SSF	Voluntary Controlled School 11-18; Bradford-on-Avon based; NOR 1267; Specialism: Arts
Clarendon College	• SSF	Community School 11-18; Trowbridge based; NOR 1,259; Specialism: Language
Corsham School	• SSF	Community School 11-18; Corsham based; NOR 1,417; Specialism: Arts, Maths and ICT
George Ward School	• SSF	Community School 11-18; Melksham based; NOR 1,106; Specialism: Technology
John Bentley School	• SSF	Foundation School 11-18; Calne based; NOR 1,206; Specialism: Language
John of Gaunt School	• SSF	Community School 11-18; Trowbridge based; NOR 1,236; Specialism: Science, Maths and Computing
Warminster Kingdown School	• SSF	Community School 11-18; Warminster based; NOR 1,504; Specialism: Sports and Vocational
Wootton Bassett School	• SSF	Foundation School 11-18; Wootton Bassett based; NOR 1,452; Specialism: Technology

4.3 Provider quality

Provider	Last Inspection	Grade
Wiltshire College	27 February 2009	3
Protocol Skills	27 January 2006	3
North Wessex Training	05 August 2008	2
The Learning Curve	10 November 2009	3
Abbeyfield School	16 September 2009	2
Avon Valley College	12 March 2008	3
Bishop Wordsworth's Grammar	05 December 2006	1
Devizes School	03 December 2008	2
Hardenhuish Academy*	06 February 2008	1
Malmesbury School	09 November 2006	2
Matravers School	28 April 2010	3

Salisbury High School	09 December 2008	3
Sheldon School	27 March 2008	1
South Wilts Grammar School	11 October 2007	1
St. Augustine's Catholic School	21 March 2007	2
St. John's School & Community College	14 January 2009	2
St. Laurence School	20 January 2010	2
The Clarendon College	28 February 2008	3
The Corsham School	25 February 2009	1
The George Ward School	02 December 2009	3
The John Bentley School	24 June 2010	3
The John of Gaunt School	26 May 2010	2
Warminster Kingdown School	12 March 2008	1
Wootton Bassett School	08 November 2007	2
* Converter Academy September 2010		

Key conclusions

- The College and training providers in Wiltshire are graded either 3 (Satisfactory) or 2 (Good) with no provision graded as 4 (Inadequate)
- On average SSF have an Ofsted/SIP grading of 2 (Good) with 6 having a current Ofsted grading of 1 (Outstanding); 8 with a grading of 2 (Good) and 6 with a grading of 3 (Satisfactory). There are no SSF graded as 4 (Inadequate)
- North Wilts has 3 SSFs graded 1 by Ofsted; Wessex has 2 and West Wilts 1
- The SSFs graded 3 by Ofsted are in North (1), Wessex (2) and West Wilts (3)

Emerging priorities/activities

- Explore strategies which will support the sharing of effective practice, including linking higher performing providers with those who, relatively, perform less well
- Support and challenge SSFs to improve and move from satisfactory to good and from good to outstanding
- Identify strategies with providers to support the development of leadership and management in the context of SSF

4.4 Provider participation

Provider	16-18 allocated learner numbers	16-18 learner numbers prior to FO1*	16-18 Funding
Wiltshire College	4,204	3,603	£19,819,321
Protocol Skills	294	47	£869,672
North Wessex Training	317	55	£707,259
The Learning Curve	139	20	£97,055
Abbeyfield School	141	129	£820,709
Avon Valley College	57	75	£279,212
Bishop Wordsworth's Grammar School for Boys	294	286	£1,472,215
Devizes School	205	187	£1,015,388
Hardenhuish School	314	329	£1,402,396
Malmesbury School	231	200	£1,151,371
Matravers School	133	139	£694,495
Sheldon School	400	403	£1,937,902
South Wilts Grammar School for Girls	370	355	£1,724,532
St Augustine's Catholic College	197	203	£1,022,604
St John's Community College	311	350	£1,455,516
St Laurence School	233	242	£1,089,841
Clarendon College	162	178	£797,858
Corsham School	266	285	£1,244,970

George Ward School	137	134	£604,218
John Bentley School	164	160	£831,962
John of Gaunt School	222	193	£952,049
Warminster Kingdown School	254	244	£1,187,729
Wootton Bassett School	294	284	£1,419,520

*** NB provisional numbers which are subject to change at FO1 submission**

4.5 16-18 Historical 2009/10 Learner Number Position Statement

Provider type	Learner numbers resident in LA			Learner numbers non resident who learn in LA	Total Learner numbers who learn in LA
	No. of learners resident in Wiltshire	No. of learners resident in Wiltshire who learn in Wiltshire	No. of learners resident in Wiltshire who learn out of county (exports)		
FE	5,063	2,977	2,086	451	3,428
SSF	4,442	4,094	348	225	4,319
LA total	9,505	7,071	2,434	676	7,747

4.6 Travel to learn patterns

Key conclusions

- For 2009/10 Wiltshire exported 2,156 learners to providers such as City of Bath College, Cirencester, Brockenhurst, Sparsholt and Totton Colleges and Burgate Sixth Form Centre and Gillingham School. Of this total 620 travelled from Wiltshire to Swindon. This is broadly in line with previous years, for example in 2008/9, 2,413 learners accessed out of county provision
- In 2009/10 Wiltshire imported only 451 FE learners from mainly from North Dorset, Somerset, Swindon, and Hampshire
- In 2009/10 there were only 348 imports to Wiltshire school Sixth Forms
- Learners are largely accessing level 3 with significant numbers accessing level 2 at Sparsholt
- Percentage of FE aims accounts for two largest sector subject areas: Arts, Media and Publish, Science and Maths where provision is of higher quality

Emerging priorities/activities

- Support for Wiltshire College and other providers on quality issues with a particular focus on sector subject areas: Maths and Science and Arts, Media and Publishing
- Investigate programme choices for learners travelling across borders including outcomes
- Explore strategies to ensure quality provision within Salisbury and on Salisbury Plain where a large % of learners are crossing the border
- Investigate the relationship between retention, success and travel time because a number of learners are spending a considerable time travelling to learning every day.
- Planned provision for Environmental and Land based studies in the South of the County
- Investigate transport options for learners within and between school and college sites within the County

4.7 Resident participation

Key conclusions

- Apprenticeship in Wessex is the highest % at 226 or 5.8%, in the North at 347 or 4.7% and the West at 192 or 3.9%
- College participation is highest % in the West at 1544 or 31.2%, in Wessex 1164 or 29.8% and the North 2157, 29.3%
- E2E (changing to FL for Sept 2010) participation is highest % in Wessex 85 or 2.2%, in the West 84 or 1.7% and the North 103 or 1.4%
- SSF participation is highest % in the North at 2070 or 28.1%, in the West 1300 or 26.3% and Wessex 810 or 20.8%
- HE progression is highest % in the North at 1202 or 16.3%, in Wessex 514 or 13.2% and the West 604 or 12.2%
- Overall participation excluding jobs with training and other accredited learning highest % in the North at 5879 or 79.9%, in the West 3724 or 75.3% and Wessex 2799 or 71.7%

- Participation by age across all 3 areas decreases from 16 (97.6%) to 17 year olds (91.8%) to 18 year olds (74.9%)
- Worst performing in Wessex where 26.5% fewer 18 year olds are participating than 16 year olds.
- In the West 25.34% fewer 18 year olds are participating than 16 year olds
- Highest performing In the North with 18.9% fewer 18 year olds are participating than 16 year olds
- Year 11 leavers in learning are the highest in the North at 1934 or 92.5%, in the West at 1292 or 90.7% and Wessex at 1114 or 88.4%
- NEET in Wessex at 331 or 8.5%, higher % than the North (441 - 6%) and West (353 - 7.1%)
- No significant difference by gender
- Participation in Wessex is significantly lower than the North and West and the rate of increase is also slower even taking into account those that are travelling out of county
- Although the rate of increase of participation in the West was 7% from 2008/2009 it still remains 4.5% lower than in the North
- Although there has been a decline young people in jobs without training the percentages are relatively high: Wessex at 427 or 10.9%, West at 532 or 10.8% and North 572 or 7.8%. In all three areas there are significantly more males than females in jobs without training (56.4% males to 43.6% females)

Emerging priorities/activities

- Explore strategies to ensure more 17 and 18 year olds is in learning irrespective of the RPA legislation.
- Apprenticeship participation at 4.72% although in line with current trajectories is still significantly below the national targets of 20%. A significant proportion of all apprenticeships are with the MoD (risk factor: if current economic downturn creates job uncertainty at the MoD). Develop strategies to increase apprenticeship opportunities
- Year 11 leavers that are NEET are the highest % in Wessex at 73 or 5.8%, the North at 76 or 3.6% and the lowest in the West at 47 or 3.3%. 196 (4.11%) of school leavers in Wiltshire are NEET. Continued work with providers in collecting timely intended destinations data and support for implementation of September Guarantee including current ESF tendering process targeting pre-E2E learners

4.8 Resident learner support and vulnerable groups

ISP with allocated Wiltshire residents	Learner numbers
David Lewis Centre	1
Derwen College	5
Fairfield Opportunity Farm	19
Farleigh FE College, Frome	6
Farleigh FE College, Swindon	11
Fortune Centre of Riding Therapy	3
Foxes Academy	6
Glasshouse College	1
Homefield College	2
Linkage College	1
Lufton College of FE	10
National Centre (NCYPE)	1
National Star College	9
Oakwood Court College	3
Royal National College for the Blind	2
ERADE	1
Ruskin Mill College	4
St Johns	1
Treloar College	6
West of England College	2
William Morris Camphill Community	5
Total Wiltshire learners accessing ISPs	99
ISP costs to date 2010/11	£5,689,934
Average cost per learner at ISP 2010/11	£58,659 (£56,186 2009/10 avg)

Key conclusions

- 1 x ISP located in Wiltshire with 19 Wiltshire resident learners
- Post 16 provision available at Wiltshire College, Exeter House, Larkrise and St Nicholas
- 18 learners accessing ASD provision out of county in Swindon and Somerset
- Learners accessing out of county provision at higher levels than other LAs
- Funding constraints to continue to support learners accessing out of county provision
- Major capital investment to extend Exeter House and improve provision in the South but no available

resource to improve college facilities to develop in county provision

- Many learners are on individual independent living programme
- FL is now playing a significant part in learners programmes supporting transition from ISPs into mainstream
- Increasing numbers of ASD learners are accessing FE provision supported by ISPs

Emerging priorities/activities

- Support Wiltshire and Swindon Colleges to develop suitable provision to meet needs of learners in particular the ASD cohort
- Continue to work with special schools to build on collaboration and link provision to better prepare learners for post 16/18 transitions
- Work with ISPs to ensure most cost effective provision is accessed via assessment of individual need
- Collaborative working across departments and services within Wiltshire to ensure suitable packages of learning and care are linked within county
- £5 m for extension of Exeter House
- Wiltshire College with specialist ASD centre servicing Farleigh College but needing additional resources to develop further in Trowbridge and other sites
- Wiltshire College Salisbury development to facilitate learners from Exeter House
- Investigate performance of FSM, BME, young offenders and other vulnerable groups
- Independent Specialist College (ISP) budget used at local colleges to fund extra support for learners who had applied to high cost ISP placements ensuring lower cost appropriate provision locally, in mainstream FE. This is also helping to build capacity within the local College to prepare the way for future LLDD learners.
- Facilitating collaboration between local college and ISPs to minimise time spent at ISP and ensure a successful transition to local mainstream provision using FL to ensure a progression route for identified learners.
- Developing partnerships between ISPs and local College to support learners' transition and access support and therapies from ISPs. This allows more learners to be helped in mainstream college with the same support that only a few would have been able to access in ISP

4.9 Resident apprenticeship participation

LA residency apprenticeship starts

- Apprenticeship in Wessex is the highest % at 226 or 5.8%, in the North at 347 or 4.7% and the West at 192 or 3.9%
- 931 apprenticeship started for current year (266 accessing out of county)
- Top employer in Wiltshire is the MoD with 239 apprentices
- A focus on increasing level 2 and 3 apprenticeships rather than meeting the old governments 1:5 16-18 trajectory
- Forecast 2010/11 based on the trajectory 1,260 new starts 16-18 (09/10 – 1,129)

YA participation and developments (pre-16 but informing post 16 planning)

- Young apprenticeship provision is low with Motor Vehicle, Hair and Beauty and Sport well established, Hospitality and Engineering are both new offers for 2010
- Only 2 schools offer YA independently (AVC and Kingdown both offer Sport) although bidding process identifies access for schools within the respective consortia
- Wiltshire College delivering Hairdressing, Motor Vehicle with Hospitality and Engineering in partnership with the West and North federations respectively

Emerging priorities/activities

- Apprenticeship participation at 4.72% although in line with current trajectories is still significantly below the national targets of 20%. Explore strategies to increase apprenticeship opportunities across county
- A significant proportion of all apprenticeships are with the MoD resulting in a risk factor; if current economic downturn creates job uncertainty at the MoD. Continue to work with employers across the County targeting larger organisations
- Explore opportunities to develop apprenticeship opportunities based on priority employment areas within both YA and apprenticeships at level 2 and 3
- Continue to work with NAS, 13-19 Team, Wiltshire Council HR, Economic Development and Employer Engagement groups to strengthen the links and plan strategically for apprenticeship development
- Increase year 11 learners registered on vacancy matching service from current 5% to 10% (9% national) by working with NAS and providers
- Develop apprenticeship plan with NAS and link to YA planning

4.10 Infrastructure considerations

Key conclusions

- Access to quality Post 16 provision on Salisbury Plain for resident learners is limited, with learners travelling into Salisbury and across borders. All learners from Stonehenge access provision in Salisbury, Totton and Andover. New academy in Tidworth opened September 2009, currently drawing learners from Hampshire. Likely impact on Salisbury Plain is low
- Sarum Academy opens in September 2010, with the potential to increase Post 16 provision and participation
- Eight outstanding secondary schools across Wiltshire have expressed interest in Academy status including 1 special school in the North, 3 in the North, 1 11-16 school in the West, 1 Catholic School in the West, 2 grammar schools in the South. Currently unclear if they are seeking to increase range, nature or volume of provision and whether this will impact on other providers
- No school closures planned
- No new school builds planned, Melksham Oak opens in September 2010 replacing George Ward
- No new Sixth Forms or expansions planned. Wiltshire College Salisbury have opened a Sixth Form Centre with increased capacity. New build at Hardenhuish in January 2010 with a significant increase in capacity
- Early indication that a significant Increase in numbers at Marlborough St John for 2010
- Share of £8 m capital allocated for LLDD/SEN and 14-19. Agreed £3 m share funding the following projects due to start September 2010:
 - Skills centres in Trowbridge and Salisbury
 - SHD centre based at John of Gaunt
 - HAB extended accommodation at Kingdown
 - ELB development planned in the South but currently delayed
- Exeter House and Larkrise special schools have capital work to increase capacity including post 16 provision

Emerging priorities/activities

- Continue discussions with Stonehenge and AVC about potential for a collaborative and franchised post 16 provision across both sites
- Sarum Academy will continue to support collaborative placement planning across Salisbury City and the Plain with a complementary curriculum offer
- Increasing participation at level 2 and level 3 particularly in vocational and applied learning at a time when no further funds are available by supporting collaborative working within partnership areas
- Seek clarification on the relationship between LA commissioning and YPLA responsibilities with reference to Academies in order to ensure stability within the post 16 sector