

Further Education in the Salisbury Area

Report of the Further Education in the Salisbury Area Scrutiny Task Group
– a task group of the Children’s Services Select Committee

May 2012



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Executive summary

Introduction

The Further Education in the Salisbury Area Task Group was, in summary, established to:

- Identify the number of young people leaving the Salisbury area to access 16-19 education;
- Identify why these young people choose to travel and the impact of doing so;
- Investigate the young people's perception of the 16-19 provision available to them;
- Make recommendations, if a gap is identified, as to how this need might be met.

While the Task Group was established in the wake of the failure to secure sixth form provision at the three Laverstock schools in Salisbury (through a sponsored academy), its remit was expanded to include all of the secondary schools in the Salisbury area.

The Task Group gathered data from Connexions and the Young People's Learning Agency (YPLA) and sought the views of school governors and headteachers, Wiltshire College, Hampshire colleges, parents and – most rewardingly – pupils in Years 9 to 11 of secondary schools in the Salisbury area.

Findings

Some 750 young people – around 40% of 16-18 learners resident in 'greater Salisbury' – travel to providers in Hampshire for post-16 education every day, mainly to Totton College, Brockenhurst College, Andover College and The Burgate School and Sixth Form Centre.

The majority of these do so to take Level 3 courses, most of which are AS/A2-levels, with the biggest numbers leaving to study courses in Science and Mathematics, the Arts, Media and Publishing. They do so for the following reasons:

- There are not enough AS/A2-level places in the appropriate subjects available within central Salisbury to meet current demand. In 2010/11, approximately 625 Year 11 students from secondary schools in central Salisbury went on to post-16 education. Of the 298 leavers from the Laverstock schools, the majority went on to Hampshire providers to access their chosen courses, with only 33 going on to study AS/A2-levels at the grammar schools' joint sixth form. This is augmented by about one quarter of leavers from Sarum Academy also travelling to Hampshire providers. Thus, allowing for students studying two year courses, the equivalent of at least two large sixth form cohorts decamp from Salisbury area every day. The demand for sixth form provision in central Salisbury established during the (defunct) Laverstock Academy project has not diminished. In fact, population projections and the Raising of the Participation Age (RPA) suggest that demand is likely to increase.
- Many of the young people who met the Task Group believed that the quality and content of AS/A2 level provision in central Salisbury did not meet their needs and aspirations.

Those students with good but perhaps not exceptional GCSE results are unable to access the limited number of places available in the grammar schools' joint sixth form, consider that the other sixth form providers in the area do not provide the range of courses to meet their needs and aspirations. Whilst Wiltshire College, Salisbury, is successful in attracting learners to its vocational/technical courses, few of the young people interviewed saw the College as a 'first choice' provider of AS/A2-Levels (though it is recognised that the Salisbury campus is still developing this provision). Similarly, whilst Sarum Academy will soon have a new-build sixth form centre, its post-16 curriculum focuses a mix of vocational and AS/A2-level courses, which is the appropriate provision for its cohort. Both of these providers recognise, and are working to eradicate, reputational legacy issues that reduce their appeal to local young people and parents.

- There is little evidence of schools and colleges in central Salisbury taking a strategic or collaborative approach to promoting and supporting the city's wider 16-19 educational offer. There is evidence to suggest that Wiltshire College and Sarum Academy are not given equal access, as compared with Hampshire providers, to year 11 students considering the next steps in their post-16 education and training.
- The quality and timing of the Careers, Education, Information, Advice and Guidance (CEIAG) provided in schools can be inconsistent, of limited value to the students and some providers believe that it is not impartial.
- There is a lack of sixth form provision to the north of Salisbury, with Avon Valley College's sixth form at near full capacity and The Stonehenge School having no sixth form provision of its own. As a consequence, in 2010/11 58% of leavers from The Stonehenge School went on to study at out-of-county providers.
- There is room for improvement in the student transport links and schemes available, particularly for students travelling from the Amesbury area into central Salisbury.
- In 2010, Wiltshire received a significantly lower level of funding per learner for further education colleges than Hampshire.

A significant number of leavers from the Trafalgar School at Downton travel beyond their nearest provider, The Burgate School & Sixth Form Centre, to other Hampshire providers such as Totton College. Whilst Trafalgar School has no immediate plans to develop post-16 provision on-site, the headteacher expressed a clear view that the large numbers of post-16 learners travelling long distances on a daily basis was educationally unacceptable. Improved post-16 provision in the Salisbury area would offer the year 11 students from Trafalgar School a greater range of in-county options.

In summary, whilst the Salisbury area enjoys a unique diversity of secondary school provision there is a clear gap, namely local access to high-quality sixth form provision for those students wishing to study AS/A2-levels, equivalent to that provided by the colleges in Hampshire and complimentary to that provided by the Salisbury grammar schools. These

students feel they have no option other than to travel long distances to Hampshire providers to study the subjects of their choice.

Furthermore, whilst Wiltshire College, Salisbury, provides a range of AS/A2-level and further education courses, there appears to be an unwillingness on the part of local schools and careers advisers to work with this provider. As a consequence large numbers of young people travel long distances to access training and education that could and should be provided locally (and, in some cases, *is* provided locally). This is reflective of deficiencies in the marketing of local provision, the lack of strategic collaboration between all providers in the Salisbury area and in the provision itself. Whilst some young people in the Salisbury accept and welcome travel as an opportunity, there are undoubted adverse educational, environmental, pastoral, social and financial consequences for many young people that would be overcome through improved local provision leading to higher levels of attainment.

Recommendations

Implementation of the Task Group's recommendations will require sustained collaborative work from governors, principals, headteachers, dioceses and funding bodies. However, in its strategic role to ensure the provision of effective and efficient local education and training, Wiltshire Council must lead this process.

The principal recommendations of the Task Group are therefore that Wiltshire Council:

- facilitates urgent discussions between the Laverstock schools and Wiltshire College regarding collaborative provision of a broad, high-quality post-16 offer, harnessing the strengths and resources of all four institutions. Particular consideration should be given to developing jointly-run sixth form provision with a focus on AS/A2 levels to complement the existing grammar school provision, but also including opportunities for technical and vocational learning.
- ensures that simultaneous discussions are held with the Education Funding Agency (EFA) to explore the capital and revenue funding implications of this project;
- works with schools and colleges to improve the marketing and promotion of 16-19 education in the Salisbury area, with consideration given to ideas such as a comprehensive careers and training fair, common websites and/or a magazine circulated in- and out-of-county to promote the full local post-16 offer;
- works with Wiltshire College and other 16-19 education providers where appropriate, to explore the factors behind:
 - the higher average attainment demonstrated by learners from the Salisbury area who study at Hampshire colleges compared with those who study at comparable in-county providers;
 - the greater retention of learners from the Salisbury area demonstrated by Hampshire colleges as compared with Wiltshire College;

- the significant numbers of learners from the Salisbury area taking courses in Science & Maths, and Arts, Media & Publishing, at Hampshire providers;

and designs and agrees plans to encourage improvements in these areas.

- with schools taking responsibility for providing Careers and Education Information, Advice and Guidance (CEIAG) from September 2012, supports Wiltshire secondary schools to develop their offer of impartial advice to their pupils and parents from Year 9, when they are making their GCSE choices, in order to maximise awareness of the full range of opportunities available to them.
- encourages and supports the development of the Sixth Form Vision agreed by Avon Valley College and The Stonehenge School;
- works with Wiltshire College and local bus companies to review and, if appropriate, revise existing bus routes and develop more attractive student travel schemes to enhance the appeal of study at Wiltshire College's Salisbury campus;

Implementation

The Task Group is mindful that any strategic developments must take into account the need for additional secondary school provision in the Salisbury area as housing developments are progressed; and that all providers, including the Trafalgar School at Downton, Sarum Academy, Wellington Academy and the Grammar Schools, need to be involved in the strategic planning. The Task Group is also aware that its recommendations may be seen as just another step in a long history of failed attempts to improve the provision of 16-19 education in the Salisbury area. To ensure that the recommendations are seen through to completion and the improvement of 16-19 education in the Salisbury area is brought to fruition, the Task Group therefore recommends that:

- a senior officer is identified to take ownership of and report back on the implementation of the Task Group's recommendations;

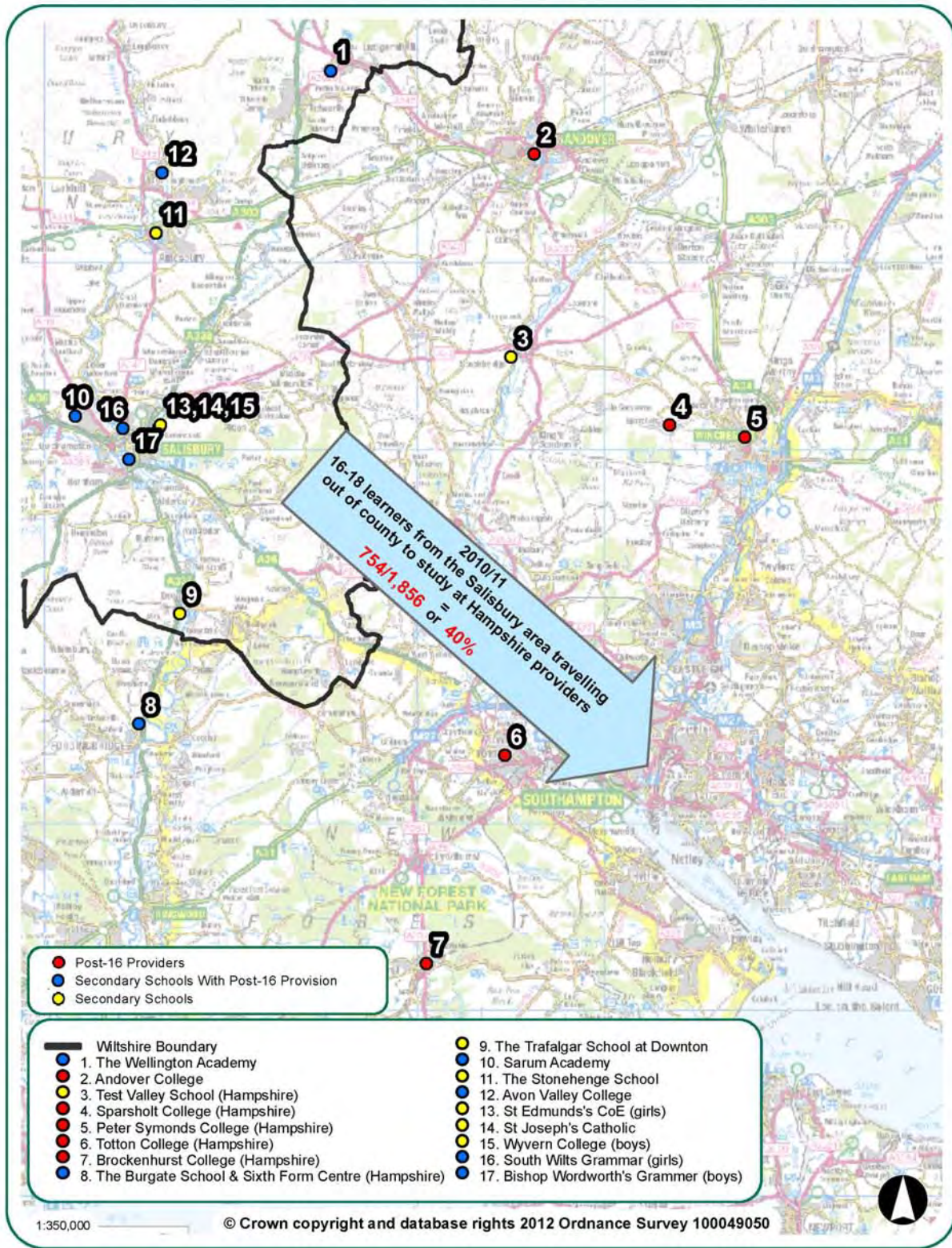
and that the Children's Services Select Committee

- requests that the Cabinet Member's response to the Task Group's recommendations is accompanied by an action plan setting out how and when they will be implemented;
- regularly monitors those actions and reconvenes the Task Group 12 months hence to undertake a rapid scrutiny exercise to consider progress and future plans; and
- disseminates the Task Group's report as widely as possible.

Please see the end of this report for a full schedule of conclusions and recommendations.

The Task Group wishes to extend its gratitude to the people whose generously given time and insight were vital in conducting this review. These include the headteachers, governors, parents and young people from the schools focused upon, officers and members of Wiltshire Council and representatives of the Young People's Learning Agency (YPLA). A full list of witnesses is attached at Appendix 1 and the Task Group is thankful to them all and to those who assisted in the background.

Secondary Schools and Post-16 Providers in the Salisbury Area



1. Introduction

1.1. Purpose of the exercise

- 1.1.1. In September 2010, the Children's Services Select Committee established a task group to undertake a review of the post-16 education available in the Salisbury area. This was to become the Further Education in the Salisbury Area Task Group and its conclusions and recommendations are presented in this report.
- 1.1.2. The formation of this Task Group followed a visit by several members of the Task Group's parent body, the Children's Services Select Committee, to three secondary schools that are co-located in the Laverstock area of Salisbury: St. Joseph's RC School, St. Edmunds School for Girls and Wyvern College. During the visit, a number of students and staff expressed a wish for the Laverstock schools to have their own joint sixth form provision. In 2008, the schools had considered forming a joint sponsored academy with sixth form capacity planned for 250 students, but the project stalled and to date there is no post-16 provision on the Laverstock site.
- 1.1.3. The Committee had also received reports of significant numbers of students from the Salisbury area travelling large distances, often outside of Wiltshire, to access post-16 education and it was this broader issue that the Task Group was later established to consider. It should be noted that although members had received anecdotal evidence suggesting a problem of this nature existed, the Group approached its work with an open mind, making no assumption that existing post-16 provision in the Salisbury area was inadequate or insufficient.

1.2. Terms of reference

- a. To identify the number of young people from the Salisbury area who travel out-of-county and for long distances to access post-16 educational provision.
- b. To identify why those young people travelling long distances to access provision do so, the quality of life and employment implications, and the financial and environmental impact.
- c. To seek young people's perception of the post-16 education provision available in the Salisbury area, both in- and out-of-county.
- d. If a gap is identified in the provision of post-16 education in Salisbury area, to make constructive, workable recommendations as to how that gap might be filled.

1.3. National context

- 1.3.1. The review was conducted, and this report is published, during a period of financial austerity and major legislative change permeating all areas of education. The recommendations put forward by the Task Group are intended to be workable within this climate.
- 1.3.2. The Education Funding Agency (EFA)¹, which holds the revenue and capital budgets for further education², are unlikely to fund significant new provision for further education unless a rigorous case is made that a gap exists. Additionally, Central Government's phasing out of funding disparities between further education colleges and school sixth forms³ is likely to lead to a reduction in provider funding overall.
- 1.3.3. The academy and free schools programmes have made converter schools self-governing, responsible for their own financial management and many services previously provided or commissioned by the local authority. The Task Group is mindful of certain risks this could pose to the development of post-16 education: At a time when reduced funding makes joint-working between schools more important than ever, schools operating in direct competition could discourage them from pursuing collaboration. However, it should be noted that examples of good collaborative work do exist, for example the Wessex Partnership of Secondary Schools. Also, in acquiring such sizable new responsibilities the potential drain on staff time could inhibit the exploration of new and better ways of working.
- 1.3.4. A process of increased 'marketisation' of the further education sector has been proposed in recent Government strategy documents. Providers are meant to provide "genuine choice", and to be "more responsive to changing social and economic needs". This market-driven approach will require providers to understand the local education, skills and economic development landscape, and design courses that fit in with that landscape⁴. The high levels of youth unemployment seen nationally mean that there is likely to be increasing demand for courses and training that are directly applicable to the workplace.
- 1.3.5. Young people and their parents seem to be faced with an increasing range of options in terms of qualifications and provider designations. This sheer range of options may also lead to uncertainty and indecision amongst providers and strategic commissioners.

¹ The EFA replaced the Young People's Support Service (YPSS) on 31st March 2012

² As set out in the [Apprenticeship, Children and Learning Act 2009](#) (ACSL)

³ Historically, school sixth forms have been more generously funded than further education colleges. The White Paper, The Importance of Teaching, set out the government's commitment to equalising funding between schools and colleges, though transitional protection is in place.

⁴ [Accountability in Education](#) (Centre for Public Scrutiny, 2011)

- 1.3.6. The conclusions of the Wolf report⁵ pointed to pre-16 education remaining academically focused, with post-16 education encompassing both academic and vocational courses.
- 1.3.7. The increased cost of going to university due to increased fees may lead to more students remaining at home and studying at their most local HE provider. Wiltshire has no university of its own, although Wiltshire College provides tertiary qualification courses in specific subjects up to first degree level and beyond and is actively engaged with providers to improve local access to a range of degree courses.

1.4. Local context

Local population of young people

- 1.4.1. Secondary education in the Salisbury area is provided by a complex mix of single-sex grammar schools and secondary schools, and coeducational comprehensive schools. Post-16 education is provided through the grammar schools, Sarum Academy, Wellington Academy, Avon Valley College and Wiltshire College, Salisbury. Year 11 students graduating from the three Laverstock secondary schools, The Trafalgar School at Downton and The Stonehenge School have to transfer to other providers for post-16 education and training. The grammar schools' joint sixth form achieves very high standards and draws students from across Wiltshire and beyond, with a relatively small number of local students entering the school at post-16. Previous attempts to develop sixth form provision to meet the needs of students with good GCSE results wishing to study AS/A2 levels, particularly on the Laverstock site, have foundered, even though the site was originally intended to include sixth form provision.
- 1.4.2. It should also be noted that the Salisbury area schools included in the Task Group's review comprise a mix of voluntary aided, voluntary controlled, community and foundations schools, plus two sponsored academies. Since the Task Group was established three schools have attained convertor academy status and others are likely to follow. This adds to the complexity of implementing the Task Group's recommendations.
- 1.4.3. The 16-18 population in the Salisbury area reached a peak in 2010 (around 4,400) and projections suggest that by 2017 this will have decreased by approximately 250 – roughly the capacity of a school sixth form. Longer term, the 16-18 population is then expected to rebound to its previous high by 2030. It must be noted that these figures are actuarially derived from 2001 census data plus records of births and deaths and do not take account of the significant housing developments proposed for the Salisbury area.

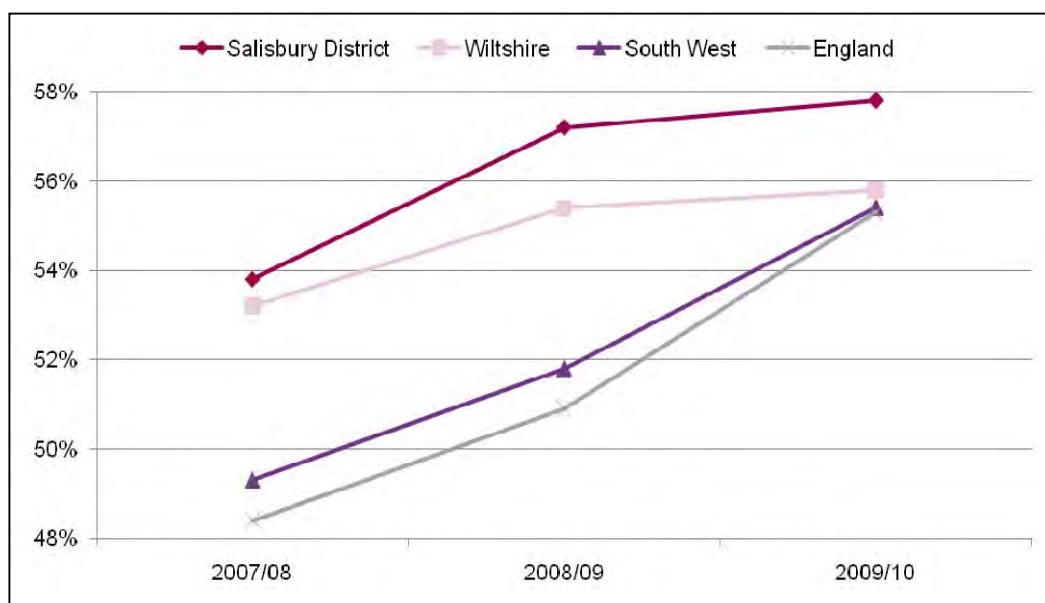
⁵ [Review of Vocational Education – The Wolf Report \(2011\)](#)

1.4.4. Proposed housing developments that have been allocated for the Salisbury area in the Wiltshire Core Strategy are detailed in Appendix 2. The Council uses a Section 106 policy formula to determine the number of students likely to arise from housing developments based on previous trends within the county. Using the formula that 100 houses will generate 22 11-16 year olds, 5,600 new houses could produce 1,232 more young people by 2026 (this figure will be towards the upper limit) and with the Raising of the Participation Age⁶ (RPA) all of these young people will be expected to be in education or training. Taking the percentage of young learners who go on to study at Level 3 (generally AS/A2-Levels) at the moment as 65%, this would add a further 764 students wishing to access Level 3 provision by 2026.

Local attainment and participation

1.4.5. At Key Stage 4 (aged 16), in the Salisbury district consistently exceeds Wiltshire, South West and England averages in terms of the percentage of pupils attaining 5+ A*-C GCSEs including English and Maths, and Wiltshire overall consistently exceeds the South West and England (Figure 1).

Figure 1: % of pupils achieving 5+ A*-C GCSEs inc English & Maths (Source: YPLA)



1.4.6. At post-16, Salisbury learners' attainment relative to comparators appears to dip: 57% of pupils at Salisbury secondary schools go on to achieve a Level 3 qualification (such as an A-Level) by the age of 19; still higher than the regional and national averages, but slightly lower than the Wiltshire average.

1.4.7. In terms of participation, 16 to 18 year olds in the Salisbury area are less likely to be in further education than their contemporaries in Wiltshire, the South West or

⁶ The [Education and Skills Act 2008](#) increases the minimum age at which young people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

England overall (Figure 2). Salisbury falls within the Wessex educational area of Wiltshire, and Wessex struggles to keep pace with the two other areas, North and West, in terms of participation in education and 16-18 employment. Wessex has the lowest overall 16-18 participation⁷, the largest decrease in participation between ages 16 and 18, the lowest Year 11 leavers in learning, the highest NEETs and the highest percentage of 16-18s in jobs without training (Figure 3).

Figure 2: 16-18s in school, college or apprenticeship – 2007/08 = 1.00 (Source: YPLA)
 NB: The dip at 2010/11 is because this is a snapshot of a part year; not necessarily due to a decline in participation.

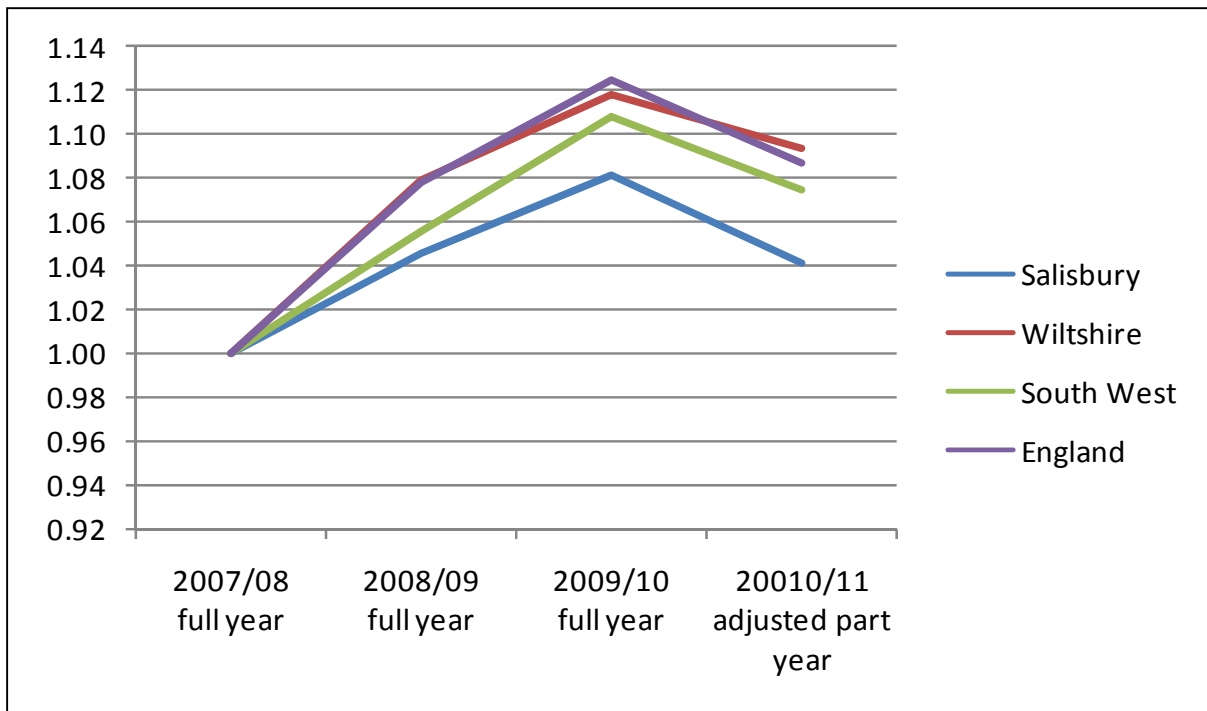


Figure 3 – Participation in education and employment: Wessex, West and North areas of Wiltshire

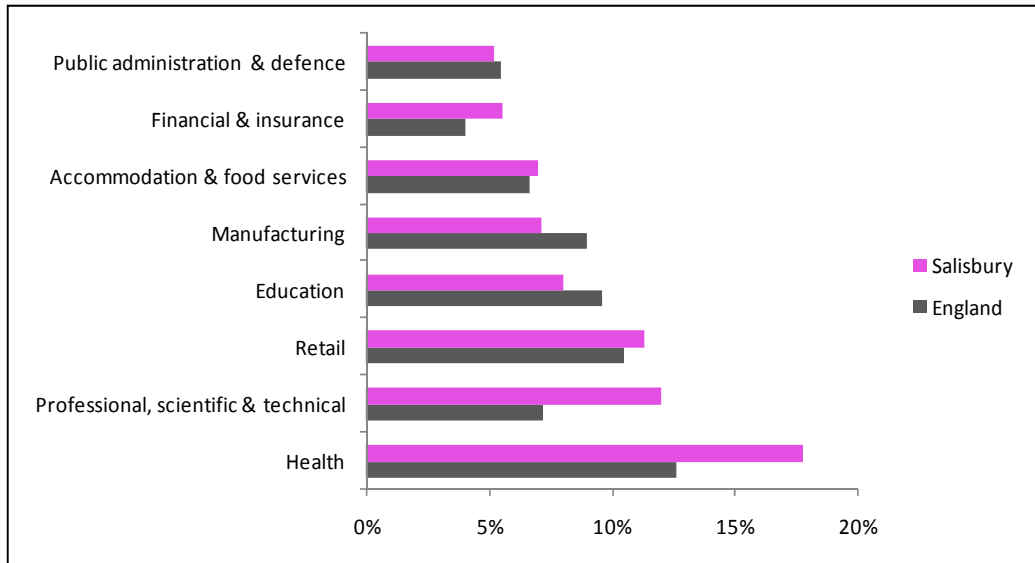
Rank 2010	Overall 16-18 participation	Decrease in participation between ages 16 and 18	Year 11 leavers in learning	NEETs* overall (*Not in Employment, Education or Training)	NEETs – Year 11 leavers only	16-18s in jobs without training
1.	North 79.9% (5,879)	North 18.9%	North 92.5% (1,934)	North 6.0% (441)	West 3.3% (47)	North 7.8% (572)
2.	West 75.3% (3,724)	West 25.3%	West 90.7% (1,292)	West 7.1% (353)	North 3.6% (76)	West 10.8% (532)
3.	Wessex 71.7% (2,799)	Wessex 26.5%	Wessex 88.4% (1,114)	Wessex 8.5% (331)	Wessex 5.8% (73)	Wessex 10.9% (427)

Local industry

⁷ Excluding jobs with training and other accredited learning.

1.4.8. The major industries in the Salisbury area are Health; Professional, Scientific and Technical; and Retail (Figure 4). Wiltshire’s key employment strength in Research and Development is centred within the ‘Salisbury Research Triangle’, and focused around the long-established, world-class research and development facilities of Defence Science and Technology Laboratory and the Health Protection Agency Centre for Emergency Preparedness and Research; a global leader in vaccine development and medical testing.

Figure 4 – Major industries in the Salisbury area (2009) – includes 75% of jobs (Source: YPLA)



1.4.9. Different industries predominate in different parts of the Salisbury area and local considerations are mentioned in the report where appropriate. The armed forces have a significant presence around the Salisbury Plain. The change of use of RAF Lyneham, the development of the Super Garrison centred on Tidworth and the concentration of the armed forces as a whole around the Plain may become more marked and will have significant socio-economic implications.

2. Methodology

2.1. Membership

2.1.1. The Task Group comprised the following members:

Dr Mike Thompson	Chairman of the Task Group Clifton Diocese RC Co-opted Member of the Children’s Services Select Committee
Cllr Richard Britton	Member for Aldebury & Whiteparish
Cllr Mary Douglas	Member for Salisbury St Francis & Stratford

Cllr Jon Hubbard	Member for Melksham South
Cllr Jacqui Lay	Member for Purton and Vice-Chairman of the Children's Services Select Committee
Cllr Bill Moss	Member for St Marks & Bishopdown

2.2. Data

2.2.1. The Task Group's first term of reference was to establish the number of young people from the Salisbury area travelling out-of-county and for long distances to access post-16 education provision. Two separate data sets were used in combination:

Connexions data, which records the education destinations of year 11 leavers for each school and the level of study they intend to follow.

YPLA data, which provides a comprehensive annual analysis of the actual courses followed by, and the retention and attainment of, the 16-19 cohort of students with a 'greater Salisbury' postcode.

Thus the Connexions data provided the Task Group with a limited view on the school or college students transferred to and the courses they intended to follow, but did not provide information on outcomes. In contrast the YPLA data provided detailed statistics on the outcomes for students at each provider.

2.2.2. Other data in relation to the Salisbury area was also considered:

- Student attainment at Key Stage 4
- Student attainment and retention at 16-19 providers
- 16-18 participation in employment, education or training
- 16-18 population projections
- The local employment picture

2.3. Witnesses

2.3.1. The Task Group sought the views of the following key groups in the Salisbury area:

- Headteachers and governors of secondary schools
- Secondary school pupils
- Parents of secondary school pupils
- Principals and governors of local 16-19 providers (including Wiltshire College, Brockenhurst College, Totton College and Sparsholt/Andover College⁸)

⁸ Andover is a campus of Sparsholt College and both share a principal.

- 2.3.2. The Group met with headteachers, governors and pupils (from years 9 to 11) from the secondary schools that were considered central to the review. The Group was particularly interested in seeking pupils' perspectives on the local 16-19 offer and understanding the factors that would govern, or had already governed, their choices of course and provider. Approximately 70 students were interviewed in total.
- 2.3.3. Those secondary schools the Group did not visit in person were invited to submit their views in writing. The Group also attended a meeting of the Wessex Partnership of Secondary Schools.
- 2.3.4. An online survey was hosted on the Wiltshire Council website inviting parents of young people in the Salisbury area to submit their views on the post-16 education available locally. This attracted 184 response and the results of the survey were fed into the Group's considerations. The survey was not entirely scientific, in that although the target audience was parents of young people attending secondary schools in the Salisbury area (and the survey was only advertised through school newsletters), no measures were put in place to prevent other people from responding. There were also no enforced restrictions on participants responding more than once. Given this, the Group treated the survey results with a degree of caution and used them as a single, potentially fallible, source of evidence.
- 2.3.5. Briefings were provided on matters of policy, funding arrangements and statutory responsibilities by officers of Wiltshire Council and the YPLA.

3. Scope of the review

3.1. Geographic scope

- 3.1.1. The review's geographical area of interest was the catchment area of the old Salisbury District Council. The map at the beginning of this report shows the locations of all of the secondary schools and post-16 providers focused on and full details of these are provided in Appendix 3. For the purposes of this review, the Salisbury area can be divided into three sub-areas: Central Salisbury, North of Salisbury and South of Salisbury.
- 3.1.2. Pewsey Vale School, lying 20 miles to the north of Salisbury (and north of Salisbury Plain) was deemed to be too far north to be considered in the 'Salisbury area' and was therefore excluded from the Group's considerations.
- 3.1.3. In terms of out-of-county provision, the majority of students from the Salisbury area travelling out-of-county for 16-19 education travel in a southerly and easterly direction into Hampshire. Although some do travel in a westerly direction

to Gillingham and Shaftesbury (for both pre- and post-16 education), this was felt to be a side issue and not within the remit of the Group. It was therefore agreed that the review's focus would be those learners travelling to the following post-16 providers in Hampshire:

- Brockenhurst College tertiary college⁹
- The Burgate School & Sixth Form Centre school sixth form
- Peter Symonds College sixth form college
- Sparsholt College further education college
- Andover College further education college
- Totton College sixth form college

3.2. Educational scope

3.2.1. In the context of this review, '16-19 education' encompassed any form of 16-19 training or educational opportunity, including apprenticeships. '16-19 provider' refers to school sixth forms, sixth form colleges and further education colleges. It does not refer to universities, which are higher education providers.

3.2.2. Throughout the report courses and qualifications are referred to as being of a certain 'Level'. A table providing a full explanation of these definitions can be found at Appendix 4, but the Levels most relevant to this report are:

Level 2 e.g. GCSE grades A*-C	Seen as the minimum level required by employers and critical to further study and higher skill levels.
Level 3 e.g. AS/A2 Levels	Appropriate for people who want to go to university, or to further training or employment.

3.2.3. The Group resolved that it would not look at education specifically provided for post-16 learners with Special Educational Needs (SEN) or Learning Difficulties and Disabilities (LDD) as this would come under the remit of the Special Schools and Post-16 SEN Task Group – a separate task group of the Children's Services Select Committee. Members instead resolved to take note of that Task Group's findings, which at the time of this report's publication are yet to be completed¹⁰.

⁹ Tertiary education includes further education (FE) as well as higher education (HE).

¹⁰ For further information about the work of the Special Schools and Post-16 SEN task group, please contact Henry Powell, Senior Scrutiny Officer, (01225) 718052, henry.powell@wiltshire.gov.uk

4. Findings

4.1. Is there a significant exodus?

- 4.1.1. The Task Group's first term of reference was to identify the number of young people from the Salisbury area travelling out-of-county and for long distances to access post-16 education.

Size of the exodus

- 4.1.2. In 2010/11, some 40% of 16-18 learners resident in 'greater Salisbury'¹¹ were enrolled at a post-16 provider outside of Wiltshire (Figure 5). This equated to 736 young learners leaving the 'greater Salisbury' area every day (assuming that they had classes) and travelling to a college or other learning institution in Hampshire. The percentage leaving the county has slightly increased since 2007/8.

Figure 5: Post-16 destinations of 16-18 learners resident in 'greater Salisbury' (YPLA)

	2007/08	2008/09	2009/10	2010/11
Out of county	38%	41%	39%	40%
In county	62%	59%	61%	60%
Out of county	672	771	755	754
In county	1,115	1,125	1,179	1,143
Total	1,787	1,896	1,934	1,856

- 4.1.3. To put this into context, in 2009/10 the number of 16-18 learners coming from outside of the county to study *in Wiltshire as a whole* – not just in the Salisbury area – was only 676. **So every day more 16-18 learners leave the Salisbury area to take courses in Hampshire than come from outside of Wiltshire to study anywhere within its borders.**
- 4.1.4. Because Salisbury is close to the county boundary, a degree of cross-border migration is to be expected at all stages of education. A significant number of 11 to 16 year olds from the Salisbury area travel out-of-county for their compulsory education. This inevitably has an impact on the number leaving the area for post-16 education. The Group did seek precise numbers of 11 to 16 year olds travelling to Hampshire secondary schools, but the necessary computations meant that this could not be accomplished within the timescale of the review. However, alternative comparisons do highlight the disproportionately large scale of the exodus of post-16 students from the Salisbury area:

¹¹ With home postcodes falling within the wards of: Alderbury and Whiteparish, Amesbury East, Amesbury West Bourne and Woodford Valley, Bulford, Allington and Figcheldean, Downton and Ebble Valley Durrington and Larkhill, Laverstock, Ford and Old Sarum, Redlynch and Landford, Salisbury Bemerton, Salisbury Fisherton and Bemerton Village, Salisbury Harnham, Salisbury St Edmund and Milford, Salisbury St Francis and Stratford, Salisbury St, Mark's and Bishopdown, Salisbury St Martin's and Cathedral, Salisbury St Paul's, Till and Wyllye Valley, Winterslow.

Thus in 2011, 495 11 to 16 year olds in the **whole of Wiltshire** travelled over the border to secondary schools in Hampshire¹². In contrast, 736 16 to 18 year olds **from greater Salisbury alone** studied outside of Wiltshire in 2010, the vast majority of whom travelled into Hampshire. This suggests that the exodus from the Salisbury area at post-16 is disproportionately large when compared with the exodus at ages 11-16, especially when the significantly smaller pool of young people in post-16 education compared with in compulsory education is taken into account.

4.1.5. Conclusion: Over 700 16-18 year olds – a large minority of 16-18 learners – from the Salisbury area travel to providers in Hampshire for post-16 education every day. In recent years, there has been a gradual upward trend in this exodus. Thus whilst many young people leave the Salisbury area for compulsory education, a *disproportionately greater* number leave for post-16 education.

4.1.6. An issue not central to this review, but perhaps deserving of attention in another forum, is those young people leaving the county for compulsory education at private schools. The Task Group did not have figures showing the numbers of students falling within this group.

Distances travelled

4.1.7. The Task Group have not calculated precise figures for the distances travelled by learners resident in the Salisbury area to out-of-county providers. To do so would require a postcode analysis of learners' home addresses and of that of their chosen providers. However, the following calculations give us a **very approximate indication** of the distances being travelled, taking the centre of Salisbury as the 'average location' of each learner (except where stated):

Post-16 provider	Distance from Salisbury centre (*except where stated)	Round trip
Andover College	14 miles (*from Durrington)	28 miles
Brockenhurst College	28 miles	56 miles
The Burgate School...	12 miles	24 miles
Totton College	20 miles	40 miles
Average round trip =37 miles		

37 miles
 Average round trip
 x
 5 days per week
 Average attendance
 x
 41 weeks
 Academic year
 x
 750 learners

= approximately 5,500,000 miles per year

¹² Source: School Census 2011

4.2. What are the reasons for the exodus?

What factors influence young people's choices of post-16 provider?

4.2.1. Like any customer with a range of products to choose from, young people seeking post-16 education vote with their feet and are not greatly concerned with county boundaries. The Group's interviews with young people demonstrated that the factors that influence what post-16 provider individuals will choose include:

- lack of local spaces and suitable courses
- where the learner lives and where they went to school
- where the provider is located and availability of transport
- perceived/actual quality of the provider (and of the most local provider)
- perceived/actual culture of the provider (and of the most local provider)
- the atmosphere of the provider and availability of extracurricular activities
- whether alternative providers also offer the learner's preferred course
- the information and guidance available to inform the learner's choice
- whether the learner meets entry requirements
- where friends are going
- friend/sibling/parent reports of their experiences with the provider

4.2.2. It was also evident that young people are broad in their tastes:

- Some want or need to remain in a school, or school-like, environment where the level of pastoral care is perceived to be greater. Others are keen to move on to the more university-like environment of a college.
- Some benefit from close supervision and being 'driven' to attain good results, while some relish the prospect of more independent learning after leaving school.
- Some learn kinaesthetically (i.e. by 'doing') and therefore suit more vocational courses, some learn through reading and listening and therefore suit academic courses, and others benefit most from a mixture of the two.
- Some wish to learn locally and minimise travel while others enjoy the journey to college as a part of the college experience.
- Some have clear ideas about their future careers, what education they will need to get there and will travel long distances to access their preferred courses. Others have little idea what career they wish to pursue and so the choice to stay in education post-16 is not an automatic one (so making it easy and attractive is important if this is to happen).

What is driving the exodus of post-16 learners from the Salisbury area?

4.2.3. The Group has identified a number of factors helping to drive the significant exodus of 16-18 learners from the Salisbury area into Hampshire:

- 1. A lack of sixth form provision in central Salisbury**
- 2. Reputational issues affecting Wiltshire College, Salisbury, and Sarum Academy**
- 3. Deficiencies in the marketing and promotion of Wiltshire 16-19 providers**
- 4. Inconsistencies in the Careers, Education, Information, Advice and Guidance (CEIAG) available to young people**
- 5. A lack of sixth form provision to the north of Salisbury, serving the catchment areas of Avon Valley College and Stonehenge School**
- 6. Opportunities for improving transport links and schemes**
- 7. Positive perceptions of Hampshire 16-19 providers**
- 8. The greater learner attainment and learner retention shown by Hampshire providers as compared with some providers in the Salisbury area**
- 9. 16-19 education funding inequalities between Wiltshire and Hampshire.**

Reason for the exodus no. 1:

A lack of sixth form provision in central Salisbury

4.2.4. At present, the sixth form provision available in central Salisbury is provided by:

- **Bishop's Wordsworth Grammar School**
 - **& South Wilts Grammar School**
 - **Sarum Academy – school sixth form**
 - **Wiltshire College, Salisbury – FE college sixth form centre**
- } **collaborative grammar school sixth form**

The Grammar Schools

- 4.2.5. The two grammar schools' collaborative sixth form focuses heavily on providing A-Levels and offers high attainment in an academically-driven school environment. Very good GCSE results are required for entry. The Group's interviews with young people, plus the sixth form being at full capacity, demonstrates the grammar school sixth forms' success at appealing to this particular cohort. The majority of the grammar schools' Year 11 students stay on in the sixth form, with only a limited number of places being available for suitably qualified students from the city's secondary schools. As a consequence, the majority of the Year 11 leavers have to seek post-16 education or training elsewhere.

Sarum Academy

- 4.2.6. In contrast to the grammar schools, Sarum Academy's post-16 offer focuses on Level 1 and 2 vocational courses such as hair and beauty, automechanics and construction, as well as a selection of AS/A2-levels. This curriculum is designed to suit the school's Key Stage 4 cohort, which has lower average attainment at GCSE. Located in one of the most deprived areas in Wiltshire, Sarum Academy emphasises the importance of providing a pastorally supportive environment for those students who may be lagging in their social development to give them the maximum chance of succeeding in post-16 education.
- 4.2.7. As has already been discussed, Sarum Academy's sixth form provision has recently been revamped and is not yet attracting students from other secondary schools, or indeed from its own Key Stage 4 cohort, in large numbers. However, the Group is hopeful that the refocusing of its post-16 curriculum and the development of a new-build sixth form centre scheduled for completion in September 2013, will gradually change this situation.

Wiltshire College, Salisbury – Sixth Form Centre

- 4.2.8. Unlike its three other campuses (Chippenham, Trowbridge and Lackham), Wiltshire College's Salisbury campus is redeveloping its AS/A2-level provision to meet the needs of students unable to gain places at the local grammar schools' sixth form. The College currently offers AS/A2-levels in over 25 subjects alongside its vocational and technical provision. These are delivered in a sixth form centre deliberately demarcated from the rest of the campus.
- 4.2.9. In 2009/10, there were 16 learners enrolled to take A-Levels at the College. The target was 80 by 2011/12, and this has been achieved with 60 students studying for an AS qualification and 20 for an A2 (A-Level). The College aims to increase this to 100 learners in 2012/13 and the business plan aims for the provision to be self-sustaining by 2013/14.
- 4.2.10. The Group's interviews with young people suggest that there remains a perception that the College is primarily suitable for those students looking to

study vocational and technical courses, and the College is yet to be successful in persuading the local cohort that it can deliver A-Level courses to the same standard.

The Laverstock Schools' Sixth Form Vision

- 4.2.11. The three secondary schools co-located in the Laverstock area of Salisbury – St. Joseph's Catholic School, St. Edmunds School for Girls and Wyvern College for boys – have no post-16 provision at present, though they have made a number of attempts to develop this in the past. In 2008, the schools and the local authority reached the 'Expression of Interest' (EOI) stage for developing an academy at Laverstock under the Labour government's sponsored academy model. This was to include a sixth form with capacity for 250 students. Ultimately the three governing bodies failed to agree a final EOI and the Laverstock Academy project did not progress.
- 4.2.12. The schools' desire for sixth form provision on the Laverstock site is undiminished. Their collaborative governor's committee have agreed a Sixth Form Vision (Appendix 5), which was discussed with the Group during its visit. The document states the following three principal objectives in the creation of a Laverstock sixth form facility:
- a) "Access to a broad raft of post-16 learning opportunities delivered in a "family" environment with an emphasis on pastoral care – an environment for which the Laverstock Schools are rightly renowned.
 - b) In offering both the above and geographic continuity, reduce 6th form migration out of Wiltshire (thereby benefiting County finances and reducing environmental impact) and transform the aspirations, expectations of success and significantly widen career progression of those students who might be tempted to exit full time education at 16.
 - c) To build on the current strong Christian communities to create an inclusive environment in which Christians and those of other faiths or none are committed to journeying and growing together."

What kind of provision would a Laverstock Sixth Form offer?

- 4.2.13. In their joint Sixth Form Vision, the Laverstock schools state that in 2010, 56.5% of the Laverstock students who went on to post-16 education did so at out-of-county providers. The schools posit that the four existing providers of post-16 education in Salisbury do not meet the needs of all Salisbury students and that this gap is a prime reason for many Laverstock pupils choosing out-of-county alternatives. It is suggested that:
- "Anecdotal evidence suggests that Laverstock pupils find the transition from the pastoral/community environment to the fast-paced, academic environment [of the grammar schools' sixth form] challenging and that feedback from older students regarding this difference is a prime reason for Laverstock pupils choosing other alternatives"

- Sarum Academy is a school with unique challenges created by its location and recent history. While steps have been taken to address these challenges, it seems unlikely that this school will be successful in attracting significant numbers of 6th form students from outside of its Key Stage 4 cohort in the near future.
- Wiltshire College faces a similar challenge. Prospective students tend to focus on its reputation for narrow, vocationally focussed 6th form offerings. Again, while steps have been taken to address these issues, this option remains unpopular with some prospective students in the Salisbury area”

4.2.14. The Task Group agrees that the grammar schools and Sarum Academy both offer sixth form provision that is appropriate for specific learner groups: The grammar schools attract academically able students with very good GCSE results who are looking to achieve top grades at A-Level; a large number of these come from within the schools’ own Year 11 cohorts, which are drawn from across Wiltshire and beyond. Sarum Academy’s sixth form curriculum is designed to suit those with lower academic attainment who wish to focus on learning vocational and technical skills as well as pursuing academic studies. There is evidence that Wiltshire College faces challenges in redeveloping its new AS/A2-Level provision, although take-up is increasing. It therefore seems unlikely that Sarum Academy and the College will be able to attract enough students to significantly reduce out-of-county migration in the near future.

4.2.15. The Group concludes that at present there is no sixth form provision in central Salisbury meeting the needs of young people who...

- a) wish to study primarily AS/A2-Levels (Level 3) rather than the primarily Level 1 and 2 vocational courses offered by Sarum Academy’s sixth form centre;
- b) either wish or *need* to remain in school environment (as opposed to transitioning to Wiltshire College), because they require the greater level of guidance and pastoral care generally provided in school sixth forms;
- c) do not have the very high GCSE grades required to enter the grammar schools’ sixth form, or do not feel suited to that institution’s academically fast-paced environment.

4.2.16. Furthermore, the Group concludes that a significant number of young people would fall into this category, and are therefore forced either to choose a local, in-county provider that does not provide their preferred courses or aspirations, a Hampshire provider likely to be a significant distance away, or not to stay in education at all. 85% of respondents to the online survey aimed at parents of Salisbury secondary school pupils felt that there should be greater emphasis on academic post-16 courses in the Salisbury area¹³.

¹³ 11% responded that there should not be a greater emphasis on academic courses and 4% didn’t know. It should also be noted that 61% responded that there should be a greater emphasis on vocational/technical courses.

It is the Group's conclusion that this gap in provision will be helping to drive the exodus of young learners from the Salisbury area out of county.

Is there adequate demand for a sixth form in central Salisbury?

- 4.2.17. Analysis undertaken during the development of the (now defunct) Laverstock Academy proposal concluded that there was demand for a sixth form on the Laverstock site (with a capacity for 250 students) and the Group has seen no evidence to suggest this demand has diminished. In fact, population projections and the Raising of the Participation Age (RPA) would suggest that if anything it will increase.
- 4.2.18. The schools have a combined cohort of over 1,500 11-6 year olds and straw polls of Laverstock pupils conducted by the Group demonstrated that approximately two-thirds would stay at the school for sixth form education were it available. The Group has received evidence that a school sixth form currently needs around 150 students on roll to be viable, but future funding arrangements may increase this number to 220+. The schools' cohort and the results of the straw poll suggests that this target would be reached if a new facility was developed.
- 4.2.19. There are not enough AS/A2-level places in the appropriate subjects available within central Salisbury to meet current demand. In 2010/11, approximately 625 Year 11 students from secondary schools in central Salisbury went on to post-16 education. Of the 298 leavers from the Laverstock schools, only 33 went on to study AS/A2-levels at the grammar schools joint sixth form, with the majority travelling to Hampshire providers to access their chosen courses. This is augmented by about one quarter of leavers from Sarum Academy also travelling to Hampshire providers. Thus, allowing for students studying two year courses, the equivalent of at least two large sixth form cohorts decamp from Salisbury every day.

What challenges exist?

- 4.2.20. The sixth form proposed as part of the Laverstock Academy EOI relied on a new build facility and a survey of the schools existing building stock undertaken prior to the academy bid identified the following rebuild requirements: 100% at Wyvern, 95% at St Edmund's and 46% at St Joseph's. The Laverstock schools' sixth form vision lacks detail on the building(s) required for such an expansion and where capital funding for this might come from.
- 4.2.21. The Group feels the Laverstock Sixth Form Vision also lacks detail on the kind of post-16 offer a new sixth form would provide. The Vision Statement says: "The new sixth form centre would enable students to ... experience a broad range of advanced options with both academic and vocational pathways available...", and "the schools...are committed to work in partnership to offer the broadest possible range of courses."

Given the prevailing and ongoing financial climate and evolving educational policy and guidance, the Task Group would wish to see a more developed and detailed curriculum proposed encompassing academic and vocational studies, and pragmatic options for developing a sixth form facility encompassing collaboration with other providers.

The Laverstock Schools and Wiltshire College, Salisbury:

A proposal for collaborative provision

- 4.2.22. Some time ago, the Laverstock schools and Wiltshire College had discussions regarding taking a collaborative approach to providing post-16 courses, but for reasons unknown to the Task Group this did not proceed. During its meeting with the Task Group, the College reaffirmed its interest in exploring collaborative provision with the Laverstock schools and were disappointed that there had not been positive responses to two recent approaches.
- 4.2.23. The Task Group believes that post-16 provision delivered collaboratively by the three schools and the College holds a number of advantages over provision delivered in isolation. Particular consideration should be given to developing a jointly-run sixth form provision with a focus on AS/A2-levels (to complement the existing grammar school provision), but also including opportunities for technical and vocational learning. The Group believes that this would:
1. Combine the financial resources of all four institutions, at a time when the funding available for further education – particularly for expanding existing provision – is severely restricted;
 2. Harness the expertise of all four institutions, such as the Laverstock schools' experience of providing a pastorally supportive learning environment and the technical expertise of College staff in specialist subject areas. This would also maximise the range of courses that could be offered, enhancing the appeal of the joint provision to students, and helping to ensure that provision reaches 'critical mass' in year one;
 3. Make most efficient use of the buildings and facilities of all four institutions. The schools' issues with space and the quality of their current building stock could be offset through sharing with the Wiltshire College campus, of which only 11km² of the total 17km² is currently used. Indeed, the schools' Sixth Form Vision statement supports the idea of students working across multiple settings. Courses delivered jointly by the grammar schools, which involves bussing learners between their two sites, demonstrate that such arrangements can be a success. Bringing students out of the schools and into a college campus could also smooth the transition between school and university.
- 4.2.24. The Group believes that Wiltshire Council would need to take a strategic role in facilitating urgent discussions between the College and the Laverstock schools to develop the collaborative provision described (**Recommendation 1**).

Reason for the exodus no. 2:

Reputational issues affecting Wiltshire College, Salisbury, and Sarum Academy

Wiltshire College, Salisbury

- 4.2.25. Having met with around 70 young people studying at secondary schools in the Salisbury area, and conducted an online survey aimed at the parents of Salisbury secondary school pupils, the Group concludes that Wiltshire College, Salisbury, continues to suffer from reputational issues amongst some (though not all) of the local population of young people. These can be summarised as follows:
- 4.2.26. **Peer group pressure:** Many of the Year 10 and 11 students the Task Group met had strong views about Wiltshire College, Salisbury. Some were concerned by what they perceived as poor levels of attainment and behaviour, and having to mix with older students, whilst others relayed strong positive views regarding the provision. These views appeared to be based predominantly on hearsay from fellow students, family members and friends as opposed to clear information from school advisors or by visiting the College themselves.
- 4.2.27. In this context the Task Group recognised the role of the College in providing education and training to students at all levels of attainment. However, negative perceptions of the learning environment and atmosphere of the College were causes for concern.
- 4.2.28. **Curriculum:** Amongst the students interviewed there was a perception that the College concentrated on vocational courses. Very few saw the College as their first or second choice for AS/A2-level courses, and most had little awareness of the recent development of the sixth form centre at the College. The Task Group acknowledges that enrolments for the College's sixth form centre have increased year-on-year and that steps have been taken to enhance its appeal, particularly in giving it a discreet identity.
- 4.2.29. **Marketing and promotion:** Some of the young people interviewed commented that the College did not seem to promote itself as aggressively as Hampshire providers. It was also notable that none of the young people interviewed were aware that Wiltshire College, Salisbury, provided a wide range of courses and awarded Bachelors' and Masters' degrees and has 900 learners studying for diplomas, half of which will top-up to full degrees accredited by the Bath Spa, Bournemouth, Winchester, Greenwich and Southampton Universities.
- 4.2.30. The College has reported difficulty gaining access to certain secondary schools in the Salisbury area to promote their offer. In one case, the College reported that after three years of approaches a school granted them only 15 minutes to talk to the students.

Sarum Academy

- 4.2.31. The Group's interviews with secondary school pupils from the Salisbury area suggest that Sarum Academy is still in the process of overcoming the reputational legacy of its former incarnations as Salisbury High School and Westwood St Thomas School. Only a small number of young people from other schools expressed an interest in going to Sarum Academy for their post-16 education and the school is still looking to increase the numbers of its own Key Stage 4 pupils who remain at the school post-16. The school's location in one of the most deprived areas in Wiltshire, and in the 20% most deprived in England¹⁴, may be a further barrier to attracting sixth forms students from outside of the school's natural catchment area.
- 4.2.32. Despite these challenges, the Task Group are confident that great energy is being directed to improving Sarum Academy's levels of attainment and overcoming its reputational issues. The school's sixth form curriculum has recently been completely redesigned to include a more vocational focus, better suited to elements of the school's Key Stage 4 cohort. The Group is mindful that those pupils it interviewed were influenced by the experiences of previous generations of sixth form students and that subsequent cohorts are more likely to be retained by the school, especially with the development of a new-build sixth form centre. The realignment of the school's sixth form provision should lead to improved learner attainment and retention at post-16, with a consequent improvement in the school's reputation and appeal to students from outside of its own Key Stage 4 cohort.

Conclusions

- 4.2.33. The Task Group congratulates Wiltshire College, Salisbury, and Sarum Academy on the significant work they have already put into overcoming their historic reputational issues, and acknowledges the significant challenge that this represents. However, the Task Group's interviews with young people have demonstrated the power and longevity of sibling, friend and parental reports of educational experiences. It has to be concluded that negative public perceptions of these providers persist and must be a factor in driving the exodus of 16-18 learners from the Salisbury area to alternative providers in Hampshire.

Reason for the exodus no. 3:

Deficiencies in the marketing and promotion of Wiltshire 16-19 providers

- 4.2.34. The Group found no evidence of a strategic approach being taken to the marketing of 16-19 educational options in the Salisbury area, either through providers themselves collaborating, or this being facilitated by the local authority. This applies to both promotional literature and careers/training events.

¹⁴ Source: Wiltshire Intelligence Network: <http://www.intelligenenetwork.org.uk/community/>

- 4.2.35. There is a mixed picture in terms of the access given by Salisbury area secondary schools to (other) post-16 providers wishing to visit the schools to market their offer to students. As mentioned above, Wiltshire College expressed specific concerns that some Salisbury secondary schools had allowed them little or no access to market their offer despite repeated approaches. It is the Group's view that this parochial approach inhibits young people from accessing the widest information on suitable courses and providers, with all the consequent effects on their prospects.
- 4.2.36. It was evident from the Group's meeting with the principals of the three main post-16 Hampshire providers that they demonstrate a much greater degree of partnership working that seemed indicative of the greater confidence they have in their educational offer. The young people interviewed also remarked that Hampshire providers seemed to market their offers more proactively than some in-county providers and 46% of respondents to the online survey of parents felt that Hampshire providers marketed themselves more effectively than in-county equivalents¹⁵. **(Recommendation 4)**

Reason for the exodus no. 4:

Inconsistencies in the Careers, Education, Information, Advice and Guidance (CEIAG) available to young people

- 4.2.37. The Task Group's meetings with the secondary school students painted an inconsistent picture in terms of the careers, education and training advice provided within schools. Although many of the young people interviewed had clear career goals, few of them credited the careers advice offered at school as having been helpful or influential in informing those decisions. It also appeared that most of the young people spoken to did not receive *any* careers guidance until they reached Year 11 and often this comprised only one session with a careers advisor or a 'careers assembly'. Wiltshire College voiced specific concerns that careers advice staff did not provide *impartial* advice to pupils, to the disadvantage of the College.
- 4.2.38. Providing young people with clear and sustained guidance on training and educational opportunities is more important than ever. As well as the difficult national employment climate, young people and their parents are faced with a bewildering range of options in terms of qualifications (e.g. NVQs, BTECS, Baccalaureates and various diplomas) and provider designations (studio schools and University Technical Colleges appear to be the latest additions).
- 4.2.39. In September 2012, responsibility for providing careers and training advice to school pupils will move from local authorities to schools. Local authorities will not even be responsible for policing or quality assuring that provision.

¹⁵ 28% didn't know, 24% felt that Hampshire providers marketed themselves as effectively as in-county providers and 2% felt that Hampshire providers marketed themselves *less* effectively than in-county providers.

However, the Task Group believes that Wiltshire Council must support Wiltshire secondary schools to develop their offer of impartial training and careers advice to their pupils and parents from Year 9, when they are making their GCSE choices, in order to maximise awareness of the full range of opportunities available to them (**Recommendation 5**).

Reason for the exodus no. 5:

A lack of in-county post-16 provision to the North of Salisbury

4.2.40. Two secondary schools serve the populations to the north of Salisbury, namely Avon Valley College, Durrington, and Stonehenge School, Amesbury. Lying roughly 10 miles to the north-east of these schools is The Wellington Academy in Ludgershall, a 32 million pound new-build sponsored academy opened in 2009 with its own sixth form provision.

4.2.41. Historically, students from Avon Valley College went to Sarum Academy for their post-16 provision, with whom the Avon Valley College were in ‘soft federation’. However, in recent years the college has developed its own post-16 provision which in 2010/11 had 123 sixth form students on roll. The post-16 curriculum combines courses at Level 3 (AS/A2-levels and BTECS) and Level 2, the latter including vocational courses in construction, vehicle maintenance and beauty therapies. For these the school has a well-equipped garage, dedicated space for building projects and a small beauty therapy centre. In 2010, Avon Valley College’s sixth form was its Key Stage 4 pupils’ top choice for post-16 education, with 45% of those remaining in education staying on at the school. However, space at the school is becoming increasingly tight and the vocational centres are at full capacity. Staffing capacity is also an impediment to expanding the current post-16 provision.

Figure 6: Avon Valley College: Destinations of year 11 leavers (2010)
(Source: Wessex Partnership / Connexions)

In county		Out of county	
86%	83	14%	13

	Provider	%	No.
1.	Avon Valley College	45	45
2.	Wiltshire College, Salisbury	30	30
3.	Andover College, Hants	13	12
4.	Sparsholt College, Hants	4	4

4.2.42. Stonehenge School has no post-16 provision and in 2010, 58% of its leavers who stayed in education enrolled at Hampshire providers, primarily Andover College and Totton College, the latter being a journey by bus of over an hour from Amesbury (Figure 7).

Figure 7: The Stonehenge School: Destinations of year 11 leavers (2010)
(Source: Wessex Partnerships / Connexions)

In county		Out of county	
42%	50	58%	69

	Provider	%	No.
1.	Andover College, Hants	32	38
2.	Wiltshire College, Salisbury	31	37
3.	Totton College, Hants	21	25
4.	South Wilts Grammar School / Wiltshire College, Lackham	4	5

4.2.43. Like the Laverstock Schools, Avon Valley College and Stonehenge have agreed a vision for a collaborative sixth form in the Salisbury Plain area for the young people of Amesbury and Durrington and the neighbouring communities (Appendix 6). The schools' governing bodies have agreed a sixth-form vision statement, with phase one of the proposed project being delivery from the existing Avon Valley College site and phase two being a new-build 'Salisbury Plain Sixth Form Centre'. A variety of sites have been identified but no capital money identified.

4.2.44. The two schools believe that their proposed collaborative Sixth Form Centre would enable more Avon Valley College students to stay on and would also encourage students from The Stonehenge School to access their local provision. It was suggested that the Amesbury is an area of high employment but in some aspects 'low aspiration' and the availability of a larger local sixth form provision would encourage many students who would otherwise drop out of education to stay on. The Vision Statement also notes that the population of the local area will increase significantly in the coming years due to developments in Porton Down, Solstice Park and, to a lesser extent, Durrington.

4.2.45. It should be noted that Wiltshire Council has submitted an expression of interest for capital funding from the government's Priority Schools Building Programme for The Stonehenge School¹⁶. This is essentially a Private Public Partnership (PPP) scheme and is intended to see around 100-300 schools rebuilt nationally over the next five years with the first schools would be completed in time for opening in the academic year 2014-2015. (**Recommendation 12**)

¹⁶ Link to the relevant report submitted to Wiltshire Council's Cabinet Capital Assets Committee: <http://cms.wiltshire.gov.uk/ieListDocuments.aspx?MId=6571&x=1>

Reason for the exodus no. 6:

Opportunities for improving transport links and schemes

Travel as an influence on provider choice

- 4.2.46. As has already been referred to, the young people interviewed by the Group varied greatly in the importance they attached to travel as a consideration when choosing a post-16 provider. For some, a short journey was essential, but for others a bus journey of an hour or more would be a chance to socialise with friends (referred to as “bus banter”) and was seen as an attractive part of the college experience. Despite these different perspectives, it is evident that the convenience and affordability of transport links and schemes have an impact on the choices young people make for their further education.
- 4.2.47. The Group’s interviews with young people from the Salisbury area and the numbers known to be already travelling into Hampshire, demonstrate three things:
1. Many young people in the Salisbury area are choosing to study at post-16 providers in Hampshire and are not overly put-off by the greater journey times involved as compared to accessing local providers. Comparisons of provider retention rates demonstrate that the reality of their journeys does not cause a significant number of students from the Salisbury area to drop out midway through their course;
 2. Hampshire providers appear to take a proactive stance in organising transport and season tickets with bus companies in order to encourage young people in the Salisbury area to travel.
 3. There is potential for improvement in the transport links and schemes available to students studying at in-county post-16 providers in the Salisbury area.

Transport links and schemes to Hampshire providers

- 4.2.48. The Hampshire colleges are clearly effective at arranging convenient and affordable transport links for young people from the Salisbury area:
- **Totton College** subsidizes the cost of transport for students so that for 2011/12 no student paid more than £3.40 return per day for their home-to-college transport. Totton pass holders can use public buses and trains from their chosen provider and any existing Wilts & Dorset service, weekdays during term time, free of charge. This concession can be extended to 7 days per week with the payment of a premium.

- **Brockenhurst College** has its own bus network, which extends from a wide area including Salisbury and other towns and villages. This network is crucial to the College's appeal to the large number of students who commute to its campus from rural areas. The College can also provide Link bus passes that enable students to use a service bus connecting them with a College bus pick-up point or South West railway station.
- **Sparsholt College** has introduced subsidised bus passes and private coaches from many areas including Salisbury and Amesbury. The cost of the pass covers travel between Winchester Train Station and the College (15 minutes). Students can catch a train from various stations including Salisbury to Winchester Train Station and then catch a bus, which runs throughout the day from outside the train station directly into the college campus.
- **Andover College** offers a number of subsidised tickets on Campus buses, Stagecoach buses and South West trains. All passes are payable in affordable interest free monthly instalments. Direct rail services run from Salisbury to Andover station, which is 10 minutes walk from the College.
- **Peter Symonds College** does not provide any buses but is in a central location in the heart of Winchester. The rail station is five minutes away and the college is conveniently placed for bus routes and several operators run regular services from the surrounding areas.

Transport links and schemes to Wiltshire providers

- 4.2.49. To assist students who wish to study at a college or school sixth form (aged 16-19), Wiltshire Council offers a subsidised transport scheme open to any 16-19 student who is attending the designated school/college for the town or village where they live and living more than 3 miles from that school or college. It is also open to those who wish to attend a college the journey to which would be no more expensive than to their designated provider, or where the course is not provided at their designated provider. The cost of the annual pass in 2011-12 is £400¹⁷.
- 4.2.50. During the Group's interviews with young people, comparisons were made between the transport available from the Amesbury area to access Wiltshire College, Salisbury, or to access Andover College in Hampshire. The Wiltshire pass described above would allow those young people to travel on any public bus between Amesbury and Wiltshire College, Salisbury, but only on days when the College was open and only to be used to travel into college before 2pm and home from college after 12 noon. Some of the young people interviewed raised concerns about the inflexibility of this scheme. Students at Andover College can purchase a similar pass for the price of £610 per annum, but this pass does

¹⁷ A reduced rate is available to those with parents in receipt of tax credits with an income below a certain threshold.

allow students to use any public service bus between Amesbury & Andover Town Centre at any time. The same flexible pass is available to Wiltshire College students, but at the higher cost of £760.

Conclusions

- 4.2.51. The Group have concluded that although travel does not appear to be a significant influencing factor, the fact that Wiltshire College has not negotiated a discounted flexible bus pass similar to that offered by Andover College suggested a less proactive attitude to attracting students, which may need to be remedied.
- 4.2.52. The Group also notes that schools' Information, Advice and Guidance (IAG) staff play an important role in advising students on how they might travel to each post-16 provider. Wiltshire College has commented that it has experienced difficulty in accessing students in the Salisbury area. Members considered that, as a consequence, some students may not be receiving guidance on how to reach the College campus, which compounds this situation. (**Recommendations 8 and 9**).

Reason for the exodus no. 7:

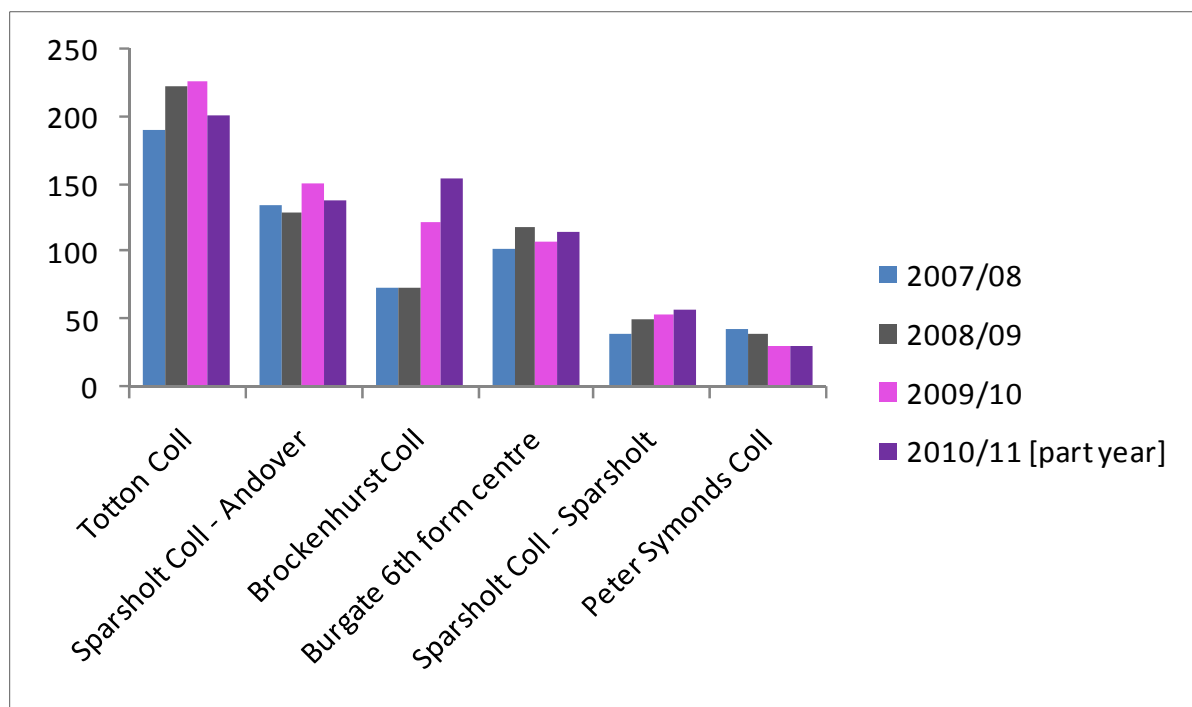
Positive perceptions of Hampshire providers

What do the Hampshire providers offer?

- 4.2.53. The Group's interviews with young people demonstrated that Hampshire providers have been successful in attracting young learners from the Salisbury area by offering desirable courses and effectively and proactively marketing that offer. 60% of respondents to an online survey aimed at parents with children attending Salisbury secondary schools felt that 16-19 providers in Hampshire were of a higher standard than those in Wiltshire¹⁸.
- 4.2.54. Figure 8 shows the major Hampshire providers and the numbers of 16 to 18 Salisbury area residents enrolled in 2010. An overview of each of the main Hampshire providers and their strengths is given below.

¹⁸ 15% felt they were of the same standard; 3% of a lower standard; 22% didn't know.

Figure 8: Trends in Salisbury 16-18s going to Hampshire schools & colleges (Source: YPLA)



Totton College, Hampshire¹⁹

4.2.55. Totton College is a medium-sized sixth form college on the outskirts of Southampton. With 200+ enrolling each year, it is the most popular out-of-county post-16 provider for students from the Salisbury area. Most of the those that Totton attracts come from central or south Salisbury – particularly from the three Laverstock schools. However, some travel from further afield, with several former students of Avon Valley College and Stonehenge School – both some 30 miles north of Totton – arriving each year.

4.2.56. Young people interviewed by the Group remarked on Totton College's friendly atmosphere, which may be reflective of its designation as a sixth form college rather than a further education college. The College is particularly successful at attracting learners from the Salisbury area for the following course themes.²⁰

- **Travel, Leisure and Tourism:** 105²¹ learner aims²² compared with 25 at in-county, Salisbury area providers.
- **Languages, Literature and Culture:** 70 learner aims compared with 25 at in-county, Salisbury area providers.
- **Art, Media and Publishing:** 150 learner aims compared with 110 at in-county, Salisbury area providers.
- **Science and Maths (FE):** 41% of learner aims compared to Wiltshire College's 7% and other in-county, Salisbury area providers' 3%.

¹⁹ In 2011, Totton College's Ofsted grade slipped to from 'Good' to 'Inadequate'. It remains to be seen if this will affect future take-up.

²⁰ Source: YPLA

²¹ Numbers accurate to the nearest 5 learner aims.

²² Learning aim is a generic term that includes qualifications, courses and learning events under a general title (e.g. an A-level is a single aim).

Brockenhurst College, Hampshire

4.2.57. Brockenhurst College, a large tertiary college in the New Forest, is the second most popular out-of-county provider for students from the Salisbury area. Its popularity with that group has increased rapidly in recent years from only 74 in 2007/8 to 153 in 2010/11. It has been awarded Beacon College status for excellence and innovation in further education and in 2008 was ranked as 'outstanding' in all areas by Ofsted. It is a partner in collaborative Centres of Vocational Excellence (CoVEs) in a number of subject areas.

4.2.58. Like Totton College, Brockenhurst is most attractive to Wiltshire students coming from secondary schools in the centre or south of the Salisbury area, i.e. the three schools in Laverstock and The Trafalgar School at Downton. However, some young people travel even greater distances, for example from the Amesbury area – a journey of around 40 miles. The College is particularly successful at attracting Wiltshire learners for:

- **Science and Maths (FE):** 21% (110) of learner aims compared to Wiltshire College's 7% (20) and other Wiltshire providers' 3% (10)
- **Art, Media and Publishing:** 115 learner aims compared with 110 at in-county, Salisbury area providers.

Andover College, Hampshire

4.2.59. Prior to merging with Sparsholt College, Andover College was known as Cricklade College. Following a revamp of its branding and curriculum, the College provides vocational training, including Level 3 BTEC National programmes and As/A2-Level provision.

4.2.60. Due to its position to the east of Salisbury plain, Andover College is most attractive to Wiltshire students from the area north of Salisbury. In 2011, roughly 25% of leavers (of those who stayed in education) from Avon Valley College and 35% of leavers from Stonehenge School enrolled at Andover College.

The Burgate School and Sixth Form Centre, Fordingbridge, Hampshire

4.2.61. The Burgate School and Sixth Form Centre is an average-sized 11–18 mixed school situated on the edge of the New Forest. Burgate attracts Wiltshire students primarily from schools in central Salisbury, i.e. the three Laverstock schools. Interestingly, the sixth form is less popular with pupils from The Trafalgar School at Downton, which lies a few miles to the north. Together with Sarum Academy's more vocational post-16 offer, at present Burgate provides the only school sixth form provision available to young people living in the central Salisbury area (though it is in Hampshire) outside of the grammar schools.

4.2.62. The major movements of Salisbury 16-18 learners to The Burgate Sixth Form were for the following course themes:

- **Social Sciences:** 18% of total Salisbury area learner aims (about 50 of 275 total).

- **Business, Administration & Law:** 23% of total Salisbury learner aims (of about 100 total).
- **Art, Media and Publishing:** 23% of total Salisbury learner aims (of about 280 total).
- **Preparation for Life & Work:** 32% of total Salisbury learner aims (of about 340 total)
- **Health Services and Care:** 50% of total Salisbury learner aims (of about 40 total)

Sparsholt College, Hampshire

- 4.2.63. Sparsholt College is a specialist land-based college located a short distance outside of Winchester. It has been designated as a centre of vocational excellence in two specialist areas of land-based learning as well as offering courses in other areas. The College campus encompasses a large working farm, an equine unit, an animal management unit, a small lake and a horticultural area.
- 4.2.64. Sparsholt College competes primarily with Lackham College (an agricultural campus of Wiltshire College near Trowbridge) for those Salisbury learners interested in agricultural training and is closer for most.

Peter Symonds College, Hampshire

- 4.2.65. Peter Symonds College, one of the largest sixth form colleges in Britain, lies in the centre of Winchester. In 2009, it was placed sixth in The Times' top 50 state sixth forms and in 2011 placed 4th in the top 50 state sixth forms in the country²³. Its primary focus for 16-19 year olds is advanced level work, reflecting the ability and attainment in local schools.

Are 16-18 learners leaving the Salisbury area for particular courses?

- 4.2.66. Due to the sheer number of courses available and the multiplicity of factors that can influence the choice of provider, it is a complex task to determine whether learners are choosing one provider over another due to the particular courses on offer or the combinations of courses available. However, data provided by the YPLA illuminated some patterns in the levels and themes of courses that were being taken by young people from the Salisbury area at Hampshire providers:
- 4.2.67. **Level 3 courses:** Most Salisbury 16-18 learners accessing Hampshire providers do so to pursue Level 3 qualifications (Figure 9). The biggest numbers are leaving the county to study:
- Science and Mathematics (especially Psychology and Mathematics);
 - Arts, Media and Publishing (especially Art and Design).

²³ <http://news.bbc.co.uk/1/hi/education/8439634.stm>

Figure 9: Trends in Salisbury 16-18s going to Hants schools & colleges – by Level (Source: YPLA)

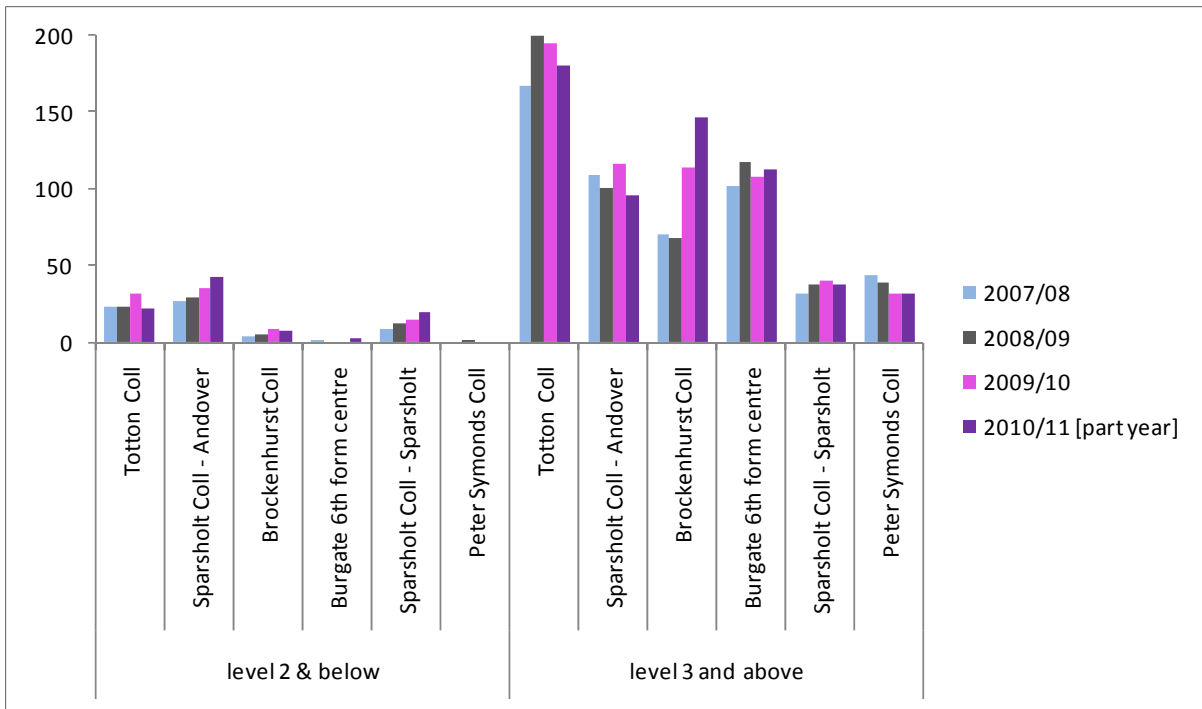
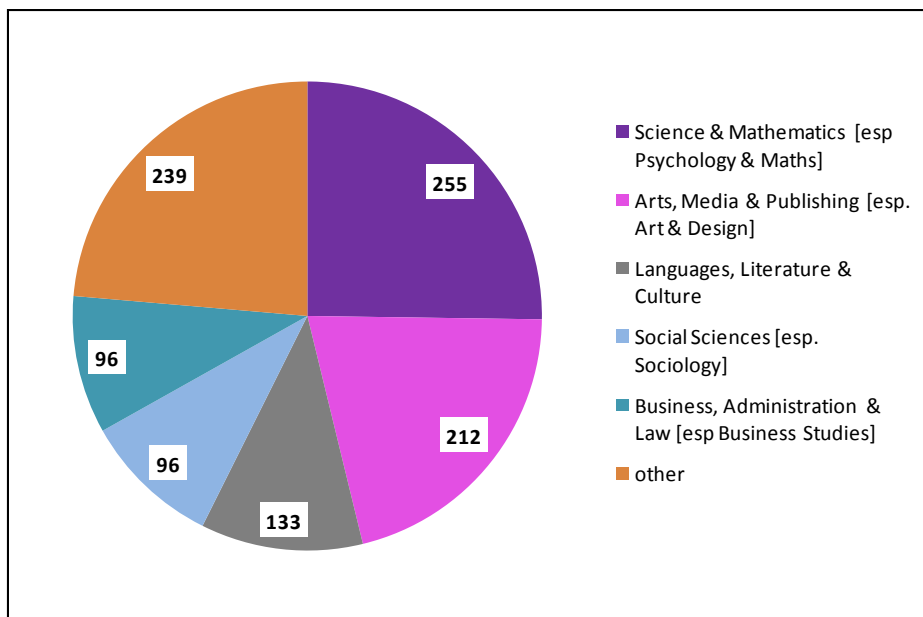


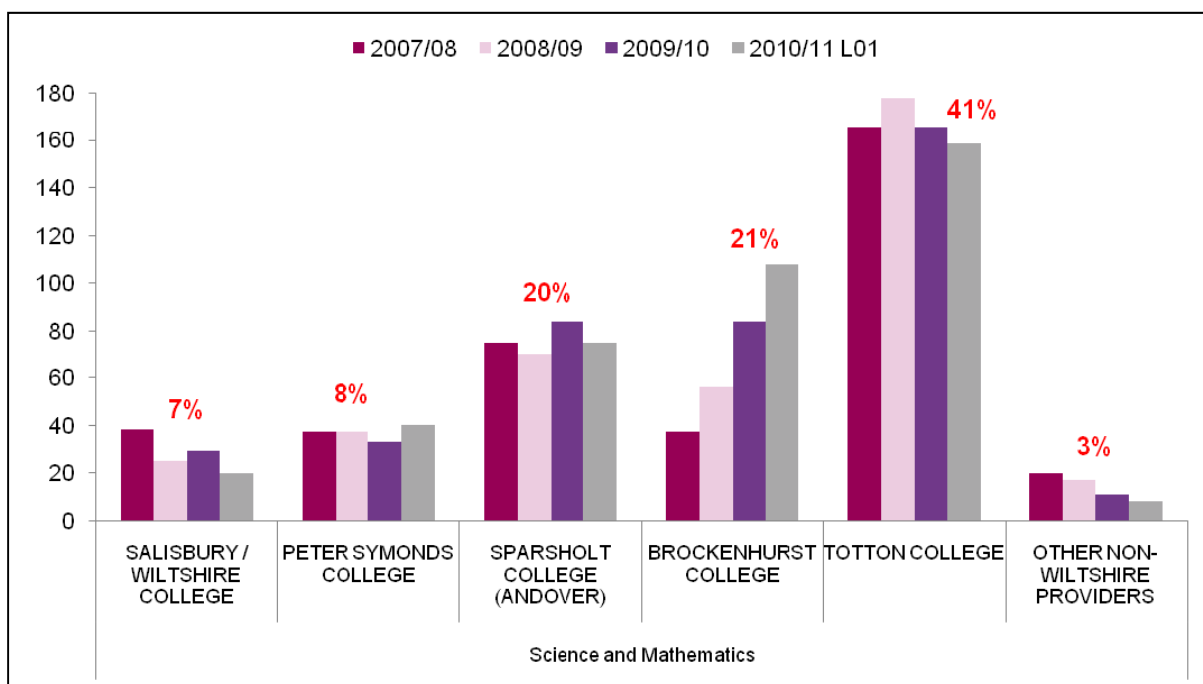
Figure 10: Which A-levels are Salisbury 16-18s doing at Hants schools & colleges (aims A/AS/A2 Levels) (Source: YPLA)



4.2.68. **Science and Mathematics:** Over 90% of Science and Mathematics learner aims taken by 16-18 learners from the Salisbury area are undertaken at the Brockenhurst, Peter Symonds, Andover and Totton colleges in Hampshire, with Totton College alone accounting for over 40% of these aims (Figure 11). Wiltshire College, Salisbury, accounts for just 7% and numbers decreased by approximately one quarter between 2007/08 and 2009/10.

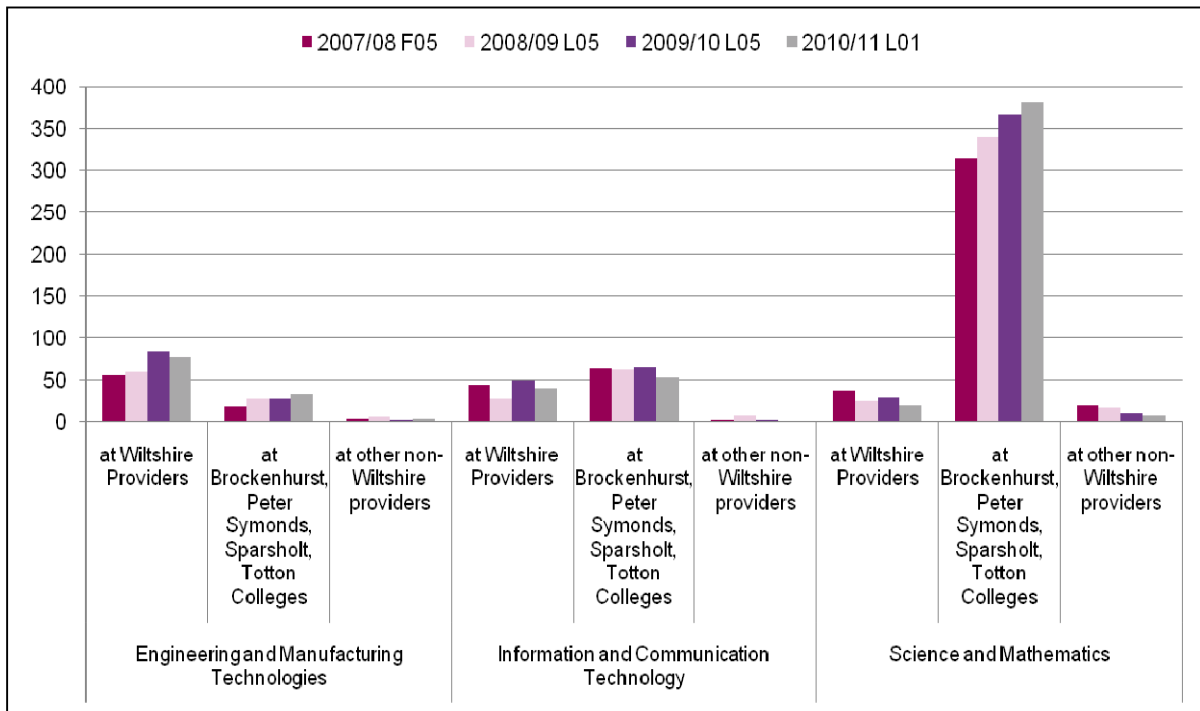
- 4.2.69. **Art, Media and Publishing:** 150 learner aims are taken at Totton College and 115 learner aims at Brockenhurst, compared with 115 at in-county, Salisbury area providers.
- 4.2.70. **Information, Communications and Technology (ICT):** Figure 12 illustrates that fewer ICT aims are taken by Salisbury area learners at Wiltshire FE providers (i.e. Wiltshire College) than non-Wiltshire FE providers, though the gap narrowed between 2007/08 and 2009/10.
- 4.2.71. **Travel, Leisure and Tourism:** 105²⁴ learner aims are taken by Salisbury area 16-18 learners at Totton College alone, compared with 25 at in-county, Salisbury area providers.
- 4.2.72. **Languages, Literature and Culture:** 70 learner aims are taken at Totton College alone, compared with 25 at in-county, Salisbury area providers.

Figure 11: Salisbury 16-18 learner FE Science and Maths aims (Source: YPLA)



²⁴ Numbers accurate to the nearest 5 learner aims.

Figure 12: Salisbury 16-18 FE Science, Technology, Engineering and Maths (STEM) Aims (Source: YPLA)
 NB: 'Wiltshire Providers' refers to Wiltshire College, Salisbury.



Data discrepancies – YPLA and Connexions

4.2.73. Whilst looking for patterns in the courses young people leave the Salisbury area to take, the Task Group became aware of contradictions between the statistics provided by the Connexions services and those provided by the YPLA. Ultimately, the Group resolved to focus on the YPLA dataset due to it being a better fit with the local authority's area of responsibility in that it encompasses all 'Salisbury area residents' rather than young people who go to secondary school in the Salisbury area (but who may not live there). However, the Connexions data was useful to the Group for focusing on the post-16 destinations of learners from individual schools. Furthermore, the YPLA data covered all of the 16-18 cohort as opposed to the Year 12 students.

4.2.74. The data discrepancies were as follows: Connexions data appeared to suggest that there was a roughly even split between the numbers of young people leaving the county to study at Level 2 and below (likely to be more vocational courses) and those leaving to study at Level 3 and above (principally A-Levels). The YPLA dataset, on the other hand, suggested that a very significant majority of those leaving the Salisbury area do so to take Level 3 courses. The Task Group requested officers from the Council and the YPLA to investigate these contradictions and a number of potential explanations were provided:

- a) YPLA data takes account of students already going out-of-county for compulsory education, which (for rather complex reasons) skews the data towards A-Levels.

- b) Connexions data does not follow students' progress through rising levels of learning and training, which skews the data away from A-Levels.
- c) YPLA figures show-up the potentially higher number of students studying at Level 2 who drop out of their course, which skews the data towards A-Levels.

4.2.75. The Group remains unconvinced, however, that these explanations account for such large disparities between the two datasets and is concerned that schools using either one to analyse the destinations of their Key Stage 4 students in isolation may only be viewing half of the picture. The Group has therefore recommended that the differences in the data be communicated to all schools (**Recommendation 11**).

Reason for the exodus no. 8:

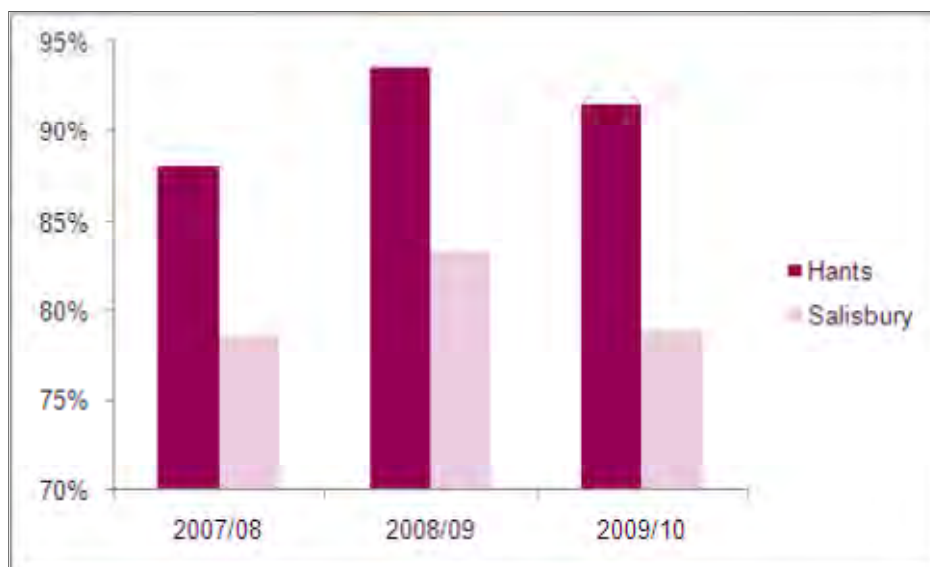
Greater learner retention and attainment at Hampshire providers

Learner retention

- 4.2.76. Having established that a significant number of young people from the Salisbury area travel into Hampshire for post-16 education, it was important to establish if they complete their studies, or if the longer journey times and/or other factors cause a significant number to drop-out partway through. It is notable that learner retention is a key influencer of learner attainment: In order for a learner to *attain* he or she needs to be *retained* by their educational provider.
- 4.2.77. Hampshire sixth form or further education colleges actually demonstrate consistently **greater** retention²⁵ rates of 16-18 learners from the Salisbury area than their only in-county counterpart, Wiltshire College (Figure 13). In 2009/10, Hampshire colleges showed an average retention rate of 91.5% for learners from the Salisbury area compared with the Wiltshire College retention rate of 79%. The picture is consistent regardless of what Level or framework of course the learner is taking, i.e. whether they are A-Levels or other courses.

²⁵ Retention rate is defined as the number of completed learning aims in a given year, divided by the number of expected aim completions in that same year.

Figure 13: Retention rates of Salisbury resident learner starts²⁶ by location of further education college and sixth form college²⁷ (Source: YPLA)



- 4.2.78. The same comparison between Salisbury school sixth forms (rather than colleges) and The Burgate School and Sixth Form Centre (the only Hampshire school sixth form in scope) yielded a different picture. In 2009/10, in-county school sixth forms retained Salisbury learners more effectively *overall* than The Burgate School and Sixth Form Centre. However, this picture is influenced by the very high learner retention rates demonstrated by the grammar schools' collaborative sixth form. The other in-county school sixth form in scope was Salisbury High School, which has since become Sarum Academy. For the last year for which data was available, retention rates at Salisbury High School were very low and fewer than half of aims were completed. However, Sarum Academy has since revamped its post-16 provision with the intention of improving retention and attainment.
- 4.2.79. In making comparisons between providers' ability to retain students it is possible to surmise that those learners willing to travel for large distances (in this case, to Hampshire) to access their preferred course or provider may be more 'motivated' than those studying locally. This may *partly* explain the greater learner retention of Salisbury learners at Hampshire colleges than at Wiltshire College, Salisbury. It also cannot be assumed that the providers are attracting the same cohort, and different cohorts may show differing levels of commitment to completing their courses based on their attainment and other factors.
- 4.2.80. However, the Group feels that the significantly poorer retention of Salisbury learners shown by Wiltshire College, Salisbury, especially given the longer journeys required of those travelling to study in Hampshire, needs further attention (**Recommendation 3**).

²⁶A 'learner start' is defined as a learning aim expected to complete in a given year, regardless of when it was begun.

²⁷ Source: FE QSR cube

- 4.2.81. A number of the young people interviewed commented that one attraction of going to college over a school sixth form was that college students are not usually expected to be on site unless actively engaged in lectures or training. A particular advantage of this from the young people's perspective was that it enabled them to work part time as well as study. Although the Group understands that this is of great importance to some, and may even be essential in financing their education, there are downsides as well: Anecdotal evidence suggests that employment can quickly become of higher priority to the young person than their college course and this has obvious detrimental effects on their attainment.
- 4.2.82. Due to it being a city centre provider, young people at Wiltshire College, Salisbury, may be particularly prone to venturing away from the campus when not required at lectures. This is likely to be less of an issue for providers like Totton College and Brockenhurst College in Hampshire who are in more isolated locations. The Group recommends that Wiltshire College considers the potential impact on learner retention and attainment of its young learners having such flexibility to leave its Salisbury campus and, if appropriate, implements measures to increase learner contact time and participation in on-campus activities (**Recommendation 13**).

Learner attainment

- 4.2.83. Hampshire sixth form colleges and further education colleges consistently demonstrate higher learner success rates for 16-18 Salisbury residents taking A-Levels than Wiltshire College, Salisbury (Figure 14).
- 4.2.84. However, Figure 11 shows that Wiltshire College, Salisbury, has made progress in recent years in improving results in Science and Mathematics.

Figure 14: Success rates for Salisbury 16-18s in colleges – A-Levels (A/AS/A2) (YPLA)

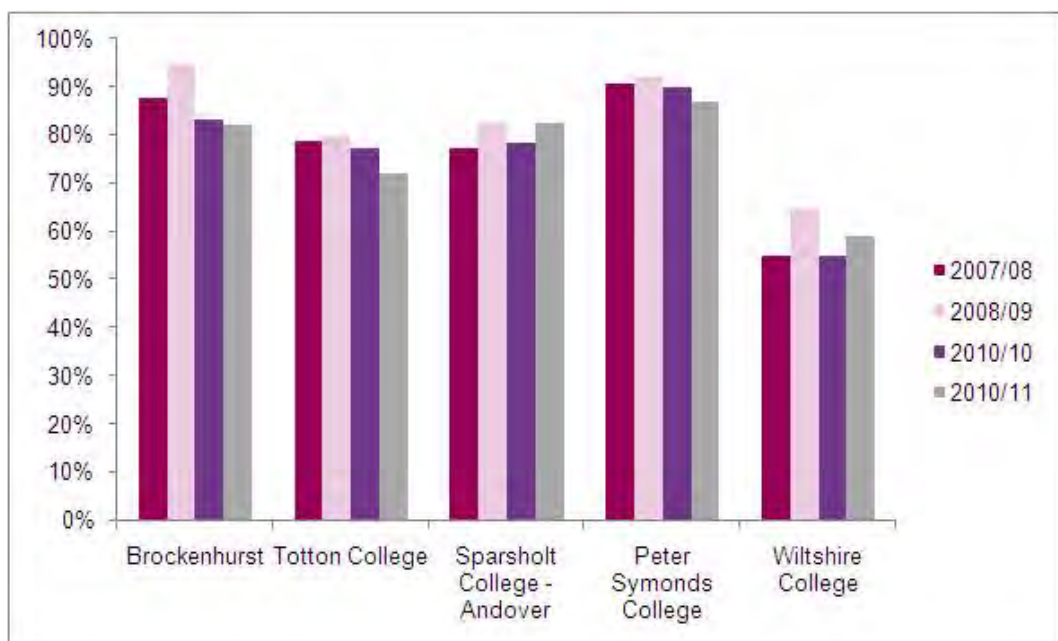
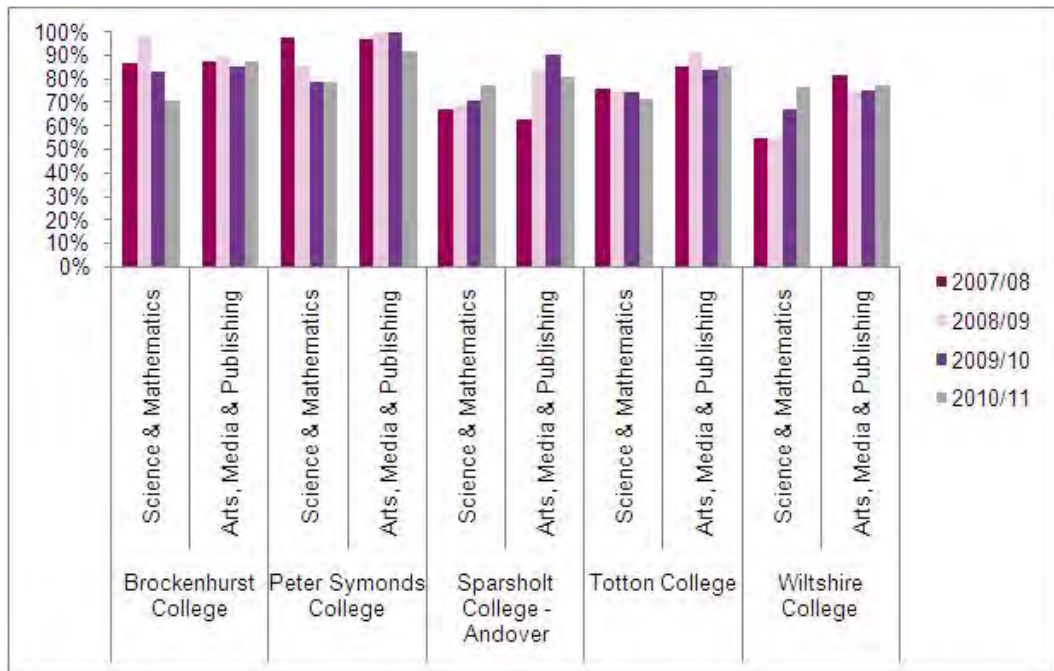


Figure 15: Success rates for Salisbury 16-18s in colleges – Science and Maths / Arts, Media & Publishing



4.2.85. However, it cannot be inferred from this data that learners at the Hampshire colleges receive a superior educational experience to those at Wiltshire College, Salisbury; the colleges do not necessarily attract cohorts with the same aptitude or potential for attainment in their further education studies. Contextual Value Added scores, which demonstrate providers' average learner attainment relative to learners' Key Stage 4 results were phased out in 2010 and the timescale of the review did not allow for alternative comparisons to be made. However, this requires further exploration to understand the root causes (**Recommendation 3**).

Reason for the exodus no. 9:

16-19 education funding inequalities between Wiltshire and Hampshire

4.2.86. Having received evidence to suggest that providers of 16-19 education in Wiltshire receive a lower level of funding than their equivalents in Hampshire, the Group sought clarification from the YPLA on whether this was true and, if it was, the reasons behind it. The following was discovered:

4.2.87. As Figures 16 and 17 show, in 2010 Wiltshire received a higher level of funding per learner for school sixth forms, but a significantly lower level of funding per learner for colleges.

Figure 16: 16-18 School Sixth Form Funding Allocations (Source: YPLA)

School Sixth Forms	16-18 learner numbers	Number of SSF	Total programme funding	Average funding per learner
Wiltshire	4,695	21	£22,062,647	£4,699
Hampshire	1,892	8	£8,787,387	£4,644

Figure 17: 16-18 College Funding Allocations (Source: YPLA)

College / providers	16-18 learner numbers	Number of colleges/providers	Total programme funding	Average funding per learner
Wiltshire	4,911	2	£18,672,599	£3,802
Hampshire	36,728	24	£171,592,682	£4,671

- 4.2.88. The total amount of funding a provider receives depends on a number of factors:
1. The mix of qualifications they provide – every qualification attracts an amount of ‘core’ funding based on their cost to deliver, regardless of location
 2. The location of the provider – area weighting
 3. The community the provider serves – disadvantage uplift
 4. The performance of learners and providers – success factor
 5. The historical legacy – how generously the LA funded its local providers in the past
- 4.2.89. Factors 1, 2, 3 and 4 are an integral part of the funding methodology and are unlikely to change. The impact of factor 5, however, is slowly being removed and a process of phased withdrawal of transitional protection means that by 2014/15 the historical legacy element will have been removed entirely.
- 4.2.90. It is likely that the reasons for the differences between per learner funding in Hampshire and Wiltshire are due to a combination of these factors: Differences in the range of courses provided in each county, potential differences in average learner performance and also there may be an element of historical legacy, with Hampshire having been more funded more generously in the past than Wiltshire.
- 4.2.91. The Group is concerned that the lesser funds received by Wiltshire colleges as compared with Hampshire colleges is inhibiting their ability to compete in terms of facilities, range of courses, learner hours, marketing and promotion and all other areas. Such a situation will only help to drive the exodus of 16-19 learners from the Salisbury area. The Task Group therefore believes that Central Government should undertake a review of the funding disparities noted above (**Recommendation 10**).

4.3. What is the impact of the exodus?

4.3.1. Having concluded that a significant number of young people from the Salisbury area do travel out-of-county and for long distances to access post-16 education, the Group considered what the impact of this was, in terms of those students' quality of life, their educational attainment and employment prospects, the environment and the economic vitality and vibrancy of the Salisbury area.

Impact on quality of life

4.3.2. The Group's interviews with secondary school pupils from the Salisbury area suggested a mixed picture in terms of the journeys individuals were prepared to make. Although some were not intimidated by the prospect of a daily commute of an hour or more, it should be remembered that the young people interviewed were still school pupils, had not yet begun their post-16 studies and so the realities of their daily (or near-daily) commute might prove to be very different to their expectations.

4.3.3. Though it is recognised that Hampshire providers are successful at retaining 16-18 learners from the Salisbury area (suggesting that journeys are not so onerous as to make students drop out in significant numbers) the question remains as to whether it is desirable for 16-19 year olds to be travelling for 2-3 hours per day in order to access their preferred post-16 educational experience. The Group feels that such a commute must impede individuals' access extracurricular activities and reduce the time they have available for socialising with friends. It is also the Group's view that, if all else was equal, local provision would be the more popular choice and the significant number of young people choosing out-of-county providers suggests that something meeting needs and aspirations is available in Hampshire that is not available in Wiltshire.

Impact on individuals' education and employment prospects

4.3.4. As has already been discussed, the Wessex educational area of Wiltshire, which Salisbury lies within, does not keep pace with Wiltshire's two other areas in terms of young people's participation in further education and 16-18 employment: Of the three areas in Wiltshire, Wessex has:

- the lowest overall 16-18 participation²⁸;
- the largest decrease in participation between ages 16 and 18;
- the lowest Year 11 leavers in learning;
- the highest NEETs (overall *and* Year 11 leavers only); and
- the highest percentage of 16-18s in jobs without training.

4.3.5. It is impossible to assess the extent to which Wessex's performance in these categories is due to weaknesses in local 16-19 education provision such as those identified in this report (if at all). However, Wessex's position at the foot of

²⁸ Excluding jobs with training and other accredited learning.

every category in Figure 3 certainly reinforces the importance of exploiting every opportunity to improve that provision and improve the educational and employment prospects of those individuals.

- 4.3.6. Any perception of post-16 education in the Salisbury area (outside that provided by the grammar schools) being of a low standard must surely lead some young people, who are unwilling or unable to travel out-of-county, to drop out of education altogether. While a significant number of young people from the Salisbury area do complete their studies at their chosen Hampshire providers, others are likely to be unwilling or unable to make such long journeys, and if the local offer is not their preference, will drop out of education altogether. This will have long term implications for their employment prospects, which in turn will have an impact on the economic vitality of the Salisbury area.
- 4.3.7. The exodus of young people, particularly those who are motivated and determined enough to travel long distances to access further education, is also likely to have a deleterious impact on the economic vitality of the Salisbury area – contributing to the exodus of qualified employees, employers and employment opportunities. The loss of such significant numbers of young people to out-of-county providers will also have an impact on those who remain. It also must reduce the vibrancy of Salisbury as a city to have such a significant proportion of its young people leaving the area.

Financial impact on individuals

- 4.3.8. Although Hampshire providers seem to be generally effective at providing convenient, cost-effective transport, it can be assumed that travelling long distances to reach post-16 providers is, overall, more expensive for students (or parents) than accessing local providers.
- 4.3.9. In 2010, the Government announced the removal of the Education Maintenance Allowance (EMA); a financial scheme for students aged between sixteen and nineteen whose parents have a certain level of taxable income. It was known that many students used this financial support to fund transport to and from their post-16 providers. Some targeted funding support has been made available in place of the EMA, but much less overall; the national EMA budget was £564m and only £50m was made available in the targeted schemes that replaced it. The removal of the EMA may 'force' some Salisbury learners, who would otherwise have commuted to Hampshire, to remain in-county for post-16 education. It is notable that 73% of respondents to the online survey of parents of Salisbury secondary school pupils were concerned about the journey their son(s) and/or daughter(s) will need to make in order to access their preferred post-16 courses²⁹, and the most commonly chosen reason for this was the expense of the journey.

²⁹ 21% were not concerned; 6% didn't know.

Environmental impact

- 4.3.10. A rough estimate of the total number of miles travelled by 16-18 learners from the Salisbury area to Hampshire providers has already been established under paragraph 4.1.6, with an annual average of 750 learners travelling yielding **5,500,000 miles per year**. If we estimate that, of that 750 learners, 500 travel by bus or coach, 125 travel by train and 125 travel by car, this yields annual CO² emissions of approximately **1,400 tonnes per year**.

5. Summary of conclusions

5.1. Nature of the exodus

1. Some 750 young people – 40% of 16-18 learners resident in ‘greater Salisbury’ – travel to providers in Hampshire for post-16 education every day. There has been a slight upward trend in this exodus since 2007/8.
2. In addition a significant number of young people in years 7 to 11 leave the Salisbury area to Hampshire providers for compulsory education, travelling mainly to Test Valley College, Stockbridge or The Burgate School. Thus the total daily exodus of young people aged 11 to 19 into Hampshire from the Salisbury area probably exceeds 900. However, a disproportionately greater number leave for post-16 education.
3. The significant majority of Salisbury resident 16-18 learners studying at Hampshire providers are taking Level 3 courses, most of which are AS/A2-Levels. The biggest numbers are leaving the county to study courses in:
 - Science and Mathematics
 - Arts, Media and Publishing
4. 16-18 learners travelling from the Salisbury area to Hampshire post-16 providers clock-up approximately 5.5 million miles per year.

5.2. Reasons for the exodus

A lack of sixth form provision in central Salisbury

5. The demand for sixth form provision in central Salisbury established during the (defunct) Laverstock Academy project has not diminished. In fact, population projections and the Raising of the Participation Age (RPA) suggest that demand is likely to increase. Straw polls of Laverstock school pupils suggest that a joint Laverstock Sixth Form could reach the ‘critical mass’ of 220+ students very quickly (i.e. within two or three years on inception).
6. At present, there are not enough suitable AS/A2-level places available within central Salisbury to meet current demand.
7. At present, there is no sixth form provision in central Salisbury for young people who:
 - a. wish to study primarily A-Levels rather than the largely vocational courses offered by Sarum Academy; and

- b. wish or *need* to remain in a school environment; and
- c. are not able to access, or are not suited to, the grammar schools' sixth form provision.

Reputational issues affecting Sarum Academy and Wiltshire College, Salisbury

- 8. A proportion of young people and parents from the Salisbury area perceive Sarum Academy as having reputational issues. However, the Task Group is aware that the Academy is working to eradicate these perceptions, and is confident that the realignment of the school's post-16 curriculum and the development of a new-build sixth form centre will improve this situation. Whilst the Academy is currently addressing the problem of reducing cohorts, its recent Ofsted inspection highlighted areas where improvements have occurred.
- 9. Whilst Wiltshire College, Salisbury, is successful in attracting students to its traditional offer of vocational/technical courses, the Task Group was concerned to hear from the year 10 & 11 students it met that very few viewed the College as a 'first choice provider' of AS/A2-levels. The Task Group recognises that in recent years many FE colleges have closed their AS/A2-level provision, and yet, recognising local need, Wiltshire College has chosen to develop this provision at its Salisbury campus. The Group also recognises that the College is in the process of rebuilding this provision from a very low level in recent years, is working to overcome legacy issues as it does so, and would welcome the co-operation of local schools in developing its Sixth Form Centre further.

Deficiencies in the marketing and promotion of 16-19 providers in central Salisbury

- 10. There is little evidence of schools and colleges in central Salisbury and Wiltshire Council taking a strategic or collaborative approach to promoting and supporting the city's wider 16-19 offer. There is evidence to suggest that Wiltshire College and Sarum Academy, both of which provide AS/A2-level courses and vocational courses, are not given equal access as compared with Hampshire providers to year 11 students considering their post-16 options.

Inconsistencies in the education and training guidance for secondary school pupils

- 11. The quality and timing of the Careers, Education, Information, Advice and Guidance (CEIAG) provided in schools in the Salisbury area appears to be inconsistent, of limited value to the students, and some providers believe that it is not impartial.

Lack of sixth form provision to the north of Salisbury

- 12. There is a lack of sixth form provision to the north of Salisbury, with Avon Valley College's sixth form being near full capacity and The Stonehenge School having no sixth form provision. In 2010, 58% of leavers from The Stonehenge School went on to Andover College in Hampshire.

Transport links and schemes

13. Hampshire 16-19 providers are effective at providing or organising convenient and affordable transport links to young people from the Salisbury area:
14. There is potential for improvement in the transport links and schemes available to students studying at in-county post-16 providers in the Salisbury area, particularly for students travelling from the Amesbury area to Wiltshire College, Salisbury.

Positive perceptions of Hampshire 16-19 providers

15. Whilst a significant number of young people from the Salisbury area would prefer to access post-16 provision locally they view Hampshire 16-19 providers as offering good facilities and an attractive range of courses and many make journeys by car, bus or train of an hour or more to access these providers.
16. Hampshire 16-19 providers proactively and effectively market their offer to young people in the Salisbury area.
17. Hampshire 16-19 colleges demonstrate greater average attainment and retention of learners from the Salisbury area than Wiltshire College, Salisbury.
18. For young people, one attraction of going to a college over a school sixth form was the greater flexibility to go off-campus, making it easier to work part time whilst studying. Under these circumstances employment may become of higher priority to the young person than their college course, which can have detrimental effects on learner attainment and retention. Due to it being a city-centre provider, Wiltshire College, Salisbury, may be more prone to this phenomenon than some providers in Hampshire.

16-19 education funding inequalities between Wiltshire and Hampshire.

19. In 2010, Wiltshire received a slightly higher level of funding per learner than Hampshire for school sixth forms, but a significantly lower level of funding per learner for colleges. This naturally reduces the total funds available to Wiltshire providers to provide the breadth of courses for students.

5.3. Impact of the exodus

Impact on quality of life

20. Some of the secondary school pupils interviewed were not intimidated by the prospect of a long commute to college, while for others a short commute was essential. It was clear that students did not see crossing county boundaries to be an issue but were aware of the demands and disadvantages of travelling long distances to college.
21. The Group feels that long commutes to college must impede individuals' access to extracurricular activities and reduce the time they have available for socialising with friends.
22. Of those students interviewed it became clear that if all else was equal, local provision would be the automatic choice for most, albeit in a distinct sixth form environment reflecting their seniority within the school. In this respect the Hampshire providers were perceived to recognise the wider needs of young people entering post-16 education. The development of any additional provision in Salisbury would need to allow for the need to meet the wider needs of young adults entering post-16 education and training.

Impact on individuals' education and employment prospects

23. Of the three educational areas in Wiltshire, Wessex (which Salisbury lies within) has the:
 - lowest overall 16-18 participation³⁰;
 - largest decrease in participation between ages 16 and 18;
 - lowest Year 11 leavers in learning;
 - highest NEETs (overall *and* Year 11 leavers only); and
 - highest percentage of 16-18s in jobs without training.

It is impossible to assess how much the weaknesses in local provision identified in this report contribute to this situation, but the figures reinforce the importance of improving that provision.

24. The perception that 16-19 education in the Salisbury area is of a lower standard than in Hampshire must lead to some young people who are unwilling or unable to travel out-of-county dropping out of education altogether, with all the associated consequences for the individual.
25. This in turn will have an impact on the economic vitality of the Salisbury area, assuming that is where the individual remains.

³⁰ Excluding jobs with training and other accredited learning.

26. The exodus of young people, particularly those who are motivated and determined enough to travel long distances to access further education, is likely to have a deleterious impact on the economic vitality of the Salisbury area – contributing to the exodus of qualified employees, employers and employment opportunities.
27. The loss of such significant numbers of young people to out-of-county providers will also have an impact on those who remain.
28. It reduces the vibrancy of Salisbury as a city to have such a significant proportion of its young people leaving the area on a daily basis.

Financial impact on individuals

29. It can be assumed that travelling long distances (i.e. out-of-county) to reach 16-19 providers is, overall, more expensive for students (or parents) than accessing local providers.
30. The removal of the Education Maintenance Allowance, which many students used to fund transport to their 16-19 provider, will inevitably have a financial impact on students travelling (or intending to travel) out-of-county. In some cases this may result in them failing to complete their courses, becoming NEET or taking less preferred training and education.
31. 73% of respondents to the online survey for parents of Salisbury secondary school pupils were concerned about the journey their son(s) and/or daughter(s) need to make in order to access their preferred post-16 courses³¹, and the most commonly chosen reason for this concern was the expense of the journey.

Environmental impact

32. It is estimated that 750 learners from the Salisbury area travelling to Hampshire post-16 providers clock-up a total mileage of 4.5 million miles per year. If 500 of those learners travel by bus or coach, 125 travel by train and 125 travel by car, this would yield an approximate CO2 output of 1,400 tonnes per year.

³¹ 21% were not concerned; 6% didn't know.

5.4. Closing comments

- 5.4.1. Local authorities' statutory powers with regards to compulsory and further education have reduced markedly in recent years with schools and providers operating with a much greater level of autonomy. This will be accentuated as more schools choose to become academies. However, local authorities retain a vital strategic role in ensuring the provision of high-quality education within their borders and the Task Group believes that Wiltshire Council is best placed to lead on the implementation of its recommendations. While certain direct responsibilities may have been lost, the Council will still bear the impact of any failure to support and lead local providers in providing the best possible range of educational options for young people. Such a failure would be evident in the numbers of NEETs and in the social and economic vitality of the area as a whole.
- 5.4.2. It is the Task Group's firm belief that, at present, some young people in the Salisbury area do not receive the post-16 education they deserve and that the exodus of so many young people from the area is deleterious to the vibrancy and economy of the Salisbury area as a whole. The Task Group also believes that sustained, collaborative effort from all of the relevant parties can make a genuine improvement to post-16 education in the Salisbury area and therefore to the lives of the young people who live and study there – they deserve nothing less.

6. Schedule of recommendations

Developing sixth form provision in central Salisbury

16-19 education delivered jointly by the Laverstock schools and Wiltshire College, Salisbury, would hold a number of advantages over provision in isolation through:

- a. Combining the financial resources of all four institutions, at a time when funding is limited and collaboration is encouraged;
 - b. Harnessing the providers' different areas of expertise, maximising the range of courses that could be offered and enhancing the providers' appeal to students;
 - c. Making the most efficient use of the four institutions' buildings and facilities. The schools' issues with space and the quality of their buildings could be solved through access to Wiltshire College's Salisbury campus, a proportion of which is underused. It is noteworthy in context that the two Salisbury Grammar schools have a joint sixth form provision and provide a regular coach service to transfer students between their sites.
1. In its strategic role to ensure the provision of effective and efficient local education and training, Wiltshire Council facilitates urgent discussions between the Laverstock schools and Wiltshire College regarding collaborative provision of a broad, high-quality post-16 offer, harnessing the strengths and resources of all four institutions. Particular consideration should be given to developing jointly-run sixth form provision with a focus on AS/A2 levels, to complement the existing grammar school provision, but also including opportunities for technical and vocational learning.
 2. Parallel discussions are held with the Education Funding Agency (EFA) to explore the capital and revenue funding implications of this project.

Improving the 16-19 educational offer in the Salisbury area

3. Wiltshire Council works with Wiltshire College and other 16-19 education providers where appropriate, to explore the factors behind:
 - a. the higher average attainment demonstrated by learners from the Salisbury area who study at Hampshire colleges compared with those who study at in-county providers;
 - b. the greater retention of learners from the Salisbury area demonstrated by Hampshire colleges as compared with Wiltshire College;
 - c. the significant numbers of learners from the Salisbury area taking courses in Science & Maths, and Arts, Media & Publishing, at Hampshire providers;
- and designs and agrees plans to encourage improvements in these areas.

Improving the marketing and promotion of the 16-19 education offer in the Salisbury area

4. Wiltshire Council works with schools and colleges to improve the marketing and promotion of 16-19 education in the Salisbury area, with consideration given to ideas such as a comprehensive careers and training fair, common websites and/or a magazine circulated in- and out-of-county to promote the full local post-16 offer.

Improving the Careers, Education, Information, Advice and Guidance (CEIAG) available to young people across Wiltshire

5. Recognising the substantial cuts in government funding for local authority Connexions services, and the responsibility for such provision shifting from the local authorities to schools in September 2012, Wiltshire Council supports Wiltshire secondary schools to develop their offer of impartial training and careers advice to their pupils and parents from Year 9, when they are making their GCSE choices, in order to maximise awareness of the full range of opportunities available to them.

Developing school sixth form provision to the north of Salisbury

6. In its strategic role to ensure the provision of effective and efficient local education and training, Wiltshire Council encourages and supports the development of the Sixth Form Vision agreed by Avon Valley College and The Stonehenge School.
7. The Children's Services Select Committee notes its support for Wiltshire Council's submission of a bid for funding from the government's Priority Schools Building Programme for additional capital funding for The Stonehenge School.

Improving transport links and schemes

8. Wiltshire Council works with Wiltshire College and local bus companies to review and, if appropriate, revise existing bus routes and develop more attractive student travel schemes to enhance the appeal of study at Wiltshire College's Salisbury campus.
9. Whilst recognising the challenging economic climate, Wiltshire College considers providing their own student transport service as is currently offered by some of its major competitors.

16-19 Education funding inequalities between Wiltshire and Hampshire

10. The Cabinet Member for Children's Services and Chairman of the Children's Services Select Committee write a joint letter to the Secretary of State for Education and the Secretary of State for Skills and Lifelong Learning to draw attention to, and request a review of the disparity between the funding received by Wiltshire and Hampshire for provision of post-16 education.

Connexions and YPLA student destination data disparities

- 11.** Wiltshire Council advises Wiltshire schools, colleges and other relevant bodies, of the disparities between the student destination data provided by Connexions and by the YPLA and the reasons behind these.

Encouraging students to remain on-campus at Wiltshire College, Salisbury

- 12.** Recognising the challenges inherent in being a city-centre provider, the Task Group recommends that Wiltshire College considers the potential impact on learner retention and attainment of its 16-19 learners having such flexibility to leave the Salisbury campus when not in lectures and, if appropriate, implements measures to encourage students to remain on campus.

Monitoring implementation of the Task Group's recommendations

- 13.** The Task Group is mindful that any strategic developments must take into account the need for additional secondary school provision in the Salisbury area as housing developments are progressed; and that all providers, including the Trafalgar School at Downton, Sarum Academy, Wellington Academy and the Grammar Schools, are involved in the strategic planning. The Task Group is also aware that its recommendations may be seen as just another step in a long history of failed attempts to improve the provision of 16-19 education in the Salisbury area. To ensure that the recommendations are seen through to completion and the improvement of 16-19 education in the Salisbury area is brought to fruition, the Task Group therefore recommends that:
 - a.** a senior officer is identified to take ownership of and report on the implementation of the Task Group's recommendations; and

The Children's Services Select Committee

- b.** requests that the Cabinet Member's response to the Task Group's recommendations is accompanied by an action plan setting out how and when they will be implemented;
- c.** regularly monitors those actions and reconvenes the Task Group 12 months hence to undertake a rapid scrutiny exercise to consider progress and future plans; and
- d.** disseminates the Task Group's report as widely as possible.

7. Appendices

1. List of witnesses
2. Projected housing developments in the Salisbury area
3. Secondary schools and post-16 providers in the Salisbury area
4. Levels of post-16 qualifications
5. Laverstock Schools Sixth Form Vision – March 2011
6. Avon Valley College and The Stonehenge School Sixth Form Centre Vision
7. Destinations of leavers from Wessex Partnership Secondary Schools (2010) (provided by the Wessex Partnership of Secondary Schools)

8. Background documents

[Apprenticeship, Children and Learning Act 2009](#) (ACSL)

[Accountability in Education](#) (Centre for Public Scrutiny, 2011)

[Education and Skills Act 2008](#)

[Priority Schools Funding](#) (report to Wiltshire Council's Cabinet Capital Assets Committee, 15 November 2011)

[Review of Vocational Education – The Wolf Report \(2011\)](#) (DfE website)

Various reports and briefings provided by the YPLA

Websites and prospectuses of the schools and colleges mentioned

[Wiltshire Core Strategy](#)

[Wiltshire Council 16-18 Strategic Priorities Statement 2011/12](#)

Appendix 1

List of witnesses

Richard Clewer Tony Deane Alan MacRae Lionel Grundy OBE	Members of Wiltshire Council
Julie Cathcart Nick Glass Tina Pagett	Officers of Wiltshire Council
Pete Gisborn Sally House	Young People's Learner Agency (YPLA) (now the Education Funding Agency)
Tim Jackson	Principal, Andover College / Sparsholt College
Mark Avoth	Headteacher, Avon Valley College
Di Roberts	Principal, Brockenhurst College
David Pover	Headteacher, The Burgate School and Sixth Form Centre
Ruth Johnson	Principal, Sarum Academy
Jacqui Goodall Neil Owen	Principal, Chair of Governors, St Edmunds School for Girls
John Hawkins Paul Hughes	Governor, Headteacher, St Joseph's RC School
Nigel Roper	Principal, The Stonehenge School
Jenny Lawrie Ron Burrows Kerry Williams	Headteacher, Vice-Chair of Governors, Parent Governor, The Trafalgar School at Downton
Di Dale Rob Rees Steve Stone	Principal, Vice-Principal, Chair of Governors, Wiltshire College
Chris Tomes	Headteacher, Wyvern College
Isobel Scott-Clarke	Tisbury Shadow Community Operations Board
Dan Sears	Wessex Partnership

Appendix 2

Projected future housing developments in the Salisbury area by 2026 Wiltshire Core Strategy¹

Site allocation	No. of dwellings	Projected no. of 11-16 year olds resulting
Kings Gate Amesbury	1300	286
Fugglestone Red	1250	275
Churchfields	1100	242
Longhedge	800	176
Hampton Park	500	110
UKLF	450	99
The Maltings	200	44
Total	5,600	1,232

¹ Available here: <http://www.wiltshire.gov.uk/planninganddevelopment/planningpolicy/wiltshirecorestrategy.htm>

Appendix 3

Secondary schools and post-16 providers

Central Salisbury

Provider	Type	Category	Age range	Gender	No. on roll	No. post-16	Ofsted grade
St Edmund's School for Girls, Laverstock	Modern (non-selective)	Academy	11-16	Girls	778	N/A	2011 Overall: Good Capacity for sustained improvements: Good
St Joseph's RC School, Laverstock	Modern (non-selective)	Voluntary aided	11-16	Mixed	396	N/A	2011 Overall: Good Capacity for sustained improvements: Good
Wyvern College, Laverstock	Secondary	Voluntary aided	11-16	Boys	361	N/A	2011 Overall: Satisfactory Capacity for sustained improvements: Satisfactory
Sarum Academy	-	Academy (sponsored)	11-18	Mixed	625	70	2012 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136183
Bishop's Wordsworth's Grammar School	Grammar (selective)	Academy	11-18	Boys			2010 (monitoring visit following full inspection in 2006) Outstanding
South Wilts Grammar School	Grammar (selective)	Academy	11-18	Girls	959 (2007)	332 (2007)	2007 Outstanding
Wiltshire College	General Further Education college		14-adult	Mixed		14-19 Full time: 79 Part time: 450 16-18 Full time: 3,456 Part time: 437	2012 Overall: Satisfactory Capacity to improve: Satisfactory

North / East of Salisbury

Provider	Type	Category	Age range	Gender	No. on roll	No. post-16	Ofsted grade
Avon Valley College	Comprehensive	Foundation	11–18	Mixed	665	75	2011 Overall: Good Capacity for sustained improvements: Good
The Stonehenge School	Comprehensive	Community	11–16	Mixed	726	N/A	2011 Overall: Good Capacity for sustained improvements: Good
Wellington Academy		Academy (sponsored)	11–18	Mixed	855	130	2011 Overall: Satisfactory Capacity for sustained improvements: Satisfactory

Andover College, Hampshire (a campus of Sparsholt College)	General Further Education college		14-adult	Mixed	14-19		
Sparsholt College, Hampshire	Land-based FE college (with residential care)		14-adult	Mixed	14-19		

South of Salisbury

Provider	Type	Category	Age range	Gender	No. on roll	No. post-16	Ofsted grade
The Trafalgar School at Downton	Comprehensive	Foundation	11–16	Mixed	573	N/A	2011 Overall: Good Capacity for sustained improvements: Outstanding
The Burgate School & Sixth Form Centre, Hampshire	Secondary	Academy	11–18	Mixed	983	263	2011 Overall: Satisfactory Capacity for sustained improvements: Satisfactory
Brockenhurst College, Hampshire	Tertiary college		14-adult	Mixed	In 2005/06, 12,782 Learners, 69% full-time equivalent students being 16-18 year olds and 31% adults. Also significant numbers of 14-19 year olds.		2008 Outstanding
Totton College, Hampshire	Sixth form college		14-adult	Mixed	14-19 Part time: 50 16-18 Full time: 1,137 Part time: 247		2011 Overall: Inadequate Capacity for sustained improvements: Inadequate

Appendix 4

Levels of post-16 qualification

Qualification/ Framework Level	Level indicators	Examples of qualifications at this level
Entry level	Builds a basic level of knowledge, understanding and skills.	<ul style="list-style-type: none">• Entry 1, Entry 2 and Entry 3, in a range of areas
Level 1	Basic knowledge, understanding and skills, and the ability to apply learning to everyday situations.	<ul style="list-style-type: none">• GCSE grades D-G• BTEC Introductory• NVQ Level 1
Level 2	Seen as the minimum level required by employers and critical to further study and higher skill levels.	<ul style="list-style-type: none">• GCSE grades A*-C• NVQ Level 2
Level 3	Appropriate for people who want to go to university, or to further training or employment.	<ul style="list-style-type: none">• AS and A Levels• VRQ Level 3• NVQ Level 3
Level 4-8	Appropriate for people working in or wishing to progress to specialised technical and professional roles	<ul style="list-style-type: none">• HE Diplomas etc• Bachelor degrees• Postgraduate qualifications

Appendix 5

Laverstock Sixth Form Vision

Summary

1. The Laverstock Sixth Form vision described below has been agreed by governors of all three Laverstock secondary schools. We envisage that this facility will provide a real and viable post-16 alternative to Salisbury young people many of whom currently travel long distances out of county to acquire an education; they are effectively voting with their feet and indicating that they believe that South Wiltshire Sixth Form provision is inadequate. A Laverstock Sixth Form would markedly reduce this out-of-county migration with significant financial and environmental benefits.

Objectives

2. Three Secondary schools occupy the Laverstock site: St Edmund's Church of England Girls School, St Joseph's Catholic School and Wyvern College Church of England Boys School. In the past year, our ongoing collaboration initiative has been enhanced by the creation of a Collaborative Governors Committee that comprises the three school heads and chairs of governors and three additional governors from each school. A significant agenda item of this committee has been the pursuit of a combined Sixth form facility for the site. This document provides an agreed vision of this facility.
3. Sixth form provision in Salisbury is provided by the two grammar schools, Sarum Academy and Wiltshire College. Currently, a significant minority of post-16 Salisbury students and a majority (57%) of students from Laverstock schools attend Sixth form out of the county. Anecdotal evidence suggests that the prime driver of this migration is the varying reputations and teaching environments of these schools. Governors see three principle objectives in the creation of a Laverstock Sixth Form facility:
 - a. Access to a broad raft of post-16 learning opportunities delivered in a 'family' environment with an emphasis on pastoral care – an environment for which the Laverstock Schools are rightly renowned.
 - b. In offering both the above and geographic continuity, reduce Sixthform migration out of Wiltshire (thereby benefiting County finances and reducing environmental impact) and transform the aspirations, expectations of success and significantly widen career progression of those students who might be tempted to exit full time education at 16.
 - c. To build on the current strong Christian communities to create an inclusive environment in which Christians and those of other faiths or none are committed to journeying and growing together.

Current situation

4. Table 1 (attached) provides a breakdown of the FE destinations of all Laverstock students who completed Year 11 in 2010. **56.5% travelled out of county**. The lowest percentage by school is 50.7% for St Edmund's Girls' School but in a survey carried out in Feb 2011 on the current Year 11, 70% of the total cohort stated that they would stay on at a Laverstock Sixth Form if one existed.
5. As already stated, current Salisbury Sixth Form is provided by four establishments. The two Grammar schools offer a collaborative Sixth form. This builds upon their strong academic focus that derives from their selective status. Anecdotal evidence suggests that Laverstock pupils find the transition from the pastoral/community environment to the fast-paced, academic environment challenging and that feedback from older students regarding this difference is a prime reason for Laverstock pupils choosing other alternatives.
6. Sarum Academy is a school with unique challenges created by its location and recent history. While steps have been taken to address these challenges, it seems unlikely

that this school will be successful in attracting significant numbers of Sixth form students from outside of its Key Stage 4 cohort in the near future.

7. Wiltshire College faces a similar challenge. Prospective students tend to focus on its reputation for narrow, vocationally focussed Sixth form offerings. Again, while steps have been taken to address these issues, this option remains unpopular with some prospective students in the Salisbury area.

Approach and benefits

8. The provision of a Sixth form facility was a key point of the (now defunct) academy plan for the Laverstock site and the outline therein would form the basis of the new implementation plan. It is envisaged that, while a core, new-build facility would be required, significant use of existing facilities that are not fully utilised would be made. This would be particularly pertinent in specialist areas such as PE, IT, Performing Arts and Food Technology. This would maximise the use of these facilities and allow a broad range of subjects for little investment.
9. To succeed in the principal aim of reducing trans-county migration, the sixth form must be launched as a viable and attractive unit with instant appeal that will ensure attainment of “critical mass” in year one. To achieve this, we would have to compete effectively with out of county alternatives such as Totton College and Burgate School; this would require a dedicated sixth form block with integral communal facilities including a common room and a library/study area. We will not be successful if we use a few old portable classrooms as a core.
10. We must also compete with the established Salisbury Sixth form centre based in the two grammar schools. The key to this is the maintenance of the “family” learning environment and of established KS4 friendship groups. KS4 staff should also be encouraged to teach advanced subjects – thereby enhancing pastoral care. This would have the added benefit of allowing existing staff to broaden their portfolio while adding incentive to recruitment.
11. As a student matures, their pattern of attendance and range of learning models and venues become increasingly flexible and customised and our sixth form would embrace this ideal. We would support the notion that a student can be based in one institution but, for part of their learning, access the teaching in another setting and we would commit to work in partnership to offer the broadest possible range of courses. The new sixth form centre would enable students to continue their studies with us and experience a broad range of advanced options with both academic and vocational pathways available supported by high quality career and pathway selection guidance.

Way ahead

12. Much of the effort that was expended on the recent academy proposal can be recycled. An audit of the current facilities and their utilisation could quickly be followed by a more detailed, outline plan.
13. We vehemently believe that a Laverstock Sixth Form will provide a cost-effective post-16 option to Salisbury young people. In doing so, it will markedly reduce out-of-county education numbers thereby creating a significant and positive financial and environmental impact.

St Joseph’s School

Paul Hughes (Headteacher)
Paul Hooper
(Chair of Governors)

St Edmund’s School

Jacqui Goodall (Headteacher)
David Linaker
(Chair of Governors)

Wyvern College

Chris Tomes (Principal)
Henry Head
(Chair of Governors)

January 2011
Esk/laverstocksixthformvision

Table 1

Laverstock Secondary Schools Further Education Destinations 2010

St Edmund's Girls' School

St. Joseph's Catholic School

Wyvern College

			IN	OUT				IN	OUT				IN	OUT
Provision out of area					Provision out of area					Provision out of area				
Andover College		5			Andover College		2			Andover College		2		
Brockenhurst College		17			Brockenhurst College		8			Brockenhurst College		18		
Burgate Sixth Form		12			Burgate Sixth Form		8			Burgate Sixth Form		16		
Sparsholt College		3			Sparsholt College		7			Sparsholt College		4		
Totton College		29			Totton College		6			Totton College		20		
Other		4			Other		4			Other		2		
Provision in area					Provision in area					Provision in area				
Wiltshire College, Trowbridge	1				Bishops Wordsworth Grammar	2				Bishops Wordsworth Grammar	6			
Wiltshire College, Salisbury	43				Wiltshire College, Salisbury	17				Wiltshire College, Salisbury	36			
South Wilts Grammar School	24				South Wilts Grammar School	3				Lackham, Wiltshire College	4			
	68	70				22	35				46	62		
% of Education out of area			% of Education out of area			% of Education out of area								
=			=			=								
50.7%			61.4%			57.4%								

Average % of education out of area = **56.5%**

Post – 16 Collaborative partnership between Avon Valley College and The Stonehenge School

Avon Valley College and The Stonehenge School are totally committed to ensuring that there is a collaborative sixth form in the **Salisbury Plain** area for the young people of Amesbury and Durrington and the neighbouring communities. This is in line with one of Wiltshire Councils Strategic Priorities.

Our aim is to make Post-16 education in the area outstanding by continuing to offer a full range of courses that cater for the needs of all students, whether it is A-levels, Applied or vocational courses at levels 2 and 3.

The Governing Bodies of both schools have decided to take the bold step of planning to bring the sixth form provision for the Salisbury Plain area onto the existing Avon Valley College site in the first instance. This move will protect the breadth and quality of sixth form courses that students are currently able to follow at Avon Valley, despite central government cuts, and bring added benefits.

The Governing Bodies are confident that it will not only encourage more Avon Valley students to stay on in their own schools' sixth form but also encourage students from The Stonehenge School to access their **local** provision.

It is envisaged that initially, the students will spend time in both schools and be taught by teachers from both schools. However, Avon Valley College's Sixth form has grown significantly over the last 2 years (100). Capacity in terms of specific post-16 areas is becoming increasingly tight and the vocational centres are at full capacity in terms of post-16 provision. Therefore, the provision of a new purpose built sixth form centre on a site to be agreed would ensure that less learning time will be lost by teachers and students having to travel between the sites. It will also provide independence for over 200 Sixth Form students and will include an ICT suite, seminar rooms for project work and tutorial sessions, quiet study areas, a common room, a refectory café area and a possible exhibition space.

We believe it is important that sixth formers have a distinct identity, whilst at the same time being able to contribute to the life of both schools and to act as positive role models for the younger students.

Should a new sixth form centre be established, a working group of staff, governors and students will be set up to ensure that the interests of all students are protected and stakeholders will be consulted to form a truly collaborative vision.

Mark Avoth
(Principal – Avon Valley College)

Nigel Roper
(Headteacher – The Stonehenge School)

Education Destinations of Salisbury Schools Year 11 leavers in 2010

The tables below show which institutions young people left to and at what level they were studying

AVON VALLEY COLLEGE	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				10	2		12
AVON VALLEY COLLEGE	37			5		1	43
BISHOP WORDSWORTH'S SCHOOL	2						2
Brockenhurst College - Hampshire					1		1
Sparsholt College - Hampshire				1	3		4
Totton College - Hampshire				2			2
WILTSHIRE COLLEGE LACKHAM			1	1			2
WILTSHIRE COLLEGE SALISBURY	2		9	11	7		29
COLLEGE OUT OF COUNTY - WILTSHIRE	1						1
Total	42		10	30	13	1	96

BISHOP WORDSWORTH'S SCHOOL	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
BISHOP WORDSWORTH'S SCHOOL	89						89
GILLINGHAM SCHOOL	1						1
Peter Symonds College - Hampshire				3			3
WOOTTON BASSETT SCHOOL	9						9
COLLEGE OUT OF COUNTY - WILTSHIRE					1		1
SCHOOL OUT OF COUNTY - WILTSHIRE	1						1
Total	100			3	1		104

PEWSEY VALE SCHOOL	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				9	3		12
NEW COLLEGE, SWINDON	16	4	2		4		26
ST JOHN'S COMMUNITY COLLEGE	11						11
SWINDON COLLEGE			3	1	1	1	6
WILTSHIRE COLLEGE LACKHAM			1				1
SCHOOL OUT OF COUNTY - WILTSHIRE	1					1	2
WILTSHIRE COLLEGE SALISBURY			2	2	2		6
Total	28	4	8	12	10	2	64

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	42	44%	41	43%	1	1%
L1	10	10%	10	10%	0	0%
L2	30	31%	22	23%	8	8%
L3	13	14%	9	9%	4	4%
Other	1	1%	1	1%	0	0%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	100	96%	98	94%	2	2%
L1	0	0%	0	0%	0	0%
L2	3	3%	0	0%	3	3%
L3	1	1%	1	1%	0	0%
Other	0	0%	0	0%	0	0%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	28	44%	11	17%	17	27%
GCSE	4	6%	0	0%	4	6%
L1	8	13%	3	5%	5	8%
L2	12	19%	2	3%	10	16%
L3	10	16%	0	0%	10	16%
Other	2	3%	0	0%	2	3%

SARUM ACADEMY	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				1	2		3
BISHOP WORDSWORTH'S SCHOOL	4						4
Brockenhurst College - Hampshire						1	1
SARUM ACADEMY	36	1					37
SOUTH WILTS GRAMMAR SCHOOL	1						1
Sparsholt College - Hampshire	1			2			3
Totton College - Hampshire	2		1	8			11
WILTSHIRE COLLEGE SALISBURY	3		10	13	13		39
WILTSHIRE COLLEGE TROWBRIDGE				1			1
SCHOOL OUT OF COUNTY - WILTSHIRE	10						10
Total	57	1	11	25	16		110

SOUTH WILTS GRAMMAR SCHOOL	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Brockenhurst College - Hampshire					5		5
Peter Symonds College - Hampshire				6			6
SOUTH WILTS GRAMMAR SCHOOL	109						109
Totton College - Hampshire				1			1
UNKNOWN WILTSHIRE	1						1
WILTSHIRE COLLEGE SALISBURY					1		1
SCHOOL OUT OF COUNTY - WILTSHIRE	5					1	6
Total	115			7	6	1	129

ST EDMUND'S GIRLS' SCHOOL	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				1	2		3
BATH COLLEGE					1		1
Brockenhurst College - Hampshire	1				15		16
GILLINGHAM SCHOOL	1						1
SOUTH WILTS GRAMMAR SCHOOL	23						23
Sparsholt College - Hampshire				2	1		3
Totton College - Hampshire				26			26
WILTSHIRE COLLEGE SALISBURY	5	1	20	11	6	1	44
SCHOOL OUT OF COUNTY - WILTSHIRE	15						15
Total	45	1	20	40	25	1	132

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	57	52%	44	40%	13	12%
GCSE	1	1%	1	1%	0	0%
L1	11	10%	10	9%	1	1%
L2	25	23%	14	13%	11	10%
L3	16	15%	13	12%	3	3%
Other	0	0%	0	0%	0	0%
			82		28	

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	115	89%	110	85%	5	4%
GCSE	0	0%	0	0%	0	0%
L1	0	0%	0	0%	0	0%
L2	7	5%	0	0%	7	5%
L3	6	5%	1	1%	5	4%
Other	1	1%	0	0%	1	1%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	45	34%	28	21%	17	13%
GCSE	1	1%	1	1%	0	0%
L1	20	15%	20	15%	0	0%
L2	40	30%	11	8%	29	22%
L3	25	19%	19	14%	6	5%
Other	1	1%	1	1%	0	0%

ST JOSEPH'S RC SCHOOL, SALISBURY	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				2	1		3
BISHOP WORDSWORTH'S SCHOOL	2						2
Brockenhurst College - Hampshire						3	3
HOSPITAL SCHOOL (SALISBURY)	1						1
SOUTH WILTS GRAMMAR SCHOOL	3						3
Sparsholt College - Hampshire				3	1		4
ST JOSEPH'S RC SCHOOL, SALISBURY		1					1
Totton College - Hampshire				4			4
WILTSHIRE COLLEGE SALISBURY	3		6	1	4		14
SCHOOL OUT OF COUNTY - WILTSHIRE	11			1	4		16
Total	20	1	6	11	13		51

STONEHENGE SCHOOL	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire			1	17	20		38
BISHOP WORDSWORTH'S SCHOOL	3						3
Brockenhurst College - Hampshire					2		2
NEW COLLEGE, SWINDON					1		1
SOUTH WILTS GRAMMAR SCHOOL	5						5
Sparsholt College - Hampshire				1	1		2
Totton College - Hampshire				25			25
WILTSHIRE COLLEGE LACKHAM			1	1	3		5
WILTSHIRE COLLEGE SALISBURY	3		13	4	17		37
SCHOOL OUT OF COUNTY - WILTSHIRE						1	1
Total	11		15	48	44	1	119

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	20	39%	9	18%	11	22%
GCSE	1	2%	1	2%	0	0%
L1	6	12%	6	12%	0	0%
L2	11	22%	10	20%	1	2%
L3	13	25%	9	18%	4	8%
Other	0	0%	0	0%	0	0%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	11	9%	11	9%	0	0%
GCSE	0	0%	0	0%	0	0%
L1	15	13%	14	12%	1	1%
L2	48	40%	5	4%	43	36%
L3	44	37%	20	17%	24	20%
Other	1	1%	0	0%	1	1%
			50		69	

THE TRAFALGAR SCHOOL AT DOWNTON	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
BISHOP WORDSWORTH'S SCHOOL	2						2
Brockenhurst College - Hampshire	1					24	25
SOUTH WILTS GRAMMAR SCHOOL	1						1
Sparsholt College - Hampshire				2		2	4
Totton College - Hampshire	1			16		1	18
WILTSHIRE COLLEGE LACKHAM				1			1
WILTSHIRE COLLEGE SALISBURY	2		4	4		4	14
COLLEGE OUT OF COUNTY - WILTSHIRE	1						1
SCHOOL OUT OF COUNTY - WILTSHIRE	2					1	3
Total	10		4	23		32	69

THE WELLINGTON ACADEMY	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire	1		1	7		2	11
Sparsholt College - Hampshire						2	3
THE WELLINGTON ACADEMY	47	1					48
WILTSHIRE COLLEGE SALISBURY			1	1		2	4
COLLEGE OUT OF COUNTY - WILTSHIRE	5						5
SCHOOL OUT OF COUNTY - WILTSHIRE					1		1
Total	53	1	2	9	6	1	72

WYVERN COLLEGE	GCE A or AS or A2 level	GCSE course(s)	NVQ Level 1 or equivalent	NVQ Level 2 or equivalent	NVQ Level 3 or equivalent	Other courses followed in full time educ	Total
Andover College - Hampshire				1	1		2
BISHOP WORDSWORTH'S SCHOOL	6						6
Brockenhurst College - Hampshire					17		17
DAUNTSEY'S SCHOOL	1						1
Peter Symonds College - Hampshire				1			1
Sparsholt College - Hampshire				3	2		5
Totton College - Hampshire				19			19
WILTSHIRE COLLEGE LACKHAM			1				1
WILTSHIRE COLLEGE SALISBURY			9	8	14		31
WILTSHIRE COLLEGE TROWBRIDGE			1	1			2
SCHOOL OUT OF COUNTY - WILTSHIRE	12		1		1		14
Total	19		12	33	35	7	99
Grand Total	500	8	88	241	201	7	1045

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	10	14%	5	7%	5	7%
GCSE	0	0%	0	0%	0	0%
L1	4	6%	4	6%	0	0%
L2	23	33%	5	7%	18	26%
L3	32	46%	4	6%	28	41%
Other	0	0%	0	0%	0	0%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	53	74%	47	65%	6	8%
GCSE	1	1%	1	1%	0	0%
L1	2	3%	1	1%	1	1%
L2	9	13%	1	1%	8	11%
L3	6	8%	2	3%	4	6%
Other	1	1%	0	0%	1	1%

	Total		In county		Out of county	
	No	%	No	%	No	%
A-Level	19	19%	7	7%	12	12%
GCSE	0	0%	0	0%	0	0%
L1	12	12%	11	11%	1	1%
L2	33	33%	9	9%	24	24%
L3	35	35%	14	14%	21	21%
Other	0	0%	0	0%	0	0%