

**Children's Services Scrutiny Committee
Thursday 31 January 2008**

THE WILTSHIRE STRATEGY FOR 14-19 EDUCATION AND TRAINING

Purpose of the Report

1. The purpose of this paper is to report on progress in the delivery of the Wiltshire Strategy for 14-19 Education and Training, highlighting achievements to date and areas of future challenge.

Action required of the Committee

2. The Committee is invited to consider and comment on this update report.

Background

3. The Wiltshire Strategy for 14-19 was published in September 2005 and was developed in collaboration with the key strategic partners, the Local Learning and Skills Council (LSC) and the Connexions Service. By extensive consultation with a wide range of partners, providers and young people the strategy was shaped to meet their needs and establish a set of goals supported by a series of entitlements and principles (see appendix A) The strategy is now in the process of revision in the light of a review by the Implementation, Monitoring and Evaluation Group (IMEG) and the strategic dimensions set by the 14-19 Strategic Board (see structure chart in appendix B).
4. A key principle underpinning the delivery of the strategy is the development of local area plans. These plans are formulated and driven through local mechanisms supported by aligned funding from the Local Authority (LA) and LSC. This allows for the secondment of area co-ordinators in each of our 3 strategy areas:
 - North Wiltshire
 - South Wiltshire
 - West Wiltshire

The schools in Kennet have been included within these areas.

5. The 14-19 phase continues to be a key area of national focus, in order to produce an education system fit for the needs of the 21st century and the changes associated with the globalisation of world economies. Recent government announcements on changes to the curriculum at KS3, the new diplomas, the A-level review and increases in apprenticeship places indicate the relentless pace of reform. Additionally, the establishment of the 2 new departments of Children, Schools and Families (DCSF) and Innovation, Universities and Skills (DIUS) from the old DfES will lead to a change in role for the LA as it will take back responsibility for post-16 education from the LSC. This is likely to happen in or before 2010.

Progress and developments in the last 12 months

6. Since the last update report (29 November 2006) substantial progress has been made in establishing the 14-19 Reform Programme in Wiltshire. This progress has been recognised in Government Office for the South West (GOSW) progress checks in June 2007 and October 2007, both of which graded progress as green/amber on their traffic light assessment of 15 performance indicators (see appendices D and E). Additionally, an OFSTED survey inspection of 14-19 in November 2007 graded progress as good in 3 areas and satisfactory in one, as shown in the table below:

1	Achievement, standards, participation and retention	Good
2	Curriculum offer	Good
3	Information, advice and guidance (IAG)	Satisfactory*
4	Leadership and Management	Good

* see 7 g) and 16 below

7. The major aspects of the 14-19 Reform Programme set out by the DCSF are:

- a) Retention of GCSE and A level
- b) Strengthened core - functional skills
- c) Strengthened Key Stage 3
- d) New Diplomas
- e) Age 16 no longer a fixed point
- f) Flexibility
- g) Personalisation

(See appendix F for the national timeline of key actions)

- a) Performance in the 5 A*-C measure including English and Maths has increased slowly compared with the national figures, until 2007 when a 1.1% increase was seen. Wiltshire has been and remains above the national average in this measure.

% A*-C including English and mathematics			
	2007	2006	2005
Wiltshire	49.6	48.5	49.0
England	46.7	45.8	44.3

At A-level the performance remains high in our schools with 96.2 % (provisional) of entries in 2007 gaining A –E grades compared with 94.8% in 2006. In terms of points scored per entry in 2006 it was 209.3 in Wiltshire LA compared with 206.2 nationally. See para 12 for comparison with statistical neighbours.

- b) As a result of success in the gateway assessment process to offer diplomas from 2008, some of our schools and Wiltshire College are taking part in a pilot of the new functional skills. These are the core elements of English, mathematics and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. They will be a stand alone qualification, be an essential component of the new diplomas and incorporated into the respective GCSEs from 2010.
- c) The changes to 14-19 education place an ever greater premium on young people reaching age 14 with a strong grounding in the basics, an enthusiasm

for learning and a broad general education. To support this, a new KS3 curriculum has been devised.

- d) By 2013 there will be an entitlement for any 14-19 learner to access any one of 17 diplomas (see appendix C) irrespective of ability or where the learner lives or is educated. The diplomas are being introduced in phases up to 2011 at all 3 levels. They cannot be delivered by any single institution alone but are matched well against our strategy areas. To ensure that they show success from the outset a gateway process has been established and submissions from consortia are judged by regional panels. The standards set are very high and we were therefore very pleased that the submission from the West Wiltshire Federation of Secondary schools (WWFS) to offer the Creative and Media diploma from September 2008 was successful. We are now waiting for the results of submissions for further diplomas for first teaching in September 2009. These will be announced in April 2008. Much hard work has gone into the preparation of these submissions and this has acted as a stimulus for collaborative working between schools, colleges, work-based learning providers and employers. This good collaborative working was recognised in the recent OFSTED inspection. Work with employers is developing well through our employer engagement strategy and the designation of key local employers as diploma champions for specific diploma lines.

The diplomas have been welcomed both by industry through the CBI and by representatives of major universities such as Cambridge, Manchester, Surrey and Warwick. They are best seen as a blend of practical and academic work with a concentration on the skills needed to succeed both in the world of work and in higher education. They are not vocational qualifications but have their learning contextualised into an area of the economy. The Qualifications and Curriculum Authority (QCA) and the Universities and Colleges Admissions Service (UCAS) have recently announced the points and tariffs for the diplomas and at the higher level they are equivalent to 7 GCSEs at A*-C and at the advanced level to 3.5 A-levels.

- e) The recent announcement that the government was going to raise the participation age to 18 has led to some misunderstanding in that it does not raise the school leaving age. Young people will be expected to be in some form of learning whether it be school, college, apprenticeship or work with training. This will be phased in for all 17 year olds in 2013 and all 18 year olds from 2015. In Wiltshire we currently have over 80% of young people staying on in education or training at age 16 and as there is a gap between this and the national target we await the national guidance with interest.
- f) Curriculum provision was recognised as good by OFSTED in that there was a broad and growing offer to young people that met their needs. This was supported by flexible approaches to delivery by schools and colleges, including the ability to move learners or teachers to the place of learning efficiently. Developments are taking place to explore electronic means of delivery in order to ensure that not too much learning time is lost due to the need to transport young people. West Wiltshire Federation of Schools (WWFS) was successful in a bid to the DCSF for capital support in order to develop a cross federation ICT infra-structure that will allow video-conferencing, distance learning, e-portfolios, on-line assessment, attendance and reporting irrespective of where the learner is accessing provision.

- g) The personalisation of learning for young people is aimed to make them more successful learners by providing them with the courses that they want to study and the support necessary for them to achieve success. Part of this process is to ensure that young people and their parents/carers are given the right IAG in order to help make the right course decisions to match their interests, abilities and aspirations.

The on-line area prospectus (<http://swinwilts.futures4me.co.uk>) is now live and available to learners. Further developments of this site are being planned in order to make it part of a suite of support facilities available in the County. Additionally an interactive and web-linked localised careers information resource has been developed in conjunction with Aimhigher and can be seen at www.focusoncareers.org.uk.

- 8 a) The projected growth in sixth form numbers has resulted in new building programmes at Abbeyfield, Sheldon and Wootton Bassett Schools. The progress at Abbeyfield is remarkable with the steel shell complete and internal work progressing. Consultations are also taking place between the LA, LSC and Hardenhuish School and Bishop Wordsworth's Grammar School about whether further expansion is necessary and able to be funded. Consultations are taking place with Lavington School about developing post 16 provision there. In addition, plans are well developed for the rebuilding and redevelopment of the Wiltshire College sites in Chippenham, Lackham and Trowbridge as well as in Salisbury. From 1 January 2008 Salisbury College was merged with Wiltshire College giving only one college for Wiltshire.
- b) Targeted capital funds for SEN and 14-19 are being made available by the DCSF but as yet detailed guidance has not been received. Plans for areas and diploma delivery are being prepared and these will include an analysis of facilities required. These plans will inform the strategy for the development of facilities across the county.
9. Although the Wiltshire percentage figure for those young people who are not in education, employment or training (NEET) is lower than national figures (c.10%) there has been an increase over the last 2 years. At the time of the last GOSW progress check the LA figures showed an increase from 5.2% to 6.0%. The latest figure at 5.7% indicates a better position than expected at this time of the year. The County NEET reduction strategy has started to show some success and each strategy area also has its own local reduction plan. Of course these will be developments that will need to be closely monitored. In order to encourage participation and lower NEET the government has introduced the concept of a September Guarantee to all young people who wish to take up the offer of a place in a school, college or with a work-based provider. The methodology for this is being improved but high numbers of last year's year 11 leavers progressed into positive destinations.
10. Progression into Higher Education (HE) in Wiltshire (35%) remains strong in comparison with the South West (30%) and nationally (29%) but with a national target of 50% of young people accessing a Higher Level qualification there remains a significant gap. Aimhigher, the national programme designed to encourage more young people from backgrounds under-represented in HE to consider it as a positive opportunity has been re-scheduled locally so that Wiltshire is now covered by one partnership, Aimhigher West, rather than 2 as in the past. This will give greater coherence to the plans and activities for the schools and young people involved. Additionally, developments have taken place

with HE institutions in the northern part of the South West region to raise the profile of the new diplomas as a qualification into a broad range of higher level courses.

11. The DCSF has become more aware that widening curriculum opportunities in a rural authority like Wiltshire has its own particular difficulties, especially with the increased need to move young people to their place of learning in order to access courses or specialist facilities. Recent reports (Delivering 14-19 reforms in Rural Areas: DCSF November 2007 and Rural Transport – Long Distance Learners: Rural Authorities Transport Group Report July 2007) have highlighted the issues for the DCSF and the Government. The diploma funding mechanisms will take account of rurality and an additional allowance of £120 per learner will be made. In the meantime the 14-19 Transport sub-group and Passenger Transport have commissioned a feasibility study to examine the issues of access associated with an ever more complex curriculum model and to propose realistic solutions that can be taken forward. The report from the study is due in July 2008.

The delivery models suggest that transporting young people to their places of learning will be required. However, the aim will be to keep this to the minimum possible whilst still allowing access to the learning environments and facilities that these new qualifications require. Therefore as well as transport other means of delivery are being considered, such as:

- Moving lecturers/teachers
- Moving facilities to the learners in purpose built trailers
- Video conferencing
- Distance learning packages
- Part delivery at home school

The aim is to maximise learning time and minimise impact on the environment.

Further challenges to be addressed

12. Despite recent improvements in the 5 A*-C measure, including English and mathematics, our rate of progress compared with our statistical neighbours (LAs with similar characteristics) remains too low. Intensive support is given to targeted schools where the potential for improvement is greatest. This support is organised through our Secondary Strategy Manager and the team of consultants and advisers. Their work has been commended by headteachers of schools that have been in receipt of support and the indications are for sustained progress. Additionally there has been raised awareness of the need to ensure that the curriculum offer meets learner needs and as a result many schools have developed a pathway approach to ensure greater choice supported by IAG. This is the approach that supports the development of diplomas from 2008. This area will remain one of constant attention internally and also externally through checks and audits by GOSW, APA and JAR. The three year average improvement for our statistical neighbours is 2.1% compared with Wiltshire's 0.6%, ranking the County as ninth out of eleventh.
13. As shown in (9) above there have been signs of an improving situation with regards to the numbers of young people who are NEET. However, a continued focus, through the NEET reduction strategy, must be maintained in order for the LPSA target of 4.1% to be reached. The strategy is working both preventatively in schools and reactively with those young people who are already NEET. The use of data to identify specific groups that are over-represented in the NEET

population has been very important and is giving a greater focus to the variety of support activities. This is an area that will continue to be monitored very closely as it is a high priority for GOSW, APA and JAR impacting as it does on the needs of many of our more vulnerable young people.

14. Changes to the responsibility for planning and funding 16 –19 provision from the LSC to the LA is under consultation nationally but there is a strong view that this may happen locally in advance of the 2010 timescale. This will require a detailed and coherent transition plan to ensure a trouble free transfer. An officer jointly funded by the LA and LSC has been appointed to fulfil this role.
15. Funding issues continue to be a concern with many short term funding streams supporting longer-term projects and activities. Whilst the LA and LSC work closely together to ensure aligned resources, greater security is still necessary locally and nationally in order to develop longer term strategic plans.

The implications of the 14-19 reform programme and funding are the focus of a funding working group formed from members of the Schools' Forum. This is looking at suitable models to ensure that funds are available for front line delivery as well as ensuring sufficient capacity locally and centrally to ensure that the reforms are developed and managed successfully.

Changes to the post 16 funding methodology will mean that from the next academic year sixth form places will be based on a demand-led funding model. This is a model that has been in use for some time in Further Education colleges. It has the potential to raise standards as one aspect of the budget formula is based on success rates but conversely this may also impact on participation rates. The LSC and LA will be working closely with schools to ensure that adequate funding is available and is used to support the provision of post opportunities in the most effective way.

16. The recent 14-19 inspection graded IAG as only satisfactory. One reason for this lower grading was due to progress with the area on-line prospectus, particularly the population of the pre 16 part. Work is under way with this and other developments will ensure that it becomes a more useful product.

IAG generally was seen as stronger within schools than it was across the area groups. Diploma submissions have a requirement to address IAG issues and as a result area IAG planning is now in place in the West and South and will shortly be in the North as a result of the appointment of the 14-19 area co-ordinator. IAG remains a central part of the monitoring conducted by IMEG.

The Connexions transition plan is transferring responsibility to the LA for its current activities, including its work in IAG in schools. As part of its role within IMEG, Connexions is developing, in conjunction with schools and colleges, a county wide IAG strategy.

17. Collaboration brings advantages in terms of increasing learner access to a wider curriculum offer and the professional development needed to support curriculum change. However, the need to have effective ways of ensuring quality of provision, irrespective of where the learner accesses the provision is more important than when learning is based in only one institution. Quality Assurance methods have been developed in the West but are not yet fully developed or embedded in the other 2 strategy areas.

18. All schools and colleges are involved in collaborative approaches of one sort or another including shared provision at sixth form level, Increased Flexibility Programmes and the development of diplomas. One group of schools that need to become more actively engaged, with the exception of Springfields, are the special schools. Area plans and area co-ordinators will be making this a priority in the new calendar year.

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The Wiltshire Mission

All young people in the 14 – 19 age group in Wiltshire are entitled to the best education, training and work related opportunities that meet their ambitions, needs and interests in order to give them the personal, social, moral, spiritual and cultural awareness and the highest level academic, vocational and occupational skills necessary to make the successful transition into adulthood.

In order to fulfil this mission the following goals will need to be met:

- To raise achievement and attainment at all levels within the phase.
- To respond, effectively, to personal needs and support the development of the whole person within the phase, through key periods of change.
- To increase participation and progression in education and training in the 14-19 phase and as a result to increase opportunities for the engagement of employers.
- To support the development of partnerships and collaboration as a means of increasing opportunities and ensuring viability of provision.
- To have planned, inclusive, opportunities for all learners in the 14-19 phase. In this respect we aim to meet the needs of all, including those with special educational needs; those who are able, gifted or talented and those who are educated outside the traditional school environment.
- To maintain areas of strength and distinctiveness within provision and develop new learning opportunities for young people that will allow greater choice and diversity.

Wiltshire Children's Trust Board

Appendix B

Services for Young People Strategic Board:

Director for Children & Education (Chair)
Asst Directors (C&E \ Resources & Young People)
Head of Secondary School Improvement
LA 14-19 Adviser
Connexions Head of Service
Representatives from LSC
2 x FE Principals
Representatives of 4 Area Head Groups
Employer Representative
WBL Representative
Head of Youth Development Service
Representative of Primary Health Care Trust
Head of Area Services
Voluntary Sector
Representative from HE

14-19 IMEG (Information Monitoring and Evaluation Group)

Proposed members:

Head of Secondary School Improvement (Chair)
14-19 Adviser
2 x LSC Representatives
2 x Connexions representatives
14-19 Area Co-ordinators
Employer representative (Wessex Chamber of Commerce)
Training Provider (Avon Vale Training Ltd)
WCC Transport lead
YDS representative
Representative from C&F (SEN)

EWYPMG (Every Wiltshire Young Person Matters Group):

Assistant Director (Resources & Young People) (Chair)
Head of Secondary School Improvement
Manager Central SEN Service
Head of Youth Development Service
YDS Senior Manager (Operations)
Senior YDS Co-ordinator
Head of Area Services
Manager Wiltshire C&YP Services partnership
Connexions Head of Operations
Integration Development Manager Connexions
Business Support Manager
Head of Youth Offending Service

Diploma Lines

Phase	Diploma line	Availability of qualification
1	IT	September 2008
	Society, health and development	
	Engineering	
	Creative and media	
	Construction and the built environment	
2	Environment and land-based studies	September 2009
	Manufacturing and product design	
	Hair and beauty studies	
	Business, administration and finance	
	Hospitality	
3	Public services	September 2010
	Sport and leisure	
	Retail	
	Travel and tourism	
4	Humanities	September 2011
	Languages	
	Science	

Appendix D

GOSW Progress Check Performance Indicators – LA performance against these PI's is outlined in Appendix E

Performance Indicators for 14-19 Progress Checks	
Participation	
1.	% of 17 year olds participating in education and work based learning (judged against the 2005/06 national trajectory and progress made since 2004/05)
2.	Reduce the proportion of 16-18 year olds who are NEET (judged against the progress made since 2004 towards the 2010 target)
Attainment	
3.	% of young people achieving 5 A*-Cs at GCSE or equivalent (including English and Maths) (judged against the 2005/06 national trajectory and progress made since 2004/05)
4.	% of young people achieving Level 2 by 19 (judged against the 2005/06 national trajectory and progress made since 2004/05)
5.	% of young people achieving Level 3 by 19 (judged against the 2005/06 national trajectory and progress made since 2004/05)
6.	% of young people (aged 16-24) achieving an Apprenticeship (judged against the 2005/06 completions out of 16-24 population national average and progress made since 2004/05)
Progression	
7.	The proportion of Y11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19. No data will be available on this indicator until 2008
Collaboration	
8.	Does the area have effective collaborative arrangements in place?
9.	Is the area making progress in developing a local prospectus, and is there good quality IAG to support young people in their choices?
10.	Are there effective links with employers to involve them in sufficient high quality delivery?
Provision	
11.	Capacity to improve 5 A*-C at GCSE or equivalent (including English and Maths) (using the RAG ratings which National Strategies have agreed with LAs)
12.	Is there a sufficiently broad range of quality 14-19 provision, including applied options?
13.	Is there effective targeted provision, including capacity to deliver the September Guarantee, for those young people who are disengaged or at risk of disengagement?
14.	Are there sufficient facilities across the area to deliver a broad range of high quality provision?
15.	Is the workforce across the area prepared to deliver a broad range of high quality provision?

Appendix E

GOSW Local Authority assessment completed by Julia Hodgson (GOSW), Mike Perry (LA) and Jan Downie (LSC)

PI	TLA	Comment	Score	
1.		77.8% 75.5% Data from: 2004/05 (end 04) & 2005/06 (end 05)	4	
2.		5.2% 6.0% Data from: Nov 04 - Jan 05 & Nov 06 - Jan 07	4	
3.		49.0% 48.2% Data from: 2004/5 & 2005/6	4	
4.		71.8% 73.4% Data from: 2004/5 & 2005/6	2	
5.		50.8% 53.1% Data from: 2004/5 & 2005/6	1	
6.		1.3% 2.3% Data from: 2004/5 & 2005/6	1	
7.		No data will be available on this indicator until 2008		
Please include the scores that Local Authorities have stated if agreement cannot be reached with GO			LA Score	GO Score
8.		Collaborative arrangements in place with positive APA comments on 14-19 arrangements. Strategic Board in place, supported by IMEG (Information, Monitoring and Evaluation Group) – terms of reference and membership of each group planned to ensure that lines of responsibility for delivery and leadership remains clear. 3 area groups (North, West and South) within county taking forward Diploma development although progress is not consistent across these groups as each face different challenges. Acknowledgement is made of the ongoing need to raise the value and importance of more vocational and less academic lines of learning amongst some heads.	2	2
9.		On line prospectus now live. Connexions are leading an IAG strategy to embrace the new national standards and guidance implementation. Although a Partnership Agreement exists with all institutions detailing IAG provision at key transition points, arrangements across local area groups are yet to be formalised. The South area group have developed a joint prospectus for learners. It is hoped that the new Standards and introduction of the progression measure in 08/09 will encourage all schools to have greater impartiality in IAG delivery. A Choices event is being delivered in 2 areas to incorporate the full range of opportunities.	2	2
10.		Recent APA noted employer work as being good. Employer group established, being led by Paul Quantick. Diploma lines have been split	2	2

PI	TLA	Comment	Score
		into 5 groups and Employer 'Champions' identified for each theme, acting as central conduit for all employer contacts. Recognition for this to remain a focus is made to ensure that sufficient WBL provision is available in all areas to support Diploma developments and the broader 14-19 agenda.	
11.		AMBER/RED Rating agreed with National Strategies. This rating has been challenged and detailed evidence submitted to support this challenge, indicating a rating of amber green. Please advise on how to proceed with this.	2 3
12.		Schools and colleges offer a broad curricula pre-16 and it is felt that sufficient provision is available to meet the needs of learners post 16. The challenge of convincing high achieving schools of the need to develop alternative curriculum pathways remains and is being addressed in local area groups. Inspection grades remain good with only one school with notice to improve. Increased flexibility courses continuing with South area modelling the 14-19 entitlement with/without diplomas. Functional skills pilot has started with subject conferences being used to raise awareness.	2 2
13.		Work has been undertaken to redress the high numbers in the NEET group with NEET coordinator appointed. Although September Guarantee galvanised attention to ensure that all young people received an offer for learning, it is hoped that learning from the process will improve future exercises. A new 'Ressolve' programme is in place providing tailored support for level 1 learners. Targeted progression support is in place with workers supporting YP at risk of becoming NEET.	2 2
14.		With no capital funding available to support Gateway 2, there is a risk that submissions may be weakened if delivery is dependent on new facilities. This area is further hampered by the fact that there is no scope to receive funding from Wiltshire CC (BSF 2016) or to align funding from other streams. Alignment of DCSF and partners' capital funding streams (timing and criteria) to support this policy area is seen as critical to allow effective strategic planning of high quality facilities to support 14-19 agenda. Meanwhile there are sufficient facilities for non-specialised provision.	3 3
15.		Practitioner training started in response to	2 2

PI	TLA	Comment	Score		
		Gateway 1 feedback. Gateway 2 submissions will include a sharper focus of workforce. Subject conferences have been held to raise awareness among practitioners. Overall, quality of teaching and learning is seen to be good. Area coordinators identifying WFD needs with sixth form data being used to focus on support and challenge programme.			
16.		Summary score of quantitative Indicators =			16
17.		Summary score of qualitative indicators =	17		18
		Overall Score = Amber Green			34
Are the 2008 consortia in the area making sufficient progress on Diploma delivery? If not, please specify which consortia are experiencing difficulties, and provide a summary of the key issues.		YES	X	NO	
Progress is made in West Wiltshire for September 2008 delivery of Creative and Media. Further support to be offered via GOSW. It is important to ensure that preparation for Gateway 2 in the area group does not impede progress.					

Timeline for national reforms

2008 – 2010	Implementation of changes to GCSE specifications.
2008 – 2013	Phased introduction of diplomas. First teaching in some areas of the county in September 2008. All 17 Diploma lines to be available nationally from 2013.
2007 – 2010	Piloting of functional skills in English, ICT and mathematics and then available nationally from September 2010 as stand alone qualifications and as part of GCSEs.
2008 – onwards	A level reform including moving from six to four units in most subjects and introducing more challenging and open-ended questions, enabling students to earn A* grades.
2008 – onwards	Extended project a new level 3 qualification involving independent research and planning. Extended projects will be available as stand-alone qualifications to be studied alongside A levels and will be a component of level 3 diplomas.
2008 – onwards	Responsibility for commissioning information, advice and guidance services for young people and the funding that goes with that responsibility, will be devolved to Local Authorities.
2008 - 2010	First teaching of new Secondary Curriculum from autumn 2008 and full implementation by 2010.
2008 – 2010	Transfer of post 16 responsibility from LSC to LA.
2013 – 2015	Raising the participation age to 17 in 2013 and 18 from 2015.

Glossary

APA	Annual Performance Assessment
DCSF	Department for Children, Schools and Families
DIUS	Department for Innovation, Universities and Skills
GOSW	Government Office for the South West
HE	Higher Education
IAG	Information Advice and Guidance
IMEG	Implementation, Monitoring and Evaluation Group
JAR	Joint Area Review
LA	Local Authority
LPSA	Local Public Service Agreement
LSC	Learning and Skills Council
NEET	Not in Education, Employment or Training
QCA	Qualifications and Curriculum Authority
UCAS	Universities and Colleges Admissions Service
WWFS	West Wiltshire Federation of Schools