

THE WILTSHIRE STRATEGY FOR 13 -19 EDUCATION AND TRAINING

Introduction

1. The purpose of this paper is to report on progress in the delivery of the Wiltshire Strategy for 13 -19 Education and Training, highlighting achievements to date, recent Progress Checks and Ofsted judgements 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 first published in September 2005 and was developed in collaboration with the Local Learning and Skills Council (LSC) and the Connexions Service as the key strategic partners. The strategy has now been revised in the light of a review by the Implementation, Monitoring and Evaluation Group (IMEG) and the strategic dimensions set by the 13 -19 Strategic Board (see structure chart in appendix A). By including 13 year olds in this strategy, it has allowed us to align the work of all branches of the Department of Children and Education with the National agenda.

The Strategy is based on a 13-19 Mission for Wiltshire and is supported by a series of goals; these are shown in appendix B.

4. A key principle underpinning the delivery of the strategy is the development of local area plans and the ownership and capacity to lead locally. To support this work area co-ordinators in each of our 3 strategy areas have been appointed:
 - The North Wiltshire Federation
 - West Wiltshire Federation of Secondary Schools
 - The Wessex Partnership (covering schools and providers in the south of the county).

All secondary and special schools have signed up to one of these federations/partnerships.

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. The Department for Children, Schools and Families (DCSF), through its paper entitled "Delivering 14-19 Reform: Next Steps" (October 2008: a summary is attached as appendix C) has further emphasised its intent for 14-19 learning through its focus on qualification routes from:

- Apprenticeships
- Diplomas
- Foundation Learning Tier
- General Qualifications

Additionally, "Next Steps" re-affirms the entitlement for young people to excellent Information Advice and Guidance, a 14-19 on-line prospectus, an electronic common application process and the September Guarantee, which ensures that all 16 and 17 year olds have an offer of a suitable place in learning.

6. In March 2008 the DCSF published "Raising Expectations: Enabling the System to Deliver" in which it outlined the transfer of responsibility for securing places in learning for 16-19 year olds from the LSC to the LA from 2010. This gives the Local Authority (LA) the strategic overview of provision from 0 to 19 and gives opportunities for the linkages to work on economic development and the needs of the labour market. Under the changes LAs will have a legal duty from 2013 to secure access to all 17 diplomas for 16-19 year olds and with the new National Apprenticeship Service (NAS) a duty to secure an apprenticeship place for those who are suitably qualified.

In order to exercise its responsibilities effectively the LA will develop a commissioning plan for 16-19 learning. As part of the transfer of responsibilities Wiltshire will form a sub-regional group with Swindon Borough Council. It is recognised that significant numbers of learners travel for learning across other county boundaries and to ensure that their needs are also planned for, a less formal arrangement will be in place with Hampshire, Dorset, Somerset, Bath and North East Somerset and Gloucestershire.

Details of the transition arrangements are being discussed with the Implementation Executive and details will be available in the members' room.

Joint governance arrangements are being planned to support the work of the Sub Regional Group (SRG) and a draft is shown in appendix D.

Progress and developments in the last 12 months

7. Since the last update report (31 January 2008) 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 October 2007 and October 2008, both of which graded progress as green/amber on their traffic light assessment of 15 performance indicators (see appendix E). Compared with the other 15 authorities in the South West, Wiltshire is placed in the top half based on these indicators. However, these assessments are retrospective and the autumn 2008 Progress Check was based on 2007 data. The position next year will be even stronger as performance in key Performance Indicators (PIs) has improved. Additionally, an Ofsted survey inspection of 14-19 progress in February 2009 has provisionally graded overall progress as good, as it did in November 2007. Details of the latest judgements are shown in the table below (letter of confirmation awaited):

1	Progress on 14-19 reforms	Good
2	Introduction of the Creative and Media diploma in North and West Wilts	Good
3	Impact on Achievement, Attainment and Personal Development	Good
4	Quality of Teaching and Learning	Good
5	Curriculum range and offer	Good
6	Quality of Information, advice and guidance (IAG)	Satisfactory ¹
7	Effectiveness of strategic Leadership and Management	Good

¹ The inspectors recognised that highly effective plans had been put in place but they had not yet had time to bring about any significant impact.

8. The major aspects of the 14-19 Reform Programme set out by the DCSF are:
- Retention of GCSE and A level
 - Strengthened core - functional skills (English, Mathematics, Information Communication Technology)
 - Strengthened Key Stage 3
 - Diplomas
 - Raising of the Participation Age

- vi. Flexibility
 - vii. Personalisation
- (See appendix F for the national timeline of key actions)

- a) Wiltshire's performance in the 5 A*-C at GCSE including English and mathematics has increased significantly compared with the national figures. In 2008 Wiltshire's result was 5.6% above the national.

% A*-C including English and mathematics			
	2006	2007	2008
Wiltshire	48.5	50.0	53.2
England	45.8	46.8	47.6

In post 16 level 3 courses, Wiltshire learners, on average, gain about an A level grade C equivalent per subject (210 QCA points) and compared with the national average, gain more points per student. Level 3 courses are A level qualifications and those of equivalent standard.

	2006		2007		2008	
	Average point score per student	Average point score per examination entry	Average point score per student	Average point score per examination entry	Average point score per student	Average point score per examination entry
Wiltshire LA	741.6	209.3	738.2	207.9	748.6	208.7
England	721.5	206.2	731.2	207.5	739.8	209.4

- 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, an essential component of the new diplomas and will be 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, the new secondary curriculum has been devised.
- d) By 2013 there will be an entitlement for any pre 16 learner to access any one of 14 diplomas, 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 and as they cannot be delivered by any single institution alone have 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 have been successful in gaining acceptance for the introduction of diplomas in West Wiltshire from 2008, 2009 and 2010 and in North Wiltshire from 2009 (see appendix G). We are waiting for the results of submissions for further diplomas for first teaching in September 2010. These will be announced in March/April 2009. 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 collaborative working was very evident in the recent Ofsted inspection. Work with employers is developing well through our employer engagement strategy and the designation of key local employers as champions for specific economic sectors.

The diplomas have been welcomed both by industry through the Confederation of British Industry (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 awarded 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 raising of participation age has now received royal assent. This will mean that 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 83% of young people staying on in education or training at age 16 compared with the national target of 86% by 2011 and 90% by 2013. There is a 3% gap for 2008 in Wiltshire compared to the 2011 target and 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 (see 12 below).
- g) As reported last year, development of the on-line area prospectus (<http://swinwils.futures4me.co.uk>) was proceeding well and is now considered by Ofsted to be a good source of information for young people and their parents/carers on course information in schools, colleges and with training providers. Ofsted found it better than many others that they had seen and was easy to navigate thus allowing young people an impartial source of information of learning opportunities available. Further developments are in hand to make the prospectus even better by including details on finance, support and transport. An additional aspect of ensuring impartiality within Information, Advice and Guidance (IAG) is the development of a Common Application Process (CAP); a Government requirement for 2010. This will be an electronic application process available to all young people and is linked to the courses offered within the prospectus. We are currently piloting our CAP with a timetable planned to ensure that it is in place for 2010.

In order to further support the development of an IAG strategy the Local Authority has seconded an experienced and senior teacher to the 13-19 team. This will enable schools and other providers to meet the national quality standards for IAG.

- 9 a) The building programmes at Abbeyfield School, Sheldon School and Wootton Bassett School for additional post 16 places are now open and further expansion of post 16 facilities have been agreed with the LSC for Bishop Wordsworth's Grammar School and Hardenhuish School. Since the last report the plans for the rebuilding and redevelopment of the Wiltshire College site in Chippenham have been agreed although some funding issues have delayed the start. Plans for the other sites are still awaited although joined up and coherent planning is taking place with the Local Authority on the re-location of the Trowbridge campus. The College had a monitoring visit from Ofsted in December 2008. Progress against its targets was judged as either significant or reasonable depending on the target. In Ofsted terms this is good news for learners in Wiltshire.
- b) The targeted capital funds for SEN and 14-19 diplomas that were referred to last year will be divided between the 2 areas following an SEN review and a 14-19

facilities' audit so that the funds can be appropriately allocated. Results of the review and audit will be available later in the year.

10. Although the Wiltshire January 2009 figure of 6.2% for those young people who are Not in Education, Employment or Training (NEET) remains lower than national figures (c.10%) there has been considerable variation since the last report to this committee. Over the year a new NEET strategy has been introduced and its actions have been recognised by both Ofsted and GOSW as being effective ways to limit and reduce the numbers of young people NEET. Although the trend over the last year had been encouraging, the economic situation is already having an impact with young people NEET rising, particularly at age 18, through loss of employment. Additionally current figures are also showing a rise in participation in education in schools and colleges at age 16 suggesting that more young people are looking to stay on rather than enter employment. The 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 was successful this year with 93% of all Year 11 leavers. This may also, in part, explain the increase in post 16 recruitment.
11. Progression into Higher Education (HE) in Wiltshire (35%) again 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 by 2010 there remains a significant gap. Discussions with the LSC and local colleges have started to explore apprenticeships as an important and valuable progression route for young people that can lead to degree level qualifications, whilst the young person remains employed. This gives the benefits of an additional route for graduate level qualification, a trained local workforce and lower debt for the young people. The Wiltshire secondary team has been a leading body in the region in working with HE through Aimhigher in order to help more young people access HE courses and with HE institutions across the South West in order to ensure that the new diplomas are accepted as an alternative and equivalent qualification for entry to university. Wiltshire College through its lead partner the University of Bath has submitted an Expression of Interest to establish a University Centre at the Salisbury campus as part of the DIUS New University Challenge initiative.
12. Following the DCSF report (Delivering 14-19 reforms in Rural Areas: DCSF November 2007) Wiltshire was rated as the 9th most rural authority in the country. In recognition of this, additional funding was provided to enable rural authorities to meet the associated challenges. Consequently we were able to bid for £1m for capital developments for the introduction of diplomas in order to develop a suite of IT and mobile technology solutions to support diploma delivery and support. These will be accessed through the South West Grid for Learning's Merlin Learning Platform and typically will allow for 24 hour access to diploma content, mentoring, IAG, assessment and engagement with employers. We are currently in the process of appointing a project manager for this exciting development with the hope that we can have someone in post in April/May 2009.

We have also accessed £75,000 over 18 months to appoint a transport co-ordinator for 14-19. We have recently made this appointment allowing us to address the recommendations of the 14-19 Access and Transport study commissioned last year, which was recognised by Ofsted as best practice and in their survey so far it is unique.

Further challenges to be addressed

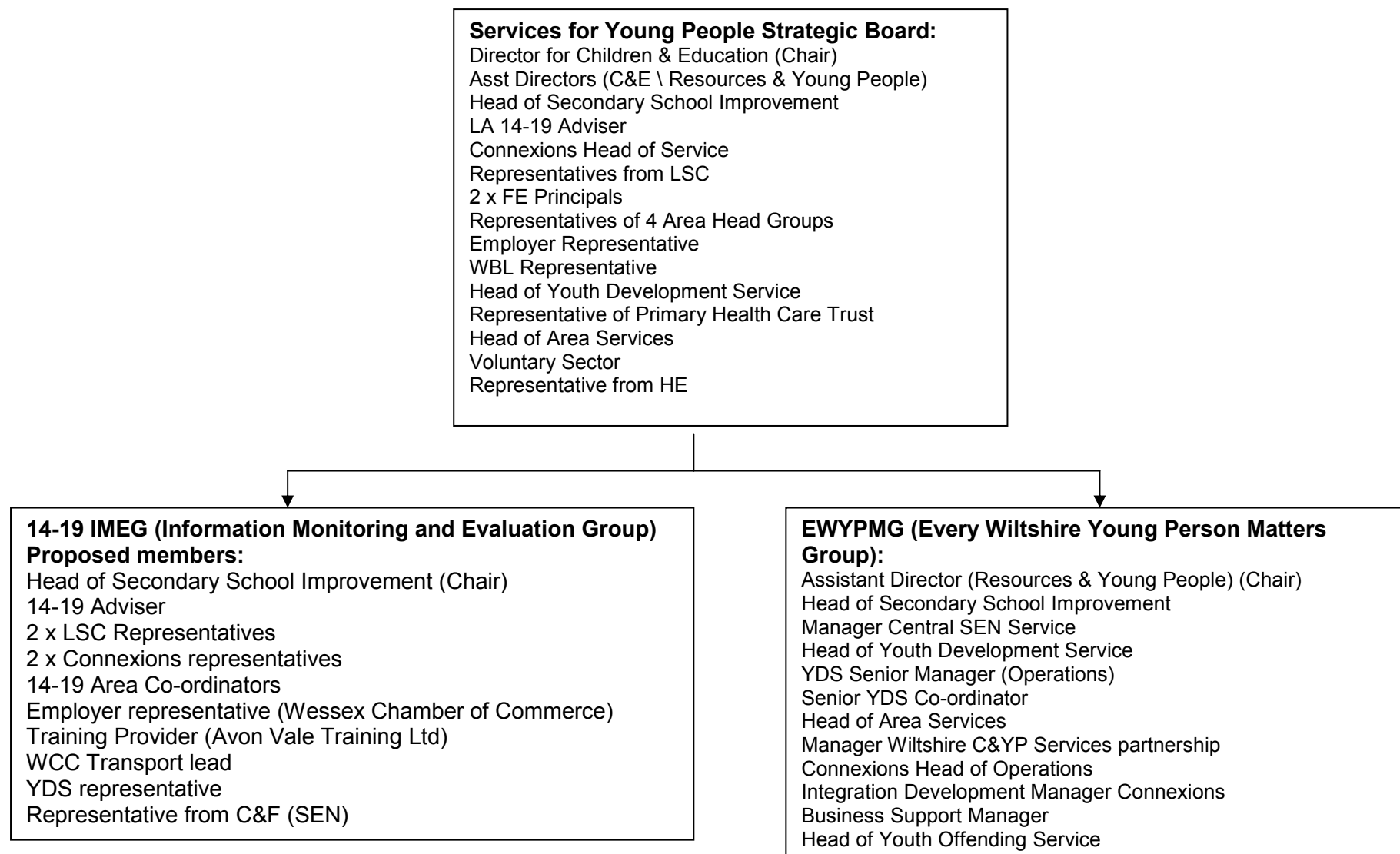
13. Whilst progress towards implementing the 14-19 Reform Programme is generally good, there remains a significant challenge in a large rural authority such as Wiltshire. It is therefore important to extend best practice across all areas by use of shared protocols, in order to make best use of scarce resources. With Wiltshire College acting across all 3 federations/partnerships there is an opportunity for

greater synergy between areas that could further increase the pace of development.

14. The economic situation in the country is reflected in Wiltshire where the numbers of young people NEET are increasing. The NEET reduction strategy has been good at early intervention and will need to focus on the new group of young people who are NEET as a result of loss of employment, largely, at present, at age 18. Although participation in learning rates have also increased, in part due to the success of the September Guarantee, these have not sufficiently compensated for the rise in NEET. More work on ensuring appropriate learning opportunities are available for all young people is essential. This includes the development of apprenticeship programmes. Furthermore this will have to be supported by appropriate and impartial IAG.
15. The Machinery of Government changes that will transfer responsibilities for commissioning provision for 16-19 year olds from the LSC to the LA from 2010 will need further development and capacity building in order to ensure that all key roles required for the successful operation of the commissioning plan are identified and filled.
16. The gaps between the attainment of groups of vulnerable young people and those who are not have widened in some categories, particularly those in receipt of free school meals. This must remain an area of focus and improvement.
17. The Planning and Funding sub group of the 13-19 Strategic Board is continuing to look at all funding and capital issues to ensure that maximum use is made of available funds. Its relationship to the Strategic Board and to School's Forum is an essential element in this in order that the full implications of financial decisions are known.
18. The recent 14-19 inspection graded IAG as satisfactory largely because, although good and effective plans were in place, they had not had time yet to produce significant impact for young people. In order to deliver these outcomes IAG must remain a priority.
19. Quality Assurance across all 13-19 activities needs further development centrally and within the federations and partnerships. By having robust quality assurance members can be assured that young people in Wiltshire will achieve the goals that underpin the Wiltshire Mission and therefore will be able to meet their entitlement.

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The Wiltshire Mission

All Wiltshire young people are engaged, inspired, enabled and supported in the transitional journey within vibrant learning communities from dependent child to independent adult at a time of rapid global change.

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

1. Raise achievement and attainment at all levels.

For young people achievement is one of the keys to life successes and secure long term outcomes. All School and College Achievement and Attainment measures at KS4 and post 16 as well as apprenticeship completions and outcomes for vulnerable young people, such as those who have learning difficulties and disabilities or who are young offenders, or young mothers, or those who are not in education or training or are looked after children will be monitored and developed to bring about improvements.

2. Support, effectively, the personal needs and development of each young person.

The impartial information, advice and guidance given to young people that allows them to make informed choices at key points in their transitions are crucial to the success of this strategy. The voice of young people and that of their parents and carers are an essential part of shaping the provision in order to meet individual needs. Young people who are vulnerable in some way require targeted support and for all young people there needs to be more personal development opportunities.

3. Increase participation and progression in all forms of learning

Participation and progression post 16, in all forms of learning, is a major focus of the 14-19 reform programme. Colleges, employers, schools, training providers and the voluntary sector all have essential roles to play in shaping the provision to ensure suitable progression and at the same time meet the needs of the young person. A particular focus of the Children and Young People's Plan is employers, further and higher education providers collaborating to meet the needs of vulnerable young people.

4. Ensure access to appropriate provision for all learners, in all areas, through effective collaboration

The full national entitlement, by 2013, must be available to all young people in all areas. This cannot be achieved by single institutions or organisations trying to develop provision alone and therefore collaboration that meets the curricular and personal needs of all young people in an area is essential.

Delivering 14–19 Reform: Next Steps

Published by DCSF October 2008 this represents the next phase of implementation of the 14-19 reform programme. The summary below is the DCSF's assessment of progress made and priorities for the future; it further describes the national position and also reflects the achievements in Wiltshire since 2005.

Nationally we can now create the overall system to achieve full participation of young people. It is an ambitious goal, but one which is vital so we can improve the outcomes and life chances for all young people by accessing one of four routes:

- Apprenticeships – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General Qualifications, e.g. GCSEs and A levels

Children and young people at the centre of everything we do

- To ensure that all young people participate until at least their 18th birthday – in education and training that stretches and challenges them to achieve their potential
- To give young people the knowledge and skills that employers and the economy need to prosper in the 21st century
- To close the achievement gap so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background

Progress since 2005:

- Employers and HE engagement
- First 5 lines of diplomas
- Functional Skills pilots
- September Guarantee
- Apprenticeships and YA
- Increased numbers of YP in education and training:
 - The proportion of young people aged 16-18 taking part in education or training rose from 77.1% in 2006 to 78.7% in 2007, the highest rate ever
 - The proportion of 16-18 year olds not in education, employment or training (NEET) fell by 1 percentage point, from 10.4% in 2006 to 9.4% in 2007
 - In 2007, level 2 attainment at 19 years was 73.9% and level 3 attainment at 19 years was 48%

Raising the participation age

- 17 by 2013 and 18 by 2015

A 14-19 Entitlement for all young people

- A high quality learning route for every young person that enables them to participate, achieve and progress

- The support to integrate all services for young people, so that they can make the most of their opportunities and choices
- Stronger local partnerships and consortia arrangements
- Establishing the right delivery arrangements at a local, regional and national level

A high quality and valued learning route for every young person that enables them to participate achieve and progress

- Apprenticeships, with all young people suitably qualified entitled to a place from 2013
- Diplomas, in 17 areas of study that we will introduce in phases between 2008 and 2011
- Foundation Learning Tier, with progression pathways that will roll out nationally from 2010
- General Qualifications, such as GCSEs and A levels

Skills that everyone needs and values

- Generic skills that is so critical to both employers and the Higher Education sector.
- Personal, learning and thinking skills as part of the new secondary curriculum.
- Functional skills embedded throughout the secondary curriculum and an integral component of all four learning routes.

A clear, streamlined system with choices that all lead to progression

- To help achieve a streamlined qualifications system that works effectively and delivers value for money.
- New system to ensure that all publicly funded qualifications meet the needs of learners, employers and Higher Education.
- 2013 we will complete a full review of how all publicly funded qualifications at that point are combining to meet the needs of young people, employers and universities.
- Establish Ofqual from 2009 as an independent regulator of qualifications and tests.

Personalising teaching and learning on every route

- Teaching and learning responsive to the needs and interests of young people.

Having the right support to choose: High quality Information, Advice and Guidance (IAG)

- Critical to making the right choices is high quality and impartial IAG.
- In September 2009, we will test early careers interventions in Key Stage 2, and we want to see a personal tutor for every secondary school pupil by 2010.
- By the time they are 14 every young person should have received good quality information from a trusted source.

Knowing what is on offer

- Every 16 and 17 year old is guaranteed an offer of a suitable place in learning through the September Guarantee.
- Strengthen the 14-19 online Prospectuses that are in place in every area.
- Common Application Process (CAP) that is linked to the Prospectus so that young people can apply through one system regardless of where or what they want to learn by September 2010.

Support to learn

- DCSF and DIUS continue to work with stakeholders to develop the Managing Information across Partners (MIAP) services to improve data sharing and personalisation when they change institutions and courses.
- Financial and practical support with nearly half of all young people supported through EMA.
- Care to Learn is very successful in supporting young parents to stay in learning.

Additional personal support

- Working with local authorities to strengthen their support for young people who are NEET through good tracking, flexible provision and learning opportunities.
- Increasing support for young people with special educational needs (SEN) and learners with learning difficulties and/or disabilities (LLDD).
- Youth Task Force is driving forward the work that will enable local authorities to enhance their support to young People and families facing the most difficult circumstances.

Strengthening the local partnerships that will deliver excellent learning and support for all young people

- 14-19 Partnerships and local authorities are showing how increased collaboration is a vital component of this.
- The consortia that have come together to deliver the new Diplomas exemplify this kind of collaboration.
- Many consortia are putting in place the collaborative arrangements that are vital to effective learning, for example a curriculum framework, a compatible timetable and transport between institutions.

Developing the workforce

- Training to practitioners and leaders to deliver new and reformed qualifications. And increasingly we will look to mainstream training within Initial Teacher Training and Continuing Professional Development.
- Children's Workforce 2020 Review, which will cover the wider range of professionals who work with young people.

Student voice

- Critical that the student voice is heard, at both local and national level.
- Strengthening the requirement for consortia to demonstrate their interaction with young people in the next gateway process.
- Establish a national 14-19 learner panel by spring 2009 to ensure that young people are feeding their views directly into national policy.

Importance of employers and Higher Education as local partners

- The consortia and other partnerships delivering 14-19 reforms benefit from vital inputs of employers and HE.
- Employers have already played a lead role in developing new qualifications and strengthening existing ones to ensure their quality and standing.
- The HE sector will continue to play a critical role with many Higher Education Institutions are already involved in supporting 14-19 Partnerships and consortia.

The role of 14-19 Partnerships

- 14-19 Partnerships are the critical body for the delivery of reform in their area.
- Legislation in the next session of Parliament we will place local authorities under a duty to cooperate with 14-19 providers and so 14-19 Partnerships will play an increasingly pivotal role. They will be the link between the consortia delivering on the ground and the local authorities as strategic leaders of 14-19 reform through their local role of commissioning provision.

Supporting and challenging local partnerships

- Support for consortia through funding and through the dissemination of good practice.
- Refine the Gateway process to ensure quality and readiness to deliver.
- Enhance the collective accountability of consortia.

Establishing the local delivery system with regional and national support to ensure excellent learning and support for all young people

- Establish the local delivery system so that all young people can participate, achieve and progress.
- Work with sector representative organisations to ensure that the new delivery system does not burden our partners with bureaucracy.

Local authorities as strategic leaders of 14-19 reform

- Local authorities play a key role in the 14-19 Partnerships which bring all providers together locally to plan for 14-19 delivery.
- Local authorities have a wider set of responsibilities for securing outcomes for young people aged 0-19, including ensuring provision of integrated youth support services. This means they are well placed to provide a wider strategic leadership role on 14-19.
- Local authorities' responsibility for the commissioning of all learning for 16-18 year olds, taking over this role from the Learning and Skills Council (LSC) from September 2010 and ensuring there is a suitable learning place for every young person.
- This will include local authorities becoming responsible for the learning of young people in juvenile custody in their area.
- Local authorities will plan more widely and in more detail, working closely in partnership with their local schools, sixth form colleges, FE colleges and training providers.
- Commissioning of learner provision must sit together with the commissioning of integrated youth support services:
 - In 2008/09, local authorities will track LSC processes to gain a better understanding of commissioning 16-18 provision
 - 2009/10 will be a transition year where local authorities will play a more meaningful role in LSC's commissioning for 2010/11
 - From September 2010 local authorities will assume full responsibility for commissioning of 16-18 provision

Sub-regional groupings and the Young People's Learning Agency (YPLA)

- Local authorities will not be able to work alone to commission the most effective provision for young people in their area, especially given the number of young people who will travel to another local area to learn. To help fulfil their new responsibilities local authorities will need to come together in sub regional groupings:

- By 2009, there will be sub-regional groupings in every part of the country. Local authorities have submitted their initial proposals and we have asked them to give more detail by March 2009
- By 2010, we will also establish the YPLA as a small Non Departmental Public Body (NDPB) to support and enable local authorities to commission effective provision for all young people, whilst ensuring budgetary control.

End to end commissioning process

- The new roles for local authorities, sub-regional groupings and the YPLA will all support an effective and efficient end-to-end commissioning process.
- The key principle of post-16 funding policy is that funding must follow learner choices. And capital funding should be aligned with learner funding to secure the best provision for young people.

Appropriate accountability

- From this autumn, the annual review of Local Area Agreements will consider performance against 14-19 and youth indicators
- New Multi-Area Agreements will reflect collaboration between local authorities
- Piloting the Framework for Excellence in FE colleges and sixth form colleges. And from September 2009 we will pilot it in school sixth forms

Full document available: http://www.dcsf.gov.uk/14-19/documents/delivering_14-19_reform.pdf

Delivering 14–19 Reform: Next Steps

An entitlement to the right learning opportunities and support for all young people aged 14-19:

All young people will study as part of the new secondary curriculum:

- Key Stage 4 core curriculum: English, maths, science
- Key Stage 4 foundation subjects: ICT, PE, Citizenship
 - Work-related learning and enterprise
 - Religious education
 - Sex, drug, alcohol and tobacco education and careers education
- A course in at least one of the arts; design and technology; the humanities; modern foreign languages and all four if they wish to

Learning for young people will lead to qualifications from one of four routes:

- Apprenticeships – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General Qualifications, e.g. GCSEs and A levels

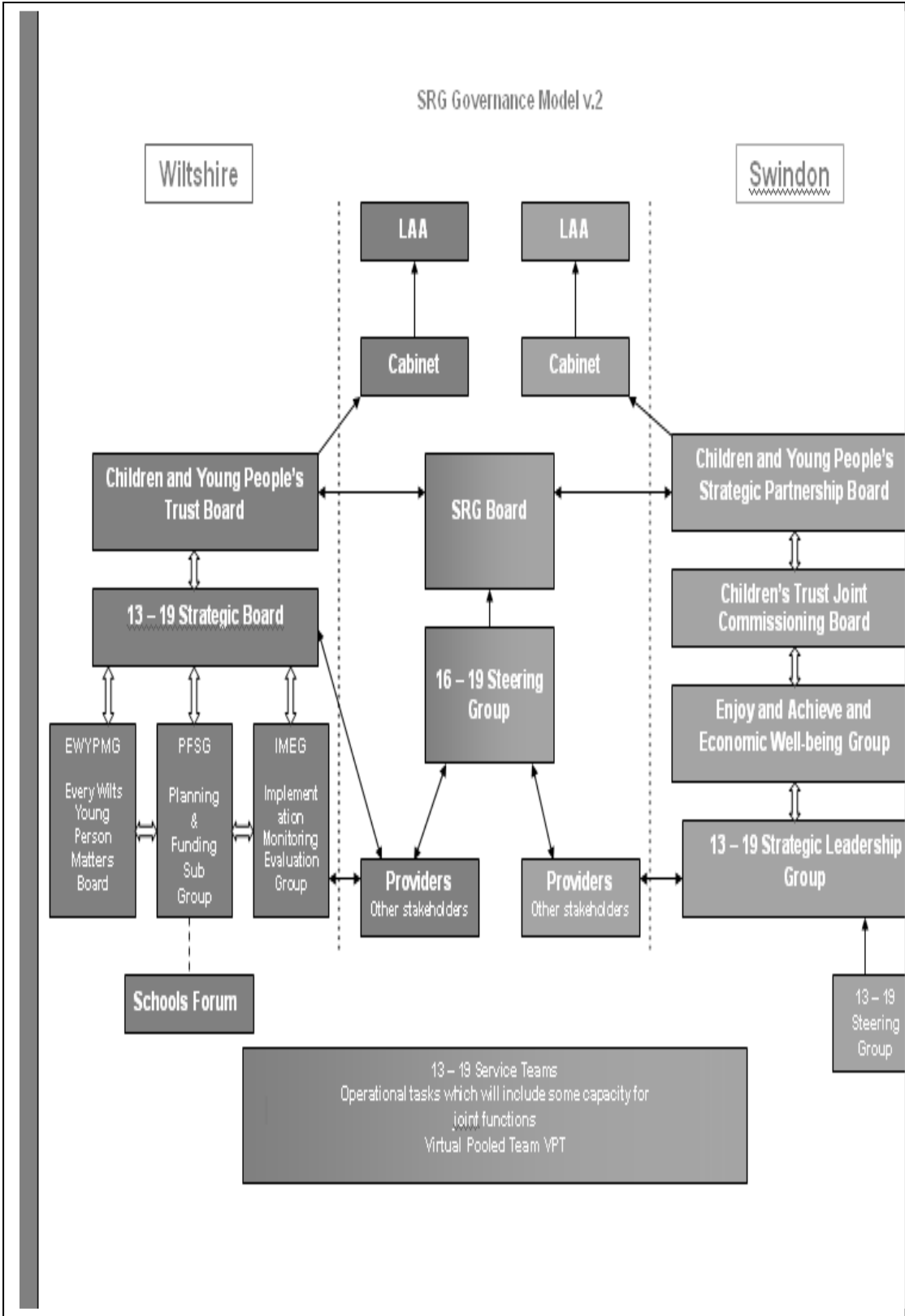
Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.

Throughout the curriculum and qualifications routes there will be:

- Functional skills in English, maths and ICT and personal, learning and thinking skills

There will be the right support, including:

- Excellent Information, Advice and Guidance (IAG) and support to make the right choices at 14 and 16
- A 14-19 Prospectus in every area setting out the courses and support available
- A Common Application Process linked to the 14-19 Prospectus that makes it easier to apply for education and training
- The September Guarantee to ensure all 16 and 17 year olds have an offer of a suitable place in learning and targeted supported to those who need it most.



Performance Indicators for 14-19 Progress Checks	
Participation	
1.	The percentage of 17 year olds participating in education and work based learning (WBL). (based on where people live) The 14-19 Implementation Plan set the long-term ambition to transform participation, so that by 2015, 90 per cent of 17 year olds are participating.
2.	The reduction in the proportion of 16-18 year olds who are NEET. (based on where people live) The target is to reduce the proportion of 16-18 year olds who are NEET by 2 percentage points by 2010.
Attainment	
3.	The proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths. The ambition will be to have no less than 50% in 2010/11
4a.	The percentage of young people achieving Level 2 by 19. The level 2 at 19 PSA target is to increase the proportion of people reaching the level 2 to 82% by 2010/11
4b.	Gap in attainment of level 2 at age 19. To increase the percentage of young people who were in receipt of FSM at academic age 15 who attain L2 qualifications by the age of 19, to 62% in 2011
5a.	The percentage of young people achieving Level 3 by 19. (based on where people were studying at age 15) The level 3 2010/11 PSA target is for 54%
5b.	Gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. To reduce the gap in attainment at L3 by 2 percentage points (ppts) by 2011
6.	Increase in Percentage of the numbers of Young People starting an Apprenticeship
Progression	
7.	The proportion of Y11 learners who progress through the qualifications framework (i.e. L2 and L3) by the age of 19. No data will be available on this indicator until 2009
Collaboration	
8.	Does the area have effective 14 – 19 partnerships, with productive collaborative arrangements in place?
9.	Is there good quality IAG to support young people in their choices and is the area making good progress with the area prospectus?
10.	Are there effective links with employers to involve them in sufficient high quality delivery?
Provision	
11.	Is there a sufficiently broad range of high quality provision, including vocational and applied options?
12.	Is there effective targeted provision, including capacity to deliver the September Guarantee, for those young people who are disengaged or at risk of disengagement?
13.	Are there sufficient facilities across the area to deliver a broad range of high quality provision?
14.	Is the workforce across the area prepared to deliver a broad range of high quality provision?
15.	Capacity to improve 5 A*-C at GCSE or equivalent (including English and Maths) (using the same RAG ratings which National Strategies have agreed with LAs, with this indicator prepopulated on the scoresheets)

GOSW Wiltshire

Progress Check Score Sheet 2008.

Assessment Completed By: Julia Hodgson

QUANTITATIVE INDICATORS.

	Comment	Rating	Score
PI 1.	The percentage of 17 year olds participating in education and work based learning (WBL) (judged against the 2006/2007 national trajectory and progress made since 2005/2006). Participation From 74.5% in 2005/2006 (end 2005) to 77.8% in 2006/2007 (end 2006)	G	1
PI 2.	The reduction in the proportion of 16-18 year olds who are NEET (judged against the 2006/2007 national trajectory and progress made since 2004/2005). Participation From 5.2% in 2004 (Nov 04 - Jan 05) to 5.8% in 2007 (Nov 07 - Jan 08)	A/R	3
PI 3.	The Proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths (judged against the 2006/2007 national trajectory and progress made since 2005/2006). Attainment, From 48.5% in 2005/2006 to 49.6% in 2006/2007	A/G	2
PI 4a.	The percentage of young people achieving Level 2 by 19 (judged against the 2006/2007 national trajectory and progress made since 2005/2006). Attainment, From 73.5% in 2005/2006 to 75.4% in 2006/2007	A/G	2
PI 4b.	The percentages of Young People who were in receipt of FSM at academic age 15 who attain level 2 qualifications by the age of 19. Attainment, From 43.4% in 2005/2006 (end 2004) to 47.8% in 2006/2007 (end 2005)	A/G	2
PI 5a.	The percentage of young people achieving Level 3 by 19 (judged against the 2006/2007 national trajectory and progress made since 2005/2006). Attainment, From 53.1% in 2005/2006 to 54.2% in 2006/2007	A/G	2
PI 5b.	The gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. (judged against the 2006/2007 national trajectory and progress made since 2005/2006). Attainment, From 37.2%, 19yo at end of 2005/2006 to 34.1%, 19yo at end of 2006/2007.	A/G	2
PI 6.	The new apprenticeships data based on starts is still being developed. (No data will be available on this indicator until 2009)	-	-
PI 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 2009)	-	-
Totals		A/G	14

GOSW - Wiltshire
Progress Check Score Sheet 2008.

Please complete the Progress Check Score Sheet proforma, inputting the scores for the Performance Indicators 8 to 14.

Please note: The completed form must be sent back as we are unable to accept information supplied in other formats.

QUALITATIVE INDICATORS.

	Please include the scores that Local Authorities have stated prior to your regional moderation	LA Score	GO Score	GO Rating
PI 8.	<p>Does the area have effective 14-19 partnerships, with productive collaborative arrangements in place? There are now coherent structures in place with appropriate membership of partnership to support 14-19 reforms.</p> <p>The process of developing a new strategy and vision statement brought partners together and partnership working is now very active.</p> <p>14-19 Partnership Board reports directly to the Trust Board and has representation from the 3 area boards; North, South and West.</p> <p>All areas have aspects of synchronised and agreed timetables, protocols, for funding, transport, QA, data sharing internally and with strategic partners, attendance and transport.</p> <p>Focus now to ensure and support successful submissions to Gateway 3.</p>	1	1	GREEN
PI 9.	<p>Is there good quality IAG to support young people in their choices and is the area making good progress with the area prospectus? Actions have been taken to address some of the concerns raised in 14-19 themed inspection (2007). An IAG lead has been appointed to work both within the LA and with schools and to ensure that the appropriate links are made at a strategic level. An IAG strategy for Wiltshire was signed off in July 2008 and all partners have been asked to sign off their ability to deliver against this strategy.</p> <p>An audit of IAG provision through Cxs has been completed and a subsequent audit will be undertaken with school provision. Resulting action plans will be implemented during 2009.</p> <p>An 'Annual Skills Fair' allow learners access to employers; evaluations from young people attending are very positive. Enhanced ICT system will provide learners with greater access to IAG and e-mentoring, as well as curriculum content.</p>	2	2	A/G

PI 10.	<p>Are there effective links with employers to involve them in sufficient high quality delivery? Employer champions have been appointed for all 17 diploma lines and these champions are playing an active role in raising the profile of employer engagement.</p> <p>Ofsted were positive during their 2007 themed inspection on the approach adopted to ensure effective engagement with employers across all work related learning provision.</p>	2	2	A/G
PI 11.	<p>Is there a sufficiently broad range of high quality provision, including vocational and applied options? There is a broad range of pre-16 provision, built upon strong Increased Flexibilities programmes, Young Apprenticeship Scheme and diploma developments.</p> <p>A range of post-16 provision is also available with numbers on BTEC programmes increased. Most 6th Forms offer L3 qualifications.</p> <p>The need to develop appropriate provision for LDD learners is acknowledged and prioritised. A further area of work is to raise the profile of the 'non traditional' learning pathways and to ensure that the full offer is available to all learners.</p>	2	2	A/G
PI 12.	<p>Is there effective targeted provision, including capacity to deliver the September Guarantee, for those young people who are disengaged or at risk of disengagement? Close work between LA, LSC and all providers has ensured that milestones against the September Guarantee have been met. Significant activity has been completed to ensure that all young people without an offer have been followed up, including establishment of a call centre 2/3 a week. A meeting is planned for October between the LA and LSC to ensure that the right provision is in place and to monitor the quality of the offers that have been made.</p> <p>The NEET reduction strategy includes a broad range of activity focused at reducing numbers of NEET -a priority for Wiltshire, reflected in inclusion of NI 117 in the LAA.</p> <p>Areas for developments include provider monitoring and collaboration to reduce drop-out from learning provision and the development of 14-19 plans for identified vulnerable groups.</p>	2	2	A/G
PI 13.	<p>Are there sufficient facilities across the area to deliver a broad range of high quality provision? An audit of existing facilities is underway and this will be further informed as consortium move through the Gateway process.</p> <p>Two Vocational Skills Centres, at industrial standards, in place offering courses at different levels for a range of learners on behalf of local areas. Part of collaborative planning and delivery.</p>	2	2	A/G

	<p>The need to think more strategically about longer term capital planning as dilpomas are rolled out is acknowledged to ensure that investment is made in the right locations.</p> <p>Capital plans will complement exisiting capital funding streams eg BSF, rebuilds and the Academy programme. Rural £1 million bid to support diploma delivery by enhanced IT and mobile solutions.</p> <p>The comprehensive rebuild of Wiltshire and Salisbury College estates will enhance the quality of facilities and hence the quality of provision for learners.</p>			
PI 14.	<p>Is the workforce across the area prepared to deliver a broad range of high quality provision? Workforce has relevant skills and experience to deliver current curriculum offer including applied and practical learning. There are plans developing to ensure workforce (audit, recruitment, training) is in place for each phase of reform programme.</p> <p>Institutional Ofsted inspections comment favourably on quality of teaching and on nature of curriculum offer.</p> <p>On ongoing areas for development is to ensure that area structures lead to better alignment of staff competences for delivery of all aspects of 14-19 programme including diploma, FLT, IB, A-level and apprenticeships.</p>	2	2	A/G
	Rating assigned by National Strategies.	NS rating	PC score	PC rating
PI 15.	Is there capacity to improve 5 A*-C at GCSE or equivalent (including English and Maths)?	NI	3	A/R
Totals and rating.		16	16	A/G
Overall Totals and rating.		30	30	A/G

Do you have examples of good practice you wish to promote? If so, please give details in the text box below.

Appointment of an IAG lead to keep this area of work high profile

NOTE: ALTHOUGH THIS TEMPLATE DOESN'T ALLOW FOR ADDITIONAL COMMENTS THE GROUP WANTED TO TAKE THIS OPPORTUNITY TO ACKNOWLEDGE THE FOLLOWING:

The overall rating of amber green on the qualitative assessment can be seen to be the result of some excellent pieces of work/strategies (GREEN) in certain areas of the county alongside some pockets where there are significant shortfalls or gaps in provision (AMBER/RED).

Learning from where good progress is being made will be cascaded and used to inform planning and delivery of the 14-19 offer to ensure that all young people have equal access to the 14-19 entitlement by 2013.

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 country in September 2008. All 17 Diploma lines 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 advanced 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.
2010	Access to the Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways.
2013	An entitlement to an apprenticeship place by 2013 for all 16 year olds suitably qualified.
2013 – 2015	Raising the participation age to 17 in 2013 and 18 from 2015.

Diploma Lines

2010 start Gateway 3 submissions	Public Services Travel & Toursim (T&T) Sport & Active Leisure (SAL) IT Hospitality Construction & the Built Environment (CBE)	Sport & Active Leisure (SAL) IT Environmental & Land-based Studies (ELB) Business, Admin & Finance (BAF)	Sport & Active Leisure (SAL) Creative & Media (C&M) Environmental & Land-based Studies (ELB) Hospitality	Sport & Active Leisure (SAL) Environmental & Land-based Studies (ELB)	IT Sport & Active Leisure (SAL) Hair & Beauty Studies (HBS)
2010 start Gateway 2 cat 3	Engineering Environmental & Land-based Studies (ELB) Business, Admin & Finance (BAF)			Society, Health & Development (SHD)	Society, Health & Development (SHD)
2009 start Gateway 2	Hair & Beauty Studies (HBS) Society, Health & Development (SHD)	Creative & Media (C&M)		IT Business, Admin & Finance (BAF) Hair & Beauty Studies (HBS) Hospitality	Creative & Media (C&M) Environmental & Land-based Studies (ELB)
2008 start Gateway 1	Creative & Media (C&M)			Engineering Construction & the Built Environment (CBE) Creative & Media (C&M)	
	West Wiltshire Federation	North Wiltshire Federation	Wessex Partnership	Swindon Consortium	Andover Consortium

Glossary

APA	Annual Performance Assessment
DCSF	Department for Children, Schools and Families
DIUS	Department for Innovation, Universities and Skills
FLT	Foundation Learning Tier
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
LSC	Learning and Skills Council
MOG	Machinery of Government
NAS	National Apprenticeship Service
NEET	Not in Education, Employment or Training
QCA	Qualifications and Curriculum Authority
SRG	Sub Regional Group
UCAS	Universities and Colleges Admissions Service
WWFS	West Wiltshire Federation of Schools