

Title of paper:	14-19 Plan 2010-13	
Report to:	Children's Partnership Board	
Date:	30 June 2010	
Director(s)/Corporate Director(s):	John Yarham, Director of Young People's Learning and Skills	Wards affected: All
Contact Officer(s) and contact details:	John Yarham, Director of Young People's Learning and Skills 07786022000	
Other officers who have provided input:	None	
Relevant Children and Young People's Plan (CYPP) objectives(s):		
Provide early, effective support and protection to children, young people and families		
Nurture and support strong, healthy families		
Increase children and young people's emotional resilience and the maturity of their decision-making		Yes
Ensure that all our children, young people and families are provided with a sound foundation for lifelong learning and progression into skilled economic activity		Yes
Reduce deprivation and its impact on children and young people		Yes
Summary of issues (including benefits to customers/service users):		
<p>The Nottingham City 14-19 Plan rests underneath the Children and Young People's Plan and has recently been updated by the 14-19 Partnership. Having been passed through the Senior Officer Group in April, it is presented to the Children's Partnership Board for endorsement before being published and distributed to partners involved in 14-19 education and training activity.</p>		
Recommendation:		
1	For the Children's Partnership to review and endorse the proposed 14-19 Plan for Nottingham City, 2010-13.	

1. BACKGROUND AND PROPOSALS

Whilst 14-19 Plans are not statutory documents, the Department for Education are clear that 14-19 Partnerships should develop such plans to outline how the 14-19 reforms are to be implemented in a local area. These reforms are geared towards 2013 when two important legislative changes will come about:

- The raising of the age by which young people are expected to remain in some form of learning to 17, and
- The introduction of an entitlement for all 14-19 year olds to be access the following types of qualification: Diplomas, Apprenticeships, Foundation Learning and general qualifications such as GCSEs and A' Levels.

It is because of this timeline that it was felt by the 14-19 Partnership that the plan should be for a three year period, taking us from September 2010 to July 2013.

It outlines the vision for 14-19 education and training in Nottingham, the principles and objectives for this area of work and the nine key projects that will deliver the required outcomes for young people

that are required. This proposed plan has been developed over several months and features contributions from many different individuals and organisations. It was endorsed by the 14-19 Partnership at its meeting on 26 March and the Senior Officer Group on 12 April.

2. RISKS

On both the significance and likelihood dimensions, the most significant risk concerns the failure to implement the raising of the participation age legislation at a local level. The consequences of this failure are not yet fully known as issues such as financial penalties for either individual young people not in learning or Local Authorities / providers who are unable to make suitable provision available have not yet been defined. The consequences of all risks associated with this plan are therefore focused on the opportunities for young people to access high quality education and training being denied to them and also the reputational risk faced by Nottingham City Council and its partners in not being able to deliver the reforms required.

3. FINANCIAL IMPLICATIONS

The 14-19 reforms are currently funded through a combination of existing Department for Education revenue streams for provision in schools and colleges as well as more discrete and potentially short term funding streams regarding new areas of policy such as the implementation of the new Diploma qualifications or Foundation Learning.

4. LEGAL IMPLICATIONS

The 14-19 Partnership is not a legal entity and as this plan is a product of that group therefore has no legal ramifications. However, Nottingham City Council does have statutory requirements to fulfil in enacting the legislative requirements outlined in section 1 of this document.

5. CLIENT GROUP

The client groups affected by this plan are specified within it and are essentially all 14-19 year olds that are resident in Nottingham City or undertaking learning within it. Their parents / carers and the range of organisations that provide the learning opportunities and support to 14-19 year olds should also be recognised in this report.

6. IMPACT ON EQUALITIES ISSUES

The needs of a range of different groups of young people including those from Black, Asian and Minority Ethnic groups and those young people with learning difficulties / disabilities are recognised within this report.

7. OUTCOMES AND PRIORITIES AFFECTED

<p>Achievement - All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for work or further learning</p>	<p>(11) Engaging learners better - Improving school attendance and improving engagement and progression from age 16 in education, employment and training (12) Improving attainment- Improving educational attainment and skills (13) Closing the gap - Closing the gap in attainment and skills between disadvantaged groups and their peers (14) 14-19 reform – Preparing for significant changes for this age group, with a new 14-19 strategy and the raising of the participation in learning age</p>
<p>Economic well-being - Child poverty will be significantly reduced</p>	<p>(15) Tackling child poverty – Tackling worklessness and youth unemployment and supporting adults to gain Level 2 skills or higher so they are able to progress in work and earn more (16) Science City – promoting science and innovation in schools, to improve the city’s long term competitiveness ...in partnership with World Class Nottingham and Working Nottingham</p>

8. CONTACT DETAILS

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Nottingham City

14-19 plan

2010-13

Committed to improving outcomes for young people

Our
vision



Our
determination
to make a
difference by
taking action



14-19
Plan



Nottingham
City Council

1. Introduction

Nottingham City's 14-19 strategy is an ambitious one. We are passionately committed to creating a system that works to improve outcomes for young people. To achieve this step change, we will work collaboratively and creatively to maximise our resources for young people. The educational outcomes of young people are crucial to their life chances and to the longer term outcomes for Nottingham as a city. We want 14-19 provision which inspires a sense of pride in the achievements of the city's young people.

This plan has been produced by the 14-19 Strategic Partnership and covers a three year period from 2010 to 2013. It provides a clear strategy for the implementation of the 14-19 reforms within Nottingham and is intended to galvanise the efforts of all organisations involved in delivering and supporting education and training for 14-19 year olds.

These reforms are centred on creating a flexible, high quality learning offer that enables all young people to succeed and participate in learning through to the age of 19. The statutory requirements to offer all 14-19 year olds their entitlement to the four learning pathways and to raise the age of participation to 17 in 2013 and 18 in 2015 are key aspects of this strategy. Our approach will take a long term perspective and raise the bar to break the cycle of deprivation that exists in Nottingham.



To achieve these ambitious aspirations, all key leaders and stakeholders in Nottingham must work together to build upon current good practice and ensure that across the city, the offer is appropriate for all young people in all geographical areas at all levels of ability. Ensuring that young people have the aspirations and support required to progress at every stage in their 14-19 career is an important challenge that will need to be tackled.

A more detailed implementation plan will be developed by the partnership, featuring a number of key actions which all feed into the 14-19 Strategic Partnership structure. We will ensure that it is endorsed by key players in Nottingham as well as young people who will use the provision.

2. Our Vision



We want young people in Nottingham to be inspired to achieve their full potential in learning environments that provide them with quality education and training. We are passionate about getting it right for young people so that they not only achieve their personal ambitions but make an active and positive contribution to Nottingham's economy.

We are determined to ensure that no young person falls through the net.

We want young people to feel valued and be proud of their achievements. We want 14-19 provision which inspires and motivates the city's young people. We want to champion their successes. Each young person is an individual with his/her own talents and abilities and we want to work with them to reach their full potential. We will challenge ourselves to ensure that our systems, structures and staff are working effectively in partnership to achieve our collective goals. The 14-19 Partnership is committed to this vision and will work collaboratively to ensure its realisation.

3. Key Principles

We will:

- Have high ambitions for young people, reflected in the high quality provision they will have access to.
- Target our resources to get value for money and based on outcomes for young people.
- Encourage collaboration between providers to increase the range and breadth of learning opportunities.
- Involve and listen to learners and parents by changing our approach in order to support their ambitions and aspirations.
- Be proactive in addressing equality of opportunity and take action against covert or overt discrimination to ensure all young people have equality of opportunity.
- Provide a framework for smooth transition between learning stages or bases, underpinned by high quality, impartial, information, advice and guidance (IAG). We will provide specific IAG support for young people in special schools and other vulnerable young people.
- Provide a wide range of high quality learning opportunities - both academic and vocational and ensure that each young person has access to a personalised offer.
- Build the capacity of the workforce to meet the challenge of the 14-19 Plan and enhance a culture within the workforce, which is dynamic, flexible and ambitious for young people.

4. Strategic Priorities

We have established our priorities through discussions within the partnership and by considering what the data tells us. This enables us to highlight the importance of focusing on particular groups in order to realise our vision. Each priority will have equal importance in the work of the partnership.



Cross Cutting Theme – Effective Transitions

We want to create a system that enables young people to have smooth and seamless transitions throughout the ages of 14-19, so that they can achieve their full potential. Safeguarding young people is an essential aspect of this. Together, as a partnership, we will ensure that young people receive the support they need at every transition stage.

The use of wider integrated and targeted youth support, as well as effective IAG, will enable young people to make the right choices and gain support to follow through agreed actions. This is particularly important at 16 in Nottingham as significant numbers of young

people start provision that they drop out of at 17. We are working to reduce this, and will use the January Guarantee to address this issue. A review of data will be carried out by the Curriculum Management Group and overseen by the Strategic Board to inform our work in this area (see page 17 for further information). When young people move between provision, an exit report will be sent to their destination provider to support their future learning career. We see the drive to improve transition arrangements as a step towards the longer term work required to increase the aspirations of young people in Nottingham and enable more to succeed in progressing through higher qualifications, relevant to their career ambitions.

Priority 1

Improving levels of attainment for all young people in the 14-19 age group.

Although attainment levels are improving; particularly at age 16; we want to build on these successes. Our efforts will be focused on ensuring that the attainment thresholds that young people in Nottingham reach enable them to progress within further education and training.

Priority 2

All young people have access to appropriate progression pathways and these are underpinned by quality impartial information, advice and guidance.

Progression opportunities are a key feature for young people to succeed in their career. We are determined to ensure that all young people have access to progression routes at all levels. This is particularly important for gifted and talented young people as well as those on Foundation Learning pathways.

Priority 3

Increase the participation rate by ensuring that all young people have access to quality provision at all levels.

Nottingham already has relatively high participation rates but to meet the RPA challenge of all 17 and 18 year olds remaining in learning, a more inclusive and flexible offer is required which responds to the needs of all young people. In order to make this a reality all partners will need to support and challenge each other.

Priority 4

Ensure that all learners have access to high quality work related learning that enables them to develop an understanding and experience of work.

Having realistic experience of work and developing entrepreneurial skills is essential for young people in order for them to succeed in the world of work. The partnership has a strong track record of good relationships with employers, which will be further developed through the integration of NEBA within Nottingham and Nottinghamshire Futures.

Priority 5

Ensure that all young people have access to a quality infrastructure to enable them to participate, achieve and progress to the best of their abilities.

Facilities, transport and IT are crucial for providing young people with an integrated learner centred offer. We need to work collectively as a partnership in order to make better use of our facilities. We want to ensure that young people develop the confidence to move across geographical boundaries in order to undertake the learning that is most appropriate for their ambitions and abilities.



5. Context

The Government's 14-19 reform programme is based on three aspirations:

- To ensure that all young people participate in learning until at least their 18th birthday to enable them to achieve their potential and go on to further or higher education or skilled employment.
- 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 young people have an equal opportunity to succeed, irrespective of gender, race, disability or background.

We want to ensure that we maximise the benefits of these reforms for all young people in Nottingham to fulfil their potential. We will take full advantage of the reforms by establishing a framework of qualifications and meet, if not exceed, the requirements of entitlement in 2013. We want to work alongside young people, their parents and carers to provide learning opportunities where they can learn, develop and thrive.

In working towards achieving our ambitious goals, we want to consider the wider context upon which the 14 -19 agenda is based. Primarily, Nottingham is a city of contrasts

- it is the fourth most deprived of the 10 core cities in England, and is ranked the 13th most deprived Local Authority in England. At the same time, it is the seventh richest Local Authority in the country when assessed against Gross Domestic product.

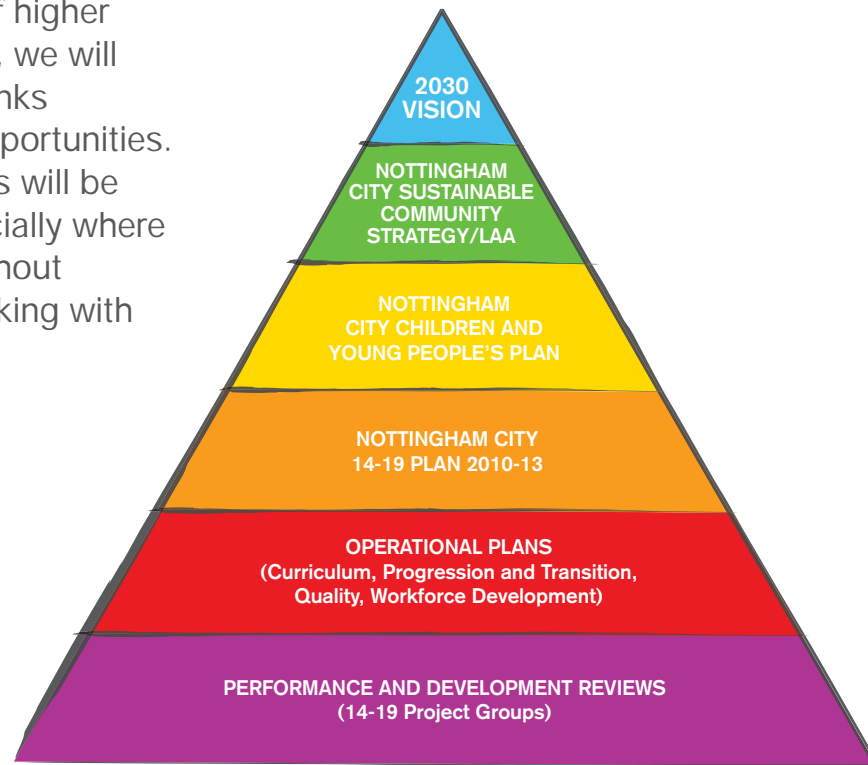
The Sustainable Communities Strategy (2009), now referred to as the Nottingham Plan, sets out a challenge for the city:

"We must ensure that the expansion of key sectors creates jobs that local people can benefit from: good jobs that pay a living wage or better. This will require relevant education and skills training being made available that underpins efforts to raise aspirations across the city and get people into work"

The 14-19 strategy will dovetail with the wider policy framework in Nottingham and ensure that the 14-19 agenda works with current structures that will bring 'good jobs that pay well' for young people. The partnership will identify gaps in the supply side of the skills base, so that following their course of study, young people are able to find 'good jobs' in Nottingham. We will work with employers and learning providers to achieve this.

Our planning framework

In achieving our ambitions of higher attainment for young people, we will ensure that there are close links between job and learning opportunities. Relationships with employers will be crucial to this agenda, especially where young people are in jobs without training. Already, we are working with employers to develop the 14 -19 Diploma.



There are five key employment sectors for Greater Nottingham.

These are:

- **Science** – over 50% of jobs in Greater Nottingham are in knowledge intensive industries and science is predicted to have particular skill gaps that will require attainment at level 3.
- **Finance and business services** - This includes banking, insurance, pensions and legal activities and has grown dramatically in recent years.
- **Retail Leisure and Tourism** - Nottingham is in the top five retail destinations in the UK.
- **Creative industries** – A key growth area, with nearly 16,000 employed within the sector in Greater Nottingham.
- **Public Sector** - This sector provides over a third of all jobs in Greater Nottingham. It is also the city where major regional public sector organisations are based, such as GOEM and EMDA.

The State of Nottingham report highlights key themes that are equally relevant to the 14-19 agenda: **Enabling, Economic competitiveness, Aspirations, Skills.**

- Enabling more people to get into work.
- Economic competitiveness, with a desire to maintain and enhance the resilience and competitiveness of the city's strong economy.
- Aspirations, which is a cross cutting theme designed to build a culture of higher aspirations amongst individuals and organisations.
- Skills, where the need to further improve the educational attainment of Nottingham's children and young people and the skill levels of adults is recognised as the best way to improve their life chances and future prosperity.

We have a clear understanding about the nature of the changes we want to bring about in Nottingham. We have considered these in light of priorities set out above and by conducting a comprehensive statistical analysis of issues facing young people, highlighted below.

Attainment at 16

The trajectory for attainment at 16 in Nottingham has been upwards since 2006. Over a three year period there has been a marked increase in the number of young people achieving 5 A*-C GCSEs (including Maths and English) with a significant 6.7% increase in 2008/09. We are not complacent however, and will work together to further improve attainment at 16 over the next three years.



Participation 16-19

Participation in education and training by 16 and 17 year olds is higher than average. In December 2009 it stands at 93.2% for 16 year olds and 89.0% for 17 year olds. This is 0.9% and 2.0% above the England average respectively. There are significant differences between participation at 16 and 17. In 2009 participation fell by 4.2% between the ages of 16 and 17. This follows the national trend (5.3% in 2009). We have highlighted this as a key issue and we are working together as a partnership to develop provision for young people and inspire them to continue in education especially in light of the raising of the participation age (RPA) legislation. Nottingham and Nottinghamshire Futures will play a significant role in addressing this issue (see page 16).

Attainment at 19

In 2009, 62.5% of Nottingham city's 19 year olds achieved at least a full level 2. At 16, Nottingham learners are 2.1% below their statistical neighbours but by age 19 the figure is 7.5% below their neighbours. Young people who received Free School Meals are 22% less likely to achieve level 2 at 19 than the general population of 19 year olds. Five wards in Nottingham are particularly vulnerable to low educational attainment; Bridge, Basford, Dunkirk/Lenton, St Ann's and Arboretum. If we are to achieve our ambitions to improve outcomes for the most vulnerable then specific and targeted support for these priority areas is essential. There are a number of initiatives that are already in place and further action is required in order to improve in this area.

6. The Nottingham Learning Offer

Progression to Higher Education

Overall, progression into Higher Education is increasing. In 2008, 7.2% more Nottingham learners entered Higher Education than in 2007, representing a 38.8% increase since 2001. Participation from Nottingham North has increased by 38.4% between 2001-2007. This trend is encouraging and is likely to increase with the advent of RPA and the vocational offer. Progression routes will be agreed between different institutions so that there is clarity about the currency of learning between institutions. We will also work closely with Nottinghamshire County Council to broaden progression routes across the city and county borders.

Vulnerable Groups and Disadvantage

The Nottingham City Children and Young People's Plan identifies a number of groups as disadvantaged and vulnerable and we will work within this framework. The overall NEET figure for Nottingham is relatively low, standing below 6%, with the quoted DCSF figure for November to January 2010 being 5.4%. This places Nottingham as the best Core City for addressing NEET and is also better than all statistical neighbours. However, some groups are over represented in becoming NEET. Learners with learning difficulties and disabilities form the largest group of this cohort. Young people in care (or who have been in care) and some Black and Ethnic Minority young people are two further groups. Young people with English as an additional language are particularly vulnerable and we will work together to address their needs. Working class boys of all racial backgrounds, including white boys, tend to underachieve. Teenage mothers, young carers and young offenders are also all over represented in the NEET

group. It is our intention to make a significant impact to these groups by providing a greater level of co-ordination and a personalised approach to meet their needs.

Impartial IAG

DCSF has recently published the national information, advice and guidance strategy, setting out the importance of IAG for 14-19 year olds. Stakeholders have told us about the importance of embedding IAG at key stages in the educational career of young people. This is particularly pertinent at Key Stages 4 and 5. IAG is also an essential element of getting transition and progression right for young people. Schools are under pressure to achieve higher standards at Key Stage 4 and sometimes the issue of transition is not given as much weight as is necessary for young people to make appropriate and informed decisions (see page 22 for further information).



We are on track to provide the full learner entitlement to all young people by 2013. The cornerstone of this offer in Nottingham will be access to the four national pathways: general qualifications, Diplomas, Foundation Learning and Apprenticeships. Each young person will choose their pathway based on effective impartial IAG. In meeting the learner entitlement we want to build on current successes in the city. Diplomas have been popular in Nottingham and will be key to increasing motivation for some young people who would otherwise disengage from the education system. Building on the successes of the past and developing new pathways as well as having clear, supportive, transition and progression is the cornerstone of our learner entitlement. The learner entitlement is more than a set of qualifications and learning programmes; it is an agreed set of expectations that 14-19 year old learners have an entitlement to when undertaking learning in Nottingham.

Nottingham City Learner Entitlement

A positive and inspiring learning environment – The partnership will continue to develop facilities and offer an exciting curriculum for young people.

An enjoyable and motivating learning experience – Young people are more likely to achieve their potential if they are motivated and enjoying learning. We will work together with young people to achieve this.

A range of high quality resources – All resources will be quality assured for relevance and content to give young people a positive learning experience.

High quality Information, Advice and Guidance – We will ensure that young people have impartial, accurate and timely IAG to make their decisions.

A broad and flexible curriculum open to all learners – We will provide an appropriate curriculum to young people of all abilities.

Success on chosen course – The partnership will develop facilities and an exciting curriculum for young people.

Positive progression from one level to the next – All young people will have the opportunities to progress within their learning.

Help and support – We will work with integrated youth services, and the voluntary and community sector to support young people when they face difficulties.

Regular feedback to learners and parents/carers – We will provide regular and accurate feedback to young people, their parents and carers about their progress and together agree areas for improvement.

Learning pathways

Options



GCSE and GCE

GCSE mainly taken at school, as a two-year course. Five GCSEs (grade A* to C) or other level 2 qualifications are usually needed to go on to AS- and A-levels or an advanced diploma. GCSEs may be retaken at college. **GCE AS- and A-level:** Studied in school sixth forms, sixth-form colleges or FE colleges. They are generally two-year, full-time qualifications based on academic study in a wide choice of subjects



Foundation, higher or advanced diploma

Foundation and Higher Diploma: Mainly taken at school, as two-year course for 14 to 16-year-olds within the national curriculum. Those over 16 may take these in one year at college: 17 subjects available. Diplomas include Functional Skills qualifications, and either GCSEs or specialist qualifications. **Advanced diploma:** Two-year, level 3 programme taken in school sixth form, sixth-form college or FE college; 17 subjects available



Foundation learning

A national programme mainly for students at entry level or level 1, taken either at school or college. Length of time will vary, but FL covers: vocational or subject learning that includes both generic skills for work and more subject- and sector-specific skills; personal and social development; functional skills



Apprenticeship

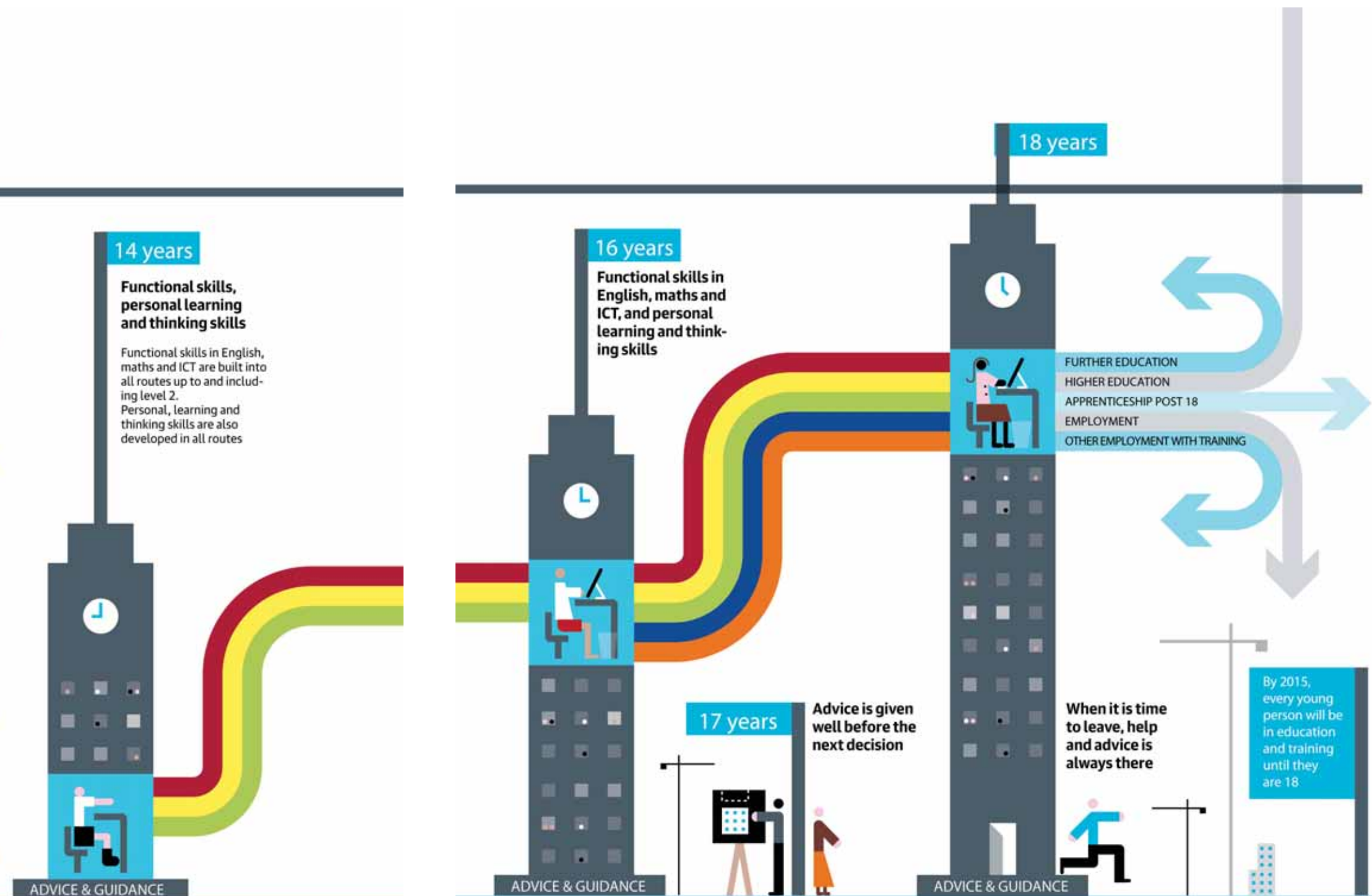
As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills. Off the job, usually on day-release at FE college or with private and third sector training providers, apprentices receive training for nationally recognised qualifications



Employment with training

At 16 a young person can take a job, but ideally should continue to develop skills by taking a course leading to a nationally recognised qualification. After the participation age is raised in 2013, all young people taking up work at 16 will continue learning part-time for an accredited qualification

Alongside their learning and wherever they are in learning, young people need access to high quality, personalised support - including help from a trusted adult who knows them well. Impartial information, advice and guidance is vital to aid young people to make good choices. Some young people will need further assistance to participate, for example, from integrated youth support services and financial support. This support may be offered through new tailored learning and support agreements. These provide a focused agreement with the young person that sets out, in one place, the young person's learning goals and the support they need to achieve them.



Stage 1
All young people study the national curriculum, and either:
a full **GCSE** programme;
a **foundation** or **higher diploma**; or
foundation learning

Stage 2
Level 2 courses include **foundation** and **higher diplomas**, generally taken in one year.
Vocational qualifications are available at different levels. **BTEC, City and Guilds** and **OCR Nationals** specialise in a particular vocational area, such as business or ICT.

The majority of students take **level 3** qualifications, which all offer progression to HE:
AS and A-level - traditional academic qualifications
Advanced diplomas, equivalent to 3.5 A-levels. An A-level or other specialist course

will also form part of the advanced diploma.

National vocational qualifications (NVQs) develop skills required in occupations such as hairdressing, engineering or business. These relate to various nationally recognised standards.

Apprenticeships: there are nearly 200 different jobs in which you can be an apprentice. Applicants usually need some GCSE passes. The qualifications in an apprenticeship include a work-based qualification like an NVQ, functional skills and a technical qualification such as a BTEC or City and Guilds

Stage 3 (18+)
Young people at 18+ could pursue an advanced apprenticeship at level 3 or a higher apprenticeship at level 4, if they meet the entry requirements.

Learning Pathways

The Nottingham City 14-19 Partnership is committed to providing quality learning pathways that suit individual learning styles and inspire young people to achieve their aspirations. The learning offer includes a strong vocational offer, which enables young people who prefer practical learning to advance their learning. The range of vocational qualifications will be part of the overall offer to support the four core learning pathways, which will form a large part of our learning offer.

GCSEs and A-levels

All GCSEs and A-Levels will be modernised to incorporate employability skills and make them more relevant to the modern world. New specifications for English, maths and ICT will be available from 2010 and will incorporate functional skills at level 2. In most subjects, coursework will be replaced by controlled assessment, with work produced under supervision.

Diplomas

Nottingham has made a good start in providing Diplomas. The qualification is relatively new but is rising in popularity amongst young people. By 2013, we will have an entitlement in place whereby all young people will have access to all 17 Diplomas across the city. We will need to address low retention rates for the Diploma and ensure that the further strengthening of the Functional Skills elements. See page 20 for further information.

Apprenticeships

We have taken great strides to provide apprenticeships in Nottingham. Apprenticeships combine paid work with on the job training, qualifications and progression. Apprentices in Nottingham will normally do a work-based qualification such as an NVQ at level 2 or 3, a key skills qualification and gain a technical certificate such as BTEC National Award or City and Guilds Progression Award. We want to further increase the number of young people undertaking Apprenticeships in line with the ambitious Leitch targets as well as increasing success rates. See page 19 for further information.

Foundation Learning

For young people working at Entry Level and Level 1, including many learners with learning difficulties / disabilities, Foundation Learning will provide personalised learning opportunities towards Diplomas, Apprenticeships, supported employment or independent living. Personalised Foundation Learning programmes comprises personal and social development, functional skills and vocational/subject related learning, with a 'wrap around' of assessment, support and IAG. See page 20 for further information.

Vocational Learning

Nottingham has a long and successful tradition of vocational learning for young people with learning styles that favour practical application. Nottingham's learning entitlement therefore includes the range of vocational training and education that is needed to meet the skills requirements of the city.

7. Delivery of the Plan

As a partnership, we will work collaboratively to address some underlying and long-term issues for young people in Nottingham. We will analyse and review data regularly to ensure that we have accurate information to set out targets in order to get it right for young people in Nottingham. We are very aware that behind this data there are individual young people whose life chances are affected by not achieving.

Leadership and Accountability

The ambitions set out in this strategy are dependent upon clear leadership that will provide support and challenge itself to improve outcomes for young people. As a partnership, we will work with all providers to gain a shared perspective on where the problems are, and develop collective solutions to address these.

We will continue to improve quality and access to provide young people with innovative learning opportunities. As a partnership, we will develop dynamic partnership and collaborative processes that are reviewed regularly to ensure they are fit for purpose. We are determined to provide good quality educational and learning provision for all young people. We have developed a quality assurance strategy and begun to implement this to ensure quality across collaborative provision in Key Stage 4.

Collaboration and Partnerships

Collaboration and partnership working is the cornerstone of realising our ambition to transform the 14-19 agenda in Nottingham. Our ambitious plans require the co-operation of all partners and the approach of the 14-19 Partnership will therefore need to be robust and

challenging as well as supportive. Strong buy in from the leadership in partner organisations is a vital aspect of achieving success for young people, especially in relation to progression and transition. The partnership will develop robust processes to ensure that individuals have the support of their leadership to fully participate in collaborative work.

A revised formal structure will be developed, reflecting the different projects identified in this plan. We will review and revise our structures regularly in order to ensure they are fit for purpose and that they provide the robust infrastructure needed for effective partnership working across Nottingham. We will also work as colleagues and partners to build in softer elements of partnership working, such as building trust amongst partnership members in order to sustain the effectiveness of collaborative working.

The partnership is committed to develop and build on the partnership working by ensuring that actions agreed by partnerships are followed through and completed. Our collective vision for the partnership is one where colleagues are able to challenge each other in a creative atmosphere to realise this vision.

New Responsibilities

Local Authorities are responsible for a range of new outcomes as part of the national 14-19 reform programme. Increasing the participation age and offering the 14-19 learner entitlement feature strongly throughout this plan but a further significant responsibility to enable both of these outcomes to be met is the commissioning of 16-19 provision. We have established a new joint venture company to exercise these new responsibilities; **Nottingham and Nottinghamshire Futures**. This company combines the existing functions of Connexions and the education business partnership (NEBA) with the new responsibilities of commissioning 16-19 provision on behalf of Nottingham City Council and Nottinghamshire County Council.

Although the specific priorities for 16-19 provision will be outlined in the annual 16-19 commissioning statement, produced by Nottingham City Council, the broad commissioning intentions are as follows:

- The need to focus on **quality of provision** will feature heavily in our commissioning dialogues, with a focus on the outcomes attained by young people and the **value added** that each institution or provider has brought about.

- The types of provision offered by institutions and providers will be reviewed, with a need to **balance participation and learner choice with the prioritization of the key priority sectors** and progression routes that enable learners to achieve and ultimately enter employment.
- **Value for money** judgements are also likely to feature in a commissioning environment where significant budget pressures are applied.
- The commissioning dialogue will also focus on the alignment of the institution or provider to **meeting Nottingham's skills needs and the needs of vulnerable learners**.
- **The progression that young people make from level one provision** (as part of the new Foundation Learning) will be central to our aspiration of raising the attainment of vulnerable groups.
- The need for **institutions and providers to work collaboratively** in coordinating delivery and sharing expertise will unlock the potential for Nottingham to make the further improvements that this report recommends by driving through economies of scale and quality improvement strategies.

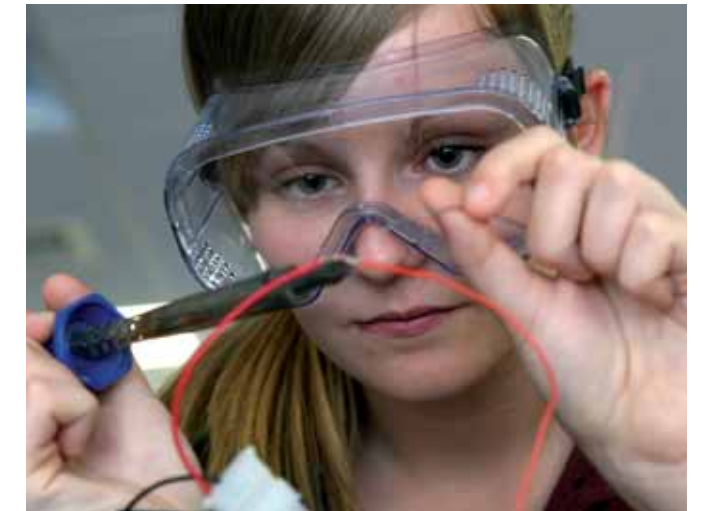
Measures of success

The range of targets that we are working to provide us with a focus for our delivery but we want to ensure that we review our systems and structures so that they are fit to deliver.

We will:

- Increase the percentage of young people who succeed at 16, with annual targets set for year on year improvements.
- Reduce the drop out rate at 17 so that by 2013 all 17 year olds remain in some form of learning, in line with the raising of the participation age.
- Improve on the percentage of young people who achieve level 2 at 19.
- Increase the percentage of young people who achieve level 3 at 19.
- Increase the percentage of young people who go onto higher education.
- Reduce NEET as part of the preparations for RPA.
- Increase the number of young people undertaking Apprenticeships in line with the national target to have 20% of young people in Apprenticeships by 2020.

Specific, measurable targets for each of these areas will be established within the implementation plan in year 1.



Conclusion

Our overall strategy is simple; we want to make a difference to educational outcomes for all young people in Nottingham City. Our 14-19 Plan is cross-referenced with the Children and Young People's Plan and Sustainable Communities' Strategy. We have set our bar high because we are ambitious for our young people. In order to meet the challenges we have set out in this plan we will work with young people, their parents and carers as a partnership to improve outcomes for young people in Nottingham.

8. Implementation Plan

Our vision for 14-19 education and training in Nottingham will be implemented through the management of nine key areas of collaboration, which will deliver the outcomes we have set out in this plan. Each of these projects will have a clear structure in place, with accountable staff, resources and risks identified. The 14-19 Curriculum Management Group will review their progress. The strategic management Board will provide the overall strategic direction and the Curriculum Management Group will performance manage operational activity.

The nine areas of collaborative activity are:

- **Apprenticeships and Young Apprenticeships**
- **Careers Education, Information Advice and Guidance**
- **Diplomas**
- **Employer Engagement**
- **Foundation Learning**
- **Transition and Progression**
- **Quality Assurance of Collaborative Provision**
- **Raising the Participation Age / NEET Reduction**
- **Workforce Development.**



Key Areas of Activity within the Nottingham City 14-19 Programme 2010 – 2013

Title	Mission	Objectives in Nottingham city by 2013	Key Actions
1. Apprenticeships and Young Apprenticeships	To increase breadth of Apprenticeships offered in conjunction with the key economic sectors for Nottingham and to increase the number of young people participating in Apprenticeships in line with the target to have 1 in 5 young people undertaking Apprenticeships by 2020.	1) Participation in Apprenticeships will have increased. 2) Success rates for Apprenticeships will have risen. 3) Apprenticeships will be readily available in all the priority sectors identified within The Nottingham Plan. 4) A wide vocational breadth of high quality Young Apprenticeships undertaken by Key Stage 4 students in Nottingham city schools.	Memorandum of understanding with National Apprenticeship Service developed, agreed and refreshed annually, including data sharing agreement. Apprenticeships widely promoted via 'MyChoiceNotts' website, new marketing materials and training delivered to school staff. Public sector compacts regarding Apprenticeships developed and implemented. Apprenticeship ambassadors created within schools. Co-ordinated employer engagement activity to promote Apprenticeships, particularly to those employers currently offering employment without training.

Title	Mission	Objectives in Nottingham city by 2013	Key Actions
2. Careers Education, Information, Advice and Guidance (CEIAG)	To provide high quality, impartial and timely careers education, information, advice and guidance to enable young people and their parents / carers to make well-informed, realistic decisions about their education, training and employment.	<p>1) A taught CEIAG programme is consistently in place across Nottingham, which meets the statutory requirements and the locally agreed outcomes.</p> <p>2) Impartial, individual and universal guidance and support processes are in place to help young people to make informed learning, career and lifestyle choices which keep them in training or education until age 19 and support their longer-term aspirations.</p> <p>3) A support process is in place to inform parents of the career and lifestyle choices facing their children and enables them to support their children in making these choices.</p>	<p>Audit of CEIAG across Nottingham undertaken.</p> <p>Structures for reporting, delivery and monitoring the CEIAG strategy developed.</p> <p>Career Mark implemented across all secondary schools.</p> <p>Connexions information standard implemented across all secondary schools.</p> <p>Competency criteria agreed for all staff involved in delivering CEIAG with training and support in place.</p> <p>Consultancy and support programme in place to support schools in developing and implementing a CEIAG curriculum.</p> <p>Parents CEIAG strategy group established.</p>
3. Diplomas	To provide access to 14 high quality Diploma lines of learning for all 14-16 year old learners and 17 lines of learning for all 16-18 year old learners across Nottingham, regardless of the institutions that they are enrolled in.	<p>1) Participation in Diplomas will have increased in line with government targets.</p> <p>2) All 14-19 year olds will be able to realise their statutory access to Diplomas.</p> <p>3) Teaching and learning will be good or better across all Diploma lines of learning.</p>	<p>Roles and functions of all involved in coordinating and delivering Diplomas reviewed.</p> <p>Promotion campaign for Diplomas developed with external expertise recruited.</p> <p>Ongoing Diploma staff development programme developed and implemented.</p> <p>Discussions held with all schools / academies / colleges regarding the implementation of Diploma roll out and the learner entitlement.</p> <p>Protocol for recruitment process onto Diplomas reviewed.</p> <p>Good practice in Diploma delivery shared between partners.</p>

Title	Mission	Objectives in Nottingham city by 2013	Key Actions
4. Employer Engagement	To coherently engage employers across all sectors in influencing and delivering 14-19 education, training and IAG in conjunction with the wider economic development strategy of the city council. We will use LMI data to inform our work on employer engagement.	<p>1) Employers will understand the 14-19 agenda and identify how it can improve and support their business.</p> <p>2) Employers will be coherently engaged in curriculum development and meaningful work experience placements for 14-19 year olds in Nottingham.</p> <p>3) Delivery partners and work experience co-ordinators will understand the needs and demands upon employers and work to the same protocols.</p>	<p>Work experience structures reviewed.</p> <p>Health and safety risk assessment for all off site work experience completed.</p> <p>Employer award and case studies of good practice developed.</p> <p>Communication with employers via e-bulletins, briefings and forums.</p> <p>Delivery plans for Diploma deliverers incorporate employer engagement, including development of employer champions.</p> <p>Protocols developed for engagement with employers, including use of the employer engagement strategy group.</p> <p>Toolkit to support employers developed, including training on key areas around safeguarding.</p>
5. Foundation Learning	To provide a personalised foundation learning offer to all relevant 14-19 year olds across Nottingham that enables them to progress to level 2 study.	<p>1) Foundation Learning programmes will conform to the national requirements;</p> <p>2) New Foundation Learning routes will have been developed to respond to the needs of 14-19 year olds in Nottingham;</p> <p>3) Teaching and learning will be good or better in all Foundation Learning offered within Nottingham.</p>	<p>Audit of supply and demand for Foundation Learning undertaken.</p> <p>Schedule established for delivery in schools / colleges/ providers, with new opportunities developed as appropriate.</p> <p>Ensure that current entry / level 1 programmes are delivered in line with the Foundation Learning partnership model.</p> <p>Foundation Learning implementation group established, with shared vision for the work agreed.</p> <p>Cross border Foundation Learning delivery developed with other Local Authorities.</p> <p>Integration of e2e provision within the Foundation Learning offer and appropriate post 16 progression to level 2 provision mapped.</p>

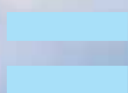
Title	Mission	Objectives in Nottingham city by 2013	Key Actions
6. Transition and Progression	To provide the structures necessary to ensure that all young people, and particularly those that are vulnerable and at risk of falling through the gap, make smooth transitions between different qualifications and / or different institutions enabling them to progress in learning.	<p>1) There is a clear and shared understanding between schools, colleges, training providers, young people and those supporting them of what prior attainment levels / qualifications are required to enable progression into further study;</p> <p>2) Clear protocols exist for the transition arrangements for learners with learning difficulties and / or disabilities and appropriate provision in place to meet their needs;</p> <p>3) The transition process between different institutions / providers will have been improved through information sharing regarding individual students and the piloting of new arrangements that will see young people start their post 16 learning.</p>	<p>Information sharing protocols agreed between all partners involved in transition arrangements for 14-19 year olds.</p> <p>'Keeping warm' activity further developed that enables Year 11 leavers to enter Year 12 / Key Stage 5 learning before September.</p> <p>A strategy developed for learners with learning difficulties / disabilities including the use of hybrid special school / FE models of delivery.</p> <p>Models of best practice in transition planning identified and shared.</p> <p>Curriculum mapping work undertaken to understand progression routes across Nottingham.</p>
7. Quality Assurance of collaborative provision	All 14-19 year olds are able to access learning provision of any kind across a range of institutions or organisations, regardless of where they are enrolled. To make this reality, schools, colleges and other providers need to have confidence in the quality of the provision that they are procuring for the young people that they are responsible for. We will enable this to happen by fully implementing the agreed quality assurance cycle of the 14-19 Partnership.	<p>1) All providers delivering externally sourced provision will have gone through the agreed quality assurance cycle and rated as suitable to deliver.</p> <p>2) All schools, colleges and providers will be aware of the organisations that are quality assured to deliver externally sourced learning provision for 14-19 year olds via a password-protected website.</p> <p>3) Gaps in provision will be identified and a process established for developing provision / providers to fill such gaps.</p>	<p>Monitoring visits undertaken for all providers delivering collaborative Key Stage 4 provision.</p> <p>Systems implemented for schools to provide information on providers being used and gaps in provision that require new provision to be procured.</p> <p>Provider training schedule implemented.</p> <p>School coordinators group established.</p> <p>Provider working group established.</p> <p>Costing model developed for all collaborative Key Stage 4 provision.</p> <p>Quality Assurance work expanded to include Diploma delivery.</p>

Title	Mission	Objectives in Nottingham city by 2013	Key Actions
8. Raising the Participation Age / NEET reduction	To successfully implement the first stage of the raising of the participation age legislation by enabling all 17 year olds to continue into education, training or employment by continuing to increase the numbers of 16 and 17 year olds participating in learning and reducing levels of young people in the NEET group.	<p>1) The number of 16-18 year olds becoming NEET will have reduced.</p> <p>2) The number of 16-18 year olds in jobs without training will have reduced.</p> <p>3) All 16 and 17 year olds will remain in some form of learning,</p> <p>4) Participation in learning for 18 year olds will have increased in preparation for the requirement for all 18 year olds to remain in learning by 2015.</p>	<p>Analysis of the Connexions live register undertaken and reviewed by the 14-19 Partnership to understand the needs of the NEET group.</p> <p>Contact made with employers offering jobs without training to inform them of the legislative changes.</p> <p>Information sessions held as part of the 'Moving Up' days to inform the cohorts affected of the changes taking place in 2013 and 2015.</p> <p>New post 16 provision commissioned to meet the needs of the group of 16-18 year olds that currently do not remain in learning.</p>
9. Workforce Development	To enable the teaching and support staff within schools, colleges and independent providers to gain the skills and knowledge necessary to deliver the learner entitlement. Staff delivering vocationally orientated provision will be aware of the latest developments within the sector that they are teaching through participating in relevant staff development events. This should fit within the wider workforce development strategy across all services for children and young people as promulgated by the Children's Partnership.	<p>1) Staff delivering 14-19 education and training in Nottingham will have the appropriate skills and knowledge to:</p> <ul style="list-style-type: none"> Meet the 2013 learner entitlement; Enable young people who are NEET to enter learning; Deliver the vocational learning agenda, including all aspects of work related learning; Meet the needs of gifted and talented learners. 	<p>Undertake a workforce needs analysis across the partnership, analysing the skills mix available as well as the supply and demand issues.</p> <p>Workforce remodelling plans considered across the partnership.</p> <p>Future skills requirements for the workforce mapped, with gaps and shortages identified.</p> <p>Training plan developed, including measuring the outcomes of such training.</p> <p>Reporting structures and accountabilities for workforce development agreed.</p>

**Our
vision**



**Our
determination
to make a
difference by
taking action**



**14-19
Plan**

Nottingham City

14-19 plan

2010-13

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Safer, cleaner, ambitious
Nottingham
A city we're all proud of