



# Hull 14-19 Education Plan

## 2010-2013

June 2010

# Hull 14-19 Education Plan (2010-2013)

## Contents

<b>1.</b>	<b>Introduction</b>				
1.1	The City of Hull: story of place	...	...	...	3
1.2	Current Position	...	...	...	7
<b>2.</b>	<b>Vision for 14-19 Provision</b>	...	...	...	11
<b>3.</b>	<b>Learner Entitlement</b>	...	...	...	13
	Performance Indicators for 14-19 Progress Choice				15
<b>Appendix A</b>	<b>Effective 14-19 Partnerships (PI 8)</b>				16
	Partnership Structures	...	...	...	21
<b>Appendix B</b>	<b>High Quality Impartial IAG (PI 9)</b>	...	...		22
<b>Appendix C</b>	<b>Effective Links with Employers (PI 10)</b>	...			24
<b>Appendix D</b>	<b>High Quality Provision (PI 11)</b>		...		26
<b>Appendix E</b>	<b>Engagement of all young people in Preparation for RPA (PI 12)</b>		...		34
<b>Appendix F</b>	<b>Facilities to deliver quality provision (PI 13)</b>		...		36
<b>Appendix G</b>	<b>Workforce Development</b>	...	...	...	38
<b>Appendix H</b>	<b>Learner Entitlement (full version)</b>		...		42

## 1. Introduction

### 1.1 The City of Hull: story of place

Hull is a unique City with a proud heritage. It has a strong maritime history, great merchants and industrialists and important links with William Wilberforce. All of this rich heritage is now reflected in the City's culture and identity.

Today's Hull is a compact, densely populated urban area with a total population of 248,530 (ONS mid-2004 estimate) and a child population of 56,920 (aged under 18). Latest estimates are that black and minority ethnic (BME) residents now make up 4% of the population, compared to the 2001 census figure of 2.3%.

Whilst the City is enriched by this increasing diversity, such rapid changes bring major challenges for services which have to adapt and strengthen to be able to provide racially and culturally sensitive services to all citizens, whatever their background.

There is a recognition that a number of significant challenges remain:

- Hull's population has fallen – of England's cities, only Liverpool and Manchester experienced a greater decline between 1991-2001.
- The 2004 Index of Multiple Deprivation ranked Hull as the ninth most deprived of the 354 local authorities in England, and the most deprived local authority in our region. In 2001 35% of children lived in 'income deprived households'. This can be seen represented below in the extract for multiple deprivation data. 76 of the city's Super Output Areas (SOAs) are in the most deprived 10% of SOAs in England.
- A further 19 SOAs, giving a total of 95 SOAs (59%) are in the most deprived 20%.
- On domains of income, employment, health/disability, education, crime and living environment at least 80 (50%) of Hull's SOAs are in the most deprived 20% of SOAs nationally.
- April 2010 employment rates for the city show that the overall employment rate is 62.4% of the working age population – this figure is one of the lowest in England.
- The number of people claiming JSA is 14,500, which is one of the highest in England. Over 30% (4,500) of those claiming JSA are aged 18-24.

## Skills

Regeneration depends upon the development of a skilled and well qualified workforce. Currently, there is a decline in unskilled and semi-skilled employment and a demand for those with higher level skills. Hull has particular requirements in terms of the labour market, due to its demographic profile and geographical location. Hull has low levels of skills and attainment of qualification, including relatively poor performance at school age through to the qualifications held by the workforce and levels of training provided by employers.

Failure to address these issues will hinder progress in a number of areas, including business growth, competitiveness and employment.

In June 2008, Yorkshire Forward's Chief Economist Unit Occupation Forecast stated that, by 2015, Kingston upon Hull would need to provide more people employed as/in:

- Corporate Administrators;
- Science/Technical Professionals;
- Health Associate Professionals;
- Business/Public Sector Professionals;
- Caring Personal Professionals;
- Culture/Media/Sport occupations;
- Business/Public Service Associate Professionals; and
- Health Professionals.

The report also said that the area would need fewer people employed as/in:

- Administration and clerical occupations;
- Secretarial and related occupations;
- Teaching/Research Professionals;
- Elementary: Clerical and Service; and
- Process, Plant and Machine Operatives.

The Centre for Cities Report in May 2009 makes the following Key Recommendations:

- **City-Region:**

Hull City Council should deepen its collaboration with the East Riding, first, by carrying out a Joint Economic Assessment for the Hull Travel-To-Work Area (TTWA); and, longer term, by considering the potential for a formal city-region including Hull City Council.

- **Labour demand:**

Hull City Council should concentrate its efforts on supporting business activity based around the port and logistics industry, in particular pushing for improvements in regional transport infrastructure, especially road and rail access to the Port of Hull.

- **Labour supply:**

Hull City Council should ensure that skills interventions are targeted towards sectors with growth potential across the Hull TTWA, using new powers being devolved to cities to ensure these meet employer demand.

## **Economic Downturn**

Given the prevailing economic conditions, there has to be a significant emphasis on 'place-shielding'. Far from being a negative proposition, place-shielding is focused upon supporting the local economy through positive and pro-active support. The dynamics and pressures of a 'recession-based' economy are different to an economy in a growth mode. The emphasis is very much on linking people to employment and growth opportunities whilst adjusting the local economy to the impact of economic decline and what will be a major reconfiguration.

The impact on the Hull economy has been swift and indiscriminate with redundancies impacting across numerous sectors and, importantly for Hull, throughout many sector supply chains, i.e. construction, caravans and manufacturing. It is important that partners respond to the 'loss' of supply chain activity and action sustainable interventions, particularly supporting those companies, of all sizes, through innovative financial support and structural interventions in supply/value chains. This is an important aspect of any intervention combating the lack of 'credit' availability and trade insurance.

Despite the challenges of the current recession and the prospects of economic stabilisation, rather than rapid recovery, Hull does have some major opportunities to develop quality jobs.

To provide some context, Hull is not overly exposed to public sector employment, although it does represent a high proportion of its workforce (as is the case in most cities). This is mainly because Hull has not benefited from major Government relocation or outsourcing investments. Hull is exposed to major global forces in its manufacturing sector, which is significantly higher than the UK profile. This is to be expected as manufacturing co-locates with port operators to create synergies in the logistics chain.

Hull has made informal choices about the future shape of its economy and contribution to UK plc. This is a focus on the key sectors of port logistics, healthcare and renewable energy, all of which Hull exhibits particular competency bases and opportunities. In recent development of new economic activity (leisure/retail/culture/visitor attractions) and expected to continue, albeit at a lesser pace trend in recent years, as resources for plans led, gap funded city centre regeneration have been severely restricted during recent months.

The ports/logistics sector has been impacted by the recession and by the issue of backdated ports rates. However, it appears that recovery is underway and that it will be a source of job growth, both in direct port operations and in value added manufacturing.

The healthcare sector is important to Hull in terms of value added and linking knowledge (the University, Hull-York Medical School) with local productivity and jobs. It is not, however, anticipated to be a major source of new jobs.

The renewables energy sector is important to Hull, both in terms of energy generation locally and in supporting offshore wind generation activity as a manufacturing and secure base. Rapid progress is being made in this sector and a planning application is in process by DONG Energy for a new bio-mass plan in the City. Hull City Council is working in partnership with ABP (the Port owners) to establish an offshore support base for wind generation. The proposition is in the market, which has engaged interest from major manufacturers and suppliers of service operations.

In addition to the anticipated wave of private sector investment, likely to commence in 2012, which will provide a large range of opportunities in the construction phase and then operational phases, Hull is experiencing an unprecedented wave of public investment.

Over the next five years, Hull will receive investment totalling £1 billion in its public sector infrastructure including schools, healthcare, hospitals and local government assets. In addition, the Housing Market Renewal Programme is focusing upon transforming three major areas of Hull.

Retail investment interest continues in the City, with major applications being discussed in the East and West and CIT purchasing Princes Quay, which will lead to new jobs.

The City Partnership has a major focus on enterprise formation and growth in order to grow the demand side for skills.

## **1.2 Current Position**

### **Infrastructure: number of schools, colleges and learners**

Currently, there are nine mainstream secondary schools, two Voluntary Aided Schools, two Academies, one Trust School, six special schools and four pupil referral units (PRUs) and one private school. Post-16 provision includes two sixth form colleges (Wyke and Wilberforce), a college of FE (Hull College), a range of training providers and a university. St. Mary's RC Sports College and the private school are the only current secondary schools in Hull with sixth forms. Archbishop Sentamu Academy has started to deliver post-16 provision and the Sirius Academy now has plans in place to start delivering post-16 provision from September 2010. Within the next five years, it is expected that there will be four Academies, two Voluntary Aided Schools, at least two Trust Schools and four maintained schools.

All three post-16 colleges and the 11-19 school have been graded either good or outstanding by Ofsted. Four schools have been categorised as "Gaining Ground" and eight are within the National Challenge.

Young people in Hull are also served by work based learning providers, some of whom operate across Hull (and into the Humber area) and take the largest proportion of Hull vocational learners. Additionally, young people have the opportunity to learn with national providers, who take much smaller numbers of learners from Hull but offer employers access to Apprenticeships across a number of regions.

### **Sub-regional Grouping**

Hull and the East Riding of Yorkshire form a travel to learner area and, for commissioning of post-16 provision, form a sub-regional group with the City of York and North Yorkshire. A Hull and East Riding Area Prospectus is well established. In March 2009, of 12,765 Hull pupils in Years 8-11, 1,355 were educated in the East Riding, with 596 East Riding pupils educated in Hull. At post-16 in 2009/10, of 5,608 16-18 learners from Hull, 5,189 were educated in Hull with 407 educated in the East Riding and the remainder in other areas. Providers in Hull provided 6,826 places; of these, 5,189 were taken by residents in Hull; 1,579 by residents of the East Riding and the remainder by residents of other LAs.

Partnership working with the East Riding of Yorkshire will be essential to the successful implementation of the Education Plan.

### **Building Schools for the Future (BSF) and Post-16 Capital Developments**

The Hull BSF programme will see the first schools being built in 2011, with the aim to have 10 schools and three Academies completed by 2014. The BSF Learning Partnership has agreed BSF plans which include the future of 14-19 and Post-16 provision. College plans are fully integrated with BSF plans, including the sponsorship of Sirius Academy by Hull College. The major capital redevelopment of Wyke College has now been completed, with the

final phase opening at Easter 2010. Wilberforce College will undertake the construction of a privately funded four classroom new build in 2010.

### **Pre-16 Achievement**

The standard benchmark for school performance is the attainment of 5 GCSEs, including Maths and English, at grades A\*-C. Level 2 achievement (5 A\*-Cs including English and Maths) in 2009 was 36.9%, an improvement from 29.7% in 2008, and 65.4% achieved Level 2 Threshold (5 A\*-C). The gap in GSCE performance in Hull fell from 13.5 percentage points below the England national average in 2008 to 4.4% in 2009, but 13.8 percentage points (17.7) when English and Maths are included. This is a substantial improvement in the rate of progress, although overall attainment remains below national averages, this is also reflected in poor performance in earlier stages of compulsory education with Hull pupils lagging behind the national average and sub-regional average for Key Stage 2 in English, Maths and Science. The Hull Challenge target is that 50% of all learners will achieve five or more good GCSEs including English and Maths by 2012.

The situation in Hull suggests that high levels of deprivation in certain areas are impacting on educational performance that sees young people behind the national average at age 11 and at Key Stage 4. Ofsted reports on ten of the fourteen secondary schools comment on levels of social and economic deprivation being above, well above or even twice the national average.

The shift in schools away from a curriculum limited to academic provision is having an impact on outcomes for young people, including outcomes at 19. Strong outcomes were achieved through the Young Apprenticeship and, in addition, an extensive provision of collaborative vocational courses arranged through the Partnership with 613 learners accessing 186 hours of provision.

### **Post-16 Achievement**

The proportion of young people who achieve a Level 2 at 19 has risen and was 67.8% in 2008/09, an increase of 3.3% on the previous year.

Whilst Level 3 at 19 remained static at 32% in 2008/09.

### **Post-16 Participation in Learning**

The September Guarantee of an offer of a place in learning to all year 11 and 12 leavers, the additional offer of a place in learning in January this year and the commissioning of additional provision, has contributed to an increase in the % and number of 16-18 year olds participating in a learning opportunity. This has increased by 4.7% over the same period the previous year to 80.3% (November-January average) from 76.6% (November-January average), comparing favourably to the Yorkshire and Humber average of 80.8% for the same period.

93.8% of young people who left compulsory education in 2009 were offered a place in learning and 89.6% of 17 year olds (young people who left school in 2008) compared to 95.5% and 89.4% regionally.

Included in the numbers of young people who were not offered a place in learning are young people who were intending to take up jobs without training (this includes jobs with locally recognised good quality training, temporary or part-time employment) and they formed the highest % of this category (47% - 18 young people). This is a lot lower than many parts of the Yorkshire and Humber region, probably reflecting the current economic climate in the area.

Another significant cohort within this category (16 young people – 42%) are young people whose personal circumstances prevent learning; e.g they have other issues to solve before taking up learning, such as homelessness, custodial sentences, illness, pregnancy, caring responsibilities etc. These young people, however, are engaged with PAs and it is expected they will be offered a personal development opportunity or a place in education, employment or training when they are ready to progress.

Local destination data for those young people leaving compulsory education in year 11 shows that there continues to be an increase year on year in the % of young people continuing in learning from 88.7% (2006-07), 90.0% (2007-08) to 91% (2008-09).

The final NEET % in 2009/10 was 9.5% against a target of 9.6% (lower is better) and the final Not Known % of 5.6% against a target of 9.1% (lower is better) was also an improvement over the last year and contributed to this positive outcome.

### **Progression into Higher Education**

Latest figures show that around 18% of Hull residents currently possess a level 4 or higher qualification this compares with 34% of the population of England as a whole.

The progression of 18/19 year olds into Higher Education is also lower than the national average. Whilst figures detailing this are difficult to obtain we do know that 510 18/19 year olds resident in Hull who left further Education in 2009 started University in 2009 (181 went to Hull University). A number of Learners will have also stayed on at Hull College or Bishop Burton College and progressed into Higher Education.

### **Transport**

The Home to College/School 16-19 Transport Policy is reviewed and published annually. Kingston upon Hull City Council's primary aim within the Home to School/College Transport Policy is to provide young people (including those with learning difficulties and/or disabilities) access to educational opportunity up to the age of 19 years (and up to the age of 21 years in certain circumstances).

## Progress Check

- Effective Partnership working:  
Government Office rating: ... green
- High Quality Information Advice and Guidance:  
Government Office rating: ... green
- Effective links with Employers:  
Government Office rating: ... green
- Quality of Curriculum provision:  
Government Office rating: ... amber green
- Effective strategy for Raising the Participation Rate:  
Government Office rating: ... amber green
- Access to Quality Facilities:  
Government Office rating: ... amber green
- Workforce Development:  
Government Office rating: ... amber green

## 2. Vision for 14-19 Provision

Building on the City vision, Hull 14-19 Partnership has identified the following commitment as **central to the education and training strategy for 14-19 year old learners**:

‘To develop such a high quality City-wide provision for young people aged 14-19, that all learners are absorbed by their education and training and excited by the opportunities it opens up for them. We aim to prepare young people to benefit from the opportunities available to them, raise their aspirations and empower them to succeed in the rapidly changing society and economy of the 21<sup>st</sup> century’.

In order to achieve this, the Partnership has identified the following **priorities**:

- Maintain and develop effective collaborative 14-19 partnerships;
- Improve achievement and participation across the 14-19 age range;
- Improve achievement and participation of our most vulnerable young people and under-represented groups (narrowing the gap);
- Ensure full implementation of 14-19 curriculum reforms to meet learner entitlement;
- Ensure that the full range of curriculum provision meets the learner entitlement as detailed in the Education Plan Appendix H, including provision of a safe learning environment;
- Maintain and develop an appropriate balance and choice of high quality curriculum provision that best facilitates progression to further education and training, higher education and employment;
- Ensure that alterations to patterns of provision maintain or improve learner access to high quality curriculum provision that is cost effective and demonstrates value for money;
- Seek to ensure that actions designed to meet institutional and policy aims at all stages of learning have optimal benefit for learner progression
- Ensure clear synergies are in place between the Earnings and Learning partnership to address the issue of Youth Unemployment;
- Provide good quality impartial Information Advice and Guidance (IAG) to support young people in their choices;

- Ensure that Labour Market Intelligence is current, coherent, agreed between partners and is used to challenge and raise aspirations where appropriate and to inform the commissioning of curriculum provision
- Raise the profile of Apprenticeships as an appropriate pathway;
- Improve opportunities to capture learners and parent/carer voice;
- Plan for Raising the Participation Age to 17 in 2013;
- Provide a fully inclusive and comprehensive Area Prospectus;
- Maintain and develop effective links with employers to involve them in sufficient high quality delivery;
- Provide effective targeted provision, including capacity to deliver the September Guarantee, for vulnerable groups of learners;
- Establish a Framework Contract for Quality Assurance of off-site learning 13-16;
- Liaise with BSF to ensure coherence in planning to provide high quality facilities across the area to deliver a broad range of high quality provision including plans for post-16 learning spaces; and
- Ensure the workforce across the area is prepared to deliver a broad range of high quality provision.

### **3. Learner Entitlement**

The Learner Entitlement is embodied within the newly revised 14-19 strategy. This strategy **aims for excellence for all learners** through developing and implementing a **Learner Entitlement** that clearly explains what young learners in the City can expect to benefit and choose from, at any stage of their education and training, between the ages of 14-19. The following **six statements of Learner Entitlement** lie at the heart of the strategic decision-making and action planning for education and training of young learners within the City. The strategy also includes an implementation plan.

#### **Statement 1 A Broad Range of Curriculum**

All learning providers will work in partnership across Hull to plan a responsive provision and work collaboratively to deliver a cohesive and coordinated learning offer for all 14-19 year olds.

All 14-19 year olds in the City will have access to a wide range of continuously developing quality assured provision and a curriculum that reflects the needs and aspirations of learners, the community and the economy. Furthermore, all programmes of study will offer the opportunity for learners to reach an appropriate level of attainment in functional skills, so that they can confidently move on to the next stage of learning or employment.

#### **Statement 2 Personal Development, Challenge and Enrichment**

The five outcomes embraced by the Every Child Matters agenda underpins all arrangements for Personal Development Challenge and Enrichment. A breadth of personal development, challenge and enrichment opportunities will be provided that draws upon the heritage, cultural, business, sports and leisure resources of Hull and the region. Each learner will have formal opportunities to engage in learning with organisations beyond their “home base”.

#### **Statement 3 Information, Advice and Guidance and Clear Progression Pathways**

Every learner will have access to high quality, impartial information, advice and guidance, in order to make an informed choice about future learning and career opportunities. Progression pathways through to further, higher education and employment will be clearly identified and learners will be made aware of the full range of opportunities available to them.

#### **Statement 4 Support for the Needs, Interests and Aspirations of Individual Learners**

Targeted personal and pastoral support will be provided for learners to achieve their full potential. Every learner will have physical access to appropriate learning and access to intensive support and mentoring to support learning.

**Statement 5            Quality Assurance for Individual Learners**

All learners can expect consistently high levels of quality assurance of their learning or training programme and experience. All learners will have the opportunity to evaluate and review their progress and delivery of the programme they are undertaking. Furthermore, learning will be delivered by appropriate trained/qualified and competent staff.

**Statement 6            Conditions of Learning**

All learners can expect their learning to be delivered in a consistently high quality environment that supports high quality teaching, a range of learning styles and progression opportunities.



**Performance Indicators for 14-19 Progress Checks**

		Performance Year	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
PI 1	The percentage of 17 year olds participating in education and work based learning	Current Performance Target	69.0%	70.0%	72.2%	74.8%	79.0%	83.0%	87.0%	91.0%	95.0%
PI 2	The reduction in the proportion of 16-18 year olds who are NEET	Current Performance Target	13.5%	13.9%	14.1%	11.3%	10.6%	9.5%	9.2%	8.9%	8.5%
PI 3	The Proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths	Current Performance Target	26.6%	25.9%	30.0%	29.6%	36.9%	41.2%	46.2%	51%	54%
PI 4a	The percentage of young people achieving Level 2 by 19	Current Performance Target	53.3%	56.8%	60.3%	64.5%	67.8%	72.0%	78.0%	80.0%	85.0%
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.	Current Performance Target	35.0%	36.0%	38.0%	46.0%	50.0%	55.0%	60.0%	65.0%	70.0%
PI 5a	The percentage of young people achieving Level 3 by 19	Current Performance Target	28.1%	29.7%	30.6%	32.2%	32.1%	35.0%	39.0%	45.0%	52.0%
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	Current Performance Target	18.0%	18.0%	19.0%	20.0%	16.0%	14.0%	12.0%	10.0%	8.0%

## Appendix A

### Effective 14-19 Partnerships (PI 8)

#### Local delivery arrangements

Hull's local delivery arrangements for ensuring high quality 14-19 provision for all young people who live in the City are now well established. However, partners have acknowledged the need to review these arrangements to ensure they are fit for purpose to deliver *Raising Expectations*, the national 14-19 reform agenda, and enable the Authority to fulfil its role as strategic planner and commissioner, rather than that of provider. The collaborative meeting structure that follows is therefore under review.

**(a) The North and East Yorkshire Sub Regional Group (SRG)** provides the strategic framework for planning future commissioning of 16 to 19 education and training across the sub-region.

**(b) The Hull 14 to 19 Partnership** develops the strategic approaches necessary for the planning and collaborative delivery of 14 to 19 education and training. It sets annual priorities and holds partners' responsible for the delivery of the strategy.

It monitors progress towards the delivery of the strategy and monitors progress and performance through Progress Checks, the Education Plan and associated Action Plans, such as the NEET Action Plan and the Diploma Action Plan.

The Partnership also acts as a forum for sharing good practice.

From September 2009, the 14-19 Partnership became accountable to the Children's Trust Board for achieving the targets for 14-19 outcomes identified in Hull's Children and Young People's Plan and ensuring the effective implementation of associated action plans.

The following delivery groups meet to implement the above:

- **Learner Zone consortium**

The consortium is the operational group and consists of schools, colleges, work-based learning providers and representatives of Aim Higher, Connexions and Humber EBP, that arrange collaborative practical learning at Key Stage 4.

The focus is to:

- Ensure all learners have entitlement to the full 14-19 curriculum;
- Increase opportunities and quality of provision for learners through collaborative provision;

- Enable progression from pre to post-16 education for all learners; and
- Increase learners' aspirations and address skills needs in the community.

Timetable and curriculum co-ordination to meet the entitlement through collaborative provision of 14-19 curriculum that achieves value for money through:

- Avoiding unnecessary duplication;
- Shared staff development;
- Development of shared resources;
- Transport co-ordination;
- Learner recruitment and induction; and
- Co-ordination of QA arrangements.

#### • **Foundation Learning**

The group will lead on the implementation of Foundation Learning pre and post-16 and consists of representatives from schools, colleges, work-based learning providers and representatives of Connexions and Humber EBP.

The focus is to:

- Produce an implementation plan and monitor progress against that plan;
- Discussing and disseminating national guidance on FL development, as issued from time to time by the QCA;
- Share information, ideas and good practice in FL implementation across the 14-19 Partnership;
- Assisting in the process of planning for progression/transition for learners at pre-entry, entry and Level 1; and
- Reporting on any identified gaps in provision at pre-entry, entry and Level 1 and making commissioning recommendations to 14-19 Curriculum Strategic Management Group.

#### • **Diploma Consortium**

The introduction of each of the 17 Diplomas is managed by a Diploma Consortium, which is a delivery partnership drawn from members of the 14-19 Partnership or from the Learner Zone.

These delivery partnerships are responsible for:

- Developing and maintaining operation networks across multiple partnerships;
- Preparation of the Gateway bid on behalf of the 14-19 Partnership/Learner Zone;
- Representing the delivery partnership at relevant 14-19 Partnership meetings;

- Curriculum development and planning;
- Marketing and publicity;
- Employer engagement;
- Lead for contact with external agencies – DfE, QCDA, SSAT etc.
- Developing policies and practice;
- Student recruitment and induction; and
- Domain assessor for a specific Diploma line.

- **Employment and Training Group**

This group is made up of members who have the responsibility for commissioning employment and training provision for Young People post-16. The key areas of responsibility for this group are as follows:

- Monitor and review the impact of provision across the City in relation to 16-19 provision;
- Undertakes responsibility for detailed analysis of the NEET group and reporting of the target to various strategic groups across the City;
- Ensures that the September Guarantee is met;
- Identifies gaps in provision and poor performance;
- Makes recommendations for commissioning activities to appropriate boards and funding bodies;
- Ensures appropriate progression pathways are available to all post-16 learners;
- Develops synergies between pre-16 and post-19 providers to ensure smooth transition and alignment of programmes at these key stages; and
- Act a steering group for the commissioning of ESF funded activity.

- **Targeted Employment and Training Group**

This group is made up of members from organisations that represent Young People from vulnerable groups. The key areas of responsibility of the group include the following:

- Monitoring the uptake for Young People from vulnerable groups entering employment, training and education opportunities and reporting any under representation, in particular areas to the Employment and Training Group;
- Developing detailed action plans for each of the targeted groups to support their inclusion in employment, training and education opportunities;
- Developing initiatives to actively support vulnerable Young People into employment, education and training opportunities; and
- Monitoring the performance targets set for each of the groups.

- **Strategic Behaviour Board**

The role of the Strategic Behaviour Board is to:

- Strategically plan cross-phase City-wide behavioural strategies, including the reorganisation of current LSUs and PRUs and the development of criteria for the quality assurance of outside providers;
- Identify and allocate funding streams to support the strategies developed;
- Oversee partnerships delivering the strategy; and
- Monitor the effectiveness of strategies against the Children and Young People Plan targets and outcomes, reporting to the Head of Learning, Leisure and Achievement.

The group meets each half term with the aim of reducing exclusions, reducing persistent absence and reducing the proportion of NEETs in the city.

- **IAG Strategic Group**

The IAG group was established to oversee the implementation of the IAG Action Plan, including the implementation of the IAG Hull Gold Standard, the Hull and East Riding Area Prospectus and Common Application Process and other IAG initiatives. The group has representation from various partners from across the 14-19 Partnership.

- **Employer Engagement Group**

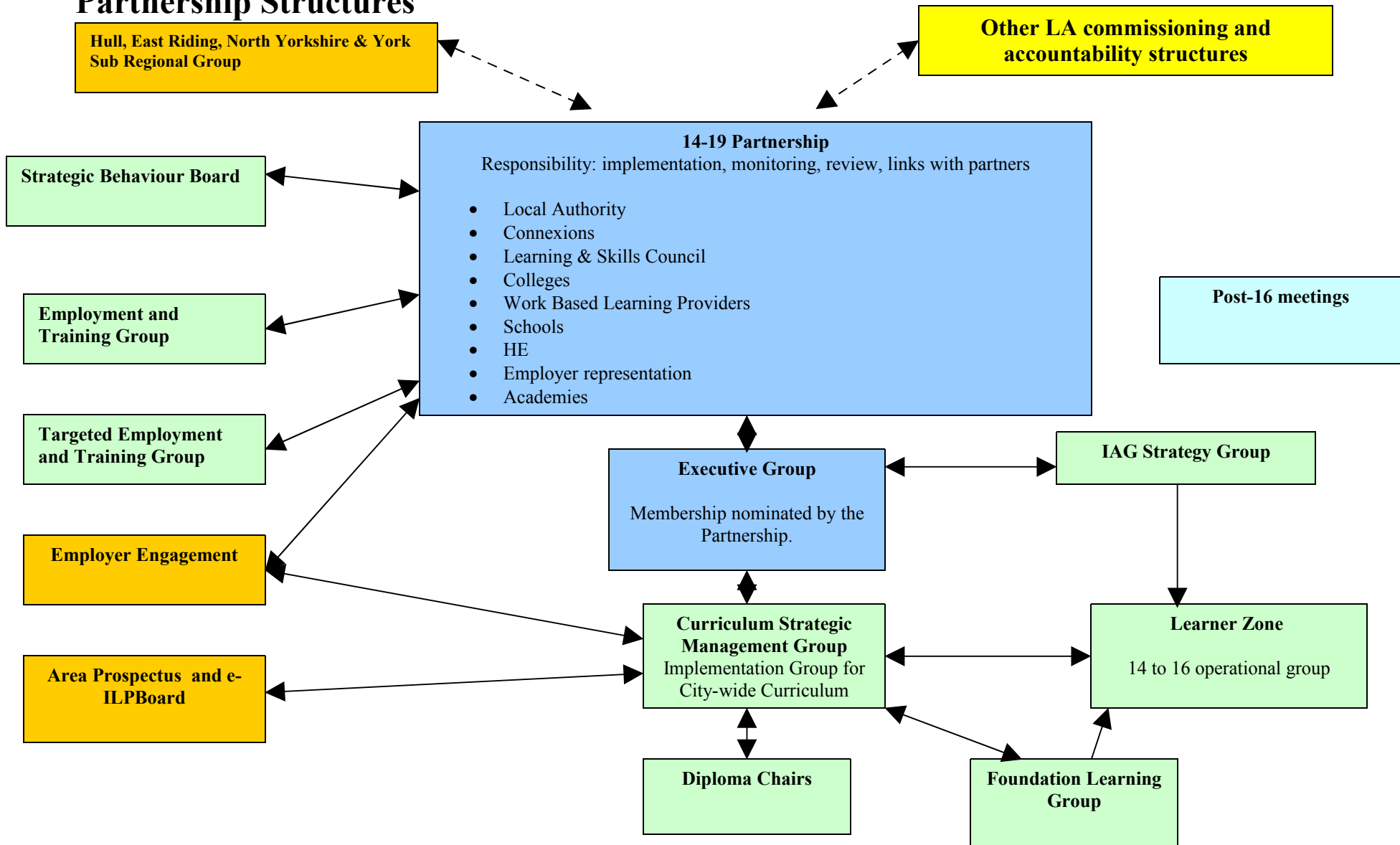
The newly formed 'Employer Engagement Strategy Group' will be introduced to inform the 14-19 Partnership's strategic direction towards the priority area of Employer Engagement. The Employer Engagement Strategy Group will be active within Hull City boundaries: however, will work in partnership with other neighbouring 14-19 partnerships and their related sub-groups. With the roll out of Diplomas and the Government's drive to increase Apprenticeship take up nationally, effective employer engagement is now fundamental to the success of 14-19 education. The purpose of the group is detailed below:

- To set the strategic direction for employer engagement on behalf of the 14-19 Partnership;
- To communicate, implement and promote the 14-19 Employer Engagement Strategy; and
- To ensure a partnership approach towards employer engagement is achieved.

### **Priorities for Action:**

- Review the existing meeting structure and membership, in order to include appropriate arrangements for post-16 commissioning;
- Ensure all partners are committed and attend regularly;
- Ensure that the shared vision determines all partners' planning and activity;
- Improve communication with and secure commitment from all secondary headteachers and principals to the vision;
- Maintain and develop further links with BSF;
- Maintain and develop further opportunities to consider learner voice;
- Develop the role of the CSMG so that it can inform post-16 commissioning decisions, to ensure progression and introduction of RPA;
- Ensure a programme of continuous development and revision of partnership protocols is in place;
- Establish a Framework Contract for off-site 14-16 provision, to ensure all providers approved through the Partnership's QA protocols are listed on the Children's Trust website.
- Establish the criteria by which new providers can gain approval, pre and post-16; and
- Secure additional resource to support transport for off-site provision.

# Partnership Structures



## Appendix B

### High Quality Impartial IAG (PI 9)

#### Priorities

- **Vision and overall planning**

- To ensure learners have access to up-to-date and accurate information about progression opportunities to further education and training, higher education and employment;
- To review the implications of the Government's strategy for IAG and the resources required for the work of the Connexions service;
- To introduce more robust systems to quality assure the work of the Connexions service;
- To increase CEIAG support for schools, colleges and WBL providers, including Key Stage 3; and
- To continue expanding the collaborative Key Stage 3 offer with a focus on parental engagement and learner voice, including some work in Key Stage 2.

- **Equality and Diversity**

- To deliver appropriate CPD; and
- To further develop work with all parents, particularly those hardest to reach.

- **Labour Market Intelligence**

To ensure that LMI is current, coherent, agreed between partners and is used to challenge and raise aspirations where appropriate, and effective guidance is offered to those whose preferences are not supported by LMI:

- Work with partners in Hull CC to further embed the use of LMI within IAG and ICEG delivery to young people, their parents and carers;
- Further develop resources to support the delivery of the four curriculum pathways;
- Further develop a rolling programme of LMI sector information events, as appropriate to the City region priorities;
- Enhance the use of LMI to inform the commissioning of education provision across the City; and
- Continue to ensure young people in Hull schools are engaging with the LMI Humber resource.

- **Effective use of 14-19 Prospectus and full CAP delivery in 2011**
  - Develop Management Information Systems which support local, regional and national priorities, such as September Guarantee and commissioning arrangements;
  - Work more closely with parents and support agencies to promote and publicise the CAP;
  - Create more Key Stage 3 activities to highlight AP/CAP;
  - Embed Foundation Learning in AP;
  - Quality assure pre-16 course and provider information;
  - Improve interoperability; and
  - Develop further links with National Apprenticeship Service
  
- **High Quality IAG to meet Quality Standards**
  - To roll out the Gold Standard to all institutions within the Partnership;
  - To ensure monitoring is in place to ensure IAG is impartial and promotes equalities; and
  - Further collaboration with the Youth Service and Youth Council.
  
- **CPD Priorities**
  - To enhance the range of IAG training on offer;
  - To continue work with other partners (eg Libraries and Youth Service) to promote best practice in IAG, with a focus on challenging stereotypes and raising aspirations;
  - To ensure that all PAs have equality training and impact is monitored;
  - To continue to increase the numbers of PAs qualified to deliver CEG (level 4);
  - To role out personal tutor training to all schools covering impartiality and inequality; and
  - Continued work with parents to challenge the cause of inequalities.

## Appendix C

### Effective Links with Employers (PI 10)

- **Strategic working and structures**
  - Continue to develop institutional governance arrangements;
  - Agree the use of and implement the Regional Knowledge System to provide a coherent and collaborative approach to engaging the sub-region's business community with SLAs in place; and
  - Form and introduce the 14-19 employer engagement sub group;
- **Planned Engagement to implement WRL and Enterprise strategy**
  - SLA in place between 14-19 parties to support their commitment to the proposed employer engagement exchange;
  - Support current and approved Gateway 4 Diplomas lines with employer engagement; and
  - Embed and deliver a City-wide 'Apprenticeship Training Association' (ATA) addressing employer demand for a flexible apprenticeship provision.
- **Roles and responsibilities**
  - Increase understanding of the range of career opportunities with the Public and Third Sector.
- **Employer capacity to meet demand**
  - To continue to work with the EESB in the priority area of employer engagement;
  - Ensure effective roll out of the ATA;
  - To ensure businesses engaged continue to reflect current learning pathway needs;
  - Ongoing engagement from within the broader remit of the Public Sector and Third Sector; and
  - Developing work experience to meet the needs of learners' requests.
- **Employer involvement in delivery**
  - To ensure employers are fully informed about their responsibilities for 16-17 year olds following the "employment with training" pathway as a result of RPA
  - Ongoing engagement with both the Public and Third Sector;
  - Embed the use of the three stage model of W/E prep, W/E, then full evaluation;

- Ensure the majority of Hull secondary schools have an offer of FL programmes from September 2010, with effective links with employers, where appropriate;
- Increase understanding of the range of career opportunities with the Public and Third Sector;
- To continue to work with the EESB in the priority area of employer engagement; and
- Continue to develop the understanding within schools of the benefits of working with local businesses.

## Appendix D

### High Quality Provision (PI 11)

The Partnership will ensure that the full curriculum offer is available by 2013 to all young people across the City. A City-wide curriculum framework of provision will be developed through an agreed phased plan aligned with school specialisms and the BSF programme, which will enable all learners in the City to access all 17 lines of learning.

The Partnership will promote and support collaborative provision, and will retain responsibility for commissioning and quality assurance of provision.

#### • Strategic Priorities

To plan and implement alterations in the balance of qualifications taught by Hull providers in order to meet the learner entitlement in 2013, so that:

- All young people are able to stay in education or employment with training up to the age of 17; and
- The entitlement to access all curriculum pathways can be met.

To improve the quality of provision to improve outcomes for young people, by achieving the targets at stated on page 14, for:

- Achievement of Level 2 at 16;
- Achievement at Level 2 at 19; and
- Achievement at Level 3 at 19.

To further develop progression opportunities pre and post-16 to match skills needs in the City region in:

- Public Services;
- Retail;
- Health;
- Leisure (culture/media/sport);
- Hospitality and catering;
- Construction; and
- Science

To develop appropriate provision post-16 for Level 1 and LLDD learners and avoidance of duplication pre and post-16:

- Co-ordination of Learner Centre Specialisation in liaison with the BSF programme;
- Ensure appropriate progression opportunities for learners to follow appropriate pathways post-16 are distributed to minimise transport movements;

- Improve the offer of bespoke provision for vulnerable groups, including Young Parents, Young Offenders and Care Leavers and appropriate engagement activities; and
- Support the broadening of current Foundation Learning provision pre and post-16 to improve outcomes for learners below Level 2 threshold.

- **Planning and Support**

- To complete the commissioned post-16 Curriculum audit to identify gaps in provision and progression by July 2010 and share the outcomes with the Partnership, in order to inform future commissioning decisions for post-16 provision;
- To develop the systematic use of the MIS from the Area Prospectus as percentage usage increases above 80% to inform commissioning decisions;
- To further develop the Area Prospectus to incorporate information on achievement and success rates and learner voice;
- To develop some elements of common timetabling post-16 for Diploma ASL;
- To resource continued full implementation of CLM 2010-2011 and review and implement equivalent systems from 2011;
- To co-ordinate developments with the BSF managed IT programme and VLE; and
- To investigate and develop opportunities for development of cross-border VLE access.

- **Quality of provision**

- To hold regular performance assessment meetings with post-16 providers to inform the commissioning arm of the LA;
- To liaise with the Skills Funding Agency and Ofsted to ensure relevant post-16 providers are of sufficiently high quality and have appropriate quality processes in place;
- To liaise with the Skills Funding Agency and YPLA to ensure relevant post-16 providers meet Minimum Levels of Performance and, where these are not met, are taking appropriate action;
- To align the Quality Assurance Protocols established for 13-16, with the requirements of the Framework for Excellence, in order to provide a robust system of challenge and support for post-16 providers, that can provide intelligence to inform the commissioning arm of the LA;
- To support the broadening of the current Foundation Learning provision and improve quality of outcomes in all schools and other providers to improve outcomes for pupils below Level 2;
- To continue to work with other members of the CYPS Secondary Team and National Challenge to support improvement to 5A\* - C, including English and Maths.

- To support TEEP training in 2010-2011 and provide more bespoke training for providers commissioned to deliver Foundation Learning programmes, so that all learners can follow programmes of study on QCF; and
  - To establish a database of quality assured 13-16 provision within a Framework Contract that will be available on the Children's Trust website and inform schools and Academies.
- **Practical, Applied and Work-based Learning opportunities**
    - To further develop appropriate post-16 Level 2 provision to increase the progression opportunities for pre-16 Foundation Learners;
    - To support the broadening of current Foundation Learning provision pre and post-16 to improve outcomes for learners below Level 2; and
    - To provide additional support for access to curriculum information for learners, parents and carers so that all are made aware of the full curriculum offer and all progression routes.
  - **Apprenticeships Entitlement for 2013**

A young person is guaranteed an apprenticeship place at an appropriate level, within the travel to work area of his or her home or an apprenticeship place in his or her second choice sector, but with an expectation that travel may be necessary.

To meet the aspiration of 20% of young people in Apprenticeships by 2020 as detailed in the Leitch Report and the 2013 entitlement described in World Class Apprenticeships: Unlocking Talent, Building Skills for All.

To work closely with the National Apprenticeship Matching Service (NAS) to:

- ensure all learners have access to the Apprenticeship offer;
  - halt the decline in Apprenticeship places and enable more learners to follow a vocational route; and
  - to replace Programme-led Apprenticeships, with appropriate Employer-led Apprenticeships.
- **Diplomas**

Through the Curriculum Strategic Management Group:

- Encourage greater participation by schools in Diploma delivery;
- Support planning for the introduction in 2011 at Key Stage 4 of:
  - Travel and Tourism;
  - Manufacturing;
  - Retail; and
  - Business Administration and Finance

- Support planning for progression post-16 in 2011 of Diploma courses in:
  - Business Administration and Finance, Construction, Creative and Media, Engineering, IT, Public Services and Sport and Active Leisure.
- Increase marketing and promotion of lines of learning to encourage take-up of Diplomas (N.I.90), especially where take-up has not matched local skills demand (e.g. Retail, Business Administration and Finance).

### • **Young Apprenticeships**

Through the Curriculum Strategic Management Group:

- Agree the Young Apprenticeship offer to be commissioned based on:
  - Previous learner choice;
  - Local, regional and national Labour Market Intelligence;
  - Providers' track record of previous successful delivery;
  - Funding available; and
  - Availability of alternative courses.
- Early identification of learner interest through organisation of taster events and line of learning questionnaires;
- Increased marketing and promotion of lines of learning, where take-up has not matched local skills demand (e.g. Retail, Hospitality and Catering); and
- Provision of funding from DSG to support additional Young Apprenticeship places, if required.

### • **Foundation Learning**

Priorities are to work towards the DfE timetable of implementation to ensure a full offer by 2013.

It is estimated that approximately 30% of Hull learners will be engaged in some form of Foundation Learning by 2013 at Key Stage 4, based on analysis of prior attainment at Key Stage 2 and projected progression to Key Stage 4. It is expected that at post-16, all learners below Level 2 will be following Foundation Learning programmes.

Planning:

The Foundation Learning Group will plan implementation of FL.

- Plans are to ensure:
  - Successful transition from E2E to FL from September 2010;
  - FL will be delivered in Special Schools from September 2010;

- FL will be delivered in most mainstream schools from September 2010: 10% cohort;
- FL will be delivered in most mainstream schools by September 2011: 15% cohort; and
- FL will be delivered in all appropriate schools by 2012: 25% cohort;
- The Learner Zone will commission additional collaborative off-site provision to enhance the offer for schools;
- Additional Key Stage 4 FL and engagement provision will be available through SmartMove/SmartMoves Plus programmes brokered through the FLG.

Support:

- FLG will regularly audit implementation plans to identify progress;
- The LA, through the FLG, will provide or broker additional support for providers; and
- Support will be focused on providers who need most help.

Progression:

- Ensure information on core FL provision pre and post-16 is available on the Area Prospectus;
- Identify QCF entry requirements for **all** Level 1 and Level 2 courses;
- Ensure entry requirements are included in all prospectuses;
- Ensure information is available for post-16 providers for learners continuing to follow Foundation Learning programmes;
- Establish clear progression pathways to Level 2 post-16/19;
- Ensure Connexions staff are fully engaged and informed about progression opportunities for Foundation Learners; and
- Ensure information on pre-16 offers are widely circulated to all providers.

## Functional Skills

The responsibility for delivery of Functional Skills lies with home, schools and colleges.

Through the Hull LA Strategy Team, in liaison with the SEO 14-19 Curriculum, a Steering Group has been established to share good practice pre and post-16.

Priorities:

- To share good practice in delivery of Functional Skills across the Partnership;
- To examine the Functional Skills courses on the FLQC, identify common areas and make recommendations to the LZ/CSMG;

- To ensure all pre-16 learners are supported in achieving Functional ICT, English and Maths from September 2010 post pilot phase;
- To ensure that schools are able to replace ALAN tests from September 2011;
- To arrange or broker CPD for pre and post-16 learning providers to embed Functional Skills within English, Maths and ICT Departments, and within the broader curriculum; and
- To provide resources for a VLE to be established through BSF to share good practice and learning materials.

## **LLD/SEN**

Work with regional and sub-regional partners to ensure that processes and procedures are standardised where possible.

- Share information on Specialist College applications, in order to manage YPLA budget;
- Share information on related processes, e.g. S139A Assessments; and
- Attend regional and sub-regional LLDD planning groups.

Role out Person Centred Transition Planning across mainstream schools by September 2010:

- Identify resources for school staff development;
- Issue Transition Protocol to schools and related transition planning documents; and
- Support schools, as appropriate, through the implementation stage.

Identify gaps in current post-16 provision:

- Analyse current data on student numbers pre/post-16;
- Analyse other management information, e.g. NEET; and
- Identify needs of specific groups of LLDD learners to enable commissioning of appropriate provision.

Make effective use of existing programmes to enable young people to enter employment:

- Use WNF project funding to provide employment opportunities for young people;
- Provide additional support where required; and
- Agencies to work on the assumption that employment is the eventual goal for all, unless otherwise stated.

Ensure that CYPS and Adult Services work effectively together to provide a smooth transition for young people:

- Arrange information sessions on provision for Adult Services staff;
  - Regular complex case meetings between relevant agencies; and
  - Agree a joint-funding protocol to meet the educational, social and medical needs of young people with LLDD needs.
- **Progression to Level 3 and HE**
    - To encourage and facilitate progression to appropriate post-16 Level 3 pathways that will enable learners to progress to HE;
    - To ensure an appropriate balance of academic and vocational Level 3 provision is available, including A levels, Diplomas, vocational qualifications and Apprenticeships to facilitate progression;
    - To maintain and support programmes that raise the aspirations and attainment of learners to enable progression to Level 3 and post-19 education and training;
    - To maintain programmes that help to support learners from disadvantaged backgrounds, in order to narrow the gap in attainment at 19;
    - To maintain support for the Aimhigher programme until its review in 2011 and to determine how the aims of Aimhigher will continue to be integrated:
      - To offer information, advice and guidance to potential students and their teachers and families;
      - To raise attainment and aspirations of learners from under-represented groups, so that they gain the qualifications to enter appropriate HEIs;
      - To strengthen progression routes into HE via vocational courses; and
      - To raise aspirations and motivation to enter HE amongst under-represented groups.

### **CPD Priorities**

- To ensure an annual analysis of workforce skills and qualifications is completed for all staff involved in the implementation of 14-19 Curriculum Reforms, including Diplomas, Foundation Learning and Functional Skills;
- To ensure the implementation of the on-line auditing tool (STAR) of workforce skills and qualifications against national competencies across all schools to inform the BSF Workskills requirements;
- To increase the staff competence base for delivery of Functional Skills and PLTS in all providers;
- To increase the staff competence base for delivery of Foundation Learning and Diploma pathways

- To ensure teachers of vocational subjects have relevant sector experience;
- To promote a common approach to planning for accelerated learning, including assessment (based on TEEP) across the Partnership for all teachers of 11-18 year olds; and
- To ensure a dedicated recruitment and retention strategy is implemented to address skills gaps in schools.

## Appendix E

### Engagement of all young people in preparation for RPA (PI 12)

- **RPA strategy and planning**
  - The Partnership's RPA Strategic Plan will incorporate the NEET Action Plan; and
  - The RPA plan will be linked to SRG planning and support commissioning from 2011.
  
- **Monitoring and management of information and data**
  - Full implementation of use of CLM pre-16 for collaborative provision;
  - Full implementation of use of the Learner Record Card and pupil estimates based on FFT pre-16;
  - Further development of transfer of data between the LA's School data teams, the 14-19 data team and post-16 providers; and
  - Job Centre Plus and other partners to engage with and support young people 18-plus who are disengaged and NEET.
  
- **Appropriate delivery and progression routes for all young people**
  - Roll out of Foundation Learning;
  - Incorporate Key Stage 4 engagement (SmartMoves) within the Foundation Learning Group to ensure high quality learning pathways;
  - Ensure appropriate progression opportunities post-16 for those engaged in Foundation Learning;
  - Ensure employers are fully informed about their responsibilities for 16-17 year olds following the "employment with training" pathway and appropriate provision is available
  - Ensure that adequate provision is available to all learners to meet the September and January Guarantee;
  - Further development of programmes with flexible access and start dates available to provide year round access to meet the needs of all learners; and
  - Further development of collaborative approaches across travel-to-learn areas for the most vulnerable learners.

- **Guarantees of provision for all young people**
  - Further development of programmes with flexible access and start dates to provide a year-round guarantee;
  - Re-commission the ESF co-financing based on evidence of young people's needs; and
  - Take into account Learner Voice to ensure provision is responsive, flexible and appropriate.
  
- **Targeted and Integrated support for NEET and those at risk of disengagement**
  - Monitor the implementation of Foundation Learning;
  - Utilise ESF Co-financing to commission bespoke provision for those young people who may require additional support to progress into EET;
  - Work with BSF to look at pre and post-16 provision for LLDD learners, Teenage Parents, Care Leavers, Young Offenders etc; and
  - Provide Disability awareness training to post-16 providers.

## Appendix F

### Facilities to deliver quality provision (PI 13)

- **Facilities**

- Complete the full audit of post-16 provision and identify any gaps which may exist;
- Through BSF, to ensure specialist facilities are accessible to learners in the East and West of the City by the strategic development of some in-school resources (e.g. through development of Sports facilities in the East);
- Re-location of one of the CLCs as part of the BSF programme, being incorporated within the Hull Learning Institute;
- Develop marketing and publicity to overcome fears of parents about accessing facilities in other schools;
- Developing the oyster card bus pass system to improve access to shared facilities; and
- Alignment of BSF, the Academy programme, My Place, PCT and other capital plans within the City.

- **Transport**

The 14-19 Partnership will review annually all transport policies that apply to young people aged 14-19 and, where relevant, young people aged 19-24 who may be eligible for support.

**Post 16:**

- Under the Education Act 1996, the Local Authority has a duty to prepare and publish a transport policy statement each year by 31 May. This statement outlines the arrangements available to students of sixth form age and learners aged 19-24 with LDD to facilitate attendance at post-16 providers;
- From 2009/10, the Authority in conjunction with the 14-19 Partnership, will review provision each year and agree, in consultation with neighbouring authorities, the transport policy statement to be published on the Hull CC website and available to all students and their parents/carers;
- Details of all concessionary fares, grants, subsidies and passes or travel cards available for learners aged 16-18 and who provides them are in the transport policy; and
- Free specialist transport is provided for students with special needs or disabilities who are unable to travel independently up to the age of 19, or until the end of their course if they started this before the age of 19.

**Pre-16:**

- The primary aim within the 2009/10 Home to School/College Transport Policy is to provide young people (including those with learning difficulties and/or disabilities) access to educational opportunity up to the age of 19 years.

**14-16 Diplomas and other off-site provision:**

- The Authority in conjunction with the 14-19 Partnership and schools, will ensure that adequate transport provision is provided to enable young people to access off-site learning provision, including diplomas and other learning pathways. Such provision, supported by the Central Processing Unit, to include:
  - bus passes, bus tokens, contracted transport (e.g. buses/mini buses)

Parents/carers will not be required to contribute to such transport costs.

### Workforce Development

#### Vision and Strategy

The workforce development vision is to support the continued development of a 14-19 workforce that is engaged, productive and contributes to ensuring that, by 2013, the City can deliver the Learner Entitlement for young people in Hull, in line with the national reforms.

It is a 14-19 Partnership priority to develop a skilled workforce across the area prepared to deliver a broad range of high quality provision.

The 14-19 education and training workforce in Hull will be developed in response to the identified needs of the young people resulting from the 14-19 reforms, providing quality services that will have an impact on their learning, aspirations and progression. The workforce will have the knowledge, skills and personal attributes needed to respond to young people's needs, to offer choice and promote progression at every stage, and to ensure that all young people have an experience of learning which stimulates, motivates and stretches them to their full potential.

Our aims are to support the continued development of a 14-19 workforce that:

- Is qualified, competent, confident, flexible and is willing and able to work in partnership within and between organisations;
- Places the five outcomes of ECM at its heart;
- Is participative and respectful, listening to the view of young people;
- Is trusted and respected by children, young people, parents and carers; and
- People aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers.

#### Priorities:

Priorities have been identified by analysis of:

- National and local context;
- The priorities in the 14-19 Education Plan;
- Performance data, including inspection feedback;
- Outcomes of skills audit and review; and
- Provider workforce development strategies and priorities drawn from individual performance reviews and provider improvement plans.

## **Specific Actions:**

- **Audits:**
  - Completion of the STAR staff skills audit by all school staff;
  - Collation of post-16 training needs identified by consultants; and
  - Cross-referencing the training needs identified in different implementation plans into the Strategic WFD Plan to ensure appropriate allocation of resource.
  
- **Workforce skills, recruitment and succession planning:**
  - Further recruitment of staff in schools with relevant sector experience to teach Diploma/FL courses;
  - Continued recruitment of specialist Maths, English and Science teachers;
  - Increasing the number of school staff who are trained to deliver the 14-19 reforms, especially Diplomas; and
  - Monitoring delivery of CPD by partners.
  
- **Continuing Professional Development:**
  
- **Priority One – High quality provision supported by high quality teaching and learning**
  - To support Curriculum and Qualification reforms;
  - To ensure the successful implementation of the reforms and high levels of achievement, a highly competent and committed workforce is required;
  - A programme of professional development opportunities and support networks will provide a solid foundation for the practitioner workforce in achieving this goal; and
  - There will be a focus on raising aspiration and challenging under achievement.

This priority includes;

- supporting and monitoring the achievement of QTLS/QTS and providing opportunities to enhance teaching, learning and behaviour management strategies.; and
  - also focuses on monitoring the quality of provision.
- 
- **Priority Two – Fair and safe learning environment**
    - Develop a workforce that understands and is committed to creating a fair and safe learning environment in which young people can thrive;
    - This includes colleagues understanding and adhering to policy and practice in relation to safeguarding, health and safety, equality and diversity, confidentiality and information sharing.

This priority:

- also looks at the value base of the workforce and capacity to model appropriate attitudes and behaviours for young people and colleagues.

- **Priority Three – Effective Leadership and Management**

- To manage the change and drive high quality reforms throughout the Partnership;
- To ensure the Partnership can deliver the reforms, a focus on vision and innovation is essential, accompanied by the development of leadership skills to manage the associated changes, to critically assess performance and ensure continuous improvement; and
- To increase the number of leaders and managers with accredited management qualifications.

- **Priority Four – High Quality Impartial Information, Advice and Guidance**

- To improve choice and opportunity as well as raising aspirations.

This priority will:

- ensure that all members of the workforce have a clear understanding of the curriculum offer and their role and responsibilities in supporting individual pathways through this; and
- that dedicated IAG providers understand their roles and responsibilities and that staff providing the IAG services are appropriately qualified, work to relevant professional standards and receive continuing professional development.

- **Priority Five – Recruitment, retention, induction and continuous professional development**

- To develop robust recruitment and retention policies amongst the Partnership

It is essential that highly qualified practitioners and leaders are recruited and retained within the City to maintain the delivery of high quality programmes with high achievement rates. For full details please see 'Hull Offer'.

- Partners will be encouraged to develop practice in relation to induction, performance management, identification of development needs and how they record the skills base/training undertaken by their workforce. A recommended basic training offer will be developed for each key role.

- **Priority Six – Effective support infrastructure**

This needs to be in place to successfully deliver the reforms. This focuses on the Associate Professionals (e.g. exams officers, finance officers, MIS and Registry staff).

The 14-19 reforms require substantial partnership working between such colleagues as collaborative provision among the partners extends to fulfil the educational requirements.

It also focuses on the wider workforce, who play a key role in supporting young people and other members of the workforce. Support will be provided to raise the qualification base of this group of colleagues and provide opportunities for progression.

- **Priority Seven – Employer Awareness to promote Engagement**

Many of the reforms require employer engagement: therefore, it is essential to offer opportunities to raise awareness of the reforms to the local business community. In addition, training opportunities for employers/employees are required to facilitate employers' support and engagement in 14-19 programmes.

- **Priority Eight - Collaborative approaches to workforce development**

To ensure all partners have a clear understanding of their roles and responsibilities in collaborative working, including recruitment and succession planning:

- Close liaison with BSF;
- Further development of team-teaching across the institutions and providers; and
- Partnership training events, as appropriate, including sharing good practice.

## Appendix H

### Learner Entitlement

The Learner Entitlement is embodied within the newly revised 14-19 strategy. This strategy **aims for excellence for all learners** through developing and implementing a **Learner Entitlement** that clearly explains what young learners in the City can expect to benefit and choose from, at any stage of their education and training, between the ages of 14-19.

All young people aged 14-19 in Hull are entitled to:

- A safe place to learn;
- Provision that is accessible and applicable to the needs and abilities of all learners;
- An appropriate range and choice of Quality Assured provision, including pre-Entry, Entry, Foundation, Intermediate and Advanced;
- A guaranteed offer of further learning at the end of Year 11 and at 17;
- High quality, comprehensive and impartial information, advice and guidance about learning opportunities at all levels and career pathways;
- A clear statement of the level, content and entry requirements of the qualifications available;
- Fair and transparent admissions requirements and processes that are consistent across the area at each level;
- Induction programmes for all provision, including opportunities for review and relocation to another relevant programme;
- Initial assessment to identify the appropriateness of the course and the level of support required by the individual learner to succeed;
- High quality teaching and learning which raises aspirations, challenges individuals to achieve their best and encourages them to progress to further learning or employment;
- Clear and fair assessment framework;
- Recognition of a wide range of achievements in addition to academic success, including the development of citizenship, key skills, enterprise and employability;

- An electronic Individual Learning Plan (e-ILP) negotiated with learners and their parents or carers, that is part of a flexible and developmental process.
- The opportunity for learners to participate in the regular review, evaluation and shaping of their own learning;
- A commitment on the part of all learning providers to challenge discrimination and promote genuine equality of opportunity, to respond to the voice of the learner and to address barriers to learning;
- Learning Programmes which value the achievements of young people and recognise their right to achieve through a variety of learning experiences and at a pace that best suits their needs;
- Learning Programmes which motivate, inspire and meet the needs of all learners;
- A learning environment which is inclusive and adaptive to all learners and offers appropriate learning support, particularly during periods of transition;
- Support for the health, social and emotional well-being of the learner; and
- An accessible range of opportunities for the enjoyment of cultural, creative, sporting and leisure activities.

### **Statement 1            A Broad Range of Curriculum**

All 14-19 year olds in the City will have access to a wide range of continuously developing quality assured provision and a curriculum that reflects the needs and aspirations of learners, the community and the economy. Furthermore, all programmes of study will offer the opportunity for learners to reach an appropriate level of attainment in functional skills, so that they can confidently move on to the next stage of learning or employment.

All learning providers will work in partnership across Hull to plan a responsive provision and work collaboratively to deliver a cohesive and co-ordinated learning offer for all 14-19 year olds that includes:

- Access to curriculum and training provision based on local needs analysis, what the provider does best, and the need to build a coherent pattern;
- A flexible challenging curriculum that provides parity of esteem between general and specialist courses and challenges the historic divide between “academic” and “vocational” learning;
- Forward planning of provision that is based on predictive results, value-added and the needs of the local labour market, but prioritises young people’s needs and aspirations; and

- Access to the curriculum at all levels as and when appropriate: Entry, Foundation/Level 1, Intermediate/Level 2 and Advanced/Levels 3 and 4;

## **Statement 2            Personal Development, Challenge and Enrichment**

A breadth of personal development, challenge and enrichment opportunities will be provided that draws upon the heritage, cultural, business, sports and leisure resources of Hull and the region. Each learner will have formal opportunities to engage in learning with organisations beyond their “home base”.

The five outcomes embraced by the Every Child Matters agenda underpins all arrangements for Personal Development, Challenge and Enrichment. All learners will, therefore, experience different learning styles and learning environments that support transition. This will include opportunities for:

- Personal development and challenge;
- Enrichment;
- Work-related learning experiences;
- Curriculum and learning opportunities personalised to meet individual need;
- Recreational programmes;
- Enterprise learning;
- Development of financial capability;
- Citizenship;
- Development of career management skills; and
- Preparation for working life.

## **Statement 3            Information, Advice and Guidance and Clear Progression Pathways**

Every learner will have access to high quality, impartial information, advice and guidance, in order to make an informed choice about future learning and career opportunities. Progression pathways through to further, higher education and employment will be clearly identified and learners will be made aware of the full range of opportunities available to them.

Impartial information, advice and guidance will be offered to all learners through Connexions, working in partnership with schools, colleges and WBL Providers to include:

- Guided choice of appropriate 14-16 programmes, to ensure there are clear long term progression routes;
- Progression routes clearly demonstrated in all school/college/WBL documentation about career choices;

- Transparent, well supported arrangements for transition from 14-16 provision that ensures all learners are able to choose from the full range of provision available, both within the City as well as provision outside of the City, that meets with individual learner's needs;
- Guided choice of appropriate progression routes at ages 17, 18 and 19;
- Activities that prepare the learner for progression on to the next stage of learning/employment;
- Access to impartial, relevant, current information via the Area Prospectus and the Common Application Process;
- High quality careers education and guidance delivered through school/college/WBL provision.
- Support for the development, implementation and evaluation of individual plans for learning and progression;
- Information, advice and guidance that is realistic and covers the range of local, regional and national opportunities linking to Labour Market Information (LMI) and meets national and local Gold Standard; and
- Additional targeted support for vulnerable and at risk young people.

**Statement 4            Support for the Needs, Interests and Aspirations of Individual Learners**

Targeted personal and pastoral support will be provided for learners to achieve their full potential. Every learner will have physical access to appropriate learning and access to intensive support and mentoring to support learning.

All learners will have access to targeted personal and pastoral support through:

- Tutorials/sessions designed to help and advise throughout the course/programme and supported by an electronic Individual Learning Plan (e-ILP);
- Consideration of individual learning needs and preferred learning styles;
- Access to appropriate learning resources, including technology, both in and out of formal contact time;
- Physical access to appropriate courses/programmes and facilities;
- Nationally recognised accreditation of all learning pathways;

- A common reporting and recording process with a minimum agreed content that can be shared between and understood by different providers and will help to inform decision regarding relevant provision;
- Intensive support and mentoring to help learners overcome barriers to learning and enable continued participation in 14-19 learning programmes; and
- Where an individual has special needs identified, the new provider will be informed to ensure continuity of support.

### **Statement 5            Quality Assurance for Individual Learners**

All learners can expect consistently high levels of quality assurance of their learning or training programme and experience. All learners will have the opportunity to evaluate and review their progress and delivery of the programme they are undertaking. Furthermore, learning will be delivered by appropriated trained/qualified and competent staff.

All learners can expect to:

- Experience high quality learning supported by good teaching which is subject to rigorous self-assessment and review;
- Be delivered by a provider that can evidence rigorous quality assurance processes to an agreed common framework that monitors progress, attainment and attendance on a regular basis and uses the information to inform intervention to address teaching that is unsatisfactory;
- Be in a learning environment in which achievement is constantly encouraged through target-setting, and in which standards are always improving;
- Be provided with opportunities to evaluate and review their progress to support future improvements;
- Be delivered by tutors/teachers/trainers that are suitably trained/qualified/competent; and
- Be given opportunities to be involved in the planning, review and evaluation of provision.

## **Statement 6            Conditions of Learning**

All learners can expect their learning to be delivered in a consistently high quality environment that supports high quality teaching, a range of learning styles and progression opportunities.

All learners can expect their learning to be:

- In an environment that ensures the health, safety and welfare to be paramount, up to date and of a high quality;
- In an environment that respects the different needs of learners and ensures equality of opportunity for all;
- An opportunity to learn in a way that develops skills, competencies, understanding and attributes through a learning style that is best for them, including e-learning;
- Delivered to develop work readiness encompassing learning about work, learning through work and learning for work; and
- Delivered in a manner that develops creativity and innovation;