ANNEX 2

Hillingdon
14-19 Strategic Plan

The Implementation of the 14-19 Entitlement
September 2009 September 2013

Draft 7 – 04/02/10

HILLINGDON
LONDON

Content

1 Executive summary

This document expresses Hillingdon's vision and response to national changes in the education of Young People 14-19. It is consistent with the Borough's Children and Young People's Plan, the London Plan and the overarching Every Child Matters Agenda by placing the needs of the Learner at the centre, and bringing together the resources and expertise of key stakeholders to improve the educational outcomes for Young People. The main aims of the 14-19 reforms which are to be implemented by 2013 are:

- To raise the participation of young people in education by increasing the relevance of learning so that all are motivated to attend and learn and to stay in education beyond 16.

- To raise the educational attainment of young people as a vital strand of efforts to improve the nation's skills.

Key to this, is the development of good partnership working arrangements across sectors; Schools, Further Education, Higher Education, Voluntary Sector and Youth Services. The Strategy and the Action Plan in this paper will strengthen 14-19 partnership arrangements, enabling the 14-19 Strategic Group to ensure delivery against identified key targets. In addition, this document defines the status and functions which the 14-19 Partnership carry out. The plan sets out our mission, vision and values. It identifies a set of themes or Strategic Priorities that provide a framework for the development of our aims and objectives. The document is in two sections; firstly, a strategy setting out the local, regional and national contexts and the resulting key priorities. These are:

Strategic Priority 1 Collaboration and Partnership
Strategic Priority 2 Participation and Engagement
Strategic Priority 3 Progression
Strategic Priority 4 Attainment
Strategic Priority 5 Quality Assurance

Secondly, an implementation plan for delivery, that will enable the 14-19 Strategic Group to monitor policy and strategy.

The reforms entail ambitious changes in the curriculum offered to young people aged 14-19 and to the way that learning will be delivered. All young people and their families need to be confident about the value of education to their future lives and prospects and, in particular, convinced that continuing in education beyond the age of 16 will be worthwhile. Linked with this challenge, and drawing on lessons from other countries, options from age 14 need to include high-quality education with clear application to real life and work that will be valued by young people and employers.

With the cessation of the LSC in March 2010, this plan is not only a driver for collaboration, but will set out how local providers and partners will work together to develop collective ownership of the 14-19 agenda to build upon improvements and deliver the 14-19 entitlement.

The 14-19 Strategic Plan will shape commissioning of education provision for young people setting out the contribution of all local providers. It will set out the direction of travel for institutions and be of relevance to the many that work tirelessly to improve the offer available for all young people.

Chris Spencer
Director Education & Children's Services

2   Vision and priorities

Our aim is to enable all young people learning in Hillingdon to develop their talents and fulfil their potential in order to support their progression to further education, skilled employment or higher education. Our strategic priorities are to raise participation, improve progression and improve standards. We believe that collaboration between learning providers will lead to an improvement in the quality of education for young people 14-19 learning in Hillingdon, and Learners with Learning Difficulties and Disabilities (LLDD) up to the age of 25.

Transforming learning is at the heart of Hillingdon's Sustainable Community Strategy (2008/2018), key to the council's vision of 'a borough of learning and culture', (Council Plan 2007/2010) with targets to 'improve and enhance our school facilities' and provide 'learning institutions at the heart of our communities' with 'high quality learning and skills training…for adults and families'.

This view is also reflected in the priorities within the Children and Families Trust Plan 2009/10 (CFTP), the LAA and CYPP, which focus on raising aspiration, health, well-being and achievement of children & young people.

The above plans, which commit to raising educational achievement, are echoed by BS21 and are what we recognise to be the most effective way to improve outcomes, particularly for the most deprived. This is expressed in the education vision for the borough below:

Modern learning at the heart of our communities

To create an innovative learning community which motivates and inspires everyone to maximise their individual talents and develop their personal qualities so they can lead a fulfilling life and make a valuable contribution to society in our rapidly changing world.

3   Learner entitlement for young people in Hillingdon

We will ensure the effective implementation of our learners' entitlement through providing personalisation based on learning needs, active engagement and quality assuring the learner experience.

Personalisation based on learning needs

- Learning and support that responds to the needs of all young people
- Appropriate individualised opportunities
- Learning that is continuously evolving
- An exciting and inclusive curriculum
- Access to a flexible and responsive curriculum providing a broad, relevant and coherent range of programmes that overcome the barriers to success
- Access to an enriching and stimulating programme of work-related learning opportunity and experience which develops employability and enterprise skills and feeds into young people's overall performance
- Includes a high quality impartial IAG programme
- Recognises and supports the development needed for LLDD up to the age of 25

Active engagement

- Of all young people in the development and provision of their learning and support
- Of parents, carers and peers
- Collaboration between and with providers, employers, funders and IAG service
- Access to learning that develops individual skills and personal effectiveness and provides the personal challenge to become active citizens and successful members of the community

Quality assuring the learner experience in terms of:

- Teaching and learning
- Value for money
- IAG
- Access to a high quality and inspiring learning environment that is fit for purpose
- Access to excellent, co-ordinated and impartial information, advice and guidance that will build on prior attainment and provide access to appropriate progression routes
- Effective monitoring and evaluation of learning and progress so that learners' views and needs will be taken into account when provision is developed

We believe that this will ensure our young learners will progress through education to be able to take a full role in the workplace and our community, present and future.

4   Roles and responsibilities

The purpose of the 14-19 Strategic Group is to improve outcomes of children and young people in Hillingdon. The group will drive 14-19 strategy and planning across the borough to meet the demands of the national 14-19 reform agenda, and ensure that all young people can access the national and local learner entitlement. The priorities for action are outlined in Section 9 of this document.

The 14-19 Strategic Group is responsible for developing and managing the 14-19 strategy for young people, to promote the development of partnerships and collaboration between all learning institutions, enhance the range of learning opportunities available and so improve outcomes and opportunities for children and young people in Hillingdon. The accountable body for the 14-19 Strategic Group will be the Local Authority. The 14-19 Strategic Group will carry out the actions within the plan and monitor the plan.

The 14-19 Strategic Group will meet at least 6 times per year. Progress will be reported to the Children's and Young People's Partnership Executive on a regular basis. The group will appoint sub-groups as required which will report back regularly to the 14-19 Strategic Group.

Partnership structure

Workstreams Led By Strategic Groups   Operational Groups

Workstreams Led By Strategic Groups	Operational Groups
IAG	• Choice • CAP • Aim Higher • RPA
NEET	NEET
Curriculum	• GCSE/A Levels • Diplomas • Apprenticeships • FLT • EPQ
Consortia & Collaboration	Consortia and Partnership Development
Quality & Performance	
Funding	
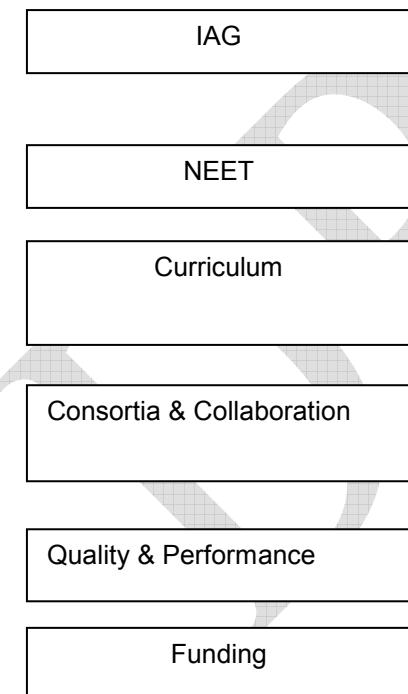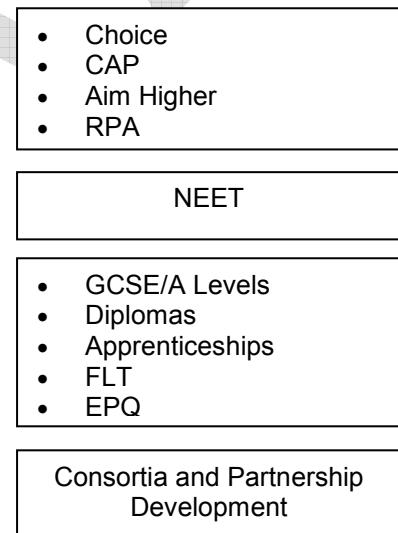
Membership

Membership of the 14-19 Strategic Group is made up of the following:
Local Authority, Director Education & Children's Services, School Improvement Service, Hillingdon Association of Secondary Headteachers, Special Schools Headteachers, Learning & Skills Council, Education Business Partnership ,Work Based Learning Representatives, Uxbridge College, Brunel University, Buckingham New University, Youth Offending Team, Integrated Youth Service, Youth & Connexions Services, Adult & Community Learning, Pupil Referral Unit, HAVS.

Underpinning strategies

The 14-19 Strategy and Action Plan has been developed to incorporate and support the aims of the following Hillingdon Strategies:

▪ Children and Young Peoples Plan
▪ Children and Family Trust Plan
▪ Sustainable Community Strategy
▪ BS21

5   Context

The 14-19 Plan has been developed in consultation with schools, college, providers and stakeholder organisations. It addresses the governments National policy objectives, including the 14-19 reform agenda, performance and analysis of local demand and the Machinery of Government changes(MoG) relating to the transfer of commissioning responsibilities from the LSC to the Local Authority.

Hillingdon is a borough of contrasts: despite good transport links, the main arterial roads are a perceived division between north and south. The north is semi-rural, the south much more densely populated, urban and far more deprived on almost all indicators including income deprivation affecting children, although there are pockets of real deprivation in the north. The most recent UK census shows 6 wards in the south in the most deprived quartile for social deprivation nationally. The IMD 2007 map for poor health, early mortality and disability in Hillingdon shows much of the south-east of the borough in the range of 21-40% most deprived. 8.3% of secondary pupils are eligible for free school meals... The number of crimes per 1000 decreased in the last 2 years but is higher than in Metropolitan Police Authorities similar to Hillingdon. Youth Offending Service data 06/07 shows most youth offenders are resident in the south of the borough. The population of the borough is relatively young: 26% aged 0-19

The economic downturn has had severe consequences within Hillingdon. The Jobseekers Allowance (JSA) claimant rate has effectively doubled from 3,149 claimants (2% of the working age population) in Oct 2008 to 6,233 claimants (3.9%) in Oct 2009. Over 70% (4,425) of JSA claimants within Hillingdon are new claims, made within the last 6-months (NOMS data Oct 09) and 1,645 JSA claimants (26.6%) are aged 18-24, this is below the current U.K. average of 30.3% but above the London average of 25.9%.There is a considerable gap between the skills level of Hillingdon residents (just 24.4% qualified to NVQ4 or above, compared to London average 38.6%) and the skill requirements of the Knowledge/ICT Sector prominent within Uxbridge and Stockley Park.

Heathrow Airport has a significant impact and is entry point for high numbers of refugees and asylum seekers entering local education with little/no English. In January 2008, more than twice as many children from "any other White background" were in Year 1 as Year 11, reflecting the impact of the arrival of Eastern European migrants. Immigration increases casual admissions, particularly affecting schools serving the southeast of the borough. The population is becoming more ethnically diverse: 43.3% of secondary school pupils are of ethnic origin other than White British (PLASC 2008); 27.2% of secondary school pupils speak English as an additional language, 35.5% in secondary schools in the south.
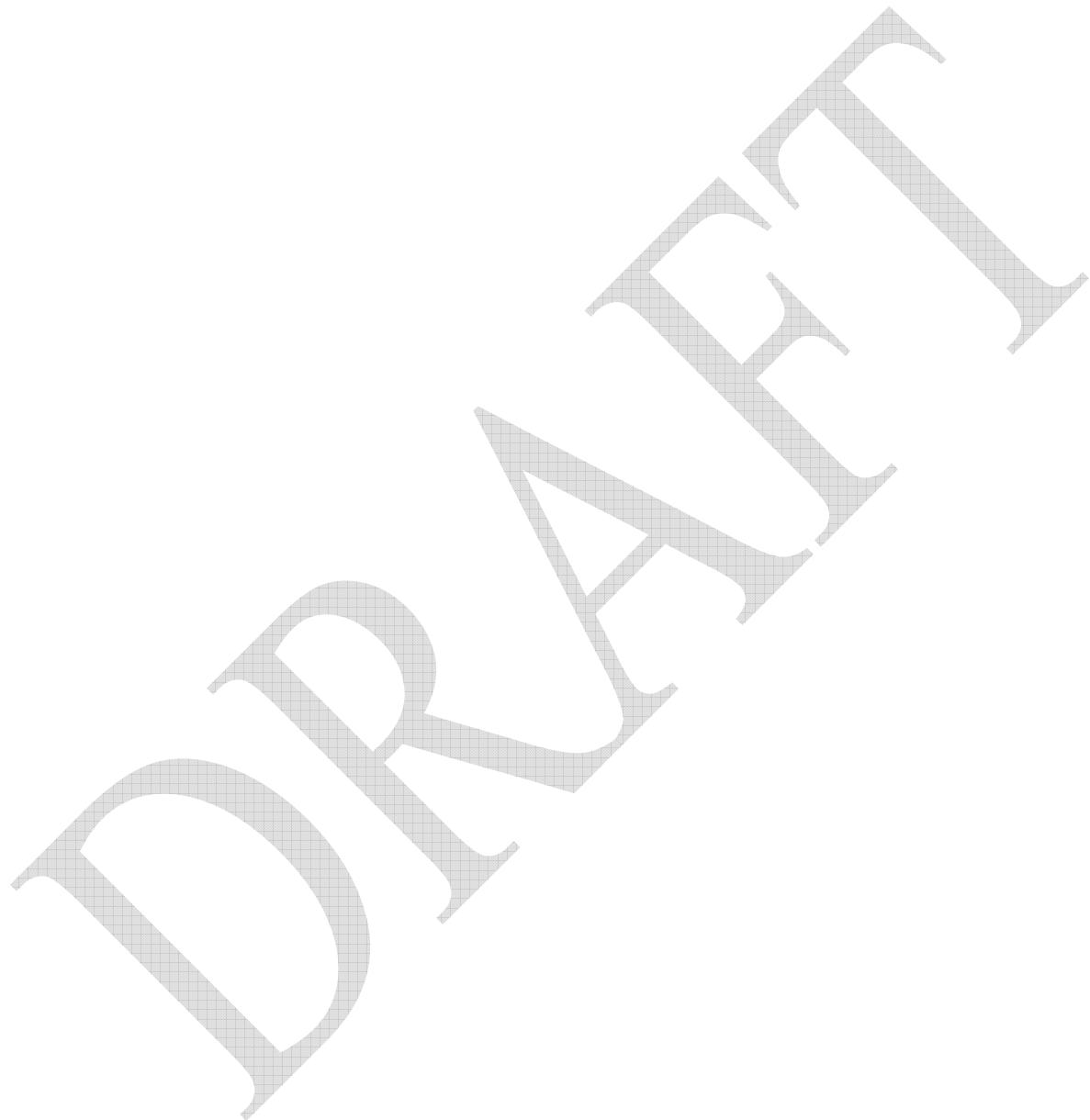
6   Current performance

A shared sense of partnership and collaboration has contributed to the development of our vision for 14-19 learning in Hillingdon. Standards have improved in Hillingdon secondary schools in the past four years, a trend of sustained improvement, especially at Key Stage 4 (KS4), with 7.2% increase in 5 A*-C including English and Maths for Hillingdon from 2006 to 2009 against the national average increase of 3%, Among the cohort of young people in Hillingdon who turned 19 during the 2007/08 academic year, 47% achieved L3 compared to 49.8% nationally; 72% achieved L2 compared to 76.7% nationally. The average point score achieved by students at the end of two years of A level study, including at Uxbridge College, was 688 in 2008, compared to 679 in 2007 and a national average of 739, although attainment was well below national measures the contextual value added measure published in the 2007/8 performance tables 1006.0 was above the national average. The 'drop-out' rate between Yrs 12 and 13 in 2007 was 25%, 4% higher than the previous year.

In November 2007, 1.1% of 16 year olds were in full time training and 4.2% in full time employment with training. 16-18 year olds not in education employment or training (NEET) in Hillingdon reduced from 8.6% in 2004 to 6.1% in March 2008 (480 young people), lower than the Hillingdon target of 7%, the national figure of 7.1% and the London average of 6.6%. Vulnerable groups include young people with LDD and those young people supervised by YOT. The Connexions contract was reviewed to focus more on vulnerable groups.

Analysis of performance and future demand

1. Student population for the annual year 11 cohort was 3146 in 2008/9, a rise of 2.2% from the previous year. In 2008/9, the projected volume is 3082. Hillingdon is a net importer of students. 2008 saw 1757 students travel to study in Hillingdon, as opposed to 876 who chose to study elsewhere.

2. In 2008, compared to 2007, the proportion of young people staying in full-time education dropped from 86.6% to 86.1%. The proportion of NEET remained the same in 2007 at 4.2%. For 2009, the proportion of young people staying in full-time education is 89.8%, the proportion of those who are NEET is 4.1%.

3. 89.2% of school leavers who achieved level 2 entered full time education. In 2008, 63% of school leavers had achieved level 2 compared to 58% the previous year. This was regardless of ethnic background.

4. Among pupils who did not achieve level 2 by the end of KS4, white pupils were the least likely to go into FT education. White and mixed white/black Caribbean school leavers without L2 were the most likely to enter the NEET group.

5. 69.7% of school leavers who did not achieve level 2 stayed in full-time education compared to 73.5% in 2007, and 69% in 2006. 9.8% were NEET compared to 9.3% among the 2007 cohort.

6. Of these 1106 young people, 239 (21%) had not achieved level 1 by the time they left school. 22.6% were NEET, 49.8% were in full time education compared to 17.5% and 54.4% from the previous cohort.

7. In 2008, 75.7% of pupils with special educational needs (SEN) continued into full-time education, meeting the interim target in our LAA. In 2009, this figure increased to 82.6%

8. In 2009 local authority average point score per student was 670.9 compared to England average of 731.1. Average point score per examination entry was 201.7 slightly higher than in 2008 but still below the national figure of 211.2. Provisional Contextual Value Added figure is above the national average at 1004.3 and ALPS 'A' Level analysis places performance between the 60th and 74th percentile.

9. The majority of L3 qualifications achieved in schools with sixth forms were still GCE 'A' and 'AS' levels but the number of entries in BTEC continues to increase. Evidence from FFT and ALPS analysis suggests that 'A' Level attainment was lower than expected in General Studies and English and above that of similar pupils in Law, Applied ICT and Economics

11. Attainment in Applied A levels was in line with 2007 national averages.

12. Some L3 is offered in small inefficient classes in some Hillingdon schools.

13. Demand for Entry, level 1 and level 2 is mostly unmet in Hillingdon schools but dealt with effectively by Uxbridge College.

14. LSC data for 2007/08 shows that 49% of 16-18 learners studying in Hillingdon attended Uxbridge College, with approximately 16% of these UC students studying GCSEs, AS or A level courses. The remaining 84%, representing over 2700 learners, were enrolled on mainly vocational programmes such as BTEC and City and Guilds at Foundation Level, Level 2 and Level 3. The vocational offer includes provision drawn from the following sector subject areas: engineering, motor vehicle, electrical installation, computing, business, creative studies, sport, leisure, public services, health and social care, early years, hair and beauty, and hospitality.

15. There is provision for over 700 FL 16-18 learners at UC, academic and vocational pathways available to learners at this level. Within this offer there are also options for learners for whom English is a second language as well as tailored provision for learners at risk of joining the NEET category and also LLDD learners.

16. Uxbridge College attracted over 72% of the `imported` 16-18 learners to Hillingdon in 2007/08, representing more than 1630 learners.

17. LBH statistics indicate that 13.8% of 07/08 Year 11 school leavers joined provision at UC in September 08. However the total volume of LBH resident 16-18 year olds who attend UC year-on-year represents a much higher proportion with 36% of the total, or 1398 of the resident 16-18 learners, attending the College in 2007/08.

18. The Hillingdon GOL progress check rating autumn 2009 was amber/green

7   Strategy for change

The key elements of our transformational strategy for 14-19 are as follows:

- Collaboration will be fostered through groupings of schools and institutions, including Uxbridge College, employers, Connexions and universities. An annual audit will identify gaps and allow provision, including vocational requirements and practical learning opportunities and diplomas, to be mapped.

- We will work with partners to create an innovative, flexible curriculum to engage learners, delivered through a range of providers enabling learning to take a more personalised approach. We will encourage providers to align timetables allowing young people the opportunity of personalising their learning at other institutions as well as their own.

- The Partnership will reduce significantly the number of young people who are NEET and will continue to work with other partners, including the voluntary sector, to improve the co-ordination of work-based learning

- We will reflect local demand for skills and provide training to close the skills gap, including increasing apprenticeships. We will implement the full range of 14-19 practical learning opportunities that enable target groups to follow the relevant pathways and learning opportunities embraced by 14-19 and the specialised diplomas

- We will support cross-borough timetabling, collaboration and agreed protocols for delivery of the diplomas, A levels, other post 16 provision and the full range of vocational training, enabling students to move between establishments. This will allow multi-centre learning with systems and protocols that capture relevant attainment data and track attendance and progress that has been quality assured. A borough wide MLE/VLE will be the vehicle for this including Information, Advice and Guidance (IAG) materials and access to an on-line application system

- The use of the Hillingdon card (residents' card) will ensure that if students need to travel to another establishment they will be able to register at their place of learning, purchase meals and use facilities

- We will encourage a change leadership programme for all schools and the LA to implement new policies, protocols and systems that will enable new learning and teaching strategies to work

- We will ensure access to all progression pathways, underpinned by high quality and impartial Information, Advice and Guidance Services support young people to make appropriate decisions

- We will support schools and the College in delivering all 17 diploma lines through a clear diploma development action plan

- We will ensure the 'learner entitlement' includes Key Stage 4 Engagement Programme and other FLT programmes

8 Measuring success

The Local Authorities performance in implementing and managing 14-19 reform is assessed against a broad range of external indicators and standards. The Performance Framework includes all the measures that are currently being applied by the DCSF, DIUS and GOSE.

- The Hillingdon Action Plan 2007/8
- Local Area Agreement (LAA) targets
- National Indicators (NI)
- Public Service Agreement (PSA) targets
- 14-19 Progress Check measures (PC1-15)
- The authorities performance targets reflected in the Children and Young People's Plan and the Directorates Service Plan

Key targets identified for 2009-2013

Target	Responsibility
1. Increase the proportion of young people participating in Education and Work Based Learning up to age 19, and for those with LLDD, up to the age of 25.	Connexions
2. The reduction of the proportion of 16-18 year olds who are NEET.	Connexions
3. Improve the percentage of young people achieving level 2 and level 3 by 19 by 2013 from 71.7% to 80% and from 46.6% to 55%.	Curriculum Group
4. To increase access to provision at L1 and L2 for post 16 students by ensuring that there are places to meet demand, to include E2E, GCSE retakes, Diplomas, FLT and provision for LLDD.	Consortia and Curriculum Group
5. To improve access to diplomas by ensuring that there is provision for each Line of Learning represented either in each consortia or in a neighbouring consortia. This should include inter-borough access if more appropriate.	DSG
6. To support and encourage the rollout of the Diploma and Functional Skills programme.	Curriculum Group
7. To improve level 3 achievements to National Benchmark from 688.2 average points score per student to National average of 739.8, 196.4 per average point score per exam entry to 209.4 by focusing on the commissioning of quality provision as per LSC guidelines to include achievement, retention, success and value added.	Quality & Performance Group
8. To improve the achievement and retention of SEN and white working class in line with National Indicators (inequality gap in L2/L3 achievements by 19) by reducing the gap in L2 qualifications from 22% to 15% and the gap in L3 qualifications from 23% to 18%	Curriculum Group
9. To increase the number and range of 16-19 Apprenticeships in line with Government 1:5 target and to meet Pan London targets for Local Authority recruitment from 266 to 369	Curriculum Group
10. LSC MLPs (Minimum Level of Performance) to be encouraged for all providers	Quality & Performance

9 14-19 Strategic Priorities 2009-2013

From the above targets the following five strategic priorities have been identified

1. **Collaboration and partnership**
2. **Participation and engagement**
3. **Progression**
4. **Attainment**
5. **Quality assurance**

STRATEGIC PRIORITY 1: Collaboration and partnership

To embed collaboration as the means of delivering 14-19 reform

Specific outcomes

- Improve the impact of the 14-19 Strategy by ensuring good communication links with partners within and outside of the Partnership
- Ensure that there is a sufficiently wide range of learning opportunities to meet local needs and meet the entitlement across the Borough
- Support the Consortium to develop an effective Diploma delivery model to provide suitable access for all young people learning in Hillingdon
- Support Consortium arrangements to ensure a sufficiently wide range of learning opportunities to meet local needs and meet the entitlement across the Borough

Key objectives to secure the aim

1.1 For the 14-19 Strategic board to provide a coherent and effective working directive between outcome groups and operational groups

1.2 Support all operational groups to undertake annual self-evaluations and quality assurance reviews.

1.3 Ensure that the 14-19 Strategic board provides appropriate monitoring and support for collaboration

1.4 Ensure that the 14-19 Area Prospectus and on-line common progression system is updated and reviewed on a regular basis

1.5 Provide data to review targets and measure progress

1.6 Allocate funding and resources for consortia arrangements

1.7 Sustain and implement an action plan for improving employer engagement and support

1.8 Ensure that all staff/colleagues working with young people recognise their responsibility in giving high quality and impartial IAG

1.9 Provide training opportunities for staff/colleagues working with young people so that they are enabled to provide high quality and impartial IAG

1.10 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required

1.11 Ensure above arrangements are in place to meet the requirements of the RPA

Measures of success: See Appendix 1

14-19 Progress check indicators

1. *Does the area have effective collaborative arrangements in place?*
2. *Is the area making progress in developing a local prospectus, and is there good quality IAG to support young people in their choices?*
3. *Are there effective links with employers to involve them in sufficient high quality delivery?*

STRATEGIC PRIORITY 2: Participation and engagement

Raise the participation of all young people in Hillingdon, including the reduction of young people who are NEET

Specific outcomes

Maintain an increasing percentage of young people in the authority (14-19) in structured learning through:
- *Develop and ensure access to appropriate education and training pathways*
- *Capture and respond to learner views about the provision*
- *Reduce the proportion of 16-18 year olds who are NEET*

Key objectives to secure the aim

2.1   Map existing vocational and applied learning across Hillingdon schools, Uxbridge College and training providers and ensure that there is access to appropriate provision in line with any 'gaps' that are identified.
2.2   Ensure full range of Diplomas are established to support the 14-19 curriculum entitlement by 2013
2.3   Provide additional targeted support provided for young people at risk of becoming NEET
2.4   Support a systematic approach to capturing learner voice
2.5   Support and develop strategies to improve participation for young people from vulnerable groups including Children in Care, those with specific needs and those on FSM & bottom 20% attainment
2.6   Augmented range of employer-led activities and experiences so as to extend and improve learning & employability skills
2.7   Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required
2.8   Ensure above arrangements are in place to meet the requirements of the RPA

Measures of success: See Appendix 1

14-19 Progress check indicators

4. *Increase % of 17 year olds participating in education and work-based learning*
5. *Reduce the proportion of 16-18 year olds who are NEET*

STRATEGIC PRIORITY 3: Progression

To improve the proportion of Year 11 learners who progress (L1, L2 and L3) by the age of 19

Specific Outcomes

- Develop clear learning pathways for learners
- Provide opportunities for all young people to progress in education or training until they are 18
- Secure high quality, coordinated and impartial information, advice and guidance that will build on prior attainment and provide access to appropriate progression routes

Key objectives to secure the aim

3.1 Systematically track and analyse learner destinations at 16,17 and 18 and provide appropriate provision to enable the September Guarantee and requirement of RPA to be met

3.2 Develop on line Local Area Prospectus choice to help inform all young people of the range of 14-19 programmes on offer by schools, colleges and work-based learning providers, including collaborative provision

3.3 Pilot and develop the Common Application Process which will, when implemented fully, give year 11 access to a strengthened IAG system

3.4 Support the Aim Higher programme to increase the percentage of learners progressing to higher education

3.5 To review and develop progression pathways for 14-19 for young people with LDD

3.6 Extend the Foundation Learning Tier pilot to allow the full range of this provision to be available to learners

3.7 To seek and respond to student voice to ensure that programmes of learning provided meet students' needs and preferences

3.8 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required

3.9 Improve basic skills in literacy, numeracy and IT

Measures of success: See Appendix 1

14-19 Progress check indicators

6. To improve the proportion of Year 11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19.

STRATEGIC PRIORITY 4: Attainment

To improve standards throughout the 14-19 phase so Hillingdon is in line with or above National Average and represents good value for money.

Specific outcome

- All young people (14-19) have the opportunity to achieve their full potential

Key objectives to secure the aim

4.1 Monitor attainment at Key Stage 4 and provide support and challenge where there is underachievement

4.2 Monitor attainment post 16 in schools, colleges and work-based learning providers and challenge and support where there is underachievement

4.3 Increase the proportion of young people entering Diplomas and Apprenticeships and promote the opportunities within the borough

4.4 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required

Measures of success: See Appendix 1

14-19 Progress check indicators

7. *Increase in the % of 5 A*-Cs at GCSE or equivalent (including English and Maths)*
8a. *% of young people achieving Level 2 by 19*
8b. *The % of young people who were in the receipt of FSM at academic age 15 who attain Level 2 qualification by the age of 19*
9a. *% of young people achieving Level 3 by 19*
9b. *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*
10. *Increase in the % of young people completing an Apprenticeship*

STRATEGIC PRIORITY 5: Quality assurance

To improve the quality of provision for young people 14-19 in Hillingdon, as expressed in our Learner Entitlement and contribute to raising standards

Specific outcomes

- Extend the range and quality of learning opportunities and learning pathways available to young people
- Ensure that young people are supported in making informed choices based on impartial IAG
- Ensure that best practice is shared and joint practice is developed between providers
- Ensure that facilities meet the needs of learners

Key objectives to secure the aim

5.1 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required

5.2 Improve the support available to young people who leave Year 11 & 12 so they all receive an offer of a suitable place in learning in accordance with the September Guarantee and RPA

5.3 Expand and strengthen the quality of opportunities for vocational and work-related learning in Hillingdon, including for Diplomas and Apprenticeships

5.4 Provide sufficient training and CPD opportunities to prepare the workforce to deliver planned provision

5.5 Ensure facilities are provided locally to deliver the broad range of high quality applied and vocational learning being delivered

5.6 Increase opportunities for young people to take responsibility for developing career awareness, experience and opportunities, supported by employer advice x

5.7 To develop cross consortia QA systems where appropriate to ensure quality of collaborative learning programmes

Measures of success: See Appendix 1

14-19 Progress check indicators

11. A sufficiently broad range of quality 14-19 provision, including vocational options
12. An effective targeted provision, including the capacity to deliver the September Guarantee and RPA
13. Sufficient facilities across the area to deliver a broad range of high quality provision
14. The workforce across the area is prepared to deliver a broad range of high quality provision
15. Capacity to improve 5 A*-C at GCSE or equivalent (including English and mathematics)
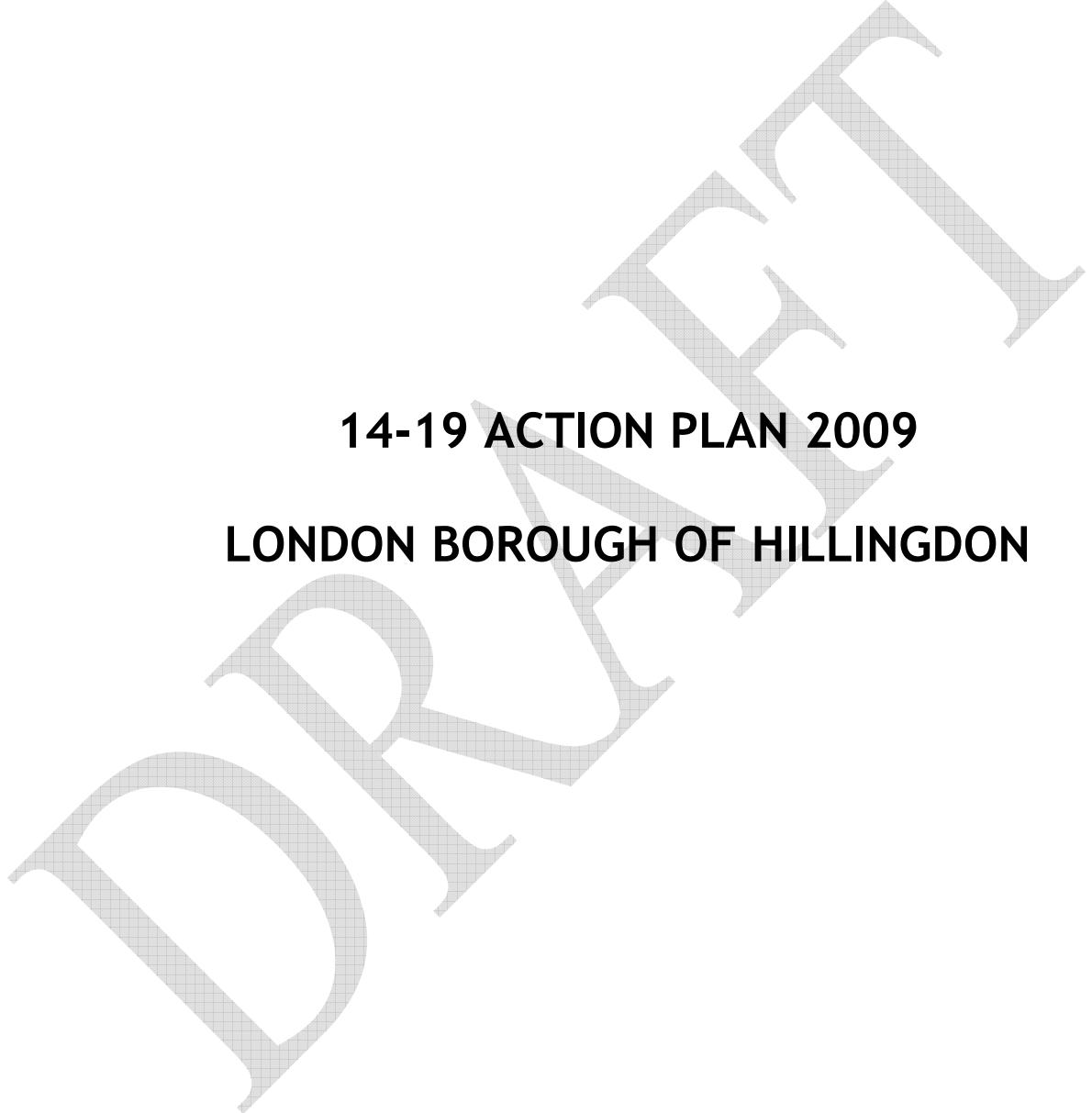
14-19 ACTION PLAN 2009

LONDON BOROUGH OF HILLINGDON

Background

The 14-19 Action and Work Plan follow on from the 14-19 Strategic Plan. The selected measures of success (Appendix 1) bring together national frameworks (i.e. National Indicator Set and 14-19 Progress Checks) to capture both national 14-19 reforms and local priorities (eg narrowing the gap in outcomes for vulnerable young people. Measuring against these targets will allow the 14-19 Strategic Board to monitor and manage the success of the 14-19 Strategy. The five strategic priorities are reflected in Appendix 1.

This framework currently focuses on the first three strategic priorities, whilst the fourth and fifth strategic priorities are monitored through regular qualitative updates and the national 14-19 Progress Check qualitative indicators.

Key targets for Hillingdon

A wide range of indicators are tracked, but the following indicators in particular are identified as being critical to success and are 2013 targets:

- Percentage of young people who achieve Level 2 and Level 3 qualifications by age 19
- Percentage of young people who follow vocational and alternative programmes of study
- Percentage of young people who participate post 16 (full-time, part-time and work-based learning)
- Percentage of young people who are not in education, employment or training (NEET)
- Percentage of young people who progress to Higher Education
- Percentage of children in care achieving 5 or more A* - C GCSEs (or equivalent) at Key Stage 4

14 –19 Action Plan
for the London Borough of Hillingdon

Key to Group Responsibilities:
1. Collaboration Group (PS/TM/AM)   2. Performance Group (AM)
3. Employer Engagement (JK/AM)   4. SIS
5. Diploma Steering Group   6. IAG Group (TM)
7. Consortia (Led by PS)   8. NEET Strategy Group (Led by TM)
9. RPA (Led by AM/TM)
* For sub-groups of Curriculum Group see page 7

CYPP	Strategic Priorities	Key objectives and actions	Lead	Group	Time Frame	RAG Status		Outcomes
Priority: Improving the transition of children & young people from ... Core Theme One: Increasing aspiration & achievement of children & young people. Priority 3: Improving the transition of children & young people through childhood and ... Core Theme Three: Delivering excellence & efficiency:	SP 1 Collaboration and Partnership	1.1 Ensure that vocational and applied learning and minority and highly specialised subjects are mapped across Hillingdon Schools, the College and training providers and ensure that there is access to appropriate provision in line with any gaps that are identified.	PS/ JP	7	Sept 2010	R	A	Partnership vision can be seen in the polices of all participating organisation, reflecting their involvement with Hillingdon's Strategic Priorities as expressed in the above document

Pan-London arrangements for curriculum planning are supported and implemented for all young people 14-19 and for those with LLDD up to age 25 in terms of learning opportunities in Hillingdon and in surrounding areas

Procedures for capturing Learner Voice and demand are supported and implemented for all young people 14-19 and for those with LDD up to age 25

Consortia Manager appointed to work with all groups of institutions facilitating communication between the consortia and between the consortia and the 14-19 SG |
		1.2 Provide a coherent and effective working directive between outcome groups and operations groups	TM/ PS/ AM	1	Sept 2010	R	A	
		1.3 Support all operations groups to undertake annual self-evaluations and quality assurance reviews		1				
		1.4 Ensure that the 14-19 Strategic Board provides appropriate monitoring, support and funding for collaboration via the Consortia	AM	2	Sept 2010	R		
		1.5 Ensure that the 14-19 Area Prospectus and on-line common progression system is updated and reviewed on a regular basis	CA BC	LA	On-going		A	
		1.6 Provide data to review targets and measure progress	TL	2	On-going		A	

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			1.7 Sustain and implement an action plan for improving employer engagement and support.	AM	3	On-going	G	
			1.8 Ensure that all staff/colleagues working with young people recognise their responsibility in giving high quality and impartial IAG and are given the appropriate training to provide this.	TM/ AM	1	On-going	R	A
			1.9 Address current under- provision of skills against expressed local priorities: ie. Priorities, IT, Transport and Logistics, Health and Social Care, Hospitality and Leisure, Media, Business, Retail and Engineering	AM	2	Sept 2010	R	A

CYPP	Strategic Priorities	Key objectives and actions	Lead	Group	Time Frame	RAG Status		Outcomes
Core Theme Three: Delivering excellence and efficiency. Priority: Personalisation & Choice. / Core Theme One: Increasing aspiration & achievement of children & young people. Priority 1: Improving educational attainment and achievements. ECM Outcome – Enjoy & Achieve	**SP2** **Participation and Engagement**	2.1 Increase range and availability of vocational and applied learning qualification 14-19 and take-up of vocational programmes	PS/ JP	7	On-going	R	A	Audit, including 6th Form audit, results in courses that ensure availability of appropriate provision to meet Hillingdon Learner Entitlement
		2.2 Full range of Diplomas established to support the 14-19 curriculum entitlement by 2013	JP	4	On-going	A		Provide an earlier and stronger focus on employment and on learning that leads to work at Entry and Level 1 for learners with SEN/LDD
		2.3 Additional targeted support provided for young people at risk of becoming NEET	TM	8	On-going	tbc		
		2.4 Support a systematic approach to capturing learner voice	TM	6	On-going	tbc		Develop programmes at Foundation Learning to provide educational alternatives and flexible programmes of learning below Level 1 to improve low level attainment at KS5
		2.5 Support and develop strategies to improve participation for young people from vulnerable groups including Children in Care, those with specific needs and those on FSM and bottom 20% attainment	AM	9	On-going	A		
		2.6 Social and Emotional Aspects of Learning Approaches (SEAL) in programmes of study	CA	4	On-going	R		Social and Emotional skills are taught across the curriculum at KS4 and 5.
		2.7 Augmented range of Employer-led activities and experiences so as to extend and improve learning and employability skills	JK	3	On-going	A	G	Achievement and success rates for students improve through the availability of greater choice of learning at Levels 1, 2 and 3
		2.8 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required.	TM	6	On-going	tbc		NEET reduction target achieved, September Guarantee implemented and extended to Yr 12 and new IAG standards introduced and applied by all

			2.9 Promote apprenticeships as an alternative pathway learners and others	PS/ JP	6	On-going	A
			2.10 Organise promotional events and materials to market Vocational Courses, Apprenticeships, Diplomas and Foundation Learning	PS/ JP/	7	On-going	R
			2.11 Improve the support available to young people who leave Year 11 and 12 so they all received an offer of a suitable place in learning	TM	6	On-going	A

CYPP	Strategic Priorities	Key objectives and actions	Lead	Group	Time Frame	RAG Status	Outcomes
Core Theme Three: Delivering excellence and efficiency Priority: Bringing services closer to the user.	SP3 Progression	3.1 Systematically track and analyse learner destinations at 16, 17 and 18 and provide appropriate provision to enable the September Guarantee and RPA to be met	AT	6	On-going	G	Hillingdon young learners, including those with SEN/LDD, have IAG and information about Hillingdon offer
		3.1 Develop on line Local Area Prospectus choice to help inform all young people of the range of 14-19 programmes on offer by schools, Uxbridge College and work-based learning providers including collaborative provision	BC	LA	On-going	A G	All staff involved in on-going CPD to make sure that there is enough experience and competence to guarantee students' entitlement to access any desired Diploma, FL, Apprenticeship, A Level.
		3.2 Pilot and develop the Common Application Process which will, when implemented, give year 11 access to a strengthened IAG	LT	Connexions/LA	On-going	A	Parents, students and governing bodies are targeted in a comprehensive communication plan to enthuse them about vocational education and training including apprenticeships
		3.3 Ensure that all staff/colleagues working with young people recognise their responsibility in giving high quality and impartial IAG	DE or RJ	6	DE/RJ to fill	R	
		3.4 Support the Aim Higher programme to increase the percentage of learners progressing to higher education	LM	Aim Higher	On-going	G	The Transport group acknowledges all 14-19 learners within its policy including those with SEN, Foundation Learning
		3.5 Review and develop progression pathways for 14-19 for young people with LDD	AM	2	On-going	A	
		3.6 Extend the Foundation Learning to ensure the full range of this provision to be available to learners	PS	7 FL	On-going	A	

		3.7 Seek and respond to student voice to ensure that programmes of learning meet students' needs and preferences	TM	6	On-going	tbc
		3.8 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required	TM	6	On-going	tbc

CYPP	Strategic Priorities			Key objectives and actions	Lead	Group	Time Frame	RAG Status		Outcomes
Core Theme Three: Delivering excellence and efficiency Priority: Bringing services closer to the user.	Core Theme One: Increasing aspiration & achievement of children & young people. Priority 1: Improving	SP4 Attainment		4.1 Monitor attainment at KS4 to provide an in-depth understanding of curriculum needs post 16	AM	2	On-going	R		Functional Skills and Literacy and Numeracy programmes of learning supported
				4.1 Monitor attainment post 16 in schools, colleges and work-based learning providers and challenge and support where there is underachievement	AM	2	On-going	A	R	NEET reduction target achieved, September Guarantee implemented and extended to Yr 12 and new IAG standards introduced and applied by all IAG providers
				4.2 Increase the proportion of young people entering Diplomas, Apprenticeships and FL and promote the opportunities within the Borough	PS/JP	7	On-going	A	G	
				4.3 Ensure the availability of IAG available to 14-19 year old learners on an annual basis and provide additional support where required	TM	6	On-going	A	G	Annual curriculum audit provides a basis for understanding breadth and quality of local provision
				4.4 Support improvement in basic skills in literacy and numeracy and IT skills	CA	4	On-going	A		Appropriate and varied programmes of learning are available to meet the Borough's requirements in terms of the RPA
				4.5 Ensure the implementation of the Borough's RPA strategy to enable full participation of all young people in education or training by considering the challenges, the barriers and implement solutions	TM/AM	9	Sept 2010	R		Greater choice is available for student through curriculum sharing and consortia arrangement

			4.6 Ensure that there is an annual curriculum audit/mapping exercise to update information on current provision with the aim of ensuring that there is a sufficient and broad range of high quality provision, including vocational, practical and applied options	AM	2	Sept 2010	A	

CYPP	Strategic Priorities	Key objectives and actions	Lead	Group	Time Frame	RAG Status	Outcomes
Core Theme Three: Delivering excellence and efficiency. Priority: Working with partners.	Core Theme One: Increasing aspiration & achievement of children & young people. Priority 3: Improving the transition of children & young people through childhood and beyond. ECM Outcome – **SP5** **Quality Assurance**	5.1 Monitor the quality of impartial IAG available to 14-19 year old learners on an annual basis and provide additional support where required.	TM	6	On-going	tbc	All staff to have a programme of CPD into which they can refer Develop links with employers and HEIs to support the work-related learning agenda Obtain employer and HEI involvement in steering, supporting and delivering Diplomas Greater success and retention result from improved IAG Greater movement of students for all or part of their programme of learning Greater success and retention from programmes of learning in which employers have actively contributed to the design and deliver of the learning
		5.2 Expand and strengthen the quality of opportunities for vocational and work-related learning in Hillingdon, including Diplomas and Apprenticeships	JK/ LM/ PS	7	On-going	A	
		5.3 Provide sufficient training and CPD opportunities to prepare the workforce to deliver planned provision. Include awareness of the need to develop social and emotional skills	JK	3	On-going	A	
		5.4 Ensure there are sufficient facilities to deliver a broad range of high quality applied and vocational learning	DH	7	On-going	A	
		5.5 Increase opportunities for young people to take responsibility for developing career awareness, experience and opportunities, supported by employer advice	JK	3	On-going	A	
		5.6 Arrangements are made for employer champions and practitioners to discuss programmes of learning	JK	3	On-going	A G	
		5.7 Develop cross consortia QA systems where appropriate to ensure quality of collaborative learning programmes	CA	7	Sept 2011	R	

Appendix 1: London Borough of Hillingdon – 14-19 Strategic Plan – Measures of Success

	PMF Ref	Performance Measure	Key Targets	National 14-19 Progress Check	LAA Target	PSA Target	DCSF DSO	National Indicator Set
PARTICIPATION & ENGAGEMENT	A	Young people 14-19 following vocational and alternative programmes of study	✓	✓				
	B	Young people post-16 following vocational and alternative programmes of study (inc. apprenticeships)	✓	✓				
	C	Young people age 17 participating in education or training[1]	✓	✓	✓			NI 91
	D	16-18 year olds who are not in education, training or employment (NEET)[2]	✓	✓	✓	PSA14		NI 11
	E	Young people at particular risk of becoming NEET who are EET						
	F	Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths) *NEW*					✓	NI 85
	G	Take-up of 14-19 Learning Diplomas *NEW*					✓	NI 90
	H	Retention rate of young people in post-16 education or training *NEW*						
	I	Rate of permanent exclusions from school (14-19 pupils only) Number of pupils with multiple exclusions (3 or more)	✓				✓	NI 114
	J	Secondary school persistent absence rate (14-19 pupils only)					✓	NI 187

[1]Participation of 16 year olds and both 16 and 17 year olds also monitored
[2]16-18 year olds who are not in education or training (EET) also monitored

[3]Includes teenage mothers, young people with learning difficulties/ disabilities, young people leaving care and young offenders

	PMF Ref	Performance Measure	Key Targets	National 14-19 Progress Check	LAA Target	PSA Target	DCSF DSO	National Indicator Set
ATTAINMENT	K	Young people achieving 5+ A* - C grades at GCSE or equivalent including English and Maths		✓	✓	PSA 10		NI 75*
	L	Children in care achieving 5+ A* - C grades at GCSE or equivalent including English and Maths			✓	PSA 11		NI 101*
	M	Young people achieving Level 2 qualification by age 19	✓	✓	✓	PSA 10		NI 79
	N	Young people achieving Level 3 qualification by age 19	✓	✓	✓	PSA 10		NI 80
	O	Inequality gap in the achievement of a Level 3 qualification by age 19 *NEW*		✓	✓		✓	NI 81
	P	Inequality gap in the achievement of a Level 2 qualification by age 19 *NEW*		✓			✓	NI 182
	Q	Young people completing an apprenticeship		✓				
	R	Young people completing Entry to Employment (check with LSC)						
	S	Vulnerable young people achieving level 2 by age 19[1] *NEW*						

[1]Vulnerable young people to include those with LDD and looked after children   *Statutory education target

	PMF Ref	Performance Measure	Key Targets	National 14-19 Progress Check	LAA Target	PSA Target	DCSF DSO	National Indicator Set
PROGRESSION	T	Year 11 learners who progress through the qualifications framework (i.e. L1, L2, L3) *NEW*		✓				
	U	Vulnerable young people progressing through the qualification framework[1] *NEW*						
	V	Young people age 18 and 19 progressing onto higher education	✓					
	W	Young people from low income backgrounds progressing to higher education *NEW*				PSA 11		NI 106
	X	Young people completing year 11 and 12 offered a place in learning (September guarantee)		✓				
	Y	Number of significant interventions by personal advisers (check with CNX)		✓				

[1]Vulnerable young people to include those with LDD and looked after children