

**14-19 & Raising of
Participation Age Plan
for
Nottinghamshire
2010 - 2011**

**Nottinghamshire 14-19 Partnership
June 2010**

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1. Executive Summary

In its document Delivering 14-19 Reform: Next Steps the DCSF has set out the timetable for reform to 2015. This is encapsulated in the three goals set out in the Government's Public Service Agreements (PSA)

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

The Nottinghamshire 14-19 Plan for 2010-11 represents an important step to achieving these goals.

Significant challenges remain for the County, particularly in respect of attainment of full level 2 and full level 3 qualifications by age 19, raising participation in apprenticeships, closing the achievement gap and ensuring that progression pathways meet the interests and needs of all young people.

The Plan is essentially a refresh of the 2009/10 Plan, published in February 2009 which was a result of significant consultation with a wide range of stakeholders including schools, colleges, private sector training providers, Area Strategy Groups (ASG) and Nottingham and Nottinghamshire Futures (NNF). The revised Plan also takes into account existing national priorities derived from a variety of sources, 2009 attainment data and preparation necessary for the 2013 learner entitlement and Raising of the Participation Age (RPA).

The Plan confirms the principles to be embodied in all 14-19 developments in the County. Key priorities have been identified and each priority has associated objectives for which key actions, success criteria, outcomes, targets and timescales are identified in the action plan section. This will enable adequate focus on the delivery of the plan and enable the review and evaluation of progress.

The key priorities identified in the plan are:

1. Improve levels of attainment at 16, including English and Maths, at a rate faster than the national average
2. Improve levels of attainment at 19, both at levels 2 and 3. Increase the percentage of young people in receipt of free school meals (FSM) who achieve a full level 2 and level 3 by age 19
3. Increase the number of 16 – 18 year old Apprenticeship places and their completion rates

4. Increase the percentage of 16-19 year olds participating in Education, Employment and Training (EET)
5. Increase the capacity for Foundation Learning (FL), Functional Skills (FS) and Diploma delivery in order to meet the needs of all 14-19 learners in advance of RPA and Entitlement in 2013
6. Increase targeted support for vulnerable young people, combined with working with others to increase post-16 progression opportunities for vulnerable young people, where, for the purposes of this Plan, vulnerable is defined as: Special Educational Needs¹ (SEN), English as an Additional Language (EAL), Free School Meals (FSM), Looked After Children (LAC)
7. Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced
8. Ensure that up-to-date, comprehensive and impartial IAG is available for all learners

This plan covers the first full year after the implementation of the Machinery of Government Changes, the main effect of which will have been the transfer to the Local Authority (LA) of the responsibility for planning and commissioning 16-18 learning in the county. The Plan sets out how the Local Authority, in partnership with Nottingham City Council has identified actions and targets related to the overarching priorities that will directly inform the commissioning statement.

The strategy has been approved by the Nottinghamshire 14-19 Partnership and adopted by the Children's Trust.

¹ All learners who have an identified special educational need, be it statemented, School Action Plus or School Action

Introduction

This is the third Nottinghamshire 14-19 Plan and covers the period from August 2010 to July 2011. It forms a key part of the Children and Young People's Plan and will also significantly influence the commissioning strategy of Nottinghamshire County Council for the 2011-2012 academic year following the Machinery of Government (MoG) changes implemented in April 2010. Furthermore it sets out an agenda for a range of partners, acting collectively and individually, to deliver the changes that need to take place in Nottinghamshire with regards to the 14-19 Reforms and preparation for the 2013 Entitlement and the Raising of the Participation Age.

The Local Authority will not be able to deliver their responsibilities alone but will work through the 14-19 Partnership, developing area-wide strategies, owned and driven by all key stakeholders and delivery partners. The Nottinghamshire 14-19 Partnership works within the framework of the Children's Trust and is the strategic body that;

- agrees the local long-term vision for delivering the 14-19 entitlement
- develops and evaluates area-wide strategies for the full range of 14-19 priorities based on a robust understanding of the needs of learners and the quality of provision and services
- has an oversight of the Area Strategy Groups' delivery of the local curriculum offer to ensure this fits with the longer term strategy.

The 14-19 Partnership is the owner of the 14-19 Plan that brings together planning across the range of priorities that are delivered for young people in an area. Through the Plan, the Partnership will develop a more integrated, responsive and tailored offer for learners. It is the responsibility of each member organisation to identify their contribution to the priorities and objectives in the 14-19 Plan and to participate in monitoring and reviewing the progress being made. To facilitate this process, the County 14-19 Curriculum and Progression group will provide a forum for ASGs and other members of the Partnership to report on activities being undertaken and progress being made. The 14-19 Executive Group will steer the work of the Curriculum and Progression Group and take advice from it to ensure that the 14-19 Plan is implemented and monitored at a local partnership level by:

- monitoring progress at ASG level
- reviewing progress against the plan
- supporting further implementation
- making further recommendations.

Section 5 identifies an Action Plan that includes objectives, actions, success criteria and targets for each of the 8 priorities. This is a working document that will continue to be refined in terms of the targets. Where appropriate, ASG targets are identified in order to monitor progress. The 14-19 Executive Group will develop a performance management framework.

Some of the objectives in the Plan derive from national policy imperatives and targets, others will derive from regional or local initiatives. To this extent the 14-19 Plan will link to the plans of other stakeholder organisations, such as the new

Nottingham and Nottinghamshire Futures company and Aimhigher. The 14-19 Plan will also link to other Local Authority plans and where outcomes and targets are shared by one or more of these plans, the Executive Group will seek to ensure that initiatives are co-ordinated and there is no unnecessary duplication of information gathering.

The following themes have been identified as having the potential to improve performance in the County:

More collaboration and partnership working
More effective use of initiatives/ good practice
More robust & impartial IAG from KS3
Maximising information about learner's needs and achievements to support the transition
Improved employer engagement
More level 1 provision both pre & post 16
Recognition of cross boundary issues in planning provision
Recognition of the importance of local circumstances in planning, for example, employment opportunities, barriers resulting from transport difficulties, socio-economic factors

The Plan will continue to build on the principles outlined in the Partnership's first 14-19 Strategy, now summarised in the Nottinghamshire Entitlement Statement where partners have committed to work together to ensure that all 14-19 year olds have access to high quality education and training that prepares them for adult and working life through learning pathways leading to higher achievement and skills acquisition for all. In order to achieve this partners have agreed that:

- young people must be actively involved in the planning, implementation, review and evaluation of their education, training and related services.
- learners must be able to access the entitlement through an area-based planning process that may include cross-partnership and cross-border provision.
- there must be both school and partnership commitment to impartial and high quality information, advice and guidance (IAG)
- wherever possible funding will follow the learners to meet their needs

To enable the engagement of young people in the monitoring, review and evaluation of proposed actions linked to priorities a Learner Voice and Participation Strategy has been developed. This includes reference to establishing a strategy and actions at a local partnership level as well as within individual providers. Pilot activity in some ASGs will be supported and shared, through the Partnership's 'Learner Voice Strategy Group'. The importance of the learner voice is also highlighted in the Entitlement Strategy referred to above and included in the Appendices.

The Machinery of Government changes recently introduced (1st April 2010) make it important that the LA has effective relationships with neighbouring local authorities who may be funding the learning of Nottinghamshire residents or who may be exporting their learners to Nottinghamshire institutions. By far the largest cross border transfer is with Nottingham City Council and the new arrangements in place

with Nottingham and Nottinghamshire Futures will ensure a seamless transfer of learners between City and County. However, the LA also intends to work closely with other authorities over 16-18 planning, particularly with Lincolnshire and Derbyshire.

The 14-19 & RPA Plan sets out a broad framework for 14-19 activity in the coming year and acts as a framework within which future commissioning activity will take place. In June the LA will produce a Local Commissioning Statement which will set out in broad terms the priorities for the 2011-12 academic year. In January 2011 the LA will produce a Local Commissioning Plan which will be informed by emerging national priorities and in particular decisions concerning the availability of funding. It is anticipated that all 2011-12 provision will have been contracted out by the end of March 2011.

The LA is proposing to conduct a review of all 16-18 provision in order to take a stock take of quality and appropriateness of the choices available to young people and to make an assessment of our readiness to meet the targets for Raising the Participation Age in 2013 and 2015. All providers have been made aware of this and we are intending to bring proposals on how we intend to proceed to the 14-19 Partnership Board in June 2010.

This 14-19 & RPA Plan forms part of the Nottinghamshire Children and Young People's Plan (CYPP) and as such will be presented to the Children and Young People's Board in June 2010. As the CYPP is itself being rewritten, the LA will ensure that the key elements of this document are incorporated into the new CYPP which will be published in 2011.

The 14-19 & RPA Plan is in two parts. The first, narrative, part is endorsed by the 14-19 Partnership and as such is a finished statement of our intentions. The second is an action plan, stating how the LA with our partners, intend to achieve the agreed priorities; as such it is essentially a living document that will need to change from time to time to reflect progress being made.

3. Context

The 14-19 Plan is set in the context of national policy objectives, including the 14-19 reform agenda, local information and analysis, consultation with schools, colleges, independent providers and stakeholder organisations.

Raising of the Participation Age (RPA)

In November 2008 the Education & Skills Act raised the “participation age” (RPA), requiring all young people to continue in some form of education or training until the age of 17 from 2013 and the age of 18 from 2015. The Apprenticeship, Skills, Children and Learning Act, November 2009, included the transfer to LAs of 16-19 participation funding and planning. The intention is to lay the foundations for RPA by making sure the right provision is in place so that every young person can participate and not suffer the long term effects of being NEET. In order to accomplish this, Nottinghamshire LA and Nottingham City LA have, from 1st April 2010, worked together as a Sub Regional Grouping (SRG) in the planning, commissioning and funding of places for 16-18 year old students in the maintained sector in school sixth forms, sixth form colleges, FE colleges, independent training providers and with the third sector.

To undertake parts of these responsibilities on behalf of the SRG the two LAs have enhanced the role of Connexions so that it will, under its new brand name “Nottingham and Nottinghamshire Futures”, deal with the day to day management of 16-18 funding in schools, colleges and private training providers. The changes have also provided the opportunity to absorb NEBA (Nottinghamshire Education Business Alliance) into this new organisation so that the closely related 14-19 activities of Information Advice and Guidance, Employer Engagement and 16-18 Commissioning are located within one organisation that is jointly owned and managed by the two authorities.

A number of more strategic aspects of the planning, commissioning and funding of 16 – 18 education and training will be retained by the Local Authority. Separate national arrangements, involving the Skills Funding Agency, will apply to the commissioning of apprenticeships and the quality of its providers; however the overall apprenticeship volumes and targets form an integral part of this Plan.

Entitlement

The concept of a 14-19 Entitlement was first established in the DCSF 2008 publication “Delivering 14-19 Reform: Next Steps” which set out a philosophy and route map. The Entitlement covers both access to the right learning opportunities for all young people and the right support. With the overall aim of the reforms to significantly increase participation and achievement and give young people the knowledge and skills that they and the economy need to prosper in the 21st century, the current offer for 14-19 learning will be expanded. The new national routes or learning suites that make up the Entitlement are

- Apprenticeships – with an entitlement to a place by 2013 to all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning – with an entitlement by 2013 to study one of the new qualifications

- General qualifications e.g. GCSEs, A Levels and stand-alone vocational qualifications
- Employment with training

Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them². Functional Skills will be embedded throughout the system.

Threading through the concept of Entitlement is the importance of 'learner voice'. There is no group whose views are more important in terms of the 14-19 reform programme than young people themselves. The commitment to listen to, and act upon, the views of young people, is paramount in the Nottinghamshire Entitlement Statement and detailed in the Nottinghamshire 14-19 Learner Voice and Participation Strategy 2009-2013

It is important that young people can experience a wide range of learning opportunities in high quality facilities. Investment in buildings and facilities therefore needs to be aligned with curriculum planning. Whilst there are a number of high quality specialist facilities in the county such as the East Midlands Centre for Automotive Training in Ruddington, the new build construction centre at the Dukeries School and the new 6th forms at Ashfield and Minster schools, the post 16 estate needs considerable development. At the time of writing the Skills Funding Agency has not indicated whether it will be able to resume its FE Capital programme, so proposed developments at West Notts and North Notts Colleges remain suspended. Some progress has been made with the BSF application and it is expected that construction will begin in schools in Newark and Sherwood in 2012. We are carrying out a review of the post-16 centre in Retford in the light of lower than expected numbers of learners in both the 6th form and the two feeder schools. There have been substantial discussions concerning the sharing of post 16 provision and premises in Newark and we are working towards a shared curriculum between three schools and Lincoln College from the Autumn of 2011. As a result of this less than satisfactory position we have kept our self-assessment for infrastructure at "red" in the 2010 Government Office 14-19 Progress Check.

Framework for Excellence

The Framework for Excellence (FfE) is a central feature of the new performance-management arrangements proposed in the recent consultation document Raising Expectations: Enabling the system to deliver (DCSF 2008).

The Framework is a score card formed from a standard set of performance indicators that are agreed across the sector as giving a balanced picture of performance for post-16 education and training providers. Wherever possible, users will be able to drill down to the underlying data to meet their needs for detailed information.

The Framework provides an independent, quantitative assessment of the performance of individual institutions and of the whole sector against a set of national standards. It will provide robust and consistent measures to give funding bodies the best available information they need to commission the most appropriate provision, regardless of the type of provider.

² Delivering 14-19 Reform: Next Steps, DCSF October 2008

The Framework applies to almost all providers of further education, including colleges and independent training providers. It is being piloted by 100 schools with sixth forms and approximately 20 local authorities during 2009-10 and will be introduced to all school sixth forms from September 2010.

Deprivation

There is a strong relationship between life chances of young people and various measures of economic deprivation of the families of young people. This inequality of opportunity is manifest in the attainment of young people which is lowest amongst those young people living in families that are income deprived.

Latest data for Nottinghamshire from IDACI 2007 indicates that child poverty and deprivation is a significant issue, particularly in the districts in the north of the County. The table shows the Average IDACI Scores by district indicating that in Mansfield 26% of young people are likely to live in families that are income deprived compared to 10% in Rushcliffe. In addition there are also significant pockets of poverty at a local level across Nottinghamshire. The recent Comprehensive Area Assessment (2009) highlighted the significant variation of deprivation between different parts of the County over a very wide range of indicators covering crime, health, economic prosperity and employment as well as education.

District	AVG IDACI Score
Ashfield	0.23
Bassetlaw	0.19
Broxtowe	0.16
Gedling	0.19
Mansfield	0.26
Newark	0.19
Rushcliffe	0.1
Nottinghamshire	0.19

Average School Income Deprivation Affecting Children Index (IDACI) Score - January 2010 (Includes The Samworth Church Academy) * Figures include all pupils recorded on the January 2010 School Census return (including dually registered and part time pupils)

The Income Deprivation Affecting Children Index (IDACI) shows the percentage of children in each Super Output Area (SOA) that live in families that are income deprived (ie, in receipt of Income Support, Income based Jobseeker's Allowance, Working Families' Tax Credit or Disabled Person's Tax Credit below a given threshold).

SOAs have been created by the office for national statistics as a fixed geographical boundary and are intended to replace electoral wards as the standard geography for the collection and dissemination of small area statistics. Each Lower SOA (what IDACI is based on) contains between 1,000 and 3,000 people.

Employment Trends

In overall employment terms, over recent years, Nottinghamshire³ has experienced a steady rise in its employment rate (74.5% in 2006/07 to 76.2% in 2008/09), certainly compared to the wider region which has seen a proportionate decline from 76.3% to 75.4% over the same period. In 2008-09 the level of economic inactivity was 19.6% and unemployment 5.3%. The largest number of employers was to be found in "banking, finance and insurance" and "distribution, hotels and restaurants", with the greatest proportion of employees in "public administration, education & health" and "distribution, hotels & restaurants". 7.8% of employers in the County are in the manufacturing sector, employing 14.5% of the total employees. Traditionally, there has been a slightly higher proportion in the County employed in skilled trades and the professions than in the region as a whole.

However, the impact of the economic downturn is now beginning to manifest itself within the employment data. Previously, the demand for skills for the future was deemed to be highest within the health and social work, retail distribution, business services and education sectors. In recent months, while still relatively healthy, vacancies have dropped within "construction", "banking, finance & insurance" and "public administration, education & health".

The effect of the recession on young people's unemployment varies significantly according to age range. Unemployment amongst 19-24 year olds has risen very sharply in recent years from 2790 in March 2008 to 5695 in March 2010. On the other hand, 16-18 year olds are covered by guarantees of learning places and relatively few of the young people in this group are unemployed. In April 2008 the number of 16 -18 year olds classified as NEET in the County was 937; by March 2010 this number had risen by 71 to 1008. The district breakdown of these was as follows:

District	No. NEET	% NEET
Rushcliffe	50	1.8
Newark and Sherwood	135	4.5
Gedling	138	4.3
Broxtowe	114	3.9
Ashfield	180	5.3
Bassetlaw	205	7.1
Mansfield	186	5.9

There is a strong correlation between NEET and academic achievement. In a separate study of 2009 school leavers conducted by Connexions Nottinghamshire the NEET group was distributed as follows:

No Qualifications	20%
GCSE F+G	13%
GCSE D+E	23%
1-4 GCSE C+	20%
5 GCSE C+ and above	22%
Not known	2%

³ In this context Nottinghamshire means the administrative area of the County Council ie excluding the City

Recessionary Impact

The impact of the current recession upon employment opportunities could impact upon Nottinghamshire – and parts of it in particular - for some time to come. Researching previous recessions indicates unemployment may continue to rise even when economic recovery begins and may remain relatively high for several years. There are big challenges for the economy ahead; whilst diverse, there are important sectors at risk and perceived growth sectors are still relatively small. The public sector is highly significant across Nottinghamshire as a source of jobs, but will also face challenges. This issue is reflected upon in a recent Experian paper⁴ suggesting firstly, that there may be “two recessions” – one private sector driven and to follow, a public sector one and secondly, that sectoral stresses and household financial stresses will vary significantly, with a particular burden being concentrated amongst relatively disadvantaged groups.

Skills is a critical challenge exacerbated by the recession – a large proportion of working age residents have no skills and the unskilled make up a large and growing proportion of the unemployed. There is a complex mosaic of relationships between people and places, with variable geographies for different economic themes. The north of the County ranks amongst the most vulnerable, tied with weaknesses in South Yorkshire. A common feature is that low skilled jobs everywhere are the ones most at risk and which return in fewer numbers.

Progression to Higher Education

The biggest growth in applicants to university over recent years has been in areas with the greatest concentration of income deprivation. In the county, there has been a 35.2% increase in the number of accepted applicants from the 20% most deprived areas over the last eight years. For the next 20% most deprived areas the increase was 7.3% and for the 60% least deprived areas, population increases appear to have been greater than the growth in accepted applicants, which suggests that the higher education participation gap has narrowed in the county over time. For Nottinghamshire (city and county), in 2001/02, 24.5% of students entering university were from the 40% most deprived areas, which increased to a 29.1% share by 2008/09 entry. The largest county increases have been in Ashfield and Newark and Sherwood.

Two measure of HE participation of particular note are for those on free school meals and for males. Only 9% of the county’s cohort claiming free school meals (FSM) progressed to higher education in 2005, compared to 30% of non-FSM cohort. It continues to be apparent that males remain considerably under-represented in higher education and the gender gap has widened since 2001/02. Encouragingly, however, there was a reversal last year when the number of young male applicants increased.

4. Priorities

⁴ “The Insight Report” Qtr 4 2009 Experian

Priority 1: Improve levels of Attainment at 16, including English and Maths, at a rate faster than the national average

Although historically achievements at Key Stage 4 have been below the national average, Nottinghamshire continues to make steady progress in closing the gap and improving the outcomes of young people.

	5 or more grades A*-C including English and maths GCSEs		Level 2 (5 or more grade A*-C)	
	2008	2009	2008	2009
Ashfield	36.3	42.9	58.1	62.7
Bassetlaw	38.3	39.7	55.6	62.5
Broxtowe	42.2	52.6	62.5	77.0
Gedling	47.6	49.8	63.9	74.0
Mansfield	35.8	37.5	51.1	56.7
Newark	39.2	43.1	62.0	69.6
Rushcliffe	64.3	65.5	76.4	83.7
Nottinghamshire	43.3%	47.2%	61.2%	69.2%
England Average	47.6%	49.8%	65.3%	70.0%

Source: Achievement and Attainment tables; 2009 Figures include The Samworth Church Academy; Data based on the district where the school is located

Comparisons against 2008 show that the percentage of pupils achieving 5 or more grades A*-C in Nottinghamshire schools has increased 8.0 percentage points to 69.2%. Nationally the increase has been 4.7 percentage points to 70%.

At 5+ A*-C including GCSE English and mathematics, Nottinghamshire improved by 3.9 percentage points compared to 2008 to 47.2%. Nationally the increase was 2.2 percentage points to 49.8%.

The percentage of pupils achieving 5+ A*-C at GCSE is 73.3% for girls and 65.1% for boys with improvements of 9.2% for boys and 6.6% for girls.

The percentage of pupils achieving 5+ A*-C including English and Mathematics at GCSE or equivalent is 51.1% for girls and 43.5% for boys. Nationally the figure for 2009 was 49.9% which represents an increase of 2.2 percentage points compared to 2008. The Nottinghamshire figure also improved but at a substantially faster rate boys increased by 4.3% and girls by 3.5%.

The percentage of pupils achieving 5+ A*-G at GCSE or equivalent is 93.0% (94.8% for girls; 91.3% for boys). Nationally the figure for 2009 was 92.3% which represents an increase of 0.7 percentage points compared to 2008. The Nottinghamshire figure

also improved and increased by 1.5 percentage points compared to 2008 (boys increased by 1.6%, girls by 1.3%).

The percentage of pupils achieving 5+ A*-G including English and Mathematics at GCSE or equivalent is 90.8% (92.4% for girls; 89.2% for boys). Nationally the figure for 2009 was 88.3% which represents an increase of 0.9 percentage points compared to 2008. The Nottinghamshire figure also improved by 1.7 percentage points compared to 2008 (boys increased by 2.1%, girls by 1.2%).

The percentage of pupils achieving any pass at GCSE or equivalent is 98.5% (98.6% for girls; 98.4% for boys). Nationally the figure for 2009 was 98.9% which represents an increase of 0.3 percentage points compared to 2008. The Nottinghamshire figure also improved by the same 0.3 percentage points compared to 2008 (boys increased by 0.6%, girls decreased by 0.1%).

In comparison to the other Local Authorities Nottinghamshire is ranked 82nd out of 151 for achievement in 5+A*-C (108th in 2008) and 104th for achievement in 5+A*-C including English and mathematics (106th in 2008).

Priority 2a: Improve levels of attainment at 19, both at levels 2 and 3.

Improving attainment at 19 remains our most significant challenge. While we anticipate the improvements at 16 (see Priority 1 above) will over time percolate through to the measures for 19 year olds, we will introduce a range of measures during 2010/11 that will further improve performance.

For Students aged 16-18 in Schools and Colleges entered for all Level 3 Qualifications, the average QCA point score per candidate entered for Level 3 qualifications was 698.0 (701.1 in 2008) compared to a National figure of 739.1 (739.8 in 2008). The average Level 3 point score per entry was 200.6 (197.3 in 2008) compared to a National figure of 211.7 (209.4 in 2008).

Attainment at 19 of full level 2 at 71.2% has improved marginally but is below the national average at 78.7% and is RAG rated Red in the 14-19 Progress Check. The national target is for 82% of young people to achieve level 2 by the age of 19 by 2010-11.

Attainment at 19 of full level 3 rose from 41.7% in 2007/08 to 42.9% in 2008/09 and is significantly below the national 51.4% average and is RAG rated Amber/Red. The national target is for 54% of young people to achieve level 3 by the age of 19 by 2010-11.

	% Attainment at age 19 of full level 2		% Attainment at age 19 of full level 3	
	2008	2009	2008	2009
Ashfield	64.4	68.0	32.15	35.3

Bassetlaw	65.6	67.4	38.65	39.0
Broxtowe	73.1	76.8	45.32	48.2
Gedling	73.8	75.5	45.36	47.4
Mansfield	62.8	65.6	33.44	33.3
Newark	69.6	70.4	44.05	44.3
Rushcliffe	81.2	83.4	57.08	59.8
Nottinghamshire	69.8	71.2	41.90	42.9
England Average	76.5	78.7	49.8	51.4

Attainment @ 19 data from YPLA based on learn at 15
2008 figures recalculated using methodology of 2009 having made corrections to the 2008 data

PSA Target 82% for L3 @ 19 in 2011

PSA Target 54% for L2 @ 19 in 2011

Priority 2b: Increase the percentage of young people in receipt of free school meals (FSM) who achieve a full level 2 and level 3 by age 19⁵.

In 2009 45 per cent of young people who had been in receipt of free school meals in year 11 had achieved Level 2 by age 19 representing a 6 percentage point increase on those aged 19 in 2007. Over the same period the gap between those eligible for free school meals and those not eligible for free school meals narrowed from 33 per cent to 30 percent. The attainment gap in Nottinghamshire remains larger than that nationally. The Level 3 attainment gap between those in receipt of free school meals and those not has narrowed slightly from 32% in 2008 to 31% in 2009. Again the attainment gap in Nottinghamshire is larger than that nationally.

% Attainment of L2 @ 19	Not in receipt of FSM			In receipt of FSM			Attainment Gap		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Nottinghamshire	72%	73%	75%	39%	40%	45%	33%	33%	30%
England	74.7%	77.1%	78.9%	48.9%	53.3%	56.8%	25.7%	23.7%	22.2%

% Attainment of L3 @ 19	Not in receipt of FSM			In receipt of FSM			Attainment Gap		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Nottinghamshire	43%	45%	46%	16%	13%	16%	27%	32%	31%
England	48.1%	49.6%	51.1%	22.6%	24.4%	26.4%	25.2%	25.2%	24.6%

The Partnership is therefore making limited progress in narrowing the gap when judged by the DCSF measures as part of the 14-19 Progress Check. The percentage of young people who were in receipt of FSM at academic age 15, who attained level 2 qualifications by the age of 19, has risen by 4.9% between 2007/08 and 2008/09

⁵ DCSF National Indicator 82 DCSF Level 2 and Level 3 Attainment by young people 20/4/2010

(RAG rated Amber/Green by the Government Office). However the gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not, has only decreased by 0.9% during the same period (Amber/Red).

Priority 3: Increase the number of 16 – 18 year old Apprenticeship places and their completion rates

The Leitch Implementation Plan⁶ indicated that there would be a substantial increase in the number of apprenticeships. To support this intention the government anticipates that around 1 in 5 of all young people will be undertaking an apprenticeship within the next decade. By 2013 there will be an entitlement to an apprenticeship place for all young people suitably qualified: this will play a major part in the government’s objective to raise the participation age. In March 2009 the National Apprenticeship service was launched which has already had some local success in engaging new employers in apprenticeships.

The overall number of apprentices in the county has declined during the recent recession particularly in the construction sector, and numbers fell sharply during the 2008/9 academic year, recovering during the autumn of 2009. There are now signs of fairly strong recovery and our intention in 2010/11 is to not only recover lost ground but to increase participation to its highest ever levels and on a trajectory to meet the 2020 target of 20% of all young people undergoing apprenticeships.

We have agreed a Memorandum of Understanding with the National Apprenticeship Service and have agreed with them an ambitious target of 2200 starts for 2010/11; under the terms of the Machinery of Government changes the responsibility for securing these places rests with the Skills Funding Agency. The latest figures from NAS suggest that progress to date towards the 2015 target is 13.4%, which is the second highest in the Region.

Improvements in success rates have continued in the past year (see below) and we aim to build on these in 2010/11.

Nottinghamshire (County) 16-18		Nottinghamshire (County) 16-18	
	2008-09 Cohort		2008-09 Success Rate
Apprenticeship	894	Apprenticeship	69.8%
Advanced Apprenticeship	342	Advanced Apprenticeship	72.5%
Total	1,236	overall	70.6%
		East Midlands	69.8%

Priority 4: Increase the percentage of 16-19 year olds participating in Education, Employment and Training (EET)

⁶ World-class Skills: Implementing the Leitch Review of Skills in England, DIUS 2007

The 14-19 cohort size had been increasing in Nottinghamshire, but began to decline in 2008/09. A 9% fall across the County is predicted to 2014⁷. Participation in education of 16 to 18 year olds has risen steadily year on year since 2004: 78% were in education and training in 2006-07 compared to the England average of 80%. The national target is 90% participation by 2015. There is an upward trend in participation of 17 year olds but it remains below the regional and national average, with a significant number dropping out of participation between the ages of 16 and 17.

It is our intention during the year to arrive at a participation trajectories towards RPA and separate trajectories for the proportions of the cohort going down each of the national learning routes.

The table below shows the first destination of year 11 school leavers from the 2008/09 academic year, therefore the NEET figures do not correspond with the figures above which are based on the National Indicator (NI 117) definition for 16-18 year olds.

2009 Leavers in learning at end of November 2009 and end January 2010

	College of FE		Continued Education in Schools		Employment with Training		Training Not Employed		Total in learning		Total Cohort
	Nov 09	Jan 10	Nov 09	Jan 10	Nov 09	Jan 10	Nov 09	Jan 10	Nov 09	Jan 10	
Ashfield	577	634	619	533	81	86	67	80	1,344	1,333	1,402
Bassetlaw	383	442	482	449	77	81	118	82	1,060	1,054	1,137
Broxtowe	555	519	454	452	40	43	31	39	1,080	1,053	1,132
Gedling	620	624	559	533	62	64	46	45	1,287	1,266	1,354
Mansfield	620	630	670	635	65	61	66	83	1,421	1,409	1,507
Newark	347	341	534	516	42	49	37	37	960	943	1,023
Rushcliffe	443	529	793	685	44	48	30	29	1,310	1,291	1,343
LA total	3,545	3,719	4,111	3,803	411	432	395	395	8,462	8,349	8,898

Source: NNF-Connexions, April 2010

Priority 5: Increase the capacity for Foundation Learning, Functional Skills and Diploma delivery in order to meet the needs of all 14-19 learners in advance of RPA and Entitlement in 2013

⁷ source: Office of National Statistics

Following Gateway 3 and 4 success, 12 of the 14 Diplomas will be delivered in areas of Nottinghamshire from September 2010. The Environmental & Land Based Studies Diploma will be delivered in 2011 leaving Travel & Tourism, planned for 2013, as the only Diploma remaining to be delivered. Areas such as Gedling and Broxtowe will be delivering for the first time in September 2010 with latter also now planning to deliver Science in 2011.

Currently 500 learners working with 30 providers are gaining Foundation Learning qualifications. A Foundation Learning Strategy Group has been established by the 14-19 Partnership and providers are being identified to deliver FL provision from September 2010 in each area. Roll out of this provision will continue up to 2013 when it becomes part of the learner entitlement.

Functional Skills CPD for providers will be supported locally by 14-19 and national strategy consultants up to April 2011. In addition there is likely to be on-going support from LSIS and the Functional Skills Support Programme.

Priority 6: Increase targeted support for vulnerable young people, combined with working with others to increase post-16 progression opportunities

In Nottinghamshire there is an overall lower percentage of those in vulnerable groups of 37.8%, compared to the England average of 43.7%, however the percentages of young people in these vulnerable groups is not found equally across the local authority districts. Hot spots can be found in some wards of all districts and in addition higher than national levels are found in particular districts with the highest in Mansfield and Ashfield. As a consequence measures need to be targeted at particular district and even ward level to narrow the gap in attainment at 16 and 19 between those on free school meals at 15 and their peers..

Vulnerable Groups percentages by District at Key Stage 4

	% eligible for FSM	% with EAL	% Looked After Children	% SEN
Ashfield	18.3	1.4	0.5	21.4
Bassetlaw	14.3	2.4	0.5	21.6
Broxtowe	12.2	5.7	0.2	18.5
Gedling	12.4	4.2	0.3	19.5
Mansfield	18.3	3.2	0.5	24.5
Newark	14.3	2.0	0.4	20.0
Rushcliffe	6.4	5.3	0.2	15.1
Nottinghamshire	13.8	3.4	0.4	20.2
England Average#	13.1	10.8	-	19.8

Source: School Census (Jan 2010)

Figures include The Samworth Church Academy (with the exception of EAL)

2010 data not available at the time of publishing

Data within this report is calculated using the same method as RAISEonline.

Minority Ethnic Groups includes all pupils with the exception of WBRI (White British), REFU (Refused) and NOBT (Information not Obtained) who are registered in NC Year 1 and above on the School Census.

Free School Meal pupils includes all pupils in NC Years R-11

Special Educational Needs (SEN) includes all pupils with an SEN (School Action, Action Plus and Statemented) in all years (including nursery and sixth-form)

English as an Additional Language (EAL) includes all pupils with the exception of ENG (English), ENB (Believed to be English), REF (Refused) and NOT (Information not Obtained) who are registered in NC Year 1 and above on the School Census.

All data excludes dually registered pupils in their secondary setting.

The Attainment at 16 of Vulnerable Groups

Although our attainment gap (NI 102) between pupils eligible / non-eligible attaining 5+ A*-C (inc. English and mathematics) has been gradually widening since 2006 (to 32.5 percentage points difference in 2009), actual outcomes for all FSM eligible pupils has actually increased year on year in Nottinghamshire since 2005.

Between 2005 and 2009, attainment in 5 or more good grades (A*-C) at GCSE or equivalent has increased 24.6 percentage points to 38.4% for FSM pupils. At 5+ A*-C including English and maths, the increase between the same time period has been 9.3 percentage points to 18.1%. Both measures have increased at a greater rate when compared to non-FSM pupils.

NI 102: Attainment gap between % pupils eligible for free school meals and their peers gaining (5 A*-C equivalents inc GCSE in. English and Maths)

	Numbers of FSM pupils	FSM % Attainment	Non-FSM % Attainment	Gap in % Attainment
Ashfield	177	23.7	45.6	21.9
Bassetlaw	137	11.7	43.1	31.4
Broxtowe	127	21.3	56.4	35.1
Gedling	128	20.3	52.9	32.6
Mansfield	206	9.7	41.8	32.1
Newark	124	21.8	45.8	24.0
Rushcliffe	77	24.7	67.9	43.2
Nottinghamshire	976	18.1	50.6	32.5

NI 105 – Special Educational Needs

2009 has seen a 1.4 percentage point reduction (to 41.1 in 2009) in the gap between those with an identified special education need and their peers. As with FSM, the actual outcomes for 5+ A*-C for SEN eligible pupils have seen a year on year increase since 2005 to 34.9% in 2009. The greatest increase in 5+ A*-C including English and maths was seen in 2009 with 3 times more SEN pupils gaining this level when compared to 2008 (an increase from 7.7% in 2008 to 16.5% in 2009).

NI 105: The Special Educational Needs (SEN) / non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths

	Numbers of SEN pupils	SEN Attainment	Non-SEN Attainment	Gap in Attainment
Ashfield	341	12.3	52.3	40.0
Bassetlaw	364	8.2	52.3	44.1
Broxtowe	195	11.8	60.7	48.9
Gedling	300	16.3	59.2	42.9
Mansfield	455	9.5	49.2	39.7
Newark	312	14.4	54.4	40.0
Rushcliffe	384	40.6	75.3	34.7
Nottinghamshire	2,351	16.5	57.6	41.1

Figures in red refer to NI data, other figures are provided for completeness

Looked After Children & English as an Additional Language

Pupils looked after and with English as an additional language represent a small proportion of the total number of pupils assessed at the end of Key Stage 4 in Nottinghamshire schools (less than 3% of the total 2009 cohort). As a result,

outcomes for these groups of pupils fluctuate year on year making comparisons to previous years difficult. There is however a commitment from the LA to improve outcomes for these vulnerable groups of pupils.

English as an additional language (EAL) / non-EAL gap – achieving 5 A*- C GCSE inc. English and Maths

	Numbers of EAL Pupils	EAL Attainment	Non-EAL Attainment	Gap in Attainment
Ashfield	17	41.2	42.9	1.7
Bassetlaw	20	40.0	39.7	-0.3
Broxtowe	66	59.1	52.2	-6.9
Gedling	45	51.1	49.8	-1.3
Mansfield	24	41.7	37.4	-4.3
Newark	18	33.3	43.3	10.0
Rushcliffe	57	54.4	66.0	11.6
Nottinghamshire	247	50.2	47.1	-3.1

The Looked After Children (LAC) / non-LAC gap – achieving 5 A*- C GCSE inc. English and Maths

	Numbers of LAC Pupils	LAC Attainment	Non-LAC Attainment	Gap in Attainment
Ashfield	7	14.3	43.0	28.7
Bassetlaw	*	0.0	39.9	39.9
Broxtowe	*	100.0	52.5	-47.5
Gedling	10	30.0	50.0	20.0
Mansfield	11	0.0	37.8	37.8
Newark	7	0.0	43.4	43.4
Rushcliffe	*	0.0	65.6	65.6
Nottinghamshire	42	11.9	47.3	35.4

LAC data is based on all looked after children (regardless of care authority) attending a Nottinghamshire school. This will exclude children of which Nottinghamshire is the corporate parent but who are attending a school outside the LA.

* denotes less than 5 children

Priority 7: Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced

The 14-19 Partnership has adopted an Employer Engagement Strategy which in 2010 needs to be implemented at local level through the ASGs. The Education Business Partnership (EBP) is now part of Nottingham and Nottinghamshire Futures creating the opportunity for significantly more joined-up approaches to employer engagement, greater effectiveness and affording it a higher profile.

An Education Business Advisory Board is being established to determine the ongoing strategic imperatives and to represent the views of employers, through the NNF Board, to the Local Authorities.

The EBP has signed 'brokerage' agreements with various employer fora and produces a monthly electronic newsletter that reaches 2,500 employers. It works collaboratively with partners on employer engagement eg sector-specific collaboration with the NHS/PCT and Nottingham Trent University.

The EBP manages a database of over 18,000 work experience placements offered by more than 13,500 employers. Recent refinements of the database include Diploma specific searches for targeted placements, on-line application for placement and downloadable Learning Outcome resources to support work experience.

Examples of good practice include the recruitment of Local Diploma Champions, the development of Learning Outcomes for work experience linked to curriculum, and the EBP opportunities presented by Catapulting Kids Further project. However there is still a lack of consistency across the County.

There is little evidence of schools assessing themselves against the DCSF Quality Standards for work experience and local implementation of the County Employer Engagement Strategy is patchy. There is evidence that Health and Safety vetting and Safeguarding procedures sometimes vary – particularly between pre 16 and post 16

Priority 8: Ensure that up-to-date, comprehensive and impartial IAG is available for all learners

The Partnership has an IAG strategy compliant with the national standards. This was judged a strength in the 2008 JAR and has recently been updated to comply with new statutory guidance. Each consortium has an action plan delivered by an IAG strategic group as part of the county IAG framework led by the Deputy Chief Executive of Connexions.

The Partnership has an online prospectus, mychoicenotts, which is extensively populated with 16+ learning opportunities but poorly populated with 14+ opportunities. It links to employment, WBL and Apprenticeship websites and contains a common application form. Usage has increased greatly during the past year as a result of the introduction of the on-line application form and the insistence in some areas that it is used for post 16 applications. However there is still considerable work to be done in relation to data population pre 16 and expanding the use of the common application process to all geographical areas and for all types and levels of course. This will be a major focus in the coming academic year.

A major focus for development is to improve the consistency of the quality of careers education and work related learning in all schools. All schools are committed to achieving the Career Mark quality award for careers education by September 2012. To date 14 schools and one college are making significant progress towards accreditation in the 2010/2011 academic year.

The creation of Nottingham and Nottinghamshire Futures brings together Connexions and NEBA ,along with others, also bringing together CEIAG and work related learning which will provide a single point of contact and integrated support for all schools to help them to significantly improve their Economic Well Being (EWB) curriculum.

National Priorities

In addition to the longstanding priorities contained in Every Child Matters and the 14-19 Reforms, the Government has recently launched specific priority developments for CEIAG. These can be crystallised as follows:

- Challenge low aspiration;
- Facilitate successful options choice and progression planning;
- Help young people to understand 21st Century life;
- Give young people the skills to be successful in 21st Century life.

And to support this 'step change' the Government has published additional statutory guidance:

- 'Quality Choice and Aspiration' – new guidance on Impartial IAG;
- Statutory Guidance on Impartial Careers Education;
- CEIAG Resources Pack;
- A revised Ofsted framework for school inspections.

The Current Situation in Nottinghamshire

Nottinghamshire is not strong on the EWB curriculum. Throughout Nottinghamshire only four institutions have attained the Career Mark quality award for careers education and guidance - Bilborough College; Foxwood School; Lincoln College and South Wolds School. In Lincolnshire, by comparison, 24 schools and colleges hold the award. It is our intention to rectify this situation. We intend that all schools in Nottinghamshire will hold the Career Mark award by September 2012. As a result of work initiated in the 2009/10 Plan, a further 14 schools and colleges are now actively working towards Career Mark and it is our intention in this plan to sustain this rate of progress.

Key areas for improvement include:

- cohesion between related provision areas,;
- training of delivery staff;
- including young people in the design, delivery and evaluation of the curriculum;
- challenge to gender stereotypes, especially in the diplomas;
- aspiration raising ;
- develop the use of virtual progression planning tools.

5. Action Plan for 14 – 19 & RPA Plan for Nottinghamshire 2010 – 2011

Priority 1: Improve levels of attainment at 16 including English and Maths GCSEs at a rate faster than the national average

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body																
1.1 Increase the proportion of those attaining five GCSE grade A*-C and equivalent including English and Maths GCSEs at a rate faster than the national average at the end of KS4.	Recommend continuation of current SIS support for school especially those in National Challenge category of less than 30%	<p>LA overall performance to be on par with national performance in 2010</p> <p>No schools in National Challenge - By early 2010 already 4 out of 13 schools in national challenge have been raised to National Challenge Advisor status and all of the NC schools are on target to be above the 30% floor target for 2009/10</p> <p>All learners make 3 levels of progression over two key stages KS2 to KS4.</p>	<p>2011 Targets for 5 GCSE grade A*-C and equivalent including English and Maths GCSEs aggregated from individual school targets</p> <table> <tr> <td>Ashfield</td> <td>51.0%</td> </tr> <tr> <td>Bassetlaw</td> <td>51.8%</td> </tr> <tr> <td>Broxtowe</td> <td>64.0%</td> </tr> <tr> <td>Gedling</td> <td>62.2%</td> </tr> <tr> <td>Mansfield</td> <td>49.1%</td> </tr> <tr> <td>Newark</td> <td>55.6%</td> </tr> <tr> <td>Rushcliffe</td> <td>76.0%</td> </tr> <tr> <td>Nottinghamshire</td> <td>58.5%</td> </tr> </table>	Ashfield	51.0%	Bassetlaw	51.8%	Broxtowe	64.0%	Gedling	62.2%	Mansfield	49.1%	Newark	55.6%	Rushcliffe	76.0%	Nottinghamshire	58.5%	<p>LA- SIS</p> <p>ASG</p>
Ashfield	51.0%																			
Bassetlaw	51.8%																			
Broxtowe	64.0%																			
Gedling	62.2%																			
Mansfield	49.1%																			
Newark	55.6%																			
Rushcliffe	76.0%																			
Nottinghamshire	58.5%																			
1.2 Increase the proportion of pre16 learners participating in Diplomas and Foundation Learning	<p>LA CPD plan for Functional Skills and Foundation Learning including training for schools' senior managers in Functional Skills</p> <p>Support Foundation Learning developments at ASG level through accessing support from LSIS and National Strategies</p> <p>Actively support providers in the conversion of E2E into full Foundation Learning</p>	<p>Network showcase event on FS & FL ASG level good practice</p> <p>One full FL programme pre-16 in each ASG complementary to full FL programmes in the ASG partner college</p> <p>Evidence of active sharing of FS and FL good practice at a local level</p> <p>Clear evidence of a coordinated approach to FS and FL delivery across each ASG</p> <p>Diploma participation predicted numbers of 1259 from September 2010</p>	<p>2010</p> <p>September 2010</p> <p>2010</p> <p>2010</p> <p>September 2010</p>	<p>LA-14/19</p> <p>ASG</p> <p>ASG</p> <p>ASG</p>																

Priority 2:

2.1 – Increase the proportion of those who attain a full level 2 by age 19

2.2 - Increase the proportion of those who attain a full level 3 by age 19

2.3 - Increase the proportion of young people in receipt of Free School Meals @15 who attain a full level 2 by age 19

2.4 - Increase the proportion of young people in receipt of Free School Meals @15 who attain a full level 3 by age 19

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
2.1 Increase the proportion of learners attaining a full level 2 by age 19 [NI 79] at a rate faster than the national improvement rate	<p>Use NNF-CNX and YPLA-LA data to baseline data and intelligence by ASG level on where Yr11s go , what they study, what they achieve to 19.</p> <p>Audit LA 2009 16-19 attainment by level and provider and produce a ASG level analysis of possible progression routes and attainment rates on national learning routes from KS4 to KS5</p> <p>Deliver a Themed Network event on Framework for Excellence indicators on attainment at 19</p> <p>Improved IAG at KS4 (Priority 8)</p>	<p>Increased understanding at ASG level of successful transitions at 16 and 17</p> <p>Increased intelligence to inform commissioning in 2011-12</p> <p>Increased progression routes from FL to level 2 post 16</p> <p>Better supported transition FL/L1 & L1/L2</p> <p>Network event on FfE drawing on national evaluation and contribution of local pilot schools</p>	<p>LA PSA Target 82% by 2011</p> <p>LA to improve faster than national rate FL2 @19 in 2009</p> <p>LA 71.2%</p> <p>National 78.7%</p> <p>ASGs encouraged to set FL2@19 contributory targets</p>	<p>LA-14/19</p> <p>ASG</p>
<p>2.2 Increase the proportion of learners attaining a full Level 3 by age 19 [NI 80]</p> <p>(National improvement outstrips LA since 2003/4 when LA was 7.4% behind and now 9.1% behind)</p>	<p>See 2.1 above plus</p> <p>Young Apprenticeships planning integrated into ASG planning to contribute to attainment of FL3@19</p>	<p>See 2.1 above plus</p> <p>Increased Participation at 17</p> <p>Broader ASG level L3 options</p> <p>Transition pathways in place from KS4 to Apprenticeships at KS5</p>	<p>LA PSA Target 54% by 2011</p> <p>LA attainment @ 19 in 2009 available 20/4/10</p> <p>LA to improve significantly faster than national rate FL3 @19 in 2009</p> <p>LA 42.9%</p> <p>National 51.4%</p> <p>ASGs encouraged to set FL3@19 contributory targets</p>	<p>LA-14/19</p> <p>ASG</p> <p>Providers</p>

<p>2.3 Narrow the inequality gap in achievement of full level 2 at 19 [NI 81]</p>	<p>Assist post 16 providers in identifying vulnerable learners at transition and initiate a performance tracking process.</p> <p>Commission report on progress of vulnerable learners across all providers 16 -19 in previous years</p> <p>Capture learner feedback on appropriateness of provision post 16</p>	<p>ASG aware of attainment of profiles of vulnerable learners locally by ASG</p> <p>Agreed definition of categories of vulnerable learners for targeted support eg possibly including young people in care, young offenders and young mothers.</p> <p>Increased progression routes from FL to level 2 post 16</p> <p>Engagement with other overarching children's services in an integrated approach to supporting vulnerable learners</p>	<p>LA to improve faster than national rate</p> <p>FL2 GAP @19 in 2009 LA 30% National 22.2%</p> <p>ASGs encouraged to set FL2@19 contributory targets</p>	<p>LA</p>
<p>2.4 Narrow the inequality gap in achievement of full level 3 at 19 [NI 82]</p>	<p>Assist post 16 providers in identifying vulnerable learners at transition and initiate a performance tracking process.</p> <p>Commission report on progress of vulnerable learners across all providers 16 -19 in previous years</p> <p>Capture learner feedback on appropriateness of provision post 16</p>	<p>ASG aware of attainment of profiles of vulnerable learners locally by ASG</p>	<p>LA to improve significantly faster than national rate</p> <p>FL3 GAP @19 in 2009 LA 31% National 24.6%</p> <p>ASGs encouraged to set FL2@19 contributory targets</p>	<p>LA</p>

Priority 3: Increase the number of Apprenticeship places and young people successfully completing an apprenticeship

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
3.1 Increase the number of apprenticeship places available within LA area	CPD programmes on IAG and Apprenticeships	Increase the number of apprenticeship starts in year	2200 starts set by National Apprenticeship Service as Nottinghamshire LA target for 2010-11	LA-14/19
	Champion for an increase in employed apprenticeships in LA and LA funded providers.	Increased awareness and understanding amongst provider IAG staff.	2015 Target 1 in 5	LA-14/19
	In association with NAS contribute to growth in apprenticeship places available	Increased number of apprenticeship starts in year	Success Rates increase by 1% to 71.6%	LA-14/19
	Cross reference action with NAS Memorandum of Understanding	Group training association status		LA-14/19
	Bid for group training association including schools for public service apprenticeships	Increased success rates for young people on apprenticeships		LA-14/19
	Work with Skills Funding Agency to improve apprenticeship success rates	Increased apprenticeship applications		LA-14/19
	Targeted IAG events and activities at KS4 to raise awareness, understanding and attraction of apprenticeships to YP in KS4.	Increased transition from YA to full apprenticeship post 16		NNF-EBA & NNF-CNX
	Continue to support and expand the YA at KS4 to include a pilot level 1 YA in construction			LA-14/19
Work with NAS to generate regular reports on apprenticeship participation by ASG				

Priority 4: Increase the percentage of 16 -19 year olds participating in Education, Employment and Training (EET)

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
<p>4.1 Develop ASG level targets to address RPA</p> <p>RPA to 17 in 2013 affects current year 8</p>	<p>Implement LA Foundation Learning Strategy</p> <p>See Priority 2 to map the progression pathways from FL pre 16 to post 16.</p> <p>Monitor and report on EET, NEET and Not Known</p> <p>Broker transition compact agreements across providers</p>	<p>ASG level targets to support the piloting of full FL</p> <p>Increased variety of provision post 16</p> <p>Not Known and NEET to be monitored at ASG</p> <p>Eliminate learners having to repeat the same FL qualifications at post 16 as done at pre 16</p>	<p>At least one full FL programme pre-16 in a school partnership in each ASG complementary to the full FL programmes 16-18 in ASG partner college from September 2010</p> <p>Clear progression pathways for all learning routes at ASG level from pre to post 16</p>	<p>LA-14/19</p> <p>LA-14/19</p> <p>NNF-CNX & ASG</p> <p>ASG & LA -14/19</p>
<p>4.2 Increase the percentage of 16 and 17 year olds remaining in learning</p>	<p>Research issues affecting retention at 17</p> <p>Retention reports commissioned by provider</p> <p>Evaluate the Key Stage 4 Engagement Programme</p>	<p>Commissioning for 2011/12 informed through data on retention Y11-12 and Y12-13</p> <p>Highlight best practice to inform FL development</p>	<p>RPA target achieved in 2013</p> <p>Improved breadth of progression options</p>	<p>LA</p> <p>ASG</p> <p>NNF-CNX</p>
<p>4.3 Improve the early identification and intervention from KS3 of those young people who are likely to enter NEET post 16</p>	<p>NNF-CNX NEET Reduction Strategy linked to Retention and Early Intervention and Whole Family Intervention Strategies</p> <p>ASG based action to explore how best to impact on NEET by district</p> <p>Explore links with NLC, Behaviour and Attendance Strategy and SBAP Partnerships</p>	<p>Greater understanding of how local commissioning might affect EET and NEET</p>	<p>Improved retention and progression rates from Yr11 to 12 and 12 to 13</p>	<p>LA</p> <p>ASG</p> <p>NNF-CNX</p>

Priority 5: Increase the capacity for Foundation Learning, Functional Skills and Diploma delivery in order to meet the needs of all 14-19 learners in advance of RPA and Entitlement in 2013

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
5.1 LA CPD workforce development strategy for Diploma, FL & FS	<p>FS Support Programme delivered & FL Support Programme delivered</p> <p>See Priority 4 RPA action, and Priority 1 FL action and FS action</p>	ASG set CPD targets around FL and FS strategy success targets	All appropriate learners to have access to FL	<p>LA</p> <p>ASG</p>
5.2 Stepped implementation of all national learning routes in each ASG	Separate ASG 14-19 Strategic Area Analysis	Set of recommendations to inform each ASG Curriculum Development strategy	ASG Curriculum Development strategy covering all four national learning routes	<p>LA</p> <p>ASG</p>
5.3 Coherent cross partnership planning	<p>SRG level plan for timetable alignment across LA partnerships.</p> <p>Develop funding models with City and neighbouring LAs</p>	Coherent cross-boundary protocols in place for or access, funding and timetable alignment	Protocols in place with City for access to diploma and FL from September 2010	LA

Priority 6: Increase targeted support for vulnerable young people, combined with working with other to increase post 16 progression opportunities. Vulnerable is defined as: Special Educational Needs, English as an Additional Language, Free School Meals and Looked after Children

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
6.1 Develop FL Strategy and associated CPD programme	<p>Roll out of FL delivery in each ASG pre and post 16</p> <p>Engage Special schools in ASG via FL pre and post 16</p> <p>Map post 16 progression pathways from KS4EP and Back on Track @ NLC to post 16</p>	<p>Full FL programme pre and post 16 in each ASG</p> <p>Increased the number of provider offer FL</p> <p>Each ASG has special school engaged as partner</p>	<p>2013 FL entitlement</p> <p>Increased attainment and improved progression opportunities for vulnerable groups is included in targets for Priorities1, 2, 3, 4 and 5</p>	<p>LA</p> <p>ASG</p> <p>LA</p>
6.2 Identify and report on performance of other groups of learners not currently included within definition of vulnerable	<p>With YPLA and LA data teams agree definition of groups to be included with extended definition of vulnerable</p> <p>Make contacts with colleagues responsible for young offenders, young mothers and young people in care</p>	<p>Reports on performance available by updated vulnerable groups</p> <p>SBAP strategy (Schools behaviour and attendance partnerships) integrated within 14-19 action plan</p>	<p>Increased attainment and improved progression opportunities for vulnerable groups is included in targets for Priorities1, 2, 3, 4 and 5</p>	<p>LA-14/19 & NNF-COM</p> <p>LA-14/19</p>
6.3 Increase the employment opportunities for (vulnerable) young people (with LLDD).	<p>There are other plans which aim to deliver these objectives and priorities therefore make links with 14-19 Plan to other plans</p> <ul style="list-style-type: none"> • Achievement for All • Aiming Higher • Looked After Children Behaviour & Attendance 	<p>Ensure that those involved in action planning with Looked After Children and Behaviour & Attendance Partnerships are consulted and informed so separate plans shape and inform each other.</p>	<p>Increased attainment and improved progression opportunities for vulnerable groups is included in targets for Priorities1, 2, 3, 4 and 5</p>	<p>LA-14/19</p>

Priority 7: Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced

Objective	Action	Success criteria	Target/ outcome & timescale	Lead
7.1 Through active support at ASG level embedding employer engagement activities in collaborative vocational provision	County-wide Employer Partnership Strategy to be implemented at ASG level	Schools SEF and colleges SA references to WBL and Ofsted inspection comments on WBL engagement considered at ASG level		LA ASG NNF-EBP
7.2 Align pre and post 16 Health & Safety vetting and safeguarding standards	<p>Each ASG to ensure that at least one school completes a self evaluation form against the DCSF Quality Standards for Work Experience.</p> <p>Require each ASG to have the DCSF Quality Standards for Work Experience and Safeguarding issues on work experience as an agenda item for full ASG.</p> <p>NFF to follow up to monitor compliance for the LA that assurance is in place</p> <p>Collaboration sought with City May 2010</p>	<p>Common standards applied across LA</p> <p>ASG employer engagement group audits one school per ASG</p> <p>DCSF quality standards for WEX well understood at ASG level.</p> <p>SRG level task and finish group established to determine safeguarding protocols for 14-19 work experience July 2010</p>	Minimum standards of qualification and experience for those conducting H&S vetting to be determined by 14-19 Partnership July 2010	ASG NNF-EBP
7.3 Increase efficiency and effectiveness of employer engagement activities	<p>Agree LA NNF-EBP contract delivery plan.</p> <p>Require ASG Employer Engagement Strategy to specify collaboration targets.</p> <p>Promote and adopt; 3 Insights; Education and Employers Task Force Learning outcomes and accreditation for WEX</p> <p>NNF-EBA to brief employers on RPA via e-shots, presentations, website and face to face meetings</p>	<p>Effective employer engagement infrastructure at a local level</p> <p>Employers briefed and prepared for new responsibilities resulting from RPA in 2013</p>		LA ASG NNF-EBP

Priority 8: Ensure that up-to-date, comprehensive and impartial IAG is available for all learners

Objective	Action	Success criteria	Target/ outcome & timescale	Lead body
8.1 All learners have access to impartial IAG at KS3, KS4 and KS5 on entitlement to the national routes at 14, 16,17 &18	Targets set for ASG members commitment to working towards achieving Career Mark	2 schools in each area achieve Career Mark by September 2011 All schools achieve Career Mark by September 2013	September 2011 September 2013	ASG NNF-CNX LA
8.2 My Choice Notts (MCN) is accurate, complete and current	Targets set for ASGs on members' compliance on IAG at KS4 and common prospectus Develop Foundation Learning Zone on MCN	Commissioning used as new lever on ASGs to influence FL zone introduced, populated and utilised	December 2010 March 2011	LA ASG NNF-CNX
8.3 Common Application Procedure reports on demand for places	Targets set for all providers to be using CAP processes by 2013	2 ASG areas introduce CAP processes for diploma applications for 2010/11 academic year CAP used as the default application for all post 16 recruitment . CAP demand data is taken into account in 2011/12 commissioning	September 2011 September 2013	LA ASG NNF-CNX
8.4 Check with learners that 14-19 Plan and its actions address their needs and give them access to their Entitlement.	All ASGs to consider how to involve young people and develop a learner voice strategy. Support learner voice pilots in Bassetlaw and Mansfield. Write student version of both Plan and Entitlement statement.	Entitlement statement used and Learner voice captured at ASG level. Pilot activity captured and shared across LA. Outcomes of learner voice activity to inform local action plans.	April 2011	LA ASG NNF-CNX

6. Supporting Information and Analysis:

16 – 19 Strategic Analysis for Nottinghamshire – LSC, June 2009

16 – 18 Nottinghamshire SRG Area – Curriculum Analysis – LSC September 2009

7. Related Documents:

From Here to Entitlement: A self-Assessment Toolkit for 14-19 Partnerships, LSC
March 2010 <http://www.dcsf.gov.uk/14-19/documents/FromHereToEntitlement2.1.doc>

Quality Assurance System for post 16 education and training: Overarching Framework;
Dcsf/Bis , March 2010

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=505&lid=702&ctype=None&ptype=Contents>

Progress Check Guidance: DCSF Spring 2010

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=580&ctype=None&ptype=Contents>

National Commissioning Framework: YPLA, April 2010

<http://www.ypla.gov.uk/publications/ncf/>

Supporting ambition in our young people: LGA, April 2010

<http://www.lga.gov.uk/lga/publications/publication-display.do?id=10370013>

Statement of Priorities and Investment Strategy 2010 - 2011, DCSF, January 2010

<http://www.ypla.gov.uk/publications/statementofpriorities/>

Investing in Potential : Our strategy to increase the proportion of 16 – 24 year olds in
education, employment or training, DCSF, 2009

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01145-2009>

14 – 19 Partnerships and planning : DCSF January 2009

<http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57&pid=496&lid=580&ctype=None&ptype=Contents>

Raising the Participation Age: supporting local areas to deliver: DCSF 2009

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01134-2009&>

Delivering 14-19 Reform: Next Steps, DCSF, October 2008

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00805-2008>

Raising Expectations: Enabling the System to Deliver, DCSF, March 2008

<http://www.dcsf.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20pdf.pdf>

Quality Choice & Aspiration – a strategy for young people’s information, advice and
guidance, DCSF, October 2009

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009&>

World-class Apprenticeships: Unlocking Talent, Building Skills for All, DIUS/DCSF,
2008 (the Government’s strategy for the future of Apprenticeships in England)

http://www.dius.gov.uk/publications/world_class_apprenticeships.pdf

8. Acronyms

ASG	Area Strategy Group
BSF	Building schools for the future
CAP	Common applications procedure
CEIAG	Careers education information advice and guidance
CNX	Connexions
CPD	Continual Professional Development
CYPP	Children and Young Persons' Plan
DCSF	Department for children, schools and families
EAL	English as an additional Language
EBP	Education Business Partnership
ECM	Every Child Matters
EET	Education, Employment and Training
EOTAS	Education other than at School
EWB	Economic well being
E2E	Entry to employment
FfE	Framework for Excellence
FL	Foundation Learning
FL2	Full level 2, equates to 5 GCSEs at grades A* - C or equivalent
FL3	Full level 3, equates to 2 A level passes or equivalent
FSM	Free School Meals
GOEM	Government Office for the East midlands
H&S	Health & safety
IAG	Information, Advice and Guidance
IDACI	Income deprivation affecting children index
JAR	Joint Area Review
KS3	Key stage 3
KS4	Key Stage 4
KS4 EP	Key Stage 4 Engagement Programme
LA	Local Authority
LAC	Looked After Children
LSC	Learning and Skills Council
LSIS	Learning and Skills Improvement Service
MoG	Machinery of Government Changes
MI	Management Information
NAS	National Apprenticeship Service
NEBA	Nottinghamshire Education Business Alliance
NEET	Not in Education, Employment and Training
NFF	Nottingham and Nottinghamshire Futures
NHS/PCT	National Health Service/ Primary care Trust
NI	National Indicator
NLC	Nottinghamshire Learning Centre
OCT	Open and Competitive Tendering
PA	Persistent Absentee
PPF	Passportfolio (e individual learning portfolio)
PSA	Public Service Agreement
QCA	Qualifications and Curriculum Authority
QCDA	Qualifications and Curriculum Development Authority
RPA	Raising of the participation age
SEN	Special educational needs
SFA	Skills Funding Agency

SIP	School Improvement Partner
SIS	School Improvement Service
SME	Small Medium Enterprise
SOA	Super output area
SRG	Sub regional grouping
STEMPOINT	Science Technology Maths Engineering (raising profile of)
VCL	Virtual Connexions library
WBL	Work based learning
YA	Young Apprenticeship
YPLA	Young People's Learning Agency

9. Appendices

16-19 Funding & Allocations 2010 – 11

Entitlement Statement

Local Area Statement of Need

Review of Progress against Priorities in 14 – 19 Plan for 2009 - 2010

Allocations of 16-18 Learner Number 2010-11

Provider Name	Learner Numbers	
SCHOOL SIXTH FORM	Total	7,731
Sutton Centre Community College		134
The Dukeries College		163
Ashfield Comprehensive School		636
Alderman White School and Language College		215
All Saints RC Comprehensive School		169
Arnold Hill School and Technology College		262
Serlby Park A 3-18 Business and Enterprise Learning Community		59
Harry Carlton Comprehensive School		201
Joseph Whitaker School		194
Kimberley Comprehensive School		188
Kirkby College		48
Magnus C of E School		110
Minster School		409
Portland School		181
Quarrydale School		81
Redhill School		202
Rushcliffe Comprehensive School		249
South Wolds Community School		180
The Becket School		220
The Brunts School		283
The Holgate Comprehensive School		110
The Meden School and Technology College		128
The National School, A C of E Technology College		120
The Queen Elizabeth's (1561) Endowed School		102
The West Bridgford School		286
Wheldon School and Sports College		94
Toot Hill School		295
Tuxford School		254
Valley Comprehensive School		201
Carlton-Le-Willows School		246
Chilwell School		157
Christ the King School		98
Colonel Frank Seely Comprehensive School		133
Dayncourt School Specialist Sports College		117
Eastwood Comprehensive School		155
The Elizabethan High School		153
Garibaldi College		184
George Spencer Foundation School and Technology College		242
Retford Oaks High School		136
The Manor School		196
FE & E2E PROVIDERS	Total	7,468
Millbrook Management Services Limited		34
The Bassetlaw Training Agency Limited		102
North Nottinghamshire College		1,291
Nottinghamshire County Council		421
Strategic Training Solutions (Mansfield) Limited		123
West Nottinghamshire College		3,065
Sutton Centre Community College		32
The Dukeries College		112
Nottingham Trent University		155
South Nottinghamshire College		1,974
Education & Youth Services Limited		133
Enterprise and Innovation Zone Limited		26

Nottinghamshire 14-19 Entitlement Statement

The 14-19 Partnership's strategic commitment is captured in the following vision statement:

“We work in partnership to ensure that all 14-19 year olds have access to high quality education and training that prepares them for adult and working life through learning pathways leading to higher achievement and skill acquisition for all”

In preparation for the statutory 2013 learner entitlement there is therefore a commitment to provide a broad and balanced 14-19 learning offer enabling all learners to gain appropriate qualifications to meet their needs and support their progression.

The entitlement must include a range of learning suites with progression pathways:

- Apprenticeships – a post 16 entitlement for all suitably qualified learners
- Diplomas – both pre and post 16
- Foundation Learning – personalised pathways at entry level and level 1
- General qualifications (GCSEs/A Levels)
- Current stand-alone vocational qualifications (eg BTECs/OCRs/NVQs..)

Having these learning opportunities in place to meet the needs of all young people will enable their participation until at least their 18th birthday (by 2015) and enable their progression onto further or higher education or skilled employment. These outcomes will only be achieved with impartial advice and guidance and appropriate support, delivered through a collaborative partnership structure.

Securing access to this area-wide offer for all 14-19 year olds is the responsibility of the Local Authority, working with the 14-19 Partnership and the local partnerships, the offer being captured in the on-line area prospectus, mychoicenotts.

Entitlement principles

Young people must be actively involved in the planning, implementation, review and evaluation of their education, training and related services.

Learners must be able to access the entitlement through an area-based planning process that may include cross-partnership and cross-border provision.

There must be both school and partnership commitment to impartial and high quality information, advice and guidance (IAG)

There must be both school and partnership commitment to the safeguarding of any learner engaged in off-site provision by ensuring that appropriate legal requirements are in place.

Essential actions for ASGs/local partnerships

Collaboration is crucial for schools and Local Authorities to fulfil their duties to secure young people's access to the Entitlement as no single institution is expected to deliver all learning opportunities alone.

All partners should work towards a joint approach to:

- Curriculum planning
 - Assessing demand across the 4 pathways/qualification suites

- Capturing and consideration of Learner Voice data when planning and reviewing provision
 - Auditing provision, including quality and facilities, and identifying gaps and duplication
 - Ensuring sufficient capacity to meet the entitlement by all partners making an active commitment to the work of the ASG/local partnership, and where necessary making cross-partnership/border arrangements
 - Expecting all specialist schools to be at the forefront of delivery of at least one Diploma qualification linked to their specialisms
 - Making pragmatic decisions based on the location of staff expertise, specialist facilities, authentic settings and learners' ability to access the sites
 - Rationalising provision based on cost-effectiveness and quality
 - Aligning timetables to secure access to the entitlement
 - Ensuring high quality and robust data sharing and learner tracking processes adhered to by all partners
 - Agreeing quality systems and procedures, including Learner Voice consultation, through implementing protocols and SLAs from the Notts Collaborative QA Toolkit
- Workforce development
 - Developing an area-wide workforce development plan to ensure that staff with the appropriate qualifications and expertise are in place.
 - Considering the employment of staff across the area strategy group e.g. lead and domain assessors, functional skills co-ordinators
 - Considering the involvement of young people when making partnership appointments
- IAG
 - Ensuring all learners, parents and carers understand the learning opportunities available to them across an area and appropriate progression routes
 - Working to ensure IAG provision meets the national quality standards
 - Providing accurate and comprehensive information to mychoicenotts and promoting its use and that of the Common Application Process
 - Providing information to detail the local offer e.g. provider, delivery site, travel arrangements
 - Monitoring take-up of provision and outcomes by groups of young people
 - Listening to learner feedback on IAG when reviewing the service
- Travel and Access
 - Ensuring that access planning is considered from the outset
 - Considering a range of solutions to minimise learner movement e.g. use of residential provision, appropriate location of local skills centres
 - Devising an integrated and cost-effective area travel plan
 - Seeking and acting upon learners' views with regard to access and travel to collaborative provision
- Employer Engagement
 - Ensuring that employers are actively engaged in the planning and delivery of appropriate components of provision
 - Listening to learners when evaluating all aspects of work-related learning
- Learner Voice
 - Establishing an area-wide strategy to develop the 'learner voice' and embed it within 14-19 strategy at a county and local level
 - Seeking and acting upon learner views to inform future planning, within defined parameters

Local Area Statement of Need 14-19

Local Area Statement of Need Local Authority Area Nottinghamshire

October 2009

1. Summary of Commissioning Priorities (in include elements identified through strategic analysis plus reviews refreshes of the 14-19 Plan)

Participation

Overall participation in Nottinghamshire is currently at its highest rate ever (94% of 16 year olds). There is strong evidence that employment without training has declined markedly in the last two years. Largely as a result of recession However NEET levels remain very low compared with East Midlands averages.

School 6th Forms

There has been a growth in participation in School Sixth Forms in recent years (although unevenly spread) and early indications for 2009/10 are that targets have been exceeded by 3.2%. We would expect this trend to continue into 2010/11 and are estimating that the total volume of young people in Nottinghamshire sixth forms will rise to 8,500 in 2010/11.

Further Education

Participation at Further Education institutions in the County has also grown in recent years and reached 6236 in 2008/9. Recent figures suggest a 4% improvement on contracted targets for 2009/10. We anticipate this trend to continue into 2010/11 and that the number of participation at Nottinghamshire FEIs will rise to 7000.

Entry to Employment

The most recent data indicated that there are 818 participants in Nottinghamshire based institutions. Due to budgetary considerations we are not expecting this figure to change significantly in 2010/11.

Apprenticeships

The provision of apprenticeships has been severely hit by the recession with volumes currently about 8-10% down on this time last year. We believe that it will be a significant challenge to deliver the same volumes in 2010/11 as were achieved in 2008/9 and therefore our estimation is for 500 Advanced Apprenticeships and 1425 Apprenticeship starts by Nottinghamshire residents in 2010/11.

As a result of the above we anticipate the mix of provision to remain fairly stable and that the desirable growth in the proportion of learners undertaking Apprenticeships will need to be deferred until more favourable economic conditions prevail.

Achievement and Quality

Success rates in FE came closer to regional averages between 2006/7 and 2007/8 although only West Nottinghamshire College was above the regional average. We would expect the steady improvement of success rates over recent years to continue, particularly at level 3.

Overall, Nottinghamshire's school's average A Level point score per student has increased over the last three years, but both the LA average remains below that of the national

figures. These figures mask significant variances between schools in the County which will be addressed in part by support and challenge activity.

Nottinghamshire's apprenticeship success rate in 2007/8 was, at 61% below the regional average of 65%. However Nottinghamshire's rates have improved significantly in recent years and these figures represent the smallest gap so far between regional and local rates. We expect this gap to continue to narrow in 2008/09 and 2009/10 and to reach parity by 2010/11.

Currently no FE1s or apprenticeship providers are deemed unsatisfactory through an OFSTED inspection.

Minimum levels of performance in apprenticeship led to the reduction in level of provision in one private provider but no FEIs.

Local analysis suggested that Nottinghamshire (Including City providers met the 50% target for positive outcomes in 2007/8.

Progress towards the national L3 at 19 targets is disappointing as are the figures for those in receipt of free school meals and a variety of initiatives are under way to improve the position.

There are no LAA targets relating to 16-18 provision

2. Key conclusions from Strategic Analysis and impact on Commissioning priorities

Resident Participation

Key Conclusions:

- Participation of 16 year olds very high (currently 94% according to Connexions data)
- Significant drop off by 17
- NEET figures low (currently 3.7%)
- September Guarantee met except for very small numbers at 17.
- Strong recruitment into many school 6th forms and FE colleges in September 2009.
- Apprenticeship numbers declining largely due to recession. We estimate approximately 10% down on this time last year.
- Many Nottinghamshire learners, particularly in the conurbation attending FE Colleges in the City.
- Significant numbers of our residents feature in Lincolnshire's figures due to arrangements in Newark.

Priorities:

- Continue to drive towards 100% participation
- Improve retention at 17 and 18
- Reverse downward trend in apprenticeships
- Develop provision that will attract remaining non-participants

Impact on Commissioning Priorities:

- Improve availability of foundation learning provision

Resident Learner Support

Key Conclusions:

- There are some travel to learn difficulties in the rural parts of the county

- Care to Learn take up has been generally poor, with most recent figures suggesting 164 participants, of 13% of the available cohort.
- EMA take up in positive. Nottinghamshire had over 11,000 participant in August 2009 which represented over 25% of the regional total.

Priorities

- Promote better usage of Care to Learn

Provider Participation

Key conclusions

- 49% of Nottinghamshire learners attend FE colleges in the city.
- Approximately 7% of Nottinghamshire learners attend Lincoln College although a proportion of these are based at the Newark campus
- Apprenticeships participation is in decline after a period of growth.
- FE and school 6th forms all reporting improved participation this academic year. Schools all reporting improved participation this academic year. Schools are 3.2% above contracted volumes, and FEIs are 4% above.
- There is a significant decline in participation at 17.
- There are no Youth Offending institutions in Nottinghamshire.

Priorities

- Use mechanism of Joint Venture to plan Nottingham/Nottinghamshire provision.
- Reverse decline in apprenticeship starts.
- Improve progression rates at 17.

Impact on Commissioning Priorities

- New apprenticeship provision required to attract new learners.
- Secure provision that has clear progression routes beyond year 12.

Resident Achievement

Key conclusions

- L2 improvement at 16 much improved in recent years.
- L2 at 19 PSA target was achieved, but improvement modest.
- L3 at 19 improved but not progressing towards national target quickly enough and improving at a slower rate than statistical neighbours.
- Significant inequalities between recipients of free school meals and others at both L2 and L3.
- Improve L3 at 19 performance by improving success rates in schools and FEIs and by improving access to L3 provision for those who already have L2.
- Targets former recipients of FSM.

Impact on Commissioning Priorities

- Focus of commissioning quality provision to improve attainment levels, particularly at level 3.
- Focus on provision that has clear progression routes at year 12.

Provider Quality

Key Conclusions

- FE and Apprenticeship success rates have improved consistently over a number of years.
- E2E progression rates met national targets.
- Some schools and colleges have modest A Level success rates and value added scores.
- No failing institutions (as defined by OFSTED) although very few excellent ones either. One Beacon College.
- Nottinghamshire is piloting Framework for Excellence in SSFs.

Priorities

- Support and challenge selected schools.
- Continue improvement in success rates particularly at Level 3.

Impact on Commissioning Priorities

- Focus on provision at L3 that has clear progression routes.

3. Infrastructure Changes and/or Competitions

Infrastructure Changes

- None

Competitions

- None

4. Travel to Learn - Import and Export Learners

Imported learners and how this affects provision and providers:

South Nottinghamshire College recruits the largest number of non-Nottinghamshire learners although the bulk of these will be from Nottingham City. West Nottinghamshire College is the next largest importer, mainly taking Derbyshire residents.

Exported learners and how this affects provision and providers:

Most exported learners attend Nottingham City institutions; this transfer will be dealt with under that auspices of the Joint Venture. We will need to ensure that Lincoln College has sufficient resources to cope with Newark residents.

Statement about the providers for whom the LA leads:

West Nottinghamshire College is a Beacon College and is the largest FEI in the county. It has steadily grown its 16-18 provision in recent years and in 2009 volumes are 5.9% above contracted levels. It has bases in Ashfield as well as Mansfield.

South Nottingham College serves both the City and the southern parts of the County. While smaller than the other City colleges it enjoys a good reputation and recruitment in 2009 is 6.9% above contracted numbers.

North Nottinghamshire College is the smallest FE College in the county and serves the Retford and Worksop areas. By agreement with local schools it does not offer "A" level provision. Recruitment in 2009 is disappointingly 5.5% below contracted levels, a figure that is not offset by over recruitment in local schools.

The LSC contracts with 44 School Sixth Forms. There are issues of quality in some of these and six have been provisionally identified as priorities for challenge and support. There are also some very small institutions, with 5 having less than 100 learners and 13 having less than 150. Some of these serve isolated communities however.

Statement about the providers that are delivering in their area:

Bilborough College, Castle College and New College Nottingham are all based in the City of Nottingham and all attract significant numbers of Nottinghamshire residents. Indeed there are more Nottinghamshire students than Nottingham students at Bilborough College. However New College attracts the largest number of Nottinghamshire students.

5. 16-18 Historical 2008/09, Learner Numbers Position Statement

Table 1 – Learners by Local Authority based providers (School Sixth Form, FE and

Provider name	Lead LA	Learner Numbers resident in LA	Learner Numbers from other LAs	Total Learner Numbers
SSF 1	Lead LA			
SSF 2	Lead LA			
SSF 3	Lead LA			
SSF 4	Lead LA			
E2E 1	Lead LA			
E2E 2	Lead LA			
FE 1	Lead LA			
FE 2	Lead LA			
FE 3	Lead LA			
FE 4	Lead LA			
TOTAL				

Table 2 – LA residents attending providers based outside LA area

Provider	Lead LA	Learner Numbers resident in LA (EXPORT)
SSF	LA2	
SSF	LA3	
FE	LA2	
TOTAL		

Table 3 – LA residency Apprenticeship learner numbers

Number of Apprenticeship Providers delivering in LA	Total Learner Numbers resident in LA Area (Participation)	Total Frameworks in LA Area

Business Case for Infrastructure change and Local Infrastructure pro forma

BUSINESS CASE FOR INFRASTRUCTURE CHANGE

To be completed for changes that impact on 16-18 learner numbers

Infrastructure Changes:

The following are regarded as infrastructure changes that can lead to an adjustment of the learner numbers:

- Approved capital build (LSC or LA funded) that is completed or is to be completed and open within 2010/11
 - Closing or opening schools/institutions
 - Formally approved mergers
 - Opening of Academies
 - Significant (200+) increases in learner numbers through Competitions
- The following criteria apply to these changes:
- All changes must impact on 2010/11.
 - All capital changes are only valid in the first two years of operation and need to be revisited each year.
 - All net increases should be formally agreed with partners as part of the 14-19 planning process.
 - All changes must have been reflected in the Local Area Statement of Need.
 - The partnership/local authority team must be satisfied that any increases are realistic and achievable.
 - Any increase should be at least in part accounted for by reductions
 - Else where to reflect displacement. This will be a key feature at moderation
 - Any increases should also consider the cohort predictions for the area.

All proposed infrastructure changes will be subject to regional and national moderation and are also subject to affordability. It is expected that this process will be completed in December so that Provisional Allocations can include and adjustments.

Infrastructure increase requested (learner numbers)

Total displaced in above (learner numbers)

Provider(s) from whom displacement will occur (state learner numbers for each provider if more than one)

<p>Rationale for request</p>	<p>Opening of Academies in September 2009 in City of Nottingham</p> <p>Bulwell Academy – Opened in Sept 09 by joining Henry Mellish and River Leen schools (neither of these had Sixth Forms, however academy has in 09/10)</p> <p>The Nottingham Academy – Opened in Sept 09 – joins Greenwood Dale with Elliot Durham (Greenwood Dale had 6th Form previously, Elliot Durham didn't).</p> <p>Nottingham University Samworth Academy – Opened in September 09, was previously William Sharpe School (which didn't have a sixth form)</p> <p>Planned Academies to open in September 2010 in Nottinghamshire</p> <p>Sutton Centre Academy – currently in Consultation process with plans to open in September 2010. LSC Area team are considering recommending that no FE allocation is made to Sutton Centre from 2010/11 and including funding and learners in Academy allocation. For info - Sutton Centre FE allocation for 09/10 is for 32 learners.</p> <p>Closing Schools</p> <p>Bramcote Hills school was closed in July 2009. The 6th form allocation for this school was vired into Alderman White School's allocation for 2009/10. In 2010/11 all funding for both school sixth forms should be under Alderman White. Allocation data (ratios, Provider Factor etc) should for both schools should be taken into account when forming 10/11 allocation to Alderman White.</p> <p>Capital Builds in 08/09</p> <p>Nottingham Emmanuel School – Rebuilt School (including Post 16 centre) opened in September 2008.</p> <p>Worksop Post 16 Centre opened in September 2008 – Valley School and Portland Schools' & North Notts College joint Post 16 centre.</p> <p>Retford Post 16 Centre opened in September 2008 – Retford Oaks and Elizabethan High Schools' & North Notts College joint Post 16 Centre.</p> <p>Tuxford School opened rebuilt School (including Post 16 centre) in September 2008</p> <p>Becket School opened rebuilt School (including Post 16 centre) in September 2009</p> <p>Minster School – opened rebuilt school (including Post 16 Centre) in September 2008</p> <p>Sutton Centre opened new vocational construction centre (to be used by 16-18 'FE' learners and adult learners) in September 2009.</p> <p>South Nottingham College – moved into Carter and Carter's premises in Ruddington in 2008/09.</p> <p>North Notts College – opened Idle Valley centre in 2008/09</p>
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	Castle College – Beeston Campus new build opened in September 2009
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**Review of Progress on the Actions and Outcomes
against the Priorities and Objectives
within the
14 – 19 Plan for Nottinghamshire
2009 - 2010**

Priority 1: Improve levels of attainment at 16 including English and Maths at a rate faster than the national average

Priority 2: Improve levels of attainment at 19, both at levels 2 and 3. Increase the percentage of young people in receipt of Free School Meals who achieve full level 2 or level 3 by age 19

PROGRESS HEADLINES

An 8% rate of improvement in achieving five GCSEs grades A*- C and equivalent at 16 is almost twice the national average improvement of 4.7%

The 3.9% rate of improvement of those achieving five GCSEs grades A* – C including English and Maths exceeds the national improvement of 2.2%

A Post 16 Improvement Group has been formed to oversee the progress towards the targets in the 14-19 Plan

All districts will be enabled to track learners from 14 – 19 through a pilot project merging of LA and LSC data

Only Bassetlaw and Mansfield ASGs have identified contributory targets to 14-19 Plan

LA has initiated sharing of FSM @15 data with further education colleges as first step to towards a partnership level approach monitoring progress towards closing the gap in achievement @ 19

Awaiting 2008/9 performance @ 19 data from LSC due late March 2010-02-17

Framework for Excellence is currently being piloted in some Nottinghamshire school sixth forms and will provide reports by provider from Spring 2012.

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009 - 10
1. Increase the proportion of those achieving five GCSE grade A*-C or equivalent at age 16	i) Extend the number of wider qualifications offered by schools ii) Engage schools in Raising Achievement networks to share good practice.	LA % to increase at a faster rate than England average	Targets as agreed by SIPS, linked to levels of progress	LA	2007/8 AAT Notts LA 61.2% National 65.3%	TARGET ACHIEVED 2008/9 Achievement and Attainment Tables (AAT) Notts LA 69.2% + 8.0% improvement National 70.0% + 4.7% improvement A number of schools are involved in Raising Achievement Networks (RAN). Mansfield Learning Partnership (MLP) Learning & Teaching group looking at data to identify good practice & set up one-off training sessions as required.
2. Increase the proportion of those achieving five GCSE grade A*-C including English and Maths at age 16	See (ii) above i) Engage schools in Study Plus for Maths and English ii) Engage all schools in	LA % to increase at faster rate than England average.	Target for 2009-10 55%	LA (CYPS and Communities)	2007/8 AAT Notts LA 43.3% National 47.6%	TARGET ACHIEVED 2008/9 AAT Notts LA 47.2% + 3.9% National 49.8% + 2.2%

	<p>Functional Skills developments</p> <p>iii) Implement National Challenge action plans as appropriate</p> <p>iv) Encourage schools to engage in STEMPPOINT activity.</p>				<p>Significant progress by National Challenge (NC) schools,</p> <ul style="list-style-type: none"> • only 5 of 13 schools are now below floor targets; • 12 NC schools increased the % of learners getting 5+A*-C IEM this year; • 6 NC schools recorded a 9% or more rise in 5+A*-C IEM ; • 5+A*-C IEM increase in NC schools is 5.6% compared to 3.1% in non NC schools <p>Nottinghamshire Training Network (NTN) offers a menu of opportunities including Excel-erate to increase capacity to improve retention, achievement and subsequent successful transition.</p> <p>All Area Strategy Groups (ASG) have been involved in National Strategies Functional Skills (FS) training.</p> <p>Initial FS results have been disappointing and consequently a number of resits taken in current year for which results expected March 2010.</p> <p>Ashfield Area involved in a BKSb pilot.</p> <p>Science Technology Engineering and Maths (STEM) escalator ratings for school involvement in STEM activities numbers @ levels</p> <p>Mansfield 2@2 3@3 2@4 Gedling 1@2 5@3 1@4 Newark 1@1 2@3 1@4 Broxtowe 2@2 4@3</p> <p>NTN member Access Training collaborates with schools to deliver increased provision pre 16 to students with SEN around level one animal care and level 2 childcare</p>
<p>3. Increase the proportion of learners attaining a full Level 2 by age 19 [NI 79]</p>	<p>LSC/LA dialogue with colleges, schools and other providers informed by district analysis to focus on curriculum provision and learner progression</p>	<p>DCSF analysis shows an increase for the LA greater than the national average.</p>	<p>Increase the percentage achievement from 67 to 78 by 2009-10</p> <p>Each ASG to identify local contributory target</p>	<p>LSC/LA</p> <p>ASGs</p>	<p>Pilot Data Matching project merging LA and LSC data on vulnerable learners in Mansfield and Bassetlaw will enable mapping of progression KS3 to aged 19 and achievement of full Level 2 & 3 by provider. Opportunity following this to raise awareness at ASG and potential to take on area based responsibility for achievement at 19.</p> <p>ASG Based Audit of 14-19 Curriculum completed and shared with a focus on future commissioning plans</p> <p>Detailed curriculum delivery plan prepared by Bassetlaw ASG (BASG) showing roll out to entitlement from 2010 – 2013 at L2 and L3</p> <p>Increased number of L2 courses being offered across the consortia Post 16 in Mansfield and some evidence of increased provision in some schools.</p> <p>NTN successful bid for Learner Intervention Grant will support retention and achievement of learners on Entry to Employment (E2E) and Apprenticeships using specialist software and hardware.</p>

						Mansfield Learning Partnership (MLP) has adopted Key Performance Indicator (KPI) for achievement at 19
4. Increase the proportion of learners attaining a full Level 3 by age 19 [NI 80]	LSC/LA dialogue with colleges, schools and other providers informed by district analysis to focus on curriculum provision and learner progression	DCSF analysis shows an increase for the LA greater than the national average.	Increase the percentage achievement from 39.4 in 2006-7 to 47 in 2009-10 Each ASG to identify local contributory target	LSC/LA ASGs		<p>LA has supported schools in accessing and interpreting performance data post 16 using Advanced Level Information System (ALIS), A Level Performance System (ALPS) and a range of other tools including the LAT.</p> <p>ASG Based Audit of 14-19 Curriculum completed and shared with a focus on future commissioning plans</p> <p>Reports available at ASG level on the gap in achievement at 16 in 2009 against a number of proxies for vulnerable learners Free School Meals (FSM), English as an Additional Language (EAL), Special Educational Needs (SEN).</p> <p>Framework for Excellence (FfE) is currently being piloted in some Nottinghamshire school sixth forms will provide reports by provider from 2012.</p> <p>ASG review of L3 performance in MLP using consortia ALPS report and sharing school based ALIS report. Making the link between the consortia offer and a record of achievement.</p> <p>Bassetlaw Area Strategy Group (BASG) and MLP have identified contributory targets and Ashfield has tabled a commitment to local commissioning plans for North Ashfield</p> <p>Newark & Sherwood (N&S) plan to have more cost effective post – 16 collaborative arrangements in place for September 2010.</p> <p>BASG and MLP are introducing L3 Diplomas from 2010 and MLP has KPIs for progression to HE.</p> <p>Mansfield Learner Voice conference has post 16 focus.</p>
5. Narrow the inequality gap in achievement of full level 2 and full level 3 at 19 [NI 81 & 82] See also Priority 4	Formulate strategy for interventions/targeting of disadvantaged / vulnerable groups	i) Increase the % of those in receipt of FSM achieving a full level 2 by 19 ii) Increase the % of those in receipt of FSM achieving a full level 3 by 19	51% of those in receipt of FSM to achieve full level 2 by 2009-10 (41% in 2006-07)	LSC/LA/Connexions	32.5% Achievement Gap @ 16 in 5 A*-C GCSE IEM FSM 18.1%, Non-FSM 50.6%	<p>Post 16 Improvement Group formed with specific priority task groups on drop out at 17 and alignment of data pre and post 16 alongside commissioned consultancy work.</p> <p>Informal first steps taken by LA to inform FE colleges of students on FSM @ 15. Next step to establish a process and protocol across all learning providers.</p> <p>Nottinghamshire Learning Centre (NLC) now engaged in developing a Foundation Learning (FL) curriculum.</p> <p>In 2009-10 315 learners participated in the Key Stage 4 Engagement Programme (KS4EP) in 28 schools across the county</p> <p>MLP has identified that the performance of boys on FSM is the lowest in county</p>

Priority 3: Increase the number of Apprenticeship places and young people successfully completing an apprenticeship framework

PROGRESS HEADLINES

70.6% Overall Apprenticeship Success Rate in 2008-9

Target for growth in apprenticeship numbers not reached due to the effect of economic recession on employers

National Apprenticeship Service (NAS) memorandum of understanding needs cross referencing to target apprenticeship numbers by sector and by district taking note of local economic circumstances

Elected members of the County Council are considering developing an internal apprenticeship strategy and Mansfield District Council and Broxtowe Borough Council are both committed to becoming exemplar employers re Apprenticeships.

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer	Baseline 2008-9	Progress in 2009-10										
1. Increase the number of apprenticeship places available in Nottinghamshire compared to 2007-08	Commission additional provision through open & competitive tendering (OCT) & negotiation	To meet the regional target for growth in apprenticeship starts	Number of Apprenticeship places in Nottinghamshire increase by 5% compared to 2007-08	LSC/ National Apprenticeship Service (NAS)		<table border="1"> <thead> <tr> <th colspan="2">Nottinghamshire (County) 16-18</th> </tr> <tr> <td></td> <td>2008-09 Cohort</td> </tr> </thead> <tbody> <tr> <td>Apprenticeship</td> <td>894</td> </tr> <tr> <td>Advanced Apprenticeship</td> <td>342</td> </tr> <tr> <td>Total</td> <td>1,236</td> </tr> </tbody> </table> <p>The performance data for 2008-09 is based on learners resident in Nottinghamshire (County) This is a change from the way in which performance was measured prior to 2008-09 and therefore this makes comparisons of performance using 2007-08 as the base year misleading.</p> <p>It is suggested that a new target is set for 2009-10 using 2008-09 performance data as the baseline.</p> <p>There was a decrease in apprenticeship places in 2008-09 compared to 2007-08 predominantly due to the economic recession.</p> <p>MLP has a KPI for apprenticeships in the district. NAS to present at future MLP Executive Group meeting. Exploring notion of schools becoming collaborative employers of apprentices</p> <p>NTN Employer Information Service in place via call centre to stimulate, capture and distribute apprenticeship leads offers to NTN and Connexions.</p>	Nottinghamshire (County) 16-18			2008-09 Cohort	Apprenticeship	894	Advanced Apprenticeship	342	Total	1,236
Nottinghamshire (County) 16-18																
	2008-09 Cohort															
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<p>2. Increase the success rate for both apprenticeships and advanced apprenticeships from 62% in 2007-08</p>	<p>i) Implementation of Framework for Excellence. ii) Elimination of poor provision through Minimum Levels of Performance</p>	<p>Success rates for apprenticeships increase and the gap compared to the regional average is reduced</p>	<p>Success rate is 64% for 2009-10</p>	<p>LSC</p>	<p>2007/8 SR 64.3%</p>	<table border="1" data-bbox="1464 177 1904 507"> <thead> <tr> <th colspan="2">Nottinghamshire (County) 16-18</th> </tr> <tr> <th></th> <th>2008-09 Success Rate</th> </tr> </thead> <tbody> <tr> <td>Apprenticeship</td> <td>69.8%</td> </tr> <tr> <td>Advanced Apprenticeship</td> <td>72.5%</td> </tr> <tr> <td>overall</td> <td>70.6%</td> </tr> <tr> <td>East Midlands</td> <td>69.8%</td> </tr> </tbody> </table> <p>Need to set new target for 2009-10 using 2008-09 data as baseline. (see note above)</p> <p>The 2007-08 Success Rate (SR) as previously measured has been adjusted to 64.3%. By the new measures the overall Nottinghamshire SR has increased by 6.3% to 70.6% for 2008-09 exceeding the 2% target and above the East Midlands SR 69.8%.</p> <p>Success rates have improved on apprenticeship programmes: This is due in part to the elimination of poor provision through the application of Minimum Levels of Performance .</p> <p>NTN Advanced Apprenticeship Graduations and NTN Work Based Learning Annual Awards Evening engages stakeholders, employers, providers in raising awareness and prestige of WBL and WBL training providers.</p> <p>FfE workshop at 14-19 Network Conference and presentation at Network Themed event.</p> <p>FfE was introduced nationally in 2008-09 for apprenticeship providers</p>	Nottinghamshire (County) 16-18			2008-09 Success Rate	Apprenticeship	69.8%	Advanced Apprenticeship	72.5%	overall	70.6%	East Midlands	69.8%
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<p>3. Develop capacity within the county to increase the number of apprenticeships and vocational progression opportunities on a trajectory to deliver the ambitions set out in "World Class Skills"</p>	<p>i) Direct marketing to employers, young people and parents ii) Encourage LA and District Councils to be exemplar Apprenticeship employers iii) Ensure workforce development strategy contributes to the capacity to deliver</p>	<p>Sufficient capacity exists to deliver increased volume of high quality apprenticeships and the learner entitlement</p>	<p>Capacity exists for at least 20% of 16-18 year olds to start an apprenticeship by 2013, with an interim target of 18% by 2009-10</p>	<p>LSC/ National Apprenticeship Service</p>		<p>NTN acting as Area Lead for employer enquiries on behalf of LSC. NTN also promoting apprenticeship options to young people in school through presentations and developing materials promoting apprenticeships with public sector organisations.</p> <p>Elected members of the County Council are considering developing an internal apprenticeship strategy.</p> <p>Mansfield District Council and Broxtowe Borough Council both committed to become exemplar employers re Apprenticeships and Diplomas (esp in Retail, BAF, Sport & Active Leisure)</p> <p>Need to cross reference NAS Memorandum Of Understanding with sector apprenticeship target numbers by local economic conditions and local demand from young people. NAS needs to work at local level sharing data on vacancies.</p> <p>Young Apprenticeships (YA) volumes, outcomes and related targets ought to be included in future.</p> <p>Mismatch reported between unfilled apprenticeship vacancies and lack of suitably qualified applicants.</p>												

Priority 4: Increase the percentage of 14-19 year olds participating in Education, Employment and Training (EET)

PROGRESS HEADLINES

Target Achieved to increase the percentage of previous year 11 on School Action Plus in Education, Employment and Training

September Guarantee Target Achieved and new January Guarantee implemented in 2010

94% Participation rate for 16 year olds well above regional average

Participation rate for 17 year olds in education, employment and training is behind regional and national and has been reported as having gone down in 2008-9

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
1. Increase the percentage of young people aged 16-18 who were previously School Action Plus in Year 11 in Education, Employment or Training (EET)	See also Priority 6 i) Identify cohort and track during KS4 providing additional targeted support including Positive Activities ii) Identify and address potential gaps in provision and ensure it is made available to target groups, especially leavers from the NLC	Cohort identified Positive Activities opportunities developed Gaps in provision identified New provision commissioned	Percentage in EET increases by 5% (from 70.4% in December 2008 to 73.9% by 31.12.08)	Connexions	598 at end of KS4 on SAP in 2009. 12.7% achieve 5 A*-C GCSE IEM, and 27.3% achieve 5 A*-C GCSE equivalent compare to peers 47.2% 5 A*-C GCSE IEM and 69.2% 5 A*-C GCSE equivalent	TARGET ACHIEVED By December 2009, 74.9% of young people aged 16-18 who were School Action Plus during year 11 were in EET. This compares with 91.2% of the whole 16-18 cohort. <i>(source CCIS – Connexions MI report ME0009 – December 2009 using calculation by national formula for NEET)</i> A pilot project has been agreed with Nottinghamshire Training Network (NTN) to target Year 11 students in the NLC to support progression into work based learning and apprenticeships. This is planned for March 2010.
2. Increase the percentage of 16 and 17 year olds remaining in learning through the September Guarantee and improved tracking	See also Priority 6 i) Improve the outcomes of the September guarantee especially for Year 12 groups ii) Review the follow up arrangements of Priority Group One young people entering EET after Year 11 iii) Undertake data analysis of premature leavers from full time education iv) Create and implement Post 16 Retention Improvement strategy	September Guarantee arrangements reviewed with partners MI in place to measure and track early leavers from post 16 learning Processes in place to follow up all early leavers from post 16 learning	Percentage of Year 12 young people on one year courses offered places in learning is increased by 5% (78.2% to 82.1%) Analysis of data is available by educational institution of early leavers from post 16 learning by December 09 Strategy written and agreed by December 09	LA/Connexions		TARGET ACHIEVED 8,155 young people aged 17 or 89.4% of the year 12 cohort received an offer under the September Guarantee in 2009. <i>(source – NCCIS Health check data 2009-2010, September 2009)</i> The September Guarantee Cohort has changed each year since first introduced in 2006. Therefore any comparison with previous years is not possible. New January Guarantee implemented in 2010 NLC engaged with developing Foundation Learning from 2010 As part of the County Post 16 Improvement Group work is being undertaken to review follow up arrangements of young people who were Priority Group1 entering EET.

	ensuring all early leavers from post 16 learning are followed up and supported back into learning where appropriate					<p>This group is also working to establish a range of data on drop out and early leavers and to develop a cross partnership strategy. This work is ongoing. However, some data on early leavers was developed during 2009 with some initial analysis being conducted. A post 16 retention strategy is being addressed by a wider partnership group.</p> <p>Draft LA Foundation Learning Strategy and Implementation Plan includes actions to:</p> <ul style="list-style-type: none"> • develop appropriate accredited FL pathways 14-19 • work with pre and post 16 providers on coherent progression routes • improve impartial IAG for FL in schools and colleges • link FL developments to Achievement for All and Behaviour and Attendance strategies
3. Improve the early identification of those young people who are likely to enter NEET post 16	<p>i) Develop and pilot a tool to identify young people pre 16 who are at risk of being NEET post 16</p> <p>ii) Identify and track cohort ensuring sufficient support is in place to ensure successful transitions at 16</p>	Number of schools involved in the pilot	<p>Four schools from at least two ASGs are involved in using the tool developed</p> <p>Evaluation of the tool and its implementation completed by October 2010</p>	Connexions		<p>This work is being taken forward by the County NEET strategy group with the intention of exploring the use of such a tool already developed in Derbyshire.</p> <p>Work ongoing.</p>
4. Reduce the number of 14-16 year olds persistently absent in order to reduce the potential NEET cohort	<p>i) Share current area-based and school persistent absence levels, LA targets and strategies to address</p> <p>ii) Identify and track cohort ensuring sufficient support is in place to ensure successful transitions at 16</p>	Reduction in levels of absence from learning	<p>Numbers of 14-16 year olds who are persistently absent (PAs) are reduced by ---</p> <p>All individual school PA targets and LA target achieved</p>	Connexions/ (Improving) Behaviour & Attendance Strategy Group		<p>Individual schools have individual targets for behaviour and attendance.</p> <p>Within each school persistent absentees will be amongst the top priority cohort for Connexions who will work actively with the school staff and Education Welfare Officers.</p>

Priority 5: Increase the capacity for Diploma delivery during the pilot years to ensure that by 2013 learners will be able to access the full Diploma range

PROGRESS HEADLINES

Stepped roll out of diplomas planned across the county

Bassetlaw ASG Curriculum Strategy for 2010-13 prepared identifying key issues and recommendations to be addressed on delivery locations, staffing and resources

LA in dialogue with Nottingham City, Derbyshire and Lincolnshire to share diploma roll out planning

Area based CPD plans developed by ASG consortia directors supported by 14-19 consultants, national training support brokered as and when required

LA Gateway 4 submission included details on stepped implementation of diplomas by district, cross border delivery planning arrangements and Foundation Learning developments

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
1. Establishment of LA Diploma workforce development strategy	<p>i) Collate and synthesise district based CPD plans</p> <p>ii) Identify gaps/needs and plan local training to meet the entitlement</p>	Established district-based CPD plans collated	Local training delivered to meet the Diploma entitlement	LA		<p>Broxtowe and Gedling have continuing professional development CPD plans focusing on 14-19. CPD has been accessed on issues such as: Foundation Learning; Functional Skills (FS); Diplomas; administration; assessment; project delivery</p> <p>Training planned for Domain Assessors – March & June 2010. Lead Assessors part of a regional support group. Currently lack of understanding on Domain Assessor and Lead Assessor roles at ASG level to inform judgements on who might fulfil the roles.</p> <p>Joint county-wide support group for SAL supported by LA advisory teacher.</p> <p>MLP to agree a common inset day for 2010/11. Piloting common inset day with two schools in June 2010 to be used for learning and teaching CPD</p> <p>FS training including the offer of targeted support from Nat Strats.</p> <p>Bassetlaw and Mansfield have had Qualifications and Curriculum Development Agency (QCDA) “diploma health check visits” giving a steer to future development needs.</p> <p>Newark CPD plan captured staff development needs in respect of planning and implementation, programme continues to be developed and delivered through Line leads</p> <p>Rushcliffe developing CPD programme has been discussed by Diploma Partnership and will be included in the revised diploma implementation plan.</p>

<p>2. Stepped implementation of Diploma lines in each district</p>	<p>i)Map Gateway success and potential district based interest in future Diploma piloting</p> <p>ii)Address gaps and duplication through Diploma Management Group</p>	<p>Gateway 3 success enables continued Diploma roll-out</p>	<p>Learners can access Diploma entitlement by 2013</p>	<p>LA</p>	<p>2009 Diplomas Ashfield 2 Bassetlaw 4 Broxtowe 1 Gedling 0 Mansfield 7 Newark 4 Rushcliffe 0</p>	<p>TARGET ACHIEVED</p> <p>Sept 2010 new Diploma lines planned Ashfield 2 + 3 Bassetlaw 4 + 4 Broxtowe 1 + 5 Gedling 0 + 5 Mansfield 7 + 2 Newark 4 + 2 Rushcliffe 0 + 2</p> <p>Gateway 4 LA submissions covered stepped implementation of diploma lines by district.</p> <p>All ASG have outline diploma roll-out plans produced.</p> <p>Bassetlaw Curriculum Strategy 20010-15 and diploma roll out plans presented to BASG January 2010</p> <p>Cross ASG planning for common access to specialist lines across City and Broxtowe</p> <p>Newark & Sherwood and BASG planning a joint delivery of Environmental and Land Based (ELB) diploma from 2010</p> <p>Rushcliffe planned work with city partnership on L3 delivery of Creative & Media diploma.</p>
<p>3. Achievement of a coherent cross-boundary planning approach</p>	<p>Exchange Diploma roll-out mapping with adjoining LAs through GOEM</p>	<p>Diploma roll-out mapping exchanged</p>	<p>Diplomas are planned with adjoining LAs and made accessible to Notts learners</p>	<p>LA</p>		<p>Gateway 4 LA submissions covered cross boundary planning by district.</p> <p>Termly meetings with Derbyshire LA to share diploma roll-out plans, sharing of good practice etc.</p> <p>Joint working group for ELB across city and county partnerships</p> <p>City LA attends Broxtowe ASG to ensure consistency of approach (e.g. funding model, delivery days). G4 submission included Broxtowe and City including each other as partners re ELB and MPD Diplomas,</p> <p>Meetings and discussions taken place with Lincolnshire and links established for progression to L3 Engineering Diploma across the Bassetlaw & Gainsborough Partnerships</p> <p>Planned work with Rushcliffe and City partnerships to look at the potential for some joint delivery across selected lines from 2011</p>
<p>4. Identify gaps in facilities and resources to deliver the Diploma entitlement</p>	<p>LA and ASGs to seek funding opportunities</p>	<p>Funding opportunities sought and bids produced</p>	<p>Capital strategy in place 2010</p>	<p>LA/LSC and all ASGs</p>		<p>BASG Curriculum Strategy for 2010-13 prepared which identifies key issues and recommendations to be addressed in terms of delivery locations, staffing and resources.</p> <p>Above exemplar to be shared with all other ASGS to encourage similar developments</p> <p>MLP Executive Group to prioritise an accommodation strategy.</p> <p>Successful school based emda Catapulting Kids Further Bids to extend the vocational curriculum in Ashfield in Construction & Built Environment (CBE), Manor in Engineering & Business, Magnus in Design & Manufacture, Chilwell in CBE and Harry Carlton in STEM</p>

Priority 6: Increase post-16 progression opportunities for vulnerable young people

PROGRESS HEADLINES

Foundation Learning entitlement has now moved to 2013.

Draft FL strategy being implemented with actions linked to strategic priorities to be agreed by 14-19 Partnership

Need to link pre and post 16 FL for both coherence and effective progression

Identification of pre & post 16 providers to deliver full FL from September 2010 has been completed with a first meeting planned for March 2010

315 learners participated in the Key Stage 4 Engagement Programme in 28 schools

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
1. Develop personalised post 16 progression pathways for learners who have been participating in the KS4EP	Establish a KS4EP/FLT development and progression group of schools and partners	Post 16 progression pathways drawing on developing FLT provision in place	2010 FLT entitlement met	LA/LSC		<p>Draft FL strategy being implemented with actions linked to strategic priorities to be agreed by 14-19 Partnership</p> <p>Need to link pre and post 16 FL for both coherence and effective progression</p> <p>FL entitlement has now moved to 2013.</p> <p>31 secondary schools on target to deliver qualifications from within the emerging Foundation Learning Curriculum through membership of the LA/ National Open College network (NOCN) consortium</p> <p>In 2009-10 315 learners participated in the Key Stage 4 Engagement Programme in 28 schools across the county</p> <p>NTN Skills Ability ESF project worked with a group of young unemployed north notts people with identified barriers related to learning difficulties supporting them to progress into training and apprenticeship and employment.</p> <p>FL developments at Foxwood School, Castle College. Broxtowe secondary schools have worked together on FL delivery for learners with SEN. Models in place for growth annually, and to expand to a wider cohort of learners.</p> <p>Kimberley and Eastwood developing a FL strategy that will involve some collaboration.</p>
2. Linking with the 'Back on Track strategy' develop personalised	14-19/EOTAS link to develop strategy and action plan	Coherent strategy developed	Range of appropriate personalised progression pathways	LA		Foundation Learning is now represented within the county's Behaviour and Attendance strategy

progressions pathways for learners leaving the NLC at 16			in place			Links with NLC have now been established and meetings will be scheduled during the spring and summer of 2010 to progress this objective.
3. Establish local area partnerships between mainstream and special schools to develop appropriate learning packages for pupils leaving Special Schools at both 16 and 18	i) Review current funding arrangements for special schools and colleges. ii) Develop accredited learning opportunities using developing FLT provision.	Funding arrangements improved Further local partnerships between mainstream and Special Schools established Joint planning and delivery	Appropriate learning packages funded for pupils 16-18 leaving Special Schools	LA/LSC		Special Schools now represented on 14 – 19 Partnership by Head of Beech Hill. Potential to use SEN Strategic Services additional development funding available to special schools to support 14 – 19 FL development. Ashlea now delivering FL packages to Rushcliffe school, with plans to expand this to more schools within the partnership Newark Orchard School planning FL delivery for Magnus and Grove schools Beech Hill continues to expand FL delivery to Mansfield schools Foxwood active members of Broxtowe Partnership and continues partnership with Castle College and delivery of FL to Broxtowe schools Derrymount in partnership delivery of FL with West Nottinghamshire College however not yet engaged with ASG. Carlton Digby works occasionally with Gedling Partnership; Foxwood and Derrymount are involved in NOCN FL consortium Establish links between St Giles and partner schools – shared resources at Retford P16 Centre and Construction courses at Serlby Park Formal partnership between Brunts & Beech Hill
4. Increase the number of establishments offering pre and post 16 FLT opportunities	See action 1 Raise profile of FLT developments at 14-19 Partnership, ASG and other appropriate meetings.	Number of establishments offering pre and post 16 FLT opportunities increased	Range of personalised learning packages in place. NEET numbers reduced	LA/LSC		County LA is working with City LA on FL partnership, looking particularly at progression post 16 Number of schools joining LA/NOCN FL consortium has risen from 24 to 31 Learners taking FL qualifications has risen from 118 in 2008-2009 to a planned 508 over 2009-2010 Need to link pre and post 16 development for both coherence and effective progression. Lack of FL post 16 apparent in 14-19 Audit of Provision reported to Mansfield, Rushcliffe, Bassetlaw, Ashfield, Newark & Sherwood and Broxtowe ASGS. Post 16 FL at early stages in Gedling, mainly involving progression to FE Broxtowe FL partnership includes pre and post 16 provision. Access Training involved in Broxtowe and Gedling partnerships, and also involved in delivering aspects of FL
5. Increase opportunities for pre and post 16 providers to come together and plan FLT curriculum and progression opportunities	See action 1 Consider development of Level 1 YA framework	Number of apprenticeship style KS4 opportunities in place	Regional target for apprenticeship starts supported	LA/LSC		Identification of pre and post 16 providers to deliver full FL from September 2010 has been completed. First meeting of group planned for March 2010 E2E meeting attended by LA to provide input on FL and particularly Functional Skills.

Priority 7: Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced

PROGRESS HEADLINE

Initial Employer Partnership Strategy been adopted by 14-19 Partnership, now to be implemented by each local partnership (ASG)

Over 18000 work experiences places on offer

Electronic mail shots regularly sent to 2500 employers

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
1. Introduce employer consultation and representation service	Ensure that employers are informed and consulted regarding implementation of the 14 – 19 Plan	Employer forums sign Service Level Agreement	6 targeted e-shots per year to reach 1000 SME employers through at least 4 different forums by July 2010	NEBA		<p>TARGET ACHIEVED</p> <p>Employer Forum Service Level Agreements (SLA) forms signed by Mansfield 2020, Newark Business Club and Nottinghamshire Construction Forum</p> <p>N&S ambassadorial concept linked to diplomas being developed involving EE group, NEBA BEA and local business representatives.</p> <p>MLP Employer Strategy Group well established. Named local champions for all diploma lines.</p> <p>Employer Forum SLA for Gedling, Bassetlaw and Federation of Small Businesses under negotiation.</p> <p>E-shots sent out monthly reaching an audience of 2500 employers through forum hubs.</p>
2. Adopt the DCSF quality Standards for work experience in schools and other partner organisation	<p>i) ASGs to access training offered by NEBA</p> <p>ii) NEBA to develop audit service to offer to schools</p>	<p>i) School staff familiar with DCSF quality standards</p> <p>ii) Schools audited against standards</p>	<p>i) All ASGs to have arranged training event By march 2010</p> <p>ii) Audit service available from September 2009</p>	<p>ASG</p> <p>NEBA</p>		<p>DCSF quality standard introduced to schools at 14-19 Network event.</p> <p>Monitoring of DCSF quality standards still to be established</p>
3. Ensure that all staff involved in work-related or vocational provision, or providing IAG, have comprehensive and current understanding of the employment environment	Introduce a workforce development programme for all staff					Not achieved and need to review next year

Closer collaboration between schools, colleges and independent providers in the planning and delivery of vocational provision	i) Collaborative employer engagement to be piloted by providers	i) Employer engagement effectiveness improved	i) Collaborative pilot to be running by September 2009 and extended to other providers by March 2010	NEBA		Some providers in NTN are interested in joining in the pilot. FE college involvement yet to be agreed. Over 18000 work experiences places on offer on database
4. Develop a cohesive County-wide Employer Partnership Strategy	i)ASGs to adopt Employer Partnership Strategy developed from generic model ii) Ensure all consortia members collaborate in employer engagement for Diploma delivery.	Strategy in place	ASG adopts strategy by March 2010	LA/ASG / NEBA		Initial Employer Partnership Strategy has been adopted by 14-19 Partnership, by Mansfield, is on agendas of Broxtowe and Gedling and needs ratifying in others ASGs.

Priority 8: Ensure that up-to-date and impartial IAG is available for all learners

PROGRESS HEADLINE

Most Careers Education Information Advice and Guidance leads in schools have had no formal training

County Standard Diploma Recruitment model has been created and adapted to suit individual school and partnership circumstances

Areas such as Gedling have local partnership options information evenings for parents

Learner Voice surveys taking place in Bassetlaw and Mansfield

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
1. All learners make positive progression at next transition point	<p>All learners have access to high quality independent information advice and guidance</p> <p>IAG programmes reflect the 14-19 curriculum requirements</p> <p>Introduce electronic online resources and incorporate these in the IAG curriculum for all schools</p>	<p>Connexions Partnership Agreement with all learning organisations</p> <p>IAG curricula are updated to include new post 14 and 16 options</p> <p>Audit all schools against the IAG Standards</p> <p>All schools commit to the Career Mark Standard.</p> <p>Number of Connexions Centres and schools using the Virtual Connexions Library (VCL)</p> <p>Number of schools implementing PPF</p> <p>Number of students using PPF</p>	<p>EET targets met</p> <p>All schools have IAG programmes which are fit for purpose</p> <p>Schools compliant with IAG standards by Ofsted inspection</p> <p>Number of schools achieving Career Mark</p> <p>All Connexions Centres using VCL by March 2010</p> <p>15 schools using VCL by March 2010</p> <p>10 schools using PPF by March 2010</p> <p>500 students using PPF</p>	Connexions and ASGs		<p>EET targets met Because the NEET and Not Known targets have been met by default the EET targets have been met.</p> <p>All schools have Information advice and Guidance (IAG) programmes which are fit for purpose although not yet a universal commitment to Career Mark</p> <p>Via the Gateway process all schools have committed to improving their Careers Education Information advice and Guidance (CEIAG) programmes</p> <p>All areas have an IAG development group which works towards CEIAG improvements at least 50% of schools involved are CEIAG compliant.</p> <p>Schools have audited their IAG provision against the quality standards, and have accessed IGEN support and funding to more this work forward.</p> <p>N&S has comprehensive action plan developed incorporating all action points.</p> <p>IAG group for Diploma and FL development across the Rushcliffe Diploma Partnership has been established</p> <p>BASG has accepted common CEIAG principles and practices including</p> <ul style="list-style-type: none"> • ASG half yearly targets • CEIAG provider level reviews • Incorporation of CEIAG improvements in SIP & SEF plans • Provider CEIAG improvement plans and staffing structure • Reporting mechanism to BASG

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
		Year 9 and 11 students are aware of and using mychoicenotts, sortitonline, vacanciesonline and other student support websites	80% of each year group has used at least 1 of the named programmes.			All Connexions Centres using VCL by March 2010- Achieved 15 schools using VCL by March 2010 - Achieved 10 schools using Passport Folio (PPF) 500 students using PPF by March 2010 Gedling-wide parents' information evening with focus on Diplomas, entitlement mentioned and parents pointed to Parentpoint website for further information Diploma recruitment strategies have been agreed in each ASG and are underway. Broxtowe Diploma prospectus produced.
2. All staff involved in delivering IAG are fully trained and competent	Agree and implement a competency framework for staff involved in IAG delivery Agree and implement an INSET programme for all staff involved in IAG delivery Agree and implement a performance management process for staff involved in IAG delivery.	Competency framework based on national requirements is established and agreed by Partnership There is an area wide training plan in place accepted by all participating organisations Monitoring and review processes created and implemented	Introduced in all schools and in Connexions Number of participants on training courses Course evaluation All IAG staff undertake performance management process during the year	Connexions and ASGs		All Connexions PAs have a professional guidance qualification 6 School CEIAG leads have a post graduate CEIAG qualification Most CEIAG leads in schools have had no formal training. CEIAG INSET programme has been delivered through though really small numbers attended and limited penetration achieved. Most Carers Education delivery staff in school have had no formal training Most schools do not work to the national competency framework for teachers delivering CEIAG Some IAG group school delegates do not feel empowered by senior leaders to make and implement decisions at school level.
3. Inform parents/carers about the options choice decisions facing their children	Develop a co-ordinated multi agency strategy for engaging with parents carers in the option choice processes facing their children.	Create information suitable for parents/carers to help them understand the option processes their children will undertake	Develop and introduce a Parents website – 'parentpoint' – and promote to parents of all students Produce and distribute parents information packs Produce and distribute parents options choice	Connexions and ASGs		Parents website – 'Parentpoint' introduced but penetration limited due to limited marketing funds and lack of word of mouth publicity Parents information packs distributed to all Y9 parents by post MLP Yr 9 & Yr 11 separate Diploma Parent Evenings and development of Diploma Parent Pack. Individual consultations have taken place with parents by request to Connexions. These can be quantified. Difficult to quantify the number of individual interviews between parents and teachers

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer	Baseline 2008-9	Progress 2009-10
			<p>packs</p> <p>Individual consultations with parents</p> <p>Options events in all schools</p>			<p>Options Evenings have taken place in all schools and across some partnerships.</p> <p>Connexions has been an active participant in options evenings in all except in one school where access is denied.</p> <p>Gedling Parents' evening</p> <p>Broxtowe Diploma Taster sessions will be open to parents too</p> <p>14-19 parents event for Rushcliffe Diploma Consortium members being planned by IAG group for 2010-2011</p>
4. Recruit young people to Diplomas	<p>Agree strategy for each Consortia based on common framework</p> <p>Implement Strategy</p>	<p>New Diploma starters are relevant for the course</p> <p>Diploma courses have viable numbers</p>	September 2009	Connexions and ASGs		<p>MLP Diploma Learner Voice survey completed.</p> <p>Bassetlaw Learner Voice survey taking place in Spring 2010.</p> <p>County Standard Diploma Recruitment model has been created and adapted to suit individual school or partnership circumstances. It has been applied successfully and is being adapted based on feedback.</p> <p>Both Gedling and Broxtowe have CEIAG strategies and action plans.</p> <p>Diploma Roadshow for learners of Ashfield and Rushcliffe Diploma Partnerships</p> <p>Excellent take up of diplomas places at Dukeries. Increasing numbers of students participating with Newark. Agreed procedures across partnership to match students to appropriate courses and levels.</p>