

# The development of 14 – 19 education in Bracknell Forest

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## The national context;

- 14-19 Opportunity and Excellence (January 2003)
- Every Child Matters: Change For Children (November 2004)
- 14-19 Education and Skills – White Paper (January 2005)
- 14-19 Implementation Plan (December 2005)
- Youth Matters – Green Paper (July 2005) & Next Steps (March 2006)
- Higher Standards, Better Schools For All – Schools' White Paper (October 2005)
- Education and Inspections Act (November 2006)
- Secondary Curriculum Review (2007)
- The Children's Plan (December 2007)
- Delivering 14-19 Reform: Next Steps (October 2008)

# Recurring themes and priorities;

- Raise participation and achievement
- Strengthen the basics
- Provide a wider range of opportunities, including enhanced vocational routes
- Provide greater stretch and challenge
- Respond to individual need, recognise diversity and improve motivation – personalisation
- Prepare young people better for the world of work

## Internal evaluation;

- Rising trends in results at ages 14 and 16
- Largely static post-16 results
- Variable size and quality of school 6<sup>th</sup> forms
- A traditional dependence on a 'one size fits all' curriculum
- A culture of independence among providers gradually being replaced by a culture of partnership working – well established 14-19 Partnership
- A core of young people who are Not in Education, Employment or Training (NEET) post-16
- Evidence of progress in developing provision in the recent past – Increased Flexibility Programme, collaborative delivery

## External evaluation;

- Unsuccessful application to offer new Diploma qualifications in December 2006
- DCSF 14 – 19 Progress Checks in 2006, 2007 and 2008 assessed as ‘amber/green’ – some strengths but some way to go
- Joint Area Review 2007 judged post-16 provision to be adequate, recognised the ‘green shoots’ of 14–19 development and the strength of the foundations but considered progress to have been too slow and the range of provision available to be too limited
- Annual Performance Assessment 2008 recognised decisive action being taken by the 14-19 Partnership to extend provision

# Bracknell Forest 14-19 Education Plan 2008-13

- Approved in July 2008 following consultation
- Reflects progress to date and responds to areas identified for development
- Provides a vision, framework and timescales for the development of provision
- Provides coherence – embraces NEET Strategy, Integrated Youth Support Service and Information, Advice and Guidance
- Promotes a collaborative approach to curriculum development, learning pathways and meeting the needs of young people in vulnerable groups
- Includes the strategy to introduce Diplomas as part of a new curriculum entitlement by 2013



# The introduction of Diplomas;

- Phased national introduction on a pilot basis from 2008
- Introduction requires approval via a national 'Gateway' process
- Entitlement to 17 Diploma 'lines of learning' from 2013
- Bracknell Forest 14-19 Education Plan includes the phased introduction of Diplomas
- Application submitted to offer the first Diplomas locally from 2010 – outcome expected by April 2009
- Significant range of planning and delivery issues to be resolved, including capital and revenue funding
- Success hinges on collaborative delivery

# What makes the Diploma different?

- Developed with employers
- Delivered within a partnership
- Requires extended periods of learning time
- Comprises general and applied learning
- Combines theoretical and practical learning
- Includes mandatory work experience
- Emphasises generic learning and skills development, including a skill-based project
- Requires the engagement of local employers in planning and delivery



## 14 - 19 reforms – key messages;

- The reforms will bring broader provision, offering more choice and greater flexibility to meet the individual needs of learners
- The reforms will bring better quality provision and more appropriate progression routes
- The reforms entail a very busy development and implementation schedule which relies on local partnership working
- The reforms have significant implications for all partners involved in the 14-19 phase of education and training

# Machinery of Government changes;

- The Learning and Skills Council will no longer have responsibility for funding post-16 education from 2010
- The Local Authority will assume responsibility for the commissioning of this provision and funding will be routed through the LA
- Significant implications - curriculum breadth and quality, must ensure that education and training provision meets the needs of young people
- The LA will need to work in a sub-regional group (Berkshire) to determine some aspects of provision
- Significant implications - capacity and expertise

# Machinery of Government changes;

- 2008/09 has been a tracking year, 2009/10 will be a transition year – the LSC has the experience and expertise in these areas
- Significant implications - HR, finance and others
- Emerging priorities of the skills agenda – local labour market information, what does ‘demand led provision’ really mean?
- The age of compulsory participation in education and training will rise to 17 in 2013 and 18 in 2015

## In summary, the key issues are;

- Range of provision and learner entitlement
- Quality of provision
- Funding and cost effectiveness
- Workforce development and staff training
- Information, Advice and Guidance
- Leadership, management and partnership working

# Supporting Information;

1. Summary of providers, 2008 examination results and recent trends
2. Terms of reference for 14 – 19 Partnership and minutes of meetings 2008/09
3. Examples of Post-16 collaborative delivery information for students
4. 14-19 Progress Check summary reports 2006, 2007, 2008
5. Annual Performance Assessment 2008
6. Bracknell Forest 14 – 19 Education Plan (2008 – 2013)
7. 14 – 19 Diploma Gateway application sections A and C
8. Machinery of Government changes – stage one report submitted for approval by the Council Executive
9. Machinery of Government changes – stage two report and selected appendices submitted to Government Office for the South East for consideration

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