



## **Bracknell Forest**

# **14 – 19 Education Plan (2008 – 2013)**

Approved and adopted by the Council  
Executive and 14 – 19 Partnership, July 2008

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## Introduction

The 14 – 19 Education Plan reflects the development of 14 – 19 provision to date and is in line with DCSF guidance with regard to the strategic planning of provision for this phase of education. It also addresses the areas for development identified in the Joint Area Review and through local analysis by the 14 – 19 Partnership.

The Plan is a strategic document which will give the 14 – 19 Partnership a framework and timescale for the development of provision leading to the implementation of the revised national entitlement by 2013. It will be supported by an operational plan related to the actions identified within the Plan.

The Bracknell Forest 14 – 19 Partnership (formerly the 14 – 19 Steering Group) has overseen the development of education for this age group since the publication of '14 – 19; opportunity and excellence' (DfES 2003). During this time, national policy has continued to develop, notably through the publication of '14 – 19 Education and Skills' (DfES February 2005) and its associated 'Implementation Plan (DfES December 2005).

The need for a local response to national initiatives remains on-going, particularly with regard to curriculum development and qualification reform, including the development of the new Diploma qualifications. A revised national entitlement must be in place by 2013, requiring the significant development of local partnership working and coordinated delivery. A clear vision and planning framework is required to facilitate these developments.

The original Steering Group approved a Policy Statement for 14 – 19 Education in Bracknell Forest in May 2003, followed by a 14 – 19 Curriculum Entitlement in November 2004 and supported the implementation of this with the following 'Statement of Intent' in January 2005:

'It is the intention of the schools and the College to work together as a single consortium for 14-19 provision. Core 14-16 provision will be in schools. The College will continue to develop vocational provision, including increased flexibility courses for the 14-16 age range. Schools will also develop some vocational provision based on their own specialist school status or where they feel they can meet the particular needs of their students, in order to expand the range of provision available to students in the Borough in line with the agreed curriculum entitlement. The proposed Wick Hill development would form part of the consortium'

The abandonment of the project to develop the Wick Hill Centre for Post-16 Studies, the further development of government policy culminating in the 14 – 19 Implementation Plan (December 2005) and continuing local discussions provide the background to the current 14 – 19 Education Plan.

Progress to date has been significant but slow. The 14 – 19 Education Plan will provide the strategic framework for the consolidation of progress to date and the planned and coordinated moves towards the new entitlement.

From paragraph 15.8 onwards, those sections of bullet-pointed text enclosed in a box represent the local actions required in order to achieve the desired outcomes for the 14 – 19 phase of education and training.

The Draft 14 – 19 Education Plan was made available for consultation in April 2008. This final version (July 2008) includes comments received during the consultation period.

## Vision

1. The principles underpinning 14 – 19 education and the development of an appropriate entitlement were expressed in 'A Policy Statement For 14 – 19 Education In Bracknell Forest', which was adopted by the 14 – 19 Steering Group in May 2003.
2. These principles have guided the work which has taken place since 2003 and are restated here with only minimal alteration to take account of developments in national policy for this age group.
3. The following principles govern the 14 – 19 entitlement and provision. It aims to:
  - raise levels of achievement and pupil progress
  - seek continuous improvement in the quality of provision
  - increase overall participation and retention rates
  - provide a broad learning and personal development programme including appropriate general and specialist qualifications together with personal, learning and thinking skills, work-related learning and functional skills, wherever young people are enrolled
  - plan and develop provision in partnership with employers and other opportunity providers to ensure coherence and responsiveness to the changing requirements of the needs and aspirations of young people, the labour market and the wider needs of the community
  - motivate and support young people in their commitment to active participation in learning (pre and post 16) and in decisions about their learning
  - recognise, reward and value the full range of achievements and contributions of young people
  - seek continuous improvement through the professional development of staff, quality assurance and performance monitoring
  - support the needs of particularly vulnerable individuals and groups of young people, including those; with learning difficulties and/or disabilities; in the care of the local authority; at risk of permanent exclusion; at risk of joining the 'Not in Education, Employment or Training group for whatever reason
4. The 14 – 19 entitlement will ensure that:
  - students will have access to a broad and coherent range of quality programmes of study, both general and specialist, which raise their aspirations and achievement and offer progression from their previous achievements into continuing education (including 6<sup>th</sup> Form, Further and/or Higher Education), training and/or employment.
  - programmes of study should maximise choice and access and be matched to the needs, abilities and aspirations of the learner. Students will be encouraged, through access to clear and explicit subject material, to take an active part in the learning process.

- students will have access to a range of opportunities and experiences, including work-related and structured enterprise opportunities (including work experience), community and voluntary work and spiritual, moral, social and cultural experiences, across a range of providers.
  - the uniqueness and value of enrichment and extra-curricular activities is recognised as integral to the range of experiences available to students.
  - students in all institutions should be encouraged to adopt a culture of independent and lifelong learning. They should have access to a broad range of real and virtual learning opportunities and experiences that may involve learning for leisure and learning in non-traditional settings and which allow them to develop a range of skills appropriate to independent and lifelong learning and an awareness of their rights and responsibilities as learners and citizens.
  - students will have targeted impartial advice and guidance in a range of areas including careers education, pastoral support and the promotion of personal, social and health education. Students will have access to the full range of services provided by Connexions. Transition within and between institutions should be seamless
  - students will have opportunities to develop the full range of Functional and Personal, Learning and Thinking Skills
  - students, including those with learning difficulties and/or disabilities, special educational needs and additional learning support needs, will have equality of opportunity to receive support, in order to access and succeed in inclusive educational experiences, regardless of their gender, ethnic or social background and taking into account any talents, access requirements and special educational needs
  - students will have access to a system of monitoring, recording and reporting which encompasses their personal achievements and targets in line with an Individual Learning Plan
  - appropriate systems are developed to ensure students are supported in their endeavours to benefit from a range of learning opportunities, including appropriate data sharing and monitoring arrangements
5. It is recognised that there is the need for a strong and coherent plan covering the period up to 2013 in order to meet these aims and establish the revised national entitlement. The entitlement extends to the full range of learning opportunities and progression pathways, including apprenticeships, as outlined in paragraph 15 below.
  6. This plan reflects the requirements of the new curriculum and how this differs from previous arrangements. It relies upon a strong area-wide appetite for new ways of working and breaking down of traditional barriers. A collaborative approach (involving all Bracknell Forest schools and colleges, together with other providers and stakeholders) to planning, organising and delivering education and training and the development of facilities is recognised as an essential means of securing the successful implementation of the Plan.
  7. The Bracknell Forest 14 – 19 Partnership subscribes to the key elements of '14 – 19 Partnerships: Delivering The Entitlement' (DCSF August 2007), extracts

from which are **included as Appendix 1.**

## **Priorities**

8. In order to realise this vision, the Bracknell Forest 14 – 19 Partnership supports the key priorities set by a range of local partnerships consulted by the National Audit Office for its report 'Partnering For Success: Preparing To Deliver The 14 – 19 Education Reforms In England' (National Audit Office December 2007). These are listed below.

### **Enhancing and developing the curriculum to better meet learners' needs:**

- developing broader and more flexible learning pathways in order to improve choice and achievement levels

### **Increasing post-16 participation and reducing the number of young people not in employment, education or training**

#### **Diploma delivery:**

- preparing for the next round of applications to deliver Diplomas and planning for their subsequent introduction

#### **Strengthening collaboration and strategic management:**

- ensuring all relevant partners are actively involved and institutions are fully committed to collaboration in order to deliver the entitlement

#### **Improving information, advice and guidance:**

- making sure young people and parents understand clearly the opportunities available and ensuring access to provision is available to all

#### **Employer engagement:**

- engaging with suitable employers and ensuring the benefits of the reforms, in particular Diplomas, are clearly understood

9. The Bracknell Forest 14 – 19 Education Plan reflects the priorities identified in 'Guidance For The Development Of Local 14 – 19 Education Plans' (ADCS / LSC Summer 2007), which can be found in **Appendix 2.**

## **Progress to date and identified needs**

### **10. Partnership working**

10.1 The Bracknell Forest 14 – 19 Steering Group was established in March 2003. It was reconstituted, with revised terms of reference, as the Bracknell Forest 14 – 19 Partnership in July 2007. The Partnership comprises the Headteacher / Principal of each school/college with students in the 14 – 19 age range, together with representatives of the Local Authority, Learning and Skills Council, Connexions, East Berkshire EBP and, most recently, local employers.

10.2 It is recognised that the Partnership would benefit from greater employer representation, particularly those providing work based training, and the involvement of local HE providers. Reading University has agreed to participate in the partnership from July 2008. Membership of the partnership will remain under review and additional stakeholders will be invited to join as appropriate opportunities arise.

- 10.3 The 14 – 19 Education Plan seeks to capitalise on the commitment to maximise the opportunities for collaborative working and coordinated delivery evident to date, build on the developments that have taken place at an operational level and provide a coherent framework for the future development of provision for the 14 – 19 phase in Bracknell Forest.
- 10.4 Partnership working in Bracknell Forest has evolved through the successful delivery of the Increased Flexibility Programme (IFP), which has a proven record of engagement and achievement. The Ofsted Inspection of Bracknell and Wokingham College in October 2007 resulted in a grade 1 (outstanding) being awarded for its IFP provision. A coordinated Level 2 programme for post-16 students, including a common timetable, has been in place since 2004 and joint Level 3 courses commenced in 2007, embracing three schools and the further education college. An enhanced common timetable for 2008 has been developed by these partners and further coordination of option blocks is envisaged for 2009.

## **11. Annual Performance Assessment and Joint Area Review**

- 11.1 The **Annual Performance Assessment** (December 2007) summary of strengths and areas for development in relation to Achieving Economic Well-being (Graded as 3) included the following paragraphs;

‘The proportion of young people who remain in full time education either in school or in college increased slightly from 2004 to 2006 but a significantly larger percentage have continued in learning from 2006 to date. However, the drop-out rate from the college is too high. The figure for those not in education, employment and training fluctuates during reporting periods; it is above that of Bracknell Forest’s statistical neighbours.’

‘The proportion of young people with learning difficulties and/or disabilities in work based learning opportunities at almost 20%, is very good and higher than the national average. The latest figure for the number of young people completing an apprenticeship is 90%; this is well above both statistical neighbours and the national percentage. Both of these indicators represent a significantly positive picture. Persuading job centres to support the most vulnerable young people who are not in education, employment or training has been problematic. However, the Connexions service is providing good support for the most vulnerable young people and is effective in tracking their progress towards education, employment or training. The most recent figure for the percentage of care leavers who are living in suitable accommodation is a little higher than statistical neighbours and the national average.’

‘A reformed 14–19 partnership group has recently been initiated, which will develop a plan for 2008–2013. The previous 14–19 strategy group was slow to bring about change in the joint working between schools and local colleges, whilst the range of information provided for young people on which to base their post-16 decisions was under-developed. The recently reformed partnership group will consider fully the new diplomas alongside the ‘building schools for the future’ initiative due to commence in 2010. This, in conjunction with decisions about schools’ specialist status, will enable much needed new energy and impetus to be brought to bear on 14–19 education in the borough. A draft project plan has now been drawn up to decide on an appropriate strategy to be taken.’

11.2 The following areas for development, which have been incorporated into this Plan, were identified;

‘Ensure that increased joint provision of both Level 2 and Level 3 courses across schools and colleges in the region has sufficient drive and commitment to succeed.’

‘Bring the overall numbers of young people not in education, employment and training down to the level of statistical neighbours.’

11.3 One of the key focus areas for the **Joint Area Review** (conducted in October 2007) was post-16 provision, which was judged to be adequate. The report of the JAR, published in February 2008, includes the following strengths and areas for development:

- There is close partnership working, with an acceptance of collective responsibility, which will provide a strong foundation for further development. The 14-19 Partnership is a good platform for future development, although more collaboration is needed – progress towards a 14-19 Strategy has been slow and too little progress has been made with regard to Diplomas. The range of vocational provision is too limited.
- The staying on rate post-16 is at the national average. The number following apprenticeships is lower than the national average, although success rates are good and an above average percentage of young people with LDD are in work-based learning.
- The percentage of NEET is below the national average but higher than the local area average. The proportion of NEET with LDD is above, but reducing faster than, the national average. The level of young people whose situation is unknown is very low.
- Relationships between Connexions and schools are good and there is appropriate IAG for most young people. IAG for young people with LDD is good. Connexions data management is good.
- Although success rates are improving - L3 at 19 years is above the national average, L2 at 19 is above national average but below Statistical Neighbours – the quality of school sixth forms is too variable so too many students underachieve.
- The new East Berkshire EBP has begun establishing wider links. Schools’ links with employers are good but employers are not yet engaged in Partnership

## 12. Examination results

12.1 Extracts from the DCSF Achievement and Attainment Tables showing GCSE and A Level (and equivalent) results for 2007 and historical trends are **included in Appendix 3.**

12.2 The percentage of young people obtaining 5 or more A\* - C grades at GCSE has increased significantly over recent years, although this figure remained constant in 2007. The revised Level 2 threshold (5 or more A\* - C grades including English and mathematics) has also increased and was above the national

average in 2007. Performance at A Level has improved more slowly but there was a significant increase in the average points score per student in 2007.

12.3 However, despite these positive trends, the Joint Area Review reported that the quality of school sixth forms is too variable and performance in GCSE examinations, notably in English and mathematics, fluctuates between schools. Measures of 'value added' also suggest that performance in some areas has been below the level that could have been expected for the cohorts of young people concerned.

12.4 In order to address these concerns, there is considerable emphasis on curriculum development and qualification reform, high quality information, advice and guidance and rigorous quality assurance in this 14 – 19 Education Plan.

### **13. Feedback from Diploma Gateway 1**

13.1 The Bracknell Forest consortium made an application to the first Diploma Gateway in December 2006 and was unsuccessful in respect of each of the four lines of learning proposed. The feedback on the application identified several key issues:

- Insufficient evidence of mechanisms to support access to Diplomas,
- Lack of evidence about timetable synchronisation,
- Insufficient detail on delivery of learning,
- Inadequate Information and Guidance resources,
- Insufficient employer engagement.

13.2 The feedback did not refer to strengths, although a number of these were implicit and these are reflected in the positive aspects of sections 10 and 11 above. Progress has been made in addressing the key issues raised and the need for further development is reflected in this 14 – 19 Education Plan, particularly in 'Curriculum development and qualification reform' and 'Employer engagement'.

### **14. DCSF 14 – 19 Progress Check**

14.1 The annual DCSF 14 – 19 Progress Check, coordinated by the Government Office for the South East, combines centrally held statistical data with a local assessment of progress. The 15 indicators are graded on a four point scale (1 being the highest) and aggregated to give an overall judgement on progress. In the two Progress Checks to date, Bracknell Forest has been judged to be Grade 2 (Amber/Green) overall.

14.2 The areas of strength and priorities for development identified in the Progress Checks reflect those suggested in sections 10 to 13 above. Participation in education and training is seen as good, with outcomes improving. The foundations for 14 – 19 planning are sound and there have been areas of progress. However, the proportion of young people in the NEET group remains too high, progress towards broadening the curriculum offer (including the development of Diplomas) has been slow and there has been insufficient engagement of employers.

## Curriculum development and qualification reform

### 15. The National Qualifications Framework and a Strategy For 14 – 19 Qualifications

15.1 The National Qualifications Framework (NQF) was developed by the Qualifications and Curriculum Authority to help learners make informed decisions about the qualifications they want to pursue. It enables them to compare the levels of different qualifications. If a qualification shares the same level as another qualification, they are broadly similar in terms of the demand they place on the learner, although they can be very different in terms of content and duration.

15.2 The NQF identifies the range of qualification routes and study levels which are available to young people aged 14 – 19. This provides learners with a number of flexible pathways, enabling them to follow a personalised route through education and training which is appropriate to their needs, ambitions and aptitudes.

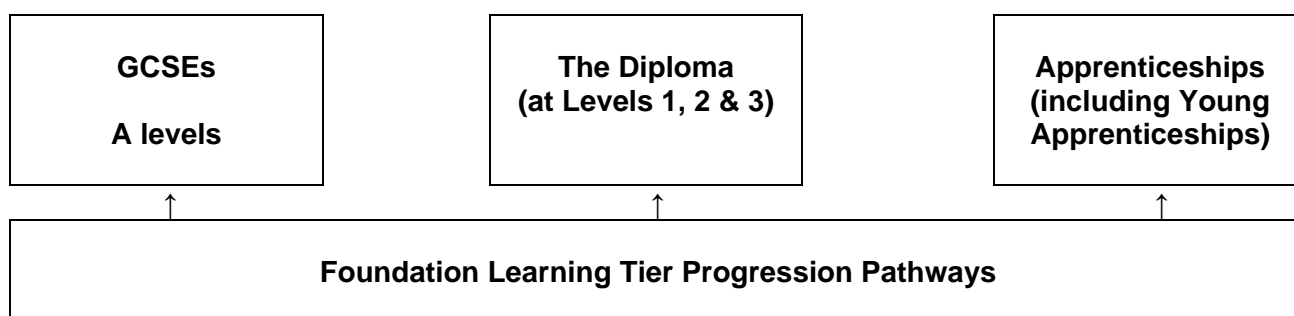
Level	General Qualifications	Preparation for Work and Further Study	Vocationally related Qualifications	Work based Qualifications
<b>3</b>	AS/A Level	Advanced Diploma	BTEC National - Award, Diploma & Certificate	NVQ 3 Apprenticeships
<b>2</b>	GCSE A* - C	Higher Diploma	BTEC First - Diploma & Certificate	NVQ 2 Basic Skills, ESOL
<b>1</b>	GCSE D - G	Foundation Diploma	BTEC Introductory – Diploma & Certificate	NVQ 1 Basic Skills, ESOL
<b>Entry</b>	Academic Entry Certificates E1/E2/E3		Skills for Working Life/Life Skills E1/E2/E3	Basic Skills, ESOL

15.3 At present, schools in Bracknell Forest, provide a curriculum which relies heavily on general qualifications, although some vocationally related qualifications are available, including those delivered to 14 – 16 year olds through the successful Increased Flexibility Programme at Bracknell and Wokingham College. Access to a full range of AS and A Level courses has been enhanced through collaboration, although there is still some unnecessary duplication of provision.

15.4 Bracknell and Wokingham College provides a range of vocationally related qualifications for learners aged over 16, together with general qualifications. The College is also the largest provider of work based qualifications in Bracknell Forest.

15.5 Further work is needed to audit the full range of provision in order to ensure that the needs of all learners are catered for, particularly those young people with Learning Difficulties or Disabilities or those in other vulnerable groups

- 15.6 In March 2008 the DCSF published 'Promoting Achievement, Valuing Success: A Strategy For 14-19 Qualifications'. This confirmed the commitment to, 'Create a qualification system in which every young person can learn the right subject for them, at the right level for them, learning in a style that suits them – no matter where they are in the country – and achieve a valuable qualification if they succeed.'
- 15.7 This document further asserted that, 'The national suites and frameworks of GCSE and A levels, Diplomas, Apprenticeships and the Foundation Learning Tier will provide, for the first time, a comprehensive and coherent qualification offer to better meet the needs of every young person in the future. The choices available will support a range of learning preferences, from the general to the occupationally specific. Local areas will have the responsibility to ensure that the full range of choices is made available.'



- 15.7 The 14 – 19 Partnership is committed to ensuring that young people in Bracknell Forest have access to the full range of pathways and choices outlined above, together with the right information, advice and guidance to enable young people to make appropriate decisions about their learning pathway. The Partnership also feels that it is appropriate to make the International Baccalaureate available as an alternative pathway to A levels for some young people.
- 15.8 Paragraphs 18 – 25 below outline the ways in which this range of provision will be developed in individual institutions, through local collaborative delivery and through joint planning with neighbouring 14 – 19 Partnerships. The 'Machinery of Government' changes outlined in 'Raising Expectations: Enabling the system to deliver' (DCSF/DIUS, March 2008) will support this process as the new commissioning and funding role of the Local Authority is established.

**Providers will:**

- as part of the Diploma Business Case (see Diploma Introduction Schedule below), consider the characteristics of their cohorts of learners in order to enable the 14 – 19 Partnership to identify the range and volume of provision required to meet the needs and aspirations of young people in Bracknell Forest.
- review existing common timetabling and option block arrangements in the **autumn term 2008** in order to reduce any unnecessary duplication of AS and A Level provision and maximise the degree of choice available to learners.

**All relevant stakeholders will:**

- review the range of provision available, and access to, Entry and Level 1, vocationally related and work-based qualifications.
- identify and advise the 14 – 19 Partnership of any gaps in provision in order to inform the commissioning of appropriate provision.
- plan and support the development of provision at the Foundation Learning Tier (see

below) for September 2010.

**The 14 – 19 Partnership will:**

- require the Local Authority to liaise with appropriate regional and national bodies with regard to the development of appropriate provision of apprenticeship opportunities
- advise the Local Authority on the development of an appropriate Commissioning Plan to ensure that the full range of learning pathways and choices is available to young people in Bracknell Forest

**The Local Authority will:**

- work with partners to establish the appropriate mechanisms and processes needed to implement the 'Machinery of Government' changes
- develop an appropriate Commissioning Plan, based on the advice of the 14 – 19 Partnership, to ensure that the full range of learning pathways and choices is available to young people in Bracknell Forest

**16. The New Secondary Curriculum**

16.1 The new secondary curriculum includes revised programmes of study for key stage 3, which will be introduced on a phased basis between 2008 and 2010. These changes provide greater flexibility for schools to develop a more personalised learning experience for young people and promote the development of personal, learning and thinking skills within and across the curriculum.

16.2 A national framework for personal, learning and thinking skills (PLTS) has been developed under the headings of; Independent enquirers, Creative thinkers, Team workers, Self-managers, Effective participators, Reflective learners.

**Schools will:**

- review the structure and delivery of the key stage 3 curriculum in order to benefit their learners through the most appropriate use of the flexibilities contained in the new secondary curriculum.
- consider ways in which the learning experience at key stage 3 can better support transition into the 14 – 19 phase.
- consider ways in which the framework for PLTS can be incorporated into the curriculum.

16.3 At key stage 4, the new secondary curriculum will facilitate the introduction of Diplomas and support the development of functional and personal, learning and thinking skills. Bracknell Forest will seek to introduce Diplomas on a phased basis between 2010 and 2013. This will require enhanced partnership working and liaison with neighbouring consortia. The Bracknell Forest consortium proposes to make an application to Diploma Gateway 3 in December 2008 as the first phase of implementation.

16.4 Bracknell Forest shares the belief that we want to create a curriculum that:

- Motivates and engages learners and helps them to succeed
- Ensures more young people gain the knowledge and skills in English, mathematics and information and communication technology (ICT) that they need for education, employment and life
- Ensures that assessment supports teaching and learning

- Incorporates modern qualifications such as the Diploma, reflecting the achievements of learners and meeting the needs of higher education and the workplace
- Gives centres the flexibility to personalise learning and design a curriculum tailored to local and individual need, including the most appropriate qualifications to meet the requirements of their learners
- Enables smooth progression in learning, from primary to secondary and beyond
- Encourages and enables more young people to go on to further and higher education, and to succeed in the world of work

Extract from 'Design For Success – Shaping your curriculum to incorporate the Diploma' - (QCA – December 2007)

## 17. The Secondary National Strategy

17.1 The Secondary National Strategy for school improvement, formerly known as the Key Stage 3 National Strategy, is part of the Government's major reform programme for transforming secondary education to enable children and young people to attend and enjoy school, achieve personal and social development and raise educational standards in line with the Every Child Matters agenda. The Secondary National Strategy has the following overall key strategic aim:

'To raise standards of achievement for young people in all phases and settings.'

Specifically this involves improving the quality of teaching and learning in all schools and improving the effectiveness of the management and leadership of schools in order to deliver the best possible outcomes for learners.

17.2 The Local Authority team of consultants works closely with schools in order to strengthen teaching and learning in the key strands of English, mathematics, science, ICT and the foundation subjects and support developments in whole school issues, including Behaviour and Attendance and Social and Emotional Aspects of Learning (SEAL). Support is managed through annual Support Agreements, negotiated with each school.

The Secondary National Strategy will provide support materials and training to facilitate the introduction of Functional Skills in English, mathematics and IT, which will be introduced for all Key Stage 4 students from 2010. The Local Authority team of consultants will support this development, including through the dissemination of good practice from pilot projects.

### **The Local Authority will:**

- continue to review the effectiveness and impact of support provided for the Secondary National Strategy
- enhance the opportunities for partnership working with and between schools
- seek to strengthen the links between Support Agreements and the school's own improvement planning and self-evaluation
- promote and support the development of functional skills in English, mathematics and ICT

## 18. Diploma Introduction Schedule

18.1 The Bracknell Forest consortium will seek to make all Diploma lines of learning available at Levels 1 & 2 pre-16 and Levels 2 & 3 post-16. Level 1 Diploma provision post-16 will be developed alongside the Foundation Learning Tier.

Phase 1	2010	Construction and the Built Environment (L1 & 2 pre-16) Engineering (L1 & 2 pre-16), Hair and Beauty (L1 & 2 pre-16) Society, Health and Development (L1 – 3), Hospitality (L1 - 3), IT (L1 – 3) Business Administration and Finance (L1 - 3) Sports & Leisure (L1 – 3)
Phase 2	2011	Construction and the Built Environment (L2 & 3 post-16 ) Engineering (L2 & 3 post-16), Hair and Beauty (L2 & 3 post-16) Retail (L1 & 2 pre-16), Creative and Media (L1 – 3)
Phase 3	2012	Land Based and Environmental (L1 – 3)* Public Services (L1 – 3), Retail (L2 & 3 post 16) Travel and Tourism (L1 – 3)
Phase 4	2013	Science (L1 – 3), Humanities (L1 – 3), Languages (L1 – 3) Manufacturing (L1 – 3)

\* May be introduced sooner subject to availability from external partner

### The Curriculum Managers' Group will:

- consider possible curriculum models for the delivery of Diplomas (14-16 and 16-19), taking account of the current and planned National Curriculum entitlements, institutional preferences and developments in neighbouring consortia
- identify (**by September 2008**) the preferred curriculum model for members of the consortium to facilitate the delivery of Diplomas from 2010 and present this to the 14 – 19 Partnership for approval
- plan for the implementation of elements of the approved curriculum model from September 2009

### Providers will:

- consider which Diploma line(s) and level(s) they wish to offer and submit an outline Business Case to the 14 – 19 Partnership for each line of learning. This will enable the 14 – 19 Partnership to determine the most appropriate configuration of Diploma provision required to meet the needs and aspirations of young people in Bracknell Forest.
- submit each Diploma Business Case according to the following timescale (in order to facilitate the local planning of capital expenditure and any necessary construction or refurbishment requirements):  
For delivery from September 2011 – submit Business Case by 30 June 2008  
For delivery from September 2012 – submit Business Case by 30 June 2009  
For delivery from September 2013 – submit Business Case by 30 June 2010
- provide any information required in order to complete the appropriate Gateway proposal
- ensure representation on any appropriate planning and development groups

**Appendix 6 shows the current expressions of interest in delivering Diplomas**

### Diploma Development Groups will:

- comprise representatives from all institutions interested in delivering Principal Learning and institutions delivering Additional Specialist and Core Learning (as needed and if

different)

- advise the East Berks EBP of the business representation required on the Diploma Development Group
- advise the 14 – 19 Partnership of any additional representation required on the Diploma Development Group
- elect a chair from within the Group
- consider the appropriate QCA curriculum guidance, Diploma Specifications provided by the awarding bodies and other relevant information in order to develop an appropriate delivery model for the line of learning
- identify staffing, training and resource needs for the development and implementation of the delivery model
- consider whether any amendments are needed to policies, procedures and protocols to meet the specific needs of the Diploma line and advise the Curriculum Managers' Group of these
- provide specialist advice on the completion of the relevant Gateway proposal
- convene at least 9 months prior to the appropriate Gateway submission deadline and 30 months before first teaching of the appropriate Diploma  
(ie by March 2008 for December 2008 Gateway and September 2010 start

#### **The 14 – 19 Partnership will:**

- take responsibility for promoting awareness of the development of Diplomas at every appropriate opportunity
- approve (**by October 2008**) an appropriate curriculum model for the delivery of Diplomas from 2010 and support the implementation of elements of this from 2009
- consider and approve the necessary policies, procedures and protocols required to ensure the successful development of consortia working and implementation of Diplomas
- seek to provide or obtain any additional representation required by each Diploma Development Group
- ensure appropriate liaison takes place with neighbouring 14 – 19 Partnerships and any external Diploma delivery institution(s)
- receive and consider the Business Case submitted by each provider wishing to deliver Diplomas and decide on the appropriate delivery configuration, taking account of any capital requirements
- plan the allocation of capital development funds
- allocate any available resources to meet the needs identified by the Curriculum Managers' Group and the Diploma Development Groups

### **19. AS, A Level and BTEC qualifications**

19.1 Providers will continue to offer courses leading to these qualifications alongside the new Diplomas, subject to local demand and any changes resulting from the proposed government review of AS and A Level qualifications in 2013. Any identified gaps in provision, barriers to access or surplus provision will be addressed through managed collaborative delivery or the commissioning of additional provision.

### **20. International Baccalaureate**

20.1 Bracknell Forest shares the government's commitment to make access to the International Baccalaureate available through at least one institution to all learners in the area.

**Ranelagh School will:**

- make an application in May 2008 with a view to offering the International Baccalaureate (IB) from September 2009.
- provide appropriate information on IB for learners across the Borough and advise other schools of the capacity of provision.

**Other providers will:**

- consider the likely demand for IB provision and advise the 14 – 19 Partnership of any additional capacity that may be needed.

## **21. The Foundation Learning Tier**

21.1 The foundation learning tier is being developed as part of the Qualifications and Credit Framework and is applicable to post-14 learners. Units and qualifications at entry level and level 1 will be combined in progression pathways, enabling learners to progress through these to level 2.

21.2 Units may form a bridge to or be delivered as part of the curriculum for the Diploma at level 1. Following trials during 2006-7, implementation of the foundation learning tier will be phased in from September 2007-10 to parallel the rollout of the Diploma.

21.3 A wide range of 14-19 learners will be working at entry level and/or level 1. This includes those with learning difficulties and/or disabilities, those who are disengaged and those who are not able to achieve their full potential through GCSE. These learners often need different programmes and schools and their partners have the opportunity to consider how they can make the best use of the structure of the Diploma to meet learners' needs and aspirations. This could include helping learners to make progress by providing Units within the foundation learning tier, which is built around smaller steps of achievement at entry and level 1 or through a level 1 Diploma alongside some GCSEs.

21.4 The foundation learning tier offers a broader range of opportunities for young people, enabling them to start at a level appropriate to their achievements and to make progress in ways that meet their needs and aspirations.

**The Curriculum Managers' Group will:**

- seek further information on the development of the Foundation Learning Tier and consider **(by September 2009)** the most appropriate delivery model to be **implemented from September 2010**, ensuring this is compatible with the Diploma delivery model.

## **22. Alternative provision at Key Stage 4 / Increased Flexibility Programme**

22.1 Bracknell and Wokingham College has provided a successful Increased Flexibility Programme for several years. The college will continue to offer, subject to demand, a range of largely practical courses in vocational areas to suit the need of learners for whom other routes (including the Diploma) are not suitable pathways. These courses may form part of the Foundation Learning Tier provision.

22.2 This provision is likely to include; Motor Vehicles, Construction, Engineering, Hair & Beauty, Hospitality and Society, Health & Development. This provision may form part of the Foundation Learning Tier (see section 20), support the NEET Strategy (see section 33) and aim to meet the needs of particularly vulnerable groups of young people, including those at risk of exclusion from school.

**The Curriculum Managers' Group will:**

- identify the range of alternative provision required to meet the needs of learners in mainstream settings.
- work with Bracknell and Wokingham College in order to incorporate this within or alongside Diploma and Foundation Learning Tier provision.

**The Local Authority, Bracknell & Wokingham College and stakeholders will:**

- review and seek to develop the range of provision required to meet the needs of particularly vulnerable young people, including those with SEN and/or LDD and/or who are NEET.

**23 Apprenticeships (including Young Apprenticeships) and education employment pathways**

23.1 Bracknell and Wokingham has offered a number of Young Apprenticeship programmes for 14 – 16 year olds for the past three years. A small number of young people from Bracknell Forest schools have accessed this provision, with the greatest barrier to participation being incompatible timetable arrangements.

23.2 Bracknell and Wokingham College will continue to offer Young Apprenticeship programmes, subject to continued funding and an appropriate level of demand.

**The Curriculum Managers' Group will:**

- ensure that the model developed for the delivery of Diplomas will also facilitate easy access to Young Apprenticeship programmes from 2010 at the latest.

23.3 The report of the recent Joint Area Review noted that, 'The proportion of young people (in Bracknell Forest) going on to apprenticeships is significantly lower than the national average, although those taking up apprenticeships are much more successful in completing than their peers nationally. The proportion of young people with learning difficulties and/or disabilities entering work-based learning achieve higher than average and they achieve well.' However, it was also noted that, 'Opportunities for employment with training are particularly limited for vulnerable young people.'

23.4 The largest provider of work-based learning in Bracknell Forest is Bracknell and Wokingham College. Historically, there have been relatively few opportunities for young people to take up apprenticeships in the local area.

23.5 The 14 – 19 Partnership supports the assertion in 'Promoting Achievement: Valuing Success' (DCSF, March 2008) that Apprenticeships offer an attractive opportunity for those 16 – 18 year olds who learn most successfully in work-based learning environments and who have a clear idea about the particular job

role they want, to develop their talents.’ The Local Authority is committed to making the full range of education, employment and training opportunities available to young people in Bracknell Forest. This includes support for the further development of and access to apprenticeships and e2e provision.

- 23.6 In promoting access to the full range of learning pathways and choices, the 14 – 19 Partnership recognises the need to be aware of and respond to local labour market information and skills needs. The new national framework for Personal, Learning and Thinking Skills (PLTS), which supports the development of independent enquirers, creative thinkers, team workers, self-managers, effective participators and reflective learners, provides an opportunity to enhance the employability skills of all young people.

**The 14 – 19 Partnership will:**

- consider the available local labour market information and skills needs when advising the Local Authority on the development of its Commissioning Plan for 14 – 19 provision
- promote the development of programmes to enhance Personal, Learning and Thinking Skills (PLTS) for all young people (see section 16)

**The Local Authority will:**

- work with partners (particularly the Learning and Skills Council and Connexions) and providers to develop a strategy to enhance the range of education employment pathways available
- support the Connexions service in the review of Careers Education and Guidance provision against the new Information, Advice and Guidance quality standards (see section 26) in order to ensure there is appropriate emphasis on the value of education employment pathways
- work with appropriate regional and national bodies to implement the ‘Machinery of Government’ changes and establish a Commissioning Plan which provides access to an appropriate range and number of apprenticeship opportunities for young people in Bracknell Forest

**24. Accessing provision not available in the local area**

24.1 The ‘Machinery of Government’ changes will require the Local Authority to work in a sub-regional grouping with other Local Authorities in order to ensure that there is coherent provision across the area. This is in keeping with the recognition by the 14 – 19 Partnership that Bracknell Forest is unlikely to be able to provide the full range of provision, particularly of Diplomas, within its own boundaries.

24.2 The sub-regional grouping, coupled with the annual review of the 14 – 19 Education Plan, will ensure the range of provision available in adjoining consortia is accessible to young people in Bracknell Forest. The proposed Land Based and Environmental Diploma at Berkshire College of Agriculture is a good example of this.

**The Local Authority will:**

- participate in the development of an appropriate sub-regional grouping to ensure that the ‘Machinery of Government’ changes are implemented effectively in order to secure a coherent range of provision across the area

- develop appropriate structures and processes to ensure the ‘Machinery of Government’ changes are implemented effectively in order to prepare a local Commissioning Plan for provision

**The Curriculum Managers’ Group will:**

- ensure that the model developed for the delivery of Diplomas will facilitate access to provision which is not available in Bracknell Forest and which forms part of the revised entitlement for 2013. Through agreement with external providers, access to this provision will be available as soon as an appropriate delivery model is in place (2010 at the latest).

**25. Collaborative working**

25.1 The successful implementation of curriculum development and qualification reform, leading to full access to the revised entitlement by 2013, will require a continued commitment to collaborative working from all partners. Bracknell Forest will draw on national good practice in order to develop appropriate procedures and protocols in order to facilitate the effective development of consortium working.

25.2 Manuals for procedures and protocols developed by the 14 – 19 Pathfinders commonly include:

Attendance & registration	Child protection matters	Complaints procedures
Data protection	Equal opportunities	Financial arrangements
Health & safety	Information for learners, parents/carers, and employers	Insurance
Learner disciplinary procedures	Provider-supplier agreements	Monitoring and review
Principles for collaborative working		Personal development and guidance
Transport & travel		Quality assurance

**The Curriculum Managers’ Group will:**

- identify the range of policies, procedures and protocols needed for the successful development of consortium working and the implementation of Diplomas
- develop (**by October 2008**) draft policies, procedures and protocols, identify any resource implications and present these to the 14 – 19 Partnership for approval. Amend these as needed on the advice of the Diploma Development Groups
- engage other partners as needed in this process (for example, the Bracknell Forest Transport Team)

**Information, Advice and Guidance (IAG)**

26.1 The successful implementation of curriculum development and qualification reform, leading to full access to the revised entitlement by 2013, will also require the provision of high quality, comprehensive and impartial IAG. Young people receive IAG from a number of sources, including their school and the Connexions service. Schools have developed programmes of Careers Education and Guidance (CEG) in accordance with the non-statutory guidance and currently negotiate an annual service agreement with the Connexions service for the provision a specialist support. The focus of much of this support is on the needs of young people in their final year of compulsory education.

26.2 In October 2007, the Government launched new quality standards for young people's information, advice and guidance. Responsibility for IAG provision will rest with local authorities from April 2008 and the quality of that provision will be governed by these DCSF standards. Schools, colleges, Diploma consortia and other institutions that provide IAG for young people on behalf of local authorities will also need to ensure that their provision is in line with the standards. **An overview of these standards is given in Appendix 7.**

**The Local Authority, schools and Connexions will:**

- during the **summer term of 2008**, undertake a review of CEG provision against the new IAG quality standards in order to look at how providers across the area are delivering CEG from Year 7. The results of this review will be used to identify areas for developments and to inform future planning (including Connexions support agreements).

26.3 The Local Authority and all providers support the Berkshire Area Online Prospectus, which has been available since September 2006 at [www.bops.org.uk](http://www.bops.org.uk). This website will be further developed following the revision of the current contract in March 2008 and will include the facility for an online application process. In addition, providers will continue to publish their own prospectus of post-16 provision, including the opportunities that are available for study through collaborative delivery arrangements.

**Information, Advice and Guidance for young people in vulnerable groups**

26.4 The report of the Joint Area Review, published in February 2008, noted that;

'Advice and guidance for young people with learning difficulties and/or disabilities is good. Connexions employ a specialist personal advisor for child and adolescent mental health work and arrange training in mental health for all personal advisors to reduce barriers to learning. It was recognised in the previous annual performance assessment that priority is given to vulnerable groups, and services work successfully to provide individual support packages. Continuing this work, the Connexions service has good data management and closely tracks the progress of all young people, including the vulnerable.'

**Connexions will:**

- maintain the current high level of service for young people in vulnerable groups
- contribute to the evaluation of the impact of the revised range of provision and access to Entry and Level 1, vocationally related and work-based qualifications identified in section 15 of the Plan

## **Quality assurance**

27 'Quality is a key issue underpinning the trust that lies at the heart of developing more collaborative learning opportunities for young people. In an age of achievement and attainment tables and reputation management, this is a key organisational and educational concern.'

'A home institution is accountable for a young person's learning and attainment, so staff need assurance that the experience learners receive from another provider will be of good quality. Without this assurance, institutions may not be prepared to incur the transaction and opportunity costs to undertake the work necessary to set up that learning experience.'

'Provided that the quality issues can be addressed, the evidence suggests that the potential benefits so often outweigh the potential pitfalls that multi-institutional experiences should be fostered and encouraged.'

'All the protocols developed to underpin collaborative learning relationships can be seen as a threat to the autonomy of an education provider. However, quality frameworks are a special case as they reach into the very heart of the education mission, reflecting the quality of the relationship between teachers and learners. It is not enough to have protocols in place that lead to improved management of resources and facilities if they do not significantly affect this relationship, which ultimately governs improvements in outcomes for young people.'

Extracts from 'Insights from Diploma pathfinders' – QCA 2007 p132/133

28. At present, collaborative delivery in Bracknell Forest has two main strands:
- Pre-16 activity provided through the Increased Flexibility Programme. Quality assurance of this activity is carried out through the normal procedures of Bracknell and Wokingham College.
  - Post-16 activity at level 2 involving relatively small numbers of students and at Level 3, involving an increasing number of students resulting from the common timetabling developments embracing Brakenhale School, Easthampstead Park School, Garth Hill College and Bracknell & Wokingham College. Quality assurance of this provision is currently carried out through the normal procedures of the individual providers.
29. The increase in collaborative delivery envisaged in this 14 – 19 Education Plan necessitates the development of common practices to assure high-quality provision in all collaborative contexts. Such practices require the identification of standards to assure high and comparable standards of teaching and learning across all the partnership providers. All providers have rigorous procedures for self-assessment in place. The quality assurance arrangements in place at Bracknell and Wokingham College (which was judged to be good overall in its October 2007 Inspection) embrace the collaborative delivery of 14 – 16 provision (judged to be outstanding) and provide useful experience on which to draw.
30. There is also an increasing amount of good practice available nationally in order to support the development of an appropriate quality framework for Bracknell Forest, though much of this work remains in the early stages of development. This framework should be in place in advance of the delivery of the first Diplomas in Bracknell Forest (by September 2010). In the interim, quality assurance of collaborative delivery will continue to be managed by individual providers, supported through the sharing of information from the Berkshire Value Added project between the Headteachers/Principals in the borough.

**The 14 – 19 Partnership will:**

- identify the most appropriate arrangements for developing a quality assurance framework for collaborative delivery in Bracknell Forest
- trial and establish the quality assurance framework in advance of the delivery of the first

31 The Report of the Joint Area Review, published in February 2008, noted that;

‘The quality of sixth form education is variable.’

‘Value-added information indicates that in some schools young people are achieving well above expectations based on prior attainment, however in a minority of schools too many are underachieving. Ofsted reports judge personal development and economic well-being to be good or better in four sixth forms and satisfactory in two.

**The Local Authority will:**

- continue to support schools in the development of rigorous quality assurance procedures, including the interpretation and analysis of value added and other data, individual and cohort target setting and effective student monitoring
- continue to encourage and support schools in the development of rigorous self-evaluation procedures and to monitor these through the work of the School Improvement Partners
- review the performance of school sixth forms with the Learning and Skills Council through the process of ‘Challenge and Support’

## **Meeting particular needs**

### **32. Young people not engaged in education, employment or training (NEET)**

32.1 The report of the Joint Area Review, published in February 2008, noted that;

‘The proportion of young people not in education, employment and training is a concern in the area because although figures are slightly below the national average there has been no reduction over the last two years and the proportion is higher than the average in the immediately surrounding council areas. There is, however, very good knowledge about almost all young people’s education, employment and training status in the area.’

‘The level of young people with learning difficulties and/or disabilities who are in education, employment and training is lower than the national average but is improving at a faster rate. Although the number of teenage mothers in the area is very small compared with national averages, nearly half of teenage mothers are in education, employment and training, which is significantly higher than the national average. The picture is not as good for the small number of care leavers as only half are engaged in education, employment and training and this is low in comparison with their peers nationally.’

32.2 Bracknell Forest achieved the government requirement of offering training or a learning place to all young people seeking one. It is recognised that the drop-out rate among young people initially engaged in education, employment and training at age 16 is too high. It anticipated that the extension of the ‘September Guarantee’ to include 17 year-olds in 2008 will support attempts to address this.

**32.3 The Bracknell Forest NEET Strategy is included as Appendix 4.** The Strategy was developed by the ‘Pathways To Success’ Change for Children

Working Group, reporting to the 14 – 19 Partnership. The 14 – 19 Partnership agreed (September 2007) that responsibility for the Strategy should rest with the Partnership and approved its integration within the 14 – 19 Education Plan.

32.4 The Strategy includes agreed interim targets of 5.0% (2008/9) and 4.8% (2009) towards achieving the Local Area Agreement National Indicator 117 target of 4.6% by 2010/11. It also proposes:

- preventative actions pre-16
- improved transition into further education, training and employment post-16
- development of enabling factors
- a partnership commitment

32.5 The Strategy is supported by an Action Plan. Although some of these actions relate to reducing the current NEET group, it is recognised that the longer term success of the Strategy is linked closely to achieving the outcomes identified in the 14 – 19 Education Plan, particularly those relating to curriculum development and qualification reform. Progress towards the targets of the NEET Strategy will be included as a standing item on the agenda of 14 – 19 Partnership meetings from July 2008.

32.6 'Raising Expectations: enabling the system to deliver' (DCSF/DIUS March 2008) proposed that local authorities should be responsible for the education and training of young people in juvenile custody. As further implications of the 'Machinery of Government' changes become apparent, the NEET Strategy and the 14 – 19 Education Plan will be revised to incorporate any resulting responsibilities.

**The 14 – 19 Partnership will:**

- review and revise the 14 – 19 Education Plan (including the NEET Strategy) as needed in order to embrace the Local Authority's proposed responsibility for the education and training of young people in juvenile custody

**33. Targeted and integrated youth support**

33.1 The needs of young people clearly extend beyond the provision of education, employment and training. Bracknell Forest has developed a local ambition for young people in response to the aspirations of the 'Youth Matters' Green Paper and 'Next Steps', published in July 2005 and March 2006 respectively. The future direction for services for young people is set out in **'An Integrated Youth Support Service For Bracknell Forest', which is included as Appendix 5 of this Plan.**

33.2 In addition to supporting the four dimensions for an integrated youth support service set out in 'Youth Matters', the strategy document establishes the inextricable link to 14 – 19 education reform (and hence the 14 – 19 Education Plan), in achieving its ambitions for young people in Bracknell Forest.

**34. The delivery of the entitlement to young people with SEN or LDD**

34.1 The report of the Joint Area Review judged the contribution of local services to improving outcomes for children and young people with learning difficulties and/or disabilities to be good. The quality of the council's special school and specialist units were recognised and it was noted that, 'The vision and policy for

inclusion is well embedded in the ethos of Bracknell Forest schools.’ As a result, ‘Children’s needs are effectively identified through well co-ordinated systems and referral procedures that enable assessment in the early stage of development or as needs emerge at a later stage.’

34.2 Ofsted inspection reports show that most pupils with learning difficulties and/disabilities make good progress in their learning and personal development in Bracknell Forest schools. The report of the JAR also noted that, Although systems are not as well developed to track the progress that young people with learning difficulties and/or disabilities make in local sixth forms or the local Bracknell and Wokingham further education college, available data shows that a high proportion of young people with learning difficulties and/or disabilities progress well through their courses and good proportions participate in education, employment and training.

34.3 However, the Joint Area Review also identified a significant weakness in the narrow range of local education and training provision for those young people aged over 16 with learning difficulties and/or disabilities. A working group was formed in March 2008, comprising representatives from the Local Authority, Bracknell and Wokingham College, Kennel Lane Special School and the Thames Valley LSC in order to research and address this issue.

34.4 ‘Raising Expectations: enabling the system to deliver’ (DCSF/DIUS, March 2008) proposed that the local authority will be responsible for provision for all learners with learning difficulties and/or disabilities (LLDD) up to age 25. Planning for this would take place at a local level, supported by brokerage with specialist providers at regional level as needed. This responsibility is in line with the work being undertaken by the Working Group on Post-16 LDD Provision in Bracknell Forest.

**The Working Group on Post-16 LDD Provision will:**

- identify strategies to improve access to existing vocational provision at Bracknell and Wokingham for young people aged 14 - 19 with learning difficulties and/or disabilities
- identify any additional provision needed to better meet the needs of young people in this group and for those young people with learning difficulties and/or disabilities aged 19 - 25
- engage with the Berkshire ‘Action For Inclusion Network’, which is tasked with mapping and building the capacity of specialist LDD provision across the county
- consider any implications for the 14 – 19 Partnership (and the 14 – 19 Education Plan) of the proposed ‘Machinery of Government’ changes to make local authorities responsible for the provision for learners with learning difficulties and/or disabilities up to age 25

**35. The engagement of young people with English as an Additional Language (EAL)**

35.1 There has been a steady increase in the numbers of minority ethnic and English as an Additional Language young people relative to the size of the school population. This increase has become particularly marked in more recent years. The increasing number of young people arriving during the later stages of secondary education has created particular challenges in ensuring that appropriate language support is available and that the curriculum is sufficiently flexible to meet their particular needs. It is recognised that further development work is required in order to ensure that transition and progression become smoother.

- 35.2 The Local Authority has a well developed EAL and Diversity Team, which has produced handbooks for primary and secondary schools containing advice and strategies on welcoming new arrivals and ensuring access to the curriculum. The team is responsible for carrying out language assessments of EAL young people and for offering recommendations arising from these to schools, families and young people.
- 35.3 The need for a robust yet flexible assessment and induction policy is recognised. The initial emphasis of Berkshire-wide development work has been on the needs of young people in the 14 – 19 age group. Resources and training have been made available to schools, with considerable emphasis placed on building the capacity of teachers and teaching assistants in supporting the needs of EAL young people more effectively.
- 35.4 The EAL and Diversity Team will continue to focus on bridging the communication gap between young people, families and schools in order to achieve a cohesive community and to maximise levels of attainment of young people, irrespective of their background. Partnership working with other departments within the Council and other settings will support and enhance this.

**The Language and Diversity Team will:**

- continue to support the individual needs of young people with English as an Additional Language
- develop a robust assessment and induction policy for young people with EAL and advise schools and other providers on its implementation
- provide guidance on the engagement of parents/carers
- assess the need for and provision of intensive language courses for young people in order to improve access to the curriculum
- advise the 14 – 19 Partnership on the nature of any additional provision required to meet the needs of the increasing number of young people arriving during the later stages of secondary education

**36. The engagement of young people in the care of the local authority**

- 36.1 The numbers of looked after children in Bracknell Forest are low in comparison with similar authorities. The report of the Joint Area Review noted that, ‘Within a small cohort, overall achievement for looked after children is good, as demonstrated, for example, in this year’s GCSE attainment, where five out of seven young people achieved five A\* - C grades. The number of children in care permanently excluded from school is exceptionally low.’
- 36.2 In March 2008 there were 30 looked after children aged 14 – 16. Both the Year 10 and Year 11 cohorts were unusually large. A high proportion of these young people (19 out of 30) were in out of borough placements. There were 12 young people in the post-16 cohort, of which 8 were in full time education or training and 4 were in the NEET group.
- 36.3 All looked after children in Bracknell Forest have the benefit of support from the LAC Education team, currently consisting of The Education Co-ordinator (part-time 0.6) and the Education Support Officer (full-time). The team has a budget which allows educational support to be provided to meet identified needs. These needs are assessed as part of the Personal Education Plan process and typically

would provide additional LSA support, mentoring, private tuition, study guides and online tuition. The team also provides support and training for all those members of staff involved with the education of our LAC. They work particularly closely with the social care teams and school staff.

36.4 The recent JAR report indicated that Bracknell Forest provided an excellent LAC Education Service, which is highly valued by young people. However, there was a concern that the intensive support available until the age of 16 was not available post 16. This matter has recently been addressed by the appointment of a part time (0.5) worker specifically to support LAC through the post 16 transition through to leaving care and after care.

**The Local Authority will;**

- maintain the current high level of support provided by the LAC Education Service for young people in the care of the local authority
- develop the role of the post-16 worker in order to reduce the number of care leavers who are not in education, employment or training

**The 14 – 19 Partnership will;**

- ensure the particular needs of vulnerable groups are included in the strategy to enhance the range of facilities and provision available in Bracknell Forest, particularly through the investigation of the potential for developing a vocational skills centre in the borough

## **Employer engagement**

37.1 Bracknell Forest was formerly served by the South East Berkshire EBP, which joined with neighbouring areas in the East Berkshire EBP in July 2007. This expanded organisation also absorbed the Bracknell Forest Work Experience Team.

37.2 The benefits of this reorganisation were noted in the report of the Joint Area Review, published in February 2008;

‘Although individual institutions have productive relationships with employers, employer engagement in the 14 – 19 Partnership has yet to be appropriately developed. The new Education Business Partnership (EBP), which has a good track record and greater capacity, is already establishing better and more useful links with major employers in the area.’

37.3 The East Berkshire EBP submitted a proposal to the 14 – 19 Partnership in November 2007 with the aims of;

- promoting developments in the 14 – 19 agenda with local employers to pave the way for the forthcoming Diplomas
- developing the understanding of school staff around employability skills

The 14 – 19 Partnership approved the proposal and allocated development funding to facilitate the actions associated with this proposal;

- to set up and chair an Employer Engagement Focus Group, bringing together relevant local organisations involved in education business links
- develop the local EBP Stakeholder Group in order to enhance employer engagement with the 14 – 19 Partnership in a range of ways
- develop enhanced contacts with schools in order to identify training needs, provide a greater range of professional development opportunities and raise the profile of employability skills
- promote the 14 – 19 agenda with local employers
- review the provision of work experience placements in preparation for the introduction of Diplomas

**The East Berkshire EBP will:**

- report on the progress of the above activities in July 2008
- continue to liaise with the 14 – 19 Partnership in order to further enhance employer engagement and agree further targets annually to achieve this
- provide support for Diploma Development Groups where possible

## **Forward look and capital strategy**

38. This 14 – 19 Education Plan seeks to consolidate existing developments and to coordinate the move towards the revised entitlement for this age group. Successful implementation of the Plan will require considerable local partnership working. Without this, alternative strategies will need to be identified to ensure the national entitlement is in place by 2013.
39. Implementation of the Plan is dependent upon a successful application to pass through the Diploma Gateway in order to gain approval to offer these qualifications. An unsuccessful application in December 2008 would delay the implementation of the 14 – 19 Education Plan. Alternative strategies for ensuring the national entitlement is in place as a result of these or other risk factors include facilitating the access to provision developed in neighbouring consortia for young people in Bracknell Forest.
40. The Children’s Plan, published in 2007, makes provision for the raising of the age of compulsory participation in education or training to 17 by 2013 and 18 by 2015. As a result, it is considered that the current 14 – 19 Education Plan reflects a commitment to an evolving process rather than an end product.
41. This context was further emphasised by the publication in March 2008 of the government White Paper, ‘*Raising Expectations: enabling the system to deliver*’, which is the consultation on the reforms proposed to the funding and delivery system for education and training as the participation age is raised to 18. These include the transfer of £7 billion of annual revenue funding to local authorities (LAs) from the Learning and Skills Council (LSC), which is to be wound up. This will greatly increase the strategic commissioning role of local authorities, and their influence over the future shape of provision for 14-19 year olds.
42. The proposed reforms will restore to local authorities a significant relationship with (and accountability for) FE colleges after more than 15 years. They will give councils the clear strategic lead for 14-19 education and training, enabling real integration of provision between schools, colleges (sixth-form and FE) and employers as they jointly offer the new range of Diplomas and Apprenticeships

alongside GCSEs and other qualifications which are an integral part of raising the age of compulsory participation in education and training to 18.

- 43 A number of implications likely to result from these 'Machinery of Government' changes are identified elsewhere in this Plan. There will be greatly increased collaboration between a number of bodies at several levels, including the formation of new national bodies and sub-regional groupings to manage aspects of the proposals. A significant amount of detail remains to be considered during and following the period of consultation. The 14 – 19 Education Plan will be reviewed and revised as needed in order to embrace these changes, including the development of a Commissioning Plan for local provision.

**The Local Authority will:**

- ensure the 14 – 19 Partnership is fully aware of the proposed 'Machinery of Government' changes and their implications

44. In addition, largely as the result of new housing developments, the local demographic will see an increased number of secondary age students over the period covered by this plan and beyond, producing increased pressure on facilities and access to the full range of opportunities. The School Places Plan 2007 – 2012 indicates that the number of secondary pupils on roll in May 2007 was 6,265. This is expected to rise to 6,452 by May 2008, 6,579 by May 2009 and 6,734 by May 2010 (an increase of 7.5% on the 2007 figure). Alongside this, the primary roll is also expected to increase significantly (from 8,326 in May 2007 to 8,734 by 2010 and 8,919 by 2012 – an increase of 7.1% over the five year period) and this is likely to lead to sustained subsequent growth in the number of secondary age pupils in the future.
45. Bracknell and Wokingham College is currently being rebuilt, with the new facilities scheduled for occupation from September 2009. Garth Hill College is the Local Authority's one-school pathfinder under the Building Schools for the Future (BSF) programme. It is anticipated that these facilities will be available for occupation from September 2010. The availability of 'state of the art' provision at these two centres will support the development of learning across the partnership and will be reinforced by the availability of enhanced facilities at all schools in the borough. It is currently expected that the remaining schools will be included in the BSF programme from 2013.
46. Curriculum development, qualification reform and implementation of the revised entitlement, including Diplomas, will require further capital and revenue investment. Precise financial implications of the Plan are difficult to determine at this stage due to a lack of published information about the precise requirements of some of the Diplomas to be introduced during the later stages of the Plan. The annual review of the Plan will ensure that implementation remains within appropriate funding boundaries.
47. It is recognised that the successful implementation of the plan will place new and additional demands on the workforce in schools, colleges and other providers. The availability of appropriate time for adequate planning, preparation, training and professional development will be required. Evidence from areas involved in the initial phases of Diploma implementation suggests that some of this will be centrally delivered and resourced, although local monitoring of the impact of this on staffing and resources will be required.

48. Subject to the finalisation of plans for curriculum development and qualification reform as outlined in the Plan, revenue implications will be considered as part of the existing schools budget allocation process and will include the use of funds allocated to the Dedicated Schools Grant.
49. In addition to facilitating the introduction of Diploma qualifications, the 14 – 19 Education Plan also envisages the broadening of provision in order to meet the needs of a number of groups of vulnerable young people, including those with learning difficulties and/or disabilities.
50. Capital costs will depend on the Diploma delivery model developed and the range of provision proposed within the Plan. These will be met through the allocation of a share of the Targeted Capital Fund. The Council will receive £8 million Targeted Capital Funding, which is 100% specific grant, to be spent by March 2011, to assist with the development of 14 – 19 Diplomas and provision for young people with SEN and learning difficulties and/or disabilities (LDD). Any associated capital costs arising from the agreed delivery model will need to be contained within this.
51. Following the submission of the initial Diploma business case proposals, the capital costs of providing the first phase of Diploma implementation (2010) was assessed to be £2.3m (subject to the confirmation and verification of anticipated costs). It is envisaged that this expenditure also represents a cost-effective means of providing for some further Diploma lines of learning in some institutions.
52. It is anticipated that significant additional capital expenditure from the Targeted Capital Fund will be required to implement the Creative and Media Diploma (currently proposed for 2011).
53. In addition to implementing the entitlement to Diplomas by 2013, the 14 – 19 Education Plan includes proposals to enhance the facilities available in Bracknell Forest to support the education and training of young people in vulnerable groups, including those requiring additional vocational provision (including Foundation Learning Tier), young people at risk of exclusion, young people in the NEET group and those with learning difficulties and/or disabilities. The raising of the age of compulsory participation in education and training and the responsibilities associated with the 'Machinery of Government' changes have further implications for the development of appropriate facilities.

**The Local Authority, Bracknell & Wokingham College and Thames Valley LSC will:**

- research and explore the potential for developing a vocational skills centre in Bracknell Forest in order to better meet the needs of the learners identified in paragraph 53

54. It is not possible at this stage to identify the level of any additional grant funding that may be available to support the development of partnership working and the costs associated with implementing the revised entitlement and other capital developments. Further details of the place of Bracknell Forest in the Building Schools for the Future programme will be required in order to inform decisions required in implementing the later stages of the Plan.
55. The 14 – 19 Education Plan will be reviewed annually in order to ensure that it continues to serve the needs of the young people of Bracknell Forest, including

the additional needs of those young people who will remain in education and training for a longer period than is currently the case. The annual review of the Plan will also ensure that its implementation remains within appropriate funding boundaries.

## **List of appendices**

1. Extracts from '14 – 19 partnerships: Delivering the entitlement' – DCSF August 2007.
2. Guidance for the development of local 14 – 19 Education Plans – ADCS/ LSC Summer 2007).
3. Examination results.
4. Bracknell Forest NEET Strategy and Action Plan.
5. An Integrated Youth Support Service for Bracknell Forest.
6. Current expressions of interest in delivering Diplomas (June 2008).
7. Quality Standards for Young People's Information, Advice and Guidance (IAG) – DCSF October 2007.