

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

20 FEBRUARY 2007

14 - 19 TASK GROUP

Report from: Rose Collinson, Director of Children's Services

Author: Teri Hemmings, Overview and Scrutiny Co-ordinator on behalf of the
14-19 Task Group
Simon Trotter, Assistant Director, Learning and Achievement

1 Purpose of item

- 1.1 To report back to the Committee on the work of the 14-19 Task Group and consider its recommendations as set out in paragraph 2.

2 Recommendations

- 2.1 That the 14-19 Task Group be disbanded and that in replacement, a briefing note on the progress made with the 14-19 strategy be circulated to the Children's Services Overview and Scrutiny Committee on a six monthly basis.

3 Background

- 3.1 The 14-19 Task Group was established in early 2005 to examine the findings of the 14-19 area inspection and contribute to forming an action plan to address its recommendations.
- 3.2 An action plan was then produced and the task group continued to meet to monitor the Council's progress against it.
- 3.3 Development towards the 14-19 strategy has been considerable and was acknowledged in the 2006 Joint Area Review. The following sub-headings are some key achievements that have been made.
- 3.4 Improvements to GCSE results
 - 3.4.1 This is an issue which has been discussed and scrutinised at length by the Committee in a report presented at its meeting held on 30 November 2006 but it should be celebrated here also.
- 3.5 Common electronic application form
 - 3.5.1 The web based common electronic application is now in place and managed by Connexions.

3.5.2 It is to be found at www.yourchoiceat16.co.uk and since September 2006 1520 learners have logged in and 527 have made 948 applications. **(See appendix A).**

3.6 Electronic Prospectus

3.6.1 The Medway post-16 prospectus 'Your Choice in Medway' has to date been produced as a booklet and in web based format at: www.medway.gov.uk/ycim

3.6.2 Medway Council has now commissioned the software company VIS to develop a significantly more interactive and more comprehensive 14-19 area prospectus. This will go online as from April 2007.

3.7 Progress at Mid Kent College

3.7.1 Mid-Kent College is planning to start building works on its new £77 million campus at the Lower Lines, Gillingham in the early summer 2007. The scheme is partly funded by the Learning and Skills Council and partly by the College itself. The work was originally scheduled to start last Autumn but has been delayed by the discovery of slow worms and lizards on the site and by the complicated arrangements required in order to create a public park on the adjacent site (a section 106 requirement of their planning consent).

3.7.2 The campus is scheduled to open during the 2008-09 academic year. It will replace the existing Horsted and City Way campuses and will have the capacity to accommodate growth of up 30% in student numbers.

3.7.3 The main target groups for this growth are 14 – 19 year olds, primarily on vocational courses – both full-time and as part of work-based training. By 2012, it is planned to teach 7,000 students a year at the campus (many of them on a part-time basis). Of these, some 1,000 will be 14-16 years old and 3,700 will be 16 – 19 years old.

3.7.4 The College expects the campus to enable it to succeed with two key educational strategies. Firstly, the college intends to increase the number of enrolments from cohorts who do not currently participate in post-16 education or training. This will be an extension of the existing collaborative work going on between the College and local schools through the Lower Lines Vocational Partnership Forum. Plans, which have been developed in conjunction with head teachers on that forum, include a specialist 14 – 16 induction centre that will be available to local schools that will assist young people in making the transition to further education. The new development has formed a key element of Medway's application to run Specialised Diplomas and this collaboration will encourage school use of the college specialist facilities and contribute to both engagement and raising of aspirations of 14-19 year olds.

3.7.5 The second key strategy is to increase the number of young people who qualify at level 3 and then progress onto higher education. High quality facilities will improve the standards of education and make the environment

one in which young people will feel more incentive to stay on. However, the most exciting element in this strategy is the location next to the universities. This co-location has stimulated strong interest from national government and from other educational establishments as far away as Scotland. It is the first such scheme in the country and is regarded as a role model for raising aspirations.

3.8 Application for offering Specialised Diplomas from September 2008

3.8.1 In December 2006, Medway made a submission for offering all five Specialised 14-19 Diplomas (Creative and Media, Construction and the Built Environment, Engineering, IT and Society, Health and Development) as a pan-Medway offer, provided by collaborative groupings of providers (schools, Mid Kent College and Work based learning providers).

3.8.2 Medway has developed Local Development Partnerships (LDPs) to take forward the Diploma development. The first five are already established and the next five for the specialised Diploma have to be introduced in September 2009 are being developed

3.8.3 We shall know in April whether Medway has been successful in its proposals to offer the Diploma.

4 Key Stage 4 Engagement Programme (See Appendix B)

4.1 Medway is the one local authority in the South East piloting a Key Stage 4 Engagement Programme for disaffected learners aged 14-16.

4.2 Medway Council, in partnership with the LSC, the Connexions Service, Mid Kent College, Nacro and Medway schools has established differentiated provision to meet the needs of learners at different stages of disaffection.

5 Future work of the task group

5.1 The task group has been monitoring improvement and progress in relation to the 14-19 action plan for some time and it is considered no longer necessary for the task group to continue to meet. However, it is not felt that the monitoring role of the group should be lost and therefore it is recommended that a briefing note be circulated to all Members of the Children's Services Overview and Scrutiny Committee on a six monthly basis providing details and updates.

6 Financial and legal implications

6.1 There are no financial and legal implications arising from this report.

7 Background Documents

7.1 14-19 Task Group papers

Contact for further details:

Teri Hemmings, Overview and Scrutiny Co-ordinator

01634 332104

teri.hemmings@medway.gov.uk

Simon Trotter, Assistant Director, Learning and Achievement

01634 331032

simon.trotter@medway.gov.uk

Keith Morrison, Senior Secondary Advisor

01634 338566

keith.morrison@medway.gov.uk

Steve Williams, 14-19 Strategy Manager

01634 338589

steve.williams@medway.gov.uk

**Log-ons to the Common Electronic System
(as at January 2007)**

Appendix A

DfES	School	learner log-ins % of cohort	learner applications % of cohort
1107	Silverbank	13	0
1108	Will Adams	28	0
4076	Chapter School	94	74
4068	Chatham Boys Grammar School	30	9
5429	Chatham Grammar School For Girls	99	50
4215	Chatham South School	91	34
4069	Fort Pitt Grammar School	100	11
4174	Greenacre School	19	5
4248	Medway Community College	31	5
5454	New Brompton College	60	12
5420	Rainham Mark Grammar School	22	7
4199	Rainham School For Girls	35	14
5445	Rochester Grammar School Girls	36	4
4530	Sir Joseph Williamsons Mathematical School	14	1
5436	St John Fisher Catholic School	27	6
4077	Temple School	26	18
5457	The Howard School	47	8
4075	The Hundred Of Hoo School	20	5
5423	The Robert Napier School	41	21
5451	The Thomas Aveling School	20	6
4167	Walderslade Girls' School	28	11
7053	Abbey Court School	0	0
7042	Bradfields School	24	4
7016	Rivermead	0	0
AVERAGE		42	15

For the Secondary and Special schools this was taken from the January 2006 Census. For Will Adams and Silverbank the data was taken from the PRU SLASC 2006.

Medway KS4 Engagement Programme Briefing Notes

Aim:

To work with strategic partners in Medway to target 150-200 14-16 year olds per year in Medway Schools to increase performance and progression through a range of work related activities and enhanced curriculum support.

Objectives

- To reduce disaffection in 14-16 year olds
- To reduce exclusion in 14-16 year olds
- To reduce the number of Medway's young people in the NEET group post 16
- To re-engage young people with learning
- To increase attendance at KS4
- To increase attainment at KS4

Target Group

14-16 year olds in Medway schools with low attainment and at risk of disaffection.

The project works with students in years 10 and 11, some of whom were inducted in term 6 in the 2005/6 academic year.

Target students were identified by their prior attainment at key stages 2 and 3 and their attitudes and behaviour.

Delivery Model

Programme A: Up to one year programme for year 11 students for those able to access a work experience placement comprising:

- an extended work placement or work based learning through a training provider with the potential to gain an NVQ qualification
- core curriculum, including functional maths, English and ICT and other accredited qualifications
- alternative qualifications including personal and social development.

Programme B: Up to one year programme for year 10 and 11 students for those not ready to access a work experience placement:

- work tasters delivered out of school through a range of partner providers (FE college and work based learning providers) or on a work based project. With year 11 students the aim would be to move them towards a work placement by the end of year 11.
- core curriculum, including functional maths, English and ICT and other accredited qualifications
- alternative qualifications including personal and social development.

Programme B will enable progression to Programme A if appropriate.

Programme C: One year intensive programme for year 11 students – an intensive programme for those at greatest risk of exclusion - the *Springboard* programme, based initially in North Medway but now offered more widely across Medway, with a second group scheduled to start in 2007/8

Programme D: Short term intervention model for year 10 and 11 students (with the potential for using a shortened version of this programme as a taster session for year 9 students). This is a programme for those students who can be readily re-integrated into the mainstream schooling system after a short intervention.

- 3/4 days per week on a programme delivered out of school including vocational taster sessions, personal development work and confidence building activities
- 1/2 days per week in school working on the school curriculum with input from partner providers.

Specific personal development programmes differ between partner providers; students are referred to the individual programmes based on an assessment of their needs and programme suitability. Individual programmes draw on a range of qualifications most appropriate to the individual student's needs.

On all programmes students produce work that contributes to the production of a portfolio of evidence of achievement. This portfolio includes certificates of achievement gained during the programme and progress reports by students and staff.

Student Selection

Students are selected based on pre-defined criteria and according to predicted grades. This is done by the home institution, through school staff and Connexions P.A.s best placed to assess an individual student's current situation and needs. Fisher Family Trust (FFT) predictors are also used.

Students fit one or more of the following criteria:

- Predicted to achieve fewer than 5 A*-C grades
- Low academic achievement at KS2/3
- Low self esteem
- History of fixed-term exclusions
- Disengaged from education
- Need to develop positive relationships with peers or adults
- Poor attendance
- Emotional / behavioural problems
- Difficult personal or social circumstances
- Students with learning difficulties or disabilities (ADHD and ASD students will require additional funding for smaller group work).

Measuring Achievement and Evaluating the Project

Individual achievement is measured by:

- attainment of target students against predicted attainment (FFT)
- attendance data for students (pre/post if possible or against similar group in different school)
- exclusion data for students (pre/post if possible or against similar group in different school)
- a portfolio of evidence of achievement on the programme for each student.

A programme of Quality Assurance through regular monitoring visits and formal review is in place.

Steve Williams

January 2007