

THE HERTFORDSHIRE STRATEGY
FOR 16-19 FULL-TIME EDUCATION

“MAKING IT HAPPEN”

CONTENTS

Introduction

The Overall Aim

The Key Principles

The Key Objectives

Implementing the Strategy:

Collaborative Groups

The Planning Process

The Outcomes of the Planning Process

The Collaborative Agreement

Resources

Key Milestones

Action and Timetable

THE HERTFORDSHIRE STRATEGY FOR 16-19 FULL-TIME EDUCATION

“MAKING IT HAPPEN”

INTRODUCTION

The Hertfordshire Strategy for 16-19 Full-Time Education aims to raise achievement, increase participation and improve value for money.

The Strategy has been developed in consultation with all maintained schools and colleges in Hertfordshire.

There are two components to the Strategy.

The first is that it is based on a common aim, a common set of principles, a common set of objectives and a common set of measures and targets. These apply countywide and provide the framework within which schools and colleges can work locally.

The second component is that schools and colleges, with the support of the Local Education Authority, collaborate to produce local solutions to local problems of low achievement, low participation and value for money in the 16-19 age group. The solution is in the hands of local headteachers and college principals. The Strategy sets out only the process and the timetable to arrive at the solution.

The timetable allows for the new arrangements to be in place during the Autumn Term 2000 so as to benefit Year 11 students who will start their post-16 studies in September 2001.

The Strategy helps schools and colleges to respond to the Government’s proposals for post 16 education as set out in the White Paper – “Learning to Succeed”.

THE OVERALL AIM

The Strategy commits schools, colleges and the L.E.A. to provide all students aged 16-19 with appropriate education and training to help them to achieve the highest levels of personal, academic and vocational performances and development.

THE KEY PRINCIPLES

To work together to create provision that is led by the needs of the students.

To meet the needs of all students regardless of race, gender, ethnicity, disability and sexual orientation.

To achieve common and high standards in all our provision and services to students.

To disseminate information and good practice.

To collaborate on making the best use of public resources and securing value for money for the people of Hertfordshire.

THE KEY OBJECTIVES

To make provision locally in a way which meets the needs of young people in Hertfordshire in their local area where this provides value for money.

To take account of the needs of young people, parents, employers and others in planning the local provision and monitoring its performance.

To provide young people with timely and impartial advice and guidance about the education and training opportunities available to them post16

To remove barriers to young people obtaining access to 16-19 full-time education and training opportunities through:

- offering a wide variety of courses
- a common approach to time-tabling
- applying suitable admissions criteria
- helping young people gain access to transport
- means tested financial support
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To provide all students with a core-educational entitlement which will include:

- personal support and guidance throughout their education and training
- a programme of learning which is relevant to their needs and which will lead to progression onto further programmes of learning
- access to a wide range of cultural and sporting activities

To make provision that:

- meets the needs of all students
- is of the highest quality
- optimises the use of resources
- is delivered in an appropriate learning environment
- achieves high examination results
- secures continuity of education pre-16 and post-16

To use common performances measures and targets

IMPLEMENTING THE STRATEGY

COLLABORATIVE GROUPS

The implementation of the Strategy involves a group of local schools and the college working together on 16-19 issues. It is entirely a matter for headteachers and the college principal to decide on the membership of their collaborative group. For the strategy to be successful:

- all collaborative groups should include the college; and
- all schools should be a member of a collaborative group. A few schools may decide to be a member of more than one group.

THE PLANNING PROCESS

The Strategy involves the collaborative groups undertaking a planning exercise. The purpose of the exercise is:

- to identify the type of educational opportunities which should be available post-16 to all Year 11 students in the schools which make up the collaborative groups;
- to plan how those opportunities can be made available to the students so that they make the right choices post-16 and get the best results; and
- to secure value for money.

To achieve the above it is envisaged that the planning process will need to:

- Consider all pupils.

Hence the encouragement for all schools to be involved

If there are 3 five-form entry schools in the collaborative group then the schools and the college will consider the needs and wishes of 450 individual students and the type of post 16 opportunities which should be offered to them. The group may wish to involve others in this, e.g. careers service, S.E.N. advisers and the social worker for looked after children.

- Consider previous performance.

What happened to Year 11 cohorts in the past should be evaluated to assess how well the current provision has performed and where it needs to develop to respond to future needs. Questions, which might be asked, are:

Where did Year 11 students go?
Did they complete their course?
How well did they do?
Where did they go to at 19?

- Consider how to develop 16-19 provision locally.

It is recommended that collaborative groups do not decide on what they will do until they have the evidence to identify what needs to be done.

It is appreciated that this is an obvious statement. However, for all collaborative groups and especially for new ones the process of considering the needs of all pupils and previous performance is part of the process of developing a working relationship.

- The development of provision should deal with issues such as:
 - the quality of teaching on different courses
 - the development of the curriculum
 - extending the range of courses available
 - increasing the size of teaching groups
 - retaining students on courses
 - planning for progression post-19
 - better matching of students to courses
 - improving attendance
 - motivating students to stay on in education
 - the quality of accommodation
 - promoting collaborative arrangements to students and parents

- Set targets.

The collection of information about previous performance provides the baseline against which targets can be set. The Strategy involves collaborative groups working towards county targets. The only reliable countywide data is currently GCE “A” level and GNVQ point scores. The process of setting targets locally will therefore be used to develop countywide targets.

THE OUTCOMES OF THE PLANNING PROCESS

The planning process outlined above is designed to help collaborative groups come to a number of conclusions:

- Firstly, an overview of the post 16 needs of all the Year 11 cohort in the schools which make up the collaborative group.
- One of the advantages of doing this collaboratively is that all children can be planned for. The school with one or two students at risk of being unemployed in September can make sure that they are not forgotten because they can be part of a larger group of 15 or 20 students whose needs can be planned for by the group. The group may decide not to meet those needs directly because that may be done by the careers service, youth programme unit or others. The group, has, however, planned for and secured progression.

- Secondly, a view on local performance indicators and performance targets which will help to inform countywide targets for post 16. Discussion on this needs to take place locally and it will be helpful if groups consider targets for a three year period starting 2001- 2002 and look at:

staying-on rates post-16
advanced Level GCE and GNVQ point scores
indicators of achievement on other courses
added value indicators
value for money indicators

- Thirdly, a way by which all the students whose needs have been planned for can be informed about the opportunities available to them.

When doing this groups are asked to bear in mind the objective set out earlier in this document of providing young people with impartial advice and guidance.

- A list of the key action required to secure the above.

When considering the action, collaborative groups should refer to the guidance set out in the joint report by Ofsted and the FEFC Inspectorate on 'Post-16 Collaboration – School Sixth Forms And The Further Education Sector.' It should be noted that the consortia arrangements described in the report may not always be appropriate and other action may be considered

THE COLLABORATIVE AGREEMENT

Each group should have a collaborative agreement which describes how the group will work. It is a local document and it should address any concerns that members of the group may have about the way in which the group will conduct its affairs.

The aim principles and objectives of the group are the same as those in the Strategy and could form the start of the Agreement. Thereafter, consideration could be given to:

- principles to underpin the planning process, e.g. to share data, to respect the ethos of each institution, to put the student at the centre of the process and to adhere to agreements on timetables for advertising, open days and courses
- management arrangements, e.g. who is responsible for what, reporting mechanisms and how the concerns of individuals are resolved.

RESOURCES

The L.E.A. will support the Strategy with a sum of money to be distributed to each collaborative group against a clear set of criteria.

The criteria will be linked to outcomes, for example:

2000 – 2001 publication of a common prospectus
an agreed guidance system in place

2001 – 2002 progress against performance targets

A group of headteachers has been established to prepare proposals for consultation on how to allocate the money. The Education Committee will consider the outcomes of consultation as part of the budget for 2000-2001 and subsequent years.

KEY MILESTONES

January 2000: Collaborative groups established with collaborative agreements in place and with the support of the governing bodies of the schools and the college.

June 2000: Analysis of student need and provision produced, local and county-wide provisional performance targets for 2001-02 to 2003-04 agreed, and an action plan produced. All supported by governing bodies of schools and the college.

October 2000: Information about what is available to all students is produced by each collaborative group. Students in Year 11 start considering post-16 options.

December 2000: Evaluation of work done so far and resources allocated by the L.E.A. to collaborative groups.

September 2001: First cohort of Year 12 enrolled under the Strategy.

August 2002: Evaluation of first year of operation and resources allocated by the L.E.A. to collaborative groups.

ACTION AND TIMETABLE

- Advisers (Louise Andrews, Peter Matthews, Derek King) work with headteachers and principals to form collaborative groups.
- Audit of collaborative groups undertaken and any membership problems discussed at HASSH area meetings attended by Advisers (LA, PM,DK) and Officers.
- List of collaborative groups available and published for the whole county (Mike Connolly).

1 November 1999

- Headteachers complete 16-19 data on pro-formas sent out by Steve Jacklin. Pro-formas are taken by headteachers to meetings of collaborative groups.
- Advisers (LA, PM, DK) meet with collaborative groups and consider pro-formas and issues of achievement, progression and value for money which currently exist. In the light of this, collaborative groups confirm/adjust their membership and draw up their Collaborative Agreement.
- School and college governors confirm commitment to a collaborative group and the Collaborative Agreement.
- Final list of collaborative groups with the Collaborative Agreement of each is published for the whole county (MC).

17 December 1999

- Collaborative groups identify with Advisers the data which they will need for planning purposes and for setting performance targets. Pro-formas designed and sent to headteachers so that data for collaborative groups is prepared in a common way (SJ).

10 January 2000

- Collaborative groups supported by Advisers undertake the planning process and produce the table of student need and provision and the provisional local targets for 2001-02 to 2003-04.
- County-wide targets are set (MC).

25 February 2000

- Collaborative groups with Advisers review and adjust local targets.
- Collaborative groups determine with the support of Advisers the action to deliver the planned educational programmes and to achieve local targets.

31 March 2000

- The planned action is implemented by schools, college, L.E.A. and other, e.g. careers service.

21 July 2000

- Common prospectus is published by the collaborative group and a guidance system is put in place.

1 October 2000

- Year 11 students receive advice.
- Progress so far is evaluated and L.E.A. allocates resources to collaborative groups (County Council).

December 2000

- First cohort is enrolled under the Strategy by schools and college.

September 2001

- Progress towards targets in 2001-02 is evaluated and L.E.A. allocates resources to collaborative groups (County Council).

August 2002