



Bradford 14-19 Education Plan 2008

Sections in blue are taken from Promoting Bradford Futures document

This plan is required by the Association of Directors of Children's Services and the Learning & Skills Council. It has been approved by the Confederation Executive and the Children & Young People's Strategic Executive, and is part of the Children & Young People's Plan.

All 14-19 Providers in Bradford and District work in three confederations: Central, South and Three Valleys. Confederations include schools, FE colleges, work based learning providers, Careers Bradford, and other stakeholders.

The 14-19 Strategic Group, which comprises the Local Authority, Education Bradford and the Learning & Skills Council, takes a strategic lead, but most District-wide decisions are taken by the Confederation Executive. This group includes representatives of the confederations, provider groups and the strategic partners as well as the community and voluntary sector and higher education.

Confederation Executive Task Groups work on particular issues such as Specialised Diplomas, marketing and communications, information and data, finance, and the Centre for Learning Excellence.

The confederations reconfigured in 2006 so as to work in the same groups as the newly formed Behaviour and Attendance Collaboratives. Children's Services within the District will be delivered via the five constituencies, and these are in the process of being formulated.

The 14-19 Education Plan is a position statement at December 2007, which also sets out work to be undertaken during 2008. The three biggest issues for the District during 2008 are

- Raising standards
- Infrastructure developments
- Employer engagement

The views of young people on the content and delivery of the plan will be sought through:

1. The Tellus 2 Survey that was part of the District's Joint Area Review
2. The Shadow Implementation Group of the Connexions Implementation Group, which is a young people's group.
3. Young People's Voice research commissioned by the Confederation Executive from Careers Bradford, reporting March 2008.

The 14-19 Education Plan includes:

1. 14-19 Progress Checks
2. Provision:
 - Analysis of the existing state of collaborative planning & delivery
 - Local policies for coordinated and collaborative curriculum planning and delivery.
 - How over-supply, poor provision & curriculum gaps will be addressed through the commissioning process.
3. Qualification reform, including
 - The phased introduction of Diplomas
 - Development of the Apprenticeship Pathway
 - Foundation Learning Tier
 - Raising of the compulsory participation age
4. Provision of impartial information, advice & guidance
5. Reduction in NEET
6. Targeted and integrated youth support
7. Delivery of the entitlement to young people with SEN or LLDD
8. Engagement of LAC
9. Quality assurance & quality improvement
10. Access and transport
11. Employer engagement & education-employment pathways
12. Integrated capital and infrastructure development
13. Arrangements for access to specialist provision not available in the local area & arrangement to support access to provision across LA boundaries

Much of this document is a cross referencing of Promoting Bradford Futures, the strategic 14-19 document for Bradford District. Relevant sections from that document are quoted in this Plan to demonstrate synergy.

1. 14-19 Progress Checks

The 14-19 strategic partners meet with Government Office annually in the autumn term to discuss the 14-19 Progress Checks and agree performance for the qualitative areas. Data for the quantitative areas is supplied via Government Office.

Performance Indicators for 14-19 Progress Checks	2004-5 performance	2005-6 performance	Autumn 2007 rating
Participation			
1 % of 17 year olds participating in education and work based learning	74.2%	75.6%	Amber/Red
2 Reduce the proportion of 16-18 year olds who are NEET	13.1%	9.8%	Amber/Green
Attainment			
3 % of young people achieving 5 A*-Cs at GCSE or equivalent, including English and	32.4%	75.6%	Amber/Green
4 % of young people achieving Level 2 by 19	13.1%	9.8%	Red
5 % of young people achieving Level 3 by 19	36.5%	37.8%	Red
6 % of young people (aged 16-24) achieving an Apprenticeship	0.94%	1.41%	Amber/Red
Progression			
7 The proportion of Y11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19. No data will be			N/A
Collaboration			
8 Does the area have effective collaborative arrangements in place?			Amber/Green
9 Is the area making progress in developing a local prospectus, and is there good quality IAG to support young people in their choices?			Green
10 Are there effective links with employers to involve them in sufficient high quality delivery?			Amber/Green
Provision			
11 Capacity to improve 5 A*-C at GCSE or equivalent (including English and Maths)			Amber/Red
12 Is there a sufficiently broad range of quality 14-19 provision, including vocational options?			Amber/Green
13 Is there effective targeted provision, including capacity to deliver the September guarantee, for those young people who are disengaged or at risk of disengagement?			Green
14 Are there sufficient facilities across the area to deliver a broad range of high quality provision?			Green
15 Is the workforce across the area prepared to deliver a broad range of high quality provision?			Green

2. Provision

Analysis of the existing state of collaborative planning & delivery

- A confederation Audit of Provision has taken place since 2003-04. During 2 during 2006-7 this was collect for the first time via the on-line Prospectus, Bradford4Learning.
- Prism Consultants have produced a map of post 16 provision 2006-7, listing schools' post 16 Success Factors by school and by subject. The purpose of this was to give schools an indication of how their post 16 funding might be affected by the changes in LSC funding methodology.

- **Joint provision and Collaboration:**

In Central confederation there are five contiguous blocks in total for the week, including two agreed with South Confederation. Schools & colleges have contributed to two or more of the blocks depending on their requirements.

There are varying amounts of collaboration with some schools sending small numbers of students out to study courses, whilst other have a formal partnership for post 16 delivery and share joint provision e.g. Challenge College and Laiterdyke BEC have joint post 16 provision. A small amount of joint delivery is evident, for example in Central Confederation, Salt GS and Beckfoot School jointly deliver music technology and in South Confederation Queensbury School and Thornton GS jointly deliver French.

Specific examples of 'blended provision' include 'Go Live!', a one-year post 16 programme managed from South Bradford Vocational Centre on behalf of learners across the Bradford District. The Go Live! programme has been developed particularly to address the issue of the number of NEET students across Bradford. Students who have not achieved the requisite qualifications for progression into employment or apprenticeships at the end of Year 11, and/or who are reluctant to enter the Further Education provision offered at local colleges, have the opportunity to remain in school post 16 and study at an off-site vocational centre for two days a week. The 2007/8 cohort is the 4th that has been delivered within Bradford. Numbers have increased over the years, as have the numbers of participating schools. 154 students were offered places to start in September 2007. The 2006/7 programme had an average retention rate of 80%. The students on the programme were operating at Entry Level and Level 1 at their start. Of those that completed their course, the achievement rate was 78%.

- **Vocational Centres**

Vocational centres attached to schools have been developed to ensure the delivery of high quality vocational provision for 14 – 19 students and the community by ensuring efficient and effective collaboration between partners; and to enhance learning opportunities and improve engagement in order to raise achievement.

- ***LBEC Works***

Based at Laisterdyke Business and Enterprise College, LBEC Works offers a range of vocational courses from 14+. Provision includes accredited courses at Levels 1 and 2 in Retail, Motor Vehicle Maintenance, Electrical Installation, Childcare, Hairdressing and Business. Laisterdyke is leading on the introduction of the Business Administration and Finance Diploma in Bradford and contributing to other lines. The centre is accessed by learners from a number of schools within Bradford and North Leeds.

- ***Carlton Bolling Construction Centre.***

The purpose built centre offers programmes in construction trades for learners 14+ at Levels 1 to 3 and is a partner in the development of the specialised diploma in Construction and the Built Environment.

- ***South Bradford Vocational Centre***

The SBVC opened in August 2006 and was developed to provide vocational qualifications for pupils aged 14 – 19. In addition to managing the Go Live! Programme, the provision at SBVC includes NVQ Catering Level 1, NVQ Business Level 1, Child Care Levels 1 and 2, Pediatric First Aid, Office Procedures Levels 1 and 2, IT Level 1, Certificate in Salon Services Level 1, Certificate in Creative Craft Level 2 (Hair and Beauty), Certificate in Photography Level 1, Certificate for Resort Representatives Level 2, Certificate in Retail Customer Service Skills Level 2 and Entry to the Uniformed Services Levels 1 & 2.

The appointment of a 14-19 Data Officer is under way and it is hoped the post will commence during Spring 2008. The post is initially funded by Connexions WY for one year and hosted by Education Bradford. Continuation funding is being sought from the School Forum. Once appointed, the 14-19 Data Officer will pull together data from schools, FE and WBL providers, including the School September Count, the end of year report of FE performance and the Careers Bradford Activity Survey in order to map current provision and inform future planning.

During 2008:

- All providers will gain a better understanding of how the new LSC post 16 funding regime will work, and how the provider factor inclusive of providers' success rates will impact on them.
- Plans for Building Schools for the Future will be submitted, which will include the future shaping of school places and size of post 16 provision
- All 3 FE colleges will receive confirmation of new building provision that will enable them to plan future 16-18 delivery.
- In the light of the two above factors, the strategic partners will work with providers to plan future delivery, particularly of post 16 provision, working towards the full delivery of specialised diplomas.
- The 14-19 partnership is preparing to respond to expected changes, including developing a commissioning model within the Changes to the Machinery of Government.
- Joint provision and Collaboration:

South and Central Confederations have contiguous Level 3 option blocks planned for 2008-9, as a stepping stone to the introduction of Diplomas more widely across Bradford. The two blocks are Tuesday a.m./Thursday p.m. and Tuesday p.m./Thursday a.m. Nearly every school across the two confederations has contributed subjects/courses to these blocks.

Local policies for coordinated and collaborative curriculum planning and delivery

Promoting Bradford Futures 2.5 Curriculum Offer

The Learner Entitlement...will continue to guide the character of the curriculum offered by each Confederation. This Entitlement sets out features of the learning experience for 14 to 19 year olds that will be common across the District.

2.5.1 Core Curriculum

A core curriculum will be provided that will:-

- promote the effective delivery of the new general or specialised diplomas and, in time, to meet learners' entitlement as required by the DfES.
- comprise of courses that cover a designated range of 14 areas of learning. Through it, young people will have access to academic, vocational and occupational qualifications at levels 1, 2 and 3, and as appropriate, other qualifications for young people with learning difficulties and disabilities.
- include opportunities for the development and assessment of basic, key and functional skills, citizenship and employability skills.

2.5.2 CoVEs, Specialist Schools and Vocational Centres in Schools

The Confederations Executive will promote the coherent future use and deployment of the specialist facilities that are now available to the District's learners. These include the now well-established Centres of Vocational Excellence in each of the Colleges, the new Vocational Centres in Schools and the work of the Specialist Schools

2.5.3 Work-based or work-related learning linked to schools

- Links between business and the education sector are critical in developing work-ready young people and in influencing the range, quality and currency of learning provision provided by schools.
- Partners will continue to work together for improved work-related learning and work experience. Emphasis will be on improving the quality of the experience for young people and employers through the creation of better relationships between schools, employers and work-based learning providers and the engagement of increased numbers of employers in related activities.
- These links will help to ensure that appropriate work-based learning opportunities to provide a relevant and motivational context for personalised learning are planned with the District's work-based learning providers
- The Education Business Partnership will continue to provide support to schools in relation to work experience and work-related learning.
- Partners will ensure that their practices accord with Health and Safety protocols agreed by the Confederations Executive in 2006.

Promoting Bradford Futures 3.2 The confederation commitment

3.2.2 Learning opportunities available to all young people 14-19

Learners' programmes will include:

- (a) Development and accreditation of skills and knowledge including, at the right level for the individual:
 - Functional/Key skills of communication, ICT and the application of number or, for lower attaining learners, appropriate Entry Level qualifications;
 - Key skills of working with others, problem solving and the development of the learner's individual study skills;
 - Additional support as identified in the learner's ILP or other assessment of need.
- (b) A personal and social development programme which includes:
 - The rights and responsibilities of citizenship, including social cohesion and local issues and opportunities
 - Promotion of healthy lifestyles and health education, including drugs awareness, sexual and mental health and diet
 - Careers education
 - Education for sustainability including global and environmental awareness
- (c) Personal development, additionality and enrichment opportunities, for example:
 - Voluntary or part-time work
 - Additional cultural, artistic or sporting activities
 - Additional specialist subjects
 - Opportunities for leadership or democratic participation
 - Aimhigher activities.
- (d) Opportunities for work experience and work-related learning.
- (e) Opportunities to pursue their personalised learning programme on a flexible, well resourced and integrated "any time, anywhere" basis making effective use of e-learning.

3.2.4 Curriculum 14-19

Learners will have access through the confederation to programmes of study Which matches their needs, interests and aptitudes. The programmes offered Should encourage them to remain in learning beyond compulsory school-leaving age by providing clear pathways to progression routes. In addition to the generic learning opportunities in 3.2.2 above, learners should be able to make guided choices from a range of opportunities which includes GCE, vocational and occupational qualifications and, in time, General and Specialised Diplomas. The balance and breadth of the provision should be determined by the providers and

the confederation in the light of the needs of the young people and the area.

Learners should be able, according to their needs, to:

- (a) mix accredited programmes;
- (b) complete accreditation when they are ready to do so, fast-tracking or taking longer (but acknowledging that this is not easy for providers);
- (c) take fewer courses where this will improve their motivation or their chances of success;
- (d) learn at other venues and through different approaches, including experience of other providers and sectors within the confederation (but acknowledging the constraints of geography and resource).

3.2.6 Progression programmes and guidance

At the next stage of their learning, each learner should have:

- (a) an induction programme which clarifies how the learner entitlement will be fulfilled;
in particular, how the learning, advice and guidance provision outlined in 2.1 and 2.2 above will be met, and the learner's own responsibilities for his/her learning.
- (b) a personalised plan which takes into account the learner's profile at the end of the Year 11 and includes the learner's:
 - core curriculum programme
 - key skills learning programme
 - where appropriate, additional learning support
 - personal targets agreed from value added information.
- (c) a home provider base where s/he studies all, or the majority of his/her programme, and which is responsible for his/her generic learning and guidance arrangements.

3.2.7 The confederation curriculum: the core

Each learner should have access to a core curriculum that fulfils the following requirement:

- (a) General requirements: partners will work within and across confederations to ensure that each confederation will:
 - provide a core curriculum of accredited occupational, vocational, specialised and academic programmes at Entry level and at levels 1,2,3 and, in a limited number of cases, level 4 in the National qualifications framework;
 - provide only programmes which have clear progression pathways;
 - ensure that programmes are of the highest possible quality, working collaboratively to raise standards.

(b) Specific requirements: Partners will work within and across confederations to ensure that every learner in a confederation will have access to programmes at all three Entry Levels, and to Levels 1 to 3 across a broad range of vocational areas, reflecting current and future labour market opportunities. In future, all young people will be able to access the full range of Specialised Diplomas.

Where subjects or courses are combined by learners to make full learning programmes, realistic combinations should be easily accessible without significant travelling.

The number of programmes/courses/subjects which can be offered within a confederation and the levels at which they can be offered will be agreed within Confederations and endorsed by the Confederations Executive, taking account of the above core requirements. The numbers and levels will be based on:

- Year 11 results over time in the confederation;
- The existing pattern of provision;
- Projected employer and learner demand;
- The promotion of educational inclusion and community cohesion;
- Effective and efficient use of available skills and resources.

Confederation developments will help young people to achieve at a pace and age appropriate to different elements of their learning programme. Over time, the proportion of courses available at each level for 14-19 learners within a confederation should increasingly reflect the proportion of learners achieving the entry qualification whatever their age.

Promoting Bradford Futures - Implementation Plan, Objective 4: To deliver the agreed core curriculum

General Requirements:

- A good mix of accredited occupational, vocational, specialised and academic programmes from all 3 Entry Levels to Level 3, or to Level 4 if appropriate.
- Clear progression pathways from all programmes.

Specific Requirements:

- Broad range of vocational areas, reflecting current and future job opportunities.
- Realistic combination possibilities without significant travelling.
- Available to young people at appropriate stage for individual, with completion of accreditation when appropriate, irrespective of age.
- Learning opportunities at other venues and through different approaches.

How over-supply, poor provision & curriculum gaps will be addressed through the commissioning process.

2008: Initial changes in the LSC's funding methodology for all post 16 providers.

The LSC is indicating no growth in budget nationally for school and FE provision for 2008. There will only be growth in the budget for apprenticeships.

The LA and local LSC staff will make a case both for consolidated growth (2007-8) and negotiated growth (2008-9) in Bradford since the baseline of 2006-7 due to learner demographics, increased pass rates at GCSE, increased participation in preparation for the introduction of the Participation Measure, and reduction in NEET.

As this case is being considered by LSC at national level in early 2008, confederations will be requested to 'allocate' their proportioned proposed growth to named institutions, in preparation for the event that it is approved, although there is no guarantee of this. Confederations' allocations should have regard to

- Young person's entitlement
- Any known preferences of young people
- Consideration of all pathways for young people
- Likely increases in cohort group and wish to continue to reduce NEET
- Quality and performance of existing provision
- appropriate levels of provision (i.e. quantities of Level 1, Level 2 and Level 3)
- use of existing and proposed new buildings
- Efficient use of resources
- Planning environment set by Ministers and LSC nationally
- Any trends known cross boundary

Diploma rollout

The research commissioned from Prism Consultants, to be published January 2008, will advise as to how Specialised Diplomas could be delivered across the District in order to ensure that all young people aged 14-19 can access their entitlement of engaging with whichever of the diploma lines they wish to.

Following the publication of this research, planning can then begin about the future shape of post 16 provision in order to meet the entitlement, particularly the provision to be offered in schools post 16 and through colleges and other learning providers.

This shaping must enable all young people to access their entitlement, and must also make best use of actual and planned capital resources across the District, including BSF and other capital builds and FE Accommodation Strategies.

Over supply

Confederations will continue their programme of rationalisation and will address areas of under subscription.

Confederations will have a clear policy on minimum class size and planning to ensure this so that as many teaching groups as possible are viable.

Planning between the LA and confederations, and within confederations, will take place to work towards viable centres for particular types of provision such as specialised diplomas, academic/A Level, vocational/Diplomas and occupational/NVQ. This will seek to reduce student travel and will include addressing the culture of students being unwilling to travel away from their school for post 16 education and training.

Poor provision

In 2007 the LSC undertook rigorous quality control of WBL providers and several companies lost their contracts or sections of their provision.

The LSC has an established method of quality assurance for FE provision. This will be further developed through the introduction of the Framework for Excellence for both FE and other learning providers

Education Bradford provides the School Improvement Service.

The Confederation Executive has funded, through LSC 14-19 Implementation Plan funding, the implementation of new quality assurance procedures for school sixth forms. Education Bradford is implementing this on the partnership's behalf and is in the process of recruiting to this work.

Curriculum gaps

Since the relaxing of the National Curriculum at Key Stage 4, all 14-19 providers have been re-shaping their provision to better meet the needs of their students. This work has included the introduction of an increased number of vocational courses, and the introduction of the Go LIVE programme (Go Learn In a Vocational Environment), which is a one-year post 16 course delivered jointly between schools and WBL providers.

During 2008:

- The LSC will plan where apprenticeship provision can be expanded. The Confederation Executive is already funding a Diploma Placement Officer through WYLP, who is seeking to increase the number of apprenticeship placements available with local employers.
- Bids have been submitted for Young Apprenticeship. It is hoped to introduce this provision in 2008.
- FE colleges will seek to build on the flexible provision piloted by Bradford College in 2006-7, which included additional courses to meet the identified needs of NEET young people, and starts at different times of year. This is dependent on LSC funding growth.
- Schools will continue to review their provision, particularly at Key Stage 4, to ensure it meets their students' personalised curriculum pathway needs.
- The LSC will review the Careers Bradford Activity Survey, to assess where further gaps remain, based on young people's realistic aspirations.
- A three tier Entry to Employment programme will be introduced and evaluated to provide more personalised provision for young people.

3. Qualification reform

Specialised Diplomas

Outcome of Gateway 1

2008 Creative & Media Diploma begins in South Confederation, the partnership led by Dixons City Academy.

2009 3 further Diplomas begin, subject to final approval:

Construction led by Bradford College

Engineering led by Oakbank School

ICT led by Salt Grammar School

Approach to Gateway 2

A submission was made in December 2007 for the 5 new Diplomas available and the one that was unsuccessful in Gateway 1:

Business, Administration & Finance led by Laisterdyke BEC

Environmental & Land Based led by Shipley College

Hair & Beauty led by Bradford College & Park Lane College Keighley

Hospitality & Catering led by Bradford College

Manufacturing & Product Design led by The Bradford Academy

Society, Health & Development (Gateway 1) led by Belle Vue Girls' School

Diploma Rollout

Prism Consultancy has been commissioned to advise the Confederation Executive regarding how all students might be able to access all Diplomas by 2013. The Confederation Executive Task Group including Confederation Management Group Chairs have assisted with this work and data has been gathered from 14-19 providers. Prism's report is due in January 2008. It will then be possible to start to shape provision to best meet student needs.

Diploma Networks

During the financial year 2007-8 the Confederations Executive funded the Centre for Learning Excellence to set up Diploma Networks to support the professional development that will be required by the Diplomas. Vocational Support Networks already exist, led by the CLE and work is under way to plan how these should exist alongside or replace Diploma networks, as well as the format most suitable for Diploma Networks.

Development of the Apprenticeship Pathway

Young Apprenticeships

Education Bradford and the West Yorkshire Learning Providers (WYLP) coordinated the submission of four applications for Young Apprenticeship in December 2007 including:

- Hospitality and Catering led by South Bradford Vocational Centre

- Retail led by Laisterdyke BEC
- Hair and Beauty led by South Bradford Vocational Centre
- Business and Finance led by South Bradford Vocational Centre

Three of these have been approved by the relevant sector skills body and go forward for appraisal by the LSC. Only Hair and Beauty failed to reach the final selection.

The bids, part of round 4 applications, are considered as the first phase of a planned introduction of Young Apprenticeships in Bradford and District schools.

It was evident from the bidding process that further developmental work is required if future bids are to be successful.

- A Strategic Development Group is required to plan future developments of YA across the district, to map provision and create partnerships.
- Marketing is required to encourage schools to engage with YA
- Partnerships and Infrastructure needs to be developed through the Education Business Partnership, to engage employers, work experience unit and school, co-coordinators in the process. Partnerships should therefore be in place and well established prior to the bidding process commencing.
- A Delivery Group should monitor and review progress of all YAs and establish patterns of best practice

Apprenticeship Provision

Apprenticeships in Bradford are delivered by both local and national providers offering a comprehensive range of occupational areas. The number of starts on Apprenticeship programmes has continued to grow year on year and success rates have continued to improve. All providers in Bradford are now offering programmes which are satisfactory or above, reflected in ALI and Ofsted inspections. The awarding of contracts based on Minimum Performance Levels is ensuring that all learners receive a quality experience. The figures below show the results of sustained efforts by providers to improve success rates, working with a wide range of learners from ethnically diverse backgrounds, learners with learning difficulties and/or disabilities and supporting offenders. Data available for individual providers show many are making significant progress in Distance Travelled for learners are above national averages.

Apprenticeship Success Rates - 2006/07 - for Bradford & District

Apprenticeship 16-18

	<i>2005/06</i>	<i>2006/07</i>	<i>% point increase</i>
Bradford	47.2	58.4	11.2
National	53.9	62.2	8.3

Advanced Apprenticeship 16-18

Bradford	55.5	67.0	11.5
National	56.3	64.7	8.4

Apprenticeship providers engage with a wide range of employers to deliver quality training in employment, or leading to employment for programme led apprenticeships.

The capacity to grow the Apprenticeship programme in line with government targets is one of the challenges that will be met within the District over the coming years. Further challenges include the need to build on the improvement in success rates to meet and exceed national targets. The Bradford 14-19 Partnership will work to ensure that learners, schools and parents see e2e and Apprenticeship programmes as a positive learning route for young people at all levels of academic ability.

Apprenticeship Outreach Officer 2007-8

The Confederation Executive, through funding from the LSC, is working with the West Yorkshire Learning Partnership in Bradford to secure further apprenticeship placements with employers. Analysis of the Careers Bradford Activity Survey shows that more young people wish to access apprenticeships than are able to, and that a major barrier to this is lack of employer placements. This work will be evaluated in March 2008.

Programme Led Apprenticeships

The district's FE Colleges will be encouraged to offer Programme Led Apprenticeships (PLAs) where appropriate. PLAs allow young people who cannot find an employer, or who prefer to start in an off-the-job setting, the chance to follow the same curriculum as an apprenticeship. Bradford College has already indicated its commitment to this programme and is offering PLAs in Construction, Engineering and Business Administration from 2007-08.

Foundation Learning Tier

It is envisaged that 2010/11 will see the full implementation of the FLT. This will entail the availability of a complete set of Progression Pathways with all legacy provision such as Entry to Employment, First Steps, and Foundation Learning in FE fully replaced by QCA approved Progression Pathways. Careers Bradford has been contracted by the Confederation Executive (under the LSC's 14-19 LIF funding) to research knowledge and understanding of the FLT in the Bradford District. The research is intended to identify challenges and operational implications in the 14-19 phase, which will in turn lead to strategic plans being drawn up to ensure smooth transition to the new model.

Functional Skills

Training has been provided for all centres who were involved in the Diploma pilot for Creative and Media. This group of providers held several planning and joint evaluation meetings led by Bradford College and Dixons City Academy, supported by an LSN trainer. This has assisted the development of partnership working. Additionally, Education Bradford has briefed all secondary schools on the implications of the introduction of Functional Skills for their students. Further regional training will be offered to schools in 2008 and there will be a national training programme thereafter.

International Baccalaureate

There is currently no IB provision within the District. Bradford College has agreed to host provision from 2010. Initial plans have been agreed to:

- Run the course in a newly built or newly refurbished international centre at Bradford College

- Use the best possible teachers from across the District
- Identify possible students during 2008 (Year 9 in 2007-8) and work with them, their schools and parents on awareness raising of this possible pathway

Key Stage 3 and Key Stage 4 reforms

In a series of presentations to school staff, confederations and briefing meetings for school deputy headteachers, the LA Strategy Manager has set out the timetable and implications of the new frameworks for September 2008 in the core and other subjects. While the first GCSE cohort will commence Functional Skills aspects of their GCSE in 2010, the current and next year's Year 7 students need to be inducted and prepared for Functional Skills.

Involvement of the community/voluntary sector

The involvement of the Community & Voluntary sector in 14-19 Education and Training in Bradford district is substantial. At a strategic level the CVS is represented on the Bradford Confederations Executive and within Children's Services. Involvement at an operational level includes:

- Contracted provision (service is contracted to client) such as e2e (The Lighthouse Group, YMCA, Cathedral Centre, Age Concern, Foyer) and Personal Advisers (The Lighthouse Group, YMCA, Foyer, Bradford Youth Development Project, City Centre Project)
- Paid provision (service is invoiced to client) with The Lighthouse Group, Emerge, YMCA, Prism, Foyer, HOPES, Salvation Army, Sedbergh Centre, West Bowling People's Partnership, V volunteering Partnership, Bradford Youth Development Project, Motor Education Project
- Funded Provision (by grants etc) such as One in a Million (football foundation) and Charlie Byrne (Great Horton Youth Forum)
- Voluntary provision (groups) including youth clubs, community centres, Scouts, Guides, Cadets (Uniformed Groups) and faith organisations

Raising of the compulsory participation age

It is the intention of the Government that by 2013 all young people will continue to participate in learning until the age of 18. This will be via full time education, apprenticeships, part time education or training.

If a young person is in work for more than 20 hours a week the employer will be required to release them for the equivalent of 1 day a week. This latter group will represent a major challenge for Bradford as there is a significant group of young people (approx. 600) at any one time who are highly mobile and move between jobs which have little or no training. A collective approach to this issue using the resources already identified by the Confederations to target apprenticeships, and employer engagement will be undertaken.

A key area of development for the district to ensure that all its young people have access to personalised pathways and curriculum will be the identification of progression routes through the whole range of opportunities available. The commissioning of IAG services against the new national standards will be an important element in ensuring this happens.

Further development of the Foundation Learning Tier will take place to ensure seamless progression to higher levels of learning.

The CCIS database will be developed to ensure that there is comprehensive information on the education and training needs of every young person in the district and to ensure that provision is

planned to meet these needs. It will also be used to identify when a young person has dropped out of education and training so that they can be contacted and helped to re-engage.

Bradford successfully fulfilled the September Guarantee Requirements in 2007. This experience will be built on to ensure that the Guarantee for 2008, which will also include 17 year olds, is delivered successfully.

European Social Fund

Under the latest round of ESF co-financed funding, the LSC has commissioned a 14-19 NEET fund within each Local Authority District. The funding will seek to appoint 'Coordinated Response Managers' in each Local Authority District (LAD) who will ensure that a coherent delivery network is in place to meet the needs of the key target groups. For young people aged 14-16, the aim will be to commission and deliver preventative programmes for those at risk of becoming NEET. For learners who are 16, the focus will be on the availability and delivery of innovative learning to increase the number of young people participating in education and training. The Bradford District has been provisionally allocated up to £2 million of this funding for a three year period. It is envisaged that contracts will be agreed early in 2008. The Local Authority is leading on the writing of this bid, and a writing group that includes all relevant partners has been formed.

AimHigher

Ministers have confirmed funding for AimHigher to continue to 2011 with a mission of "Higher Education outreach, targeting disadvantaged learners". The AimHigher programme has been reviewed and new guidance will be operational from August 2008. The main changes include:

- Funding will be directed to local rather than regional AimHigher Partnerships
- Smaller AimHigher Partnerships to amalgamate to ensure an adequate infrastructure is maintained. This will not affect the West Yorkshire Partnership headed by Huddersfield University.
- Simplified plans and annual monitoring to be introduced, assessed by an external body.

The content of the AimHigher programme. Common activities include:

- Aim Higher campus visits
- Mentoring (face to face or electronic)
- Subject enrichment, master classes or revision sessions
- HE student ambassadors
- Summer schools
- School-based interventions

AimHigher will seek to keep to this main programme and keep the number of one off activities to a minimum.

The main emphasis for future school engagement will be in areas of multiple deprivation, which will undoubtedly mean a change to eligible schools within Bradford and district. Final guidance on the new arrangements is scheduled for 11 January 2008 with new funding arrangements commencing on 1 August 2008.

Progression to Level 4

During 2007 the Bradford District ran a successful AimHigher project which enabled post 16 students in Bradford the opportunity to study Level 4 modules at Bradford University and earn credits towards future studies at degree level alongside their existing A-level studies. The scheme both complements the new 14-19 Specialised Diploma courses by focusing on vocational subjects and also encourages young people to consider entering HE by providing the opportunity to sample university life. In 2007 modules were offered in science and it is planned to extend this to psychology and law in 2008.

4. Provision of impartial information, advice & guidance

Promoting Bradford Futures 2.4 Guidance and Support

The strategy for Bradford continues to recognise the crucial importance of independent guidance and support in achieving strategic goals. Supported by Careers Bradford and Connexions, the LSC and the Local Authority will provide a common annual 14-19 Prospectus for the Bradford District, in both paper and electronic format, containing information on learning routes and pathways supported by case studies for specific occupational areas.

Partnership working will continue to develop within the Bradford District to ensure that the guidance and support needs of all young people are met and:

- To provide independent guidance services to all young people aged 11-19, differentiated according to need.
- To ensure the availability to all of comprehensive information on all 14-19 learning opportunities.
- To promote multi-disciplinary networks, with appropriate support and training, accessed throughout the community, delivering quality assured and independent information, advice and guidance provision.
- To promote the active involvement of young people in the design, planning, delivery and evaluation of services.
- To reduce the numbers of those not in education, employment or training.
- To develop Partnership Agreements with providers of learning and personal development opportunities to monitor and enhance the quality of service delivery.
- To support appropriate curriculum developments.
- To influence the availability of quality learning provision to maximise progression routes.
- To ensure that there are appropriately trained Personal Advisers to deliver IAG and support services.
- To ensure that effective guidance and support networks operate both within and across institutions and Confederations to agreed quality standards.
- To carry out quarterly review and self-assessment processes as part of the quality system to assess performance.
- To review arrangements regularly in light of policy developments.
- To promote effective cross-border arrangements.
- To further the involvement of parents and carers in supporting young people to make appropriate choices.

Promoting Bradford Futures 3.2 The confederation commitment

The confederation and its individual members agree to fulfil the young person's entitlement by making the following provision:

3.2.1 Independent information, advice and guidance applicable to all young people

Young people and their parents or carers, as appropriate, will have access to:

- (a) independent information, advice and guidance from a named and well-informed person;
- (b) information about progression routes and learning opportunities which includes all available opportunities and links to guidance on current and emerging job opportunities;
- (c) information about health, lifestyle, learning, employment, leisure and cultural activities;
- (d) personal support, according to need, to help overcome obstacles to learning and progression and to access an educational experience based on the five principles of Every Child Matters.

Young people will receive individual tutorial support which, with them,

- (a) reviews aspirations, achievements and progress regularly;
- (b) encourages and motivates;
- (c) plans, monitors and, if necessary, modifies, the balance of their learning programme;
- (d) discusses progression routes and pathways;
- (e) ensures smooth transfer at points of transition;
- (f) records key outcomes in the learner's planning documentation.

Promoting Bradford Futures - Implementation Plan Objective 5: To provide ready access to independent information, advice and guidance for young people and their parents or carers

- On-line District Prospectus that is printable by page.
- Access to opportunities including taster days, work experience and experiential learning provided by partners.
- Formal meeting between learner, parent and well-informed person at each stage of transition to support selection of appropriate next learning programme.
- on-line application process.
- Young people are in appropriate provision – retention rates.
- Young people complete programmes – success rates.
- Young people are successful and able to progress – progression rates.

The Development and Provision of Impartial Information, Advice and Guidance (IAG)

The delivery of existing IAG services is driven by the Connexions Delivery Plan 2007-8, but from April 2008 Local Authorities will take responsibility for commissioning and managing IAG services

in their areas. This gives LAs the opportunity to integrate the service with the wider youth support service which the LA also manages and, through transition to LA control, it will continue to underpin activity in Bradford District's NEET Strategy and 14-19 Implementation Plan.

There are three elements to the statutory duty to deliver IAG services:

1 Careers Education:

all publicly funded schools in England must provide a programme of careers education within a school curriculum policy. This duty covers Years 7-11 (under Sections 43-45 of the 1997 Education Act) and is supported by the non-statutory framework for Careers Education covering ages 11-19. The Secretary of State has the power to extend the duty to all publicly funded 16-19 learning providers (schools, colleges and other learning providers).

2 Career Advice & Guidance:

the Secretary of State has a statutory duty to provide a 'careers service' in all parts of England to all young people at the crucial stage of completing statutory schooling at age 16. Currently this duty is discharged through the Connexions Service.

3 Careers Advisers:

are named in the 1997 Education Act as those discharging the statutory duty; they have right of access to all schools to provide all young people with impartial careers information on all 16+ options, routes and providers. Currently this duty lies with Connexions.

The statutory requirements and contractual obligations outlined in the Connexions Contract involves a wide range of services such as 14-16 Careers Education and Guidance, Careers element of Personal, Social and Health Education (PSHE) and inset support for teachers in the development of Careers Education and Guidance in schools. In the post 16 setting the Bradford Connexions contract includes Personal Adviser support in the community, Connexions Centres, Get Sorted events, the demand led matching and placement services for employers, colleges and other learning providers, delivery against the NEET strategy and 14-19 Implementation Plan, and work to deliver the September Guarantee. The Connexions 13-19 service (up to 25 for young people with LDD) is also underpinned by Core Plus data which meets with Government CCIS requirements at the local level.

The development of IAG services will be driven by the recently announced "Quality Standards for Young People's Information, Advice and Guidance (IAG)" (DCSF). These standards provide a framework for planning, managing and reviewing information, advice and guidance services in a locality, in a coordinated way. Taken together they define Government's expectations of the services that Local Authorities, through the Children and Young People's Strategic Partnership will commission and manage, and they will also serve as the standard for users and stakeholders (schools, colleges, work based learning providers, Connexions suppliers and funders) to measure the service.

There are 12 new national quality standards, each with evidence indicators:

- 1 Young people must be informed about how IAG services can help them and how to access the services they need.
- 2 Young people must receive the IAG on personal wellbeing and financial capability issues that they need.
- 3 Young people must have the information they need to make well-informed and realistic decisions about learning and career options.

- 4 Young people must have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers.
- 5 IAG services must promote equality of opportunity, celebrate diversity and challenge stereotypes.
- 6 Young people (reflecting the make-up of their communities) must be engaged in the design, delivery and evaluation of IAG provision.
- 7 Parents and carers must know how IAG services can help their young people and know how these services are accessed.
- 8 All IAG providers must understand their roles and responsibilities.
- 9 Programmes of career and personal development for young people must be planned and provided collaboratively.
- 10 Staff providing IAG must be appropriately qualified, work to relevant professional standards and receive continuing professional development.
- 11 IAG services must be regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings.
- 12 Processes for commissioning impartial IAG services are effective and result in services that meet the needs of parents/carers and young people.

The Confederation Executive has funded, during 2007-8, work to develop a toolkit and training package to assist providers (schools, FE colleges, apprenticeship providers and the voluntary sector) to be able to implement the new national Quality Standards. Individual providers will need to develop their own action plans from April 2008.

Area Online Prospectus for Bradford and District

The 14-19 Education and Skills White Paper outlined the DfES intention for all areas in England to develop and deliver an online Prospectus which would be operational by October 2007. The subsequent DCSF published a vision (August 2007) demonstrating how an area Prospectus is central to supporting many aspects of the 14-19 Implementation Plan including the development of the new curriculum. The Prospectus must display comprehensive details of all learning providers and all learning opportunities available to 14-19 year olds and must be a source of impartial information, advice and guidance. By 2010 it will have integrated learner support tools such as an Online Application system and an individual learning plan. It will also supply important management information.

Progress in 2007:

The Confederation Executive took the decision to commission a web developer to design a bespoke Prospectus for Bradford. In consultation with young people, who chose the name and design for the site, bradford4learning.com went live on schedule in October 2007. The Confederation Executive also agreed to appoint a Project Manager, initially for two years, to steer the future developments of the Prospectus and this person took up post at the end of October. The next stages were to commission the development of a Content Management System (CMS) which would enable providers to take control of the quality of their own data displayed on the site.

Plans for 2008:

The first part of the year will see the release of the CMS and provision of training and support for providers, focusing on display of 08-09 learning opportunities. There will also be an official launch of the Prospectus and the commencement of a promotional campaign to raise awareness of what the Prospectus can offer. In the summer the focus will be on working with Careers Education Co-ordinators in schools and Connexions Personal Advisers to bring use of the Prospectus into the classroom. By the summer, a format for displaying Diplomas will be agreed and developed. There will be on-going discussion about the implications and needs of a common application process. Website maintenance and development will be on-going responding to the needs of all stakeholders where possible.

5. Reduction in NEET

NEET in Bradford has been systematically reduced during the last 3 years and is the subject of a Partnership Plan which feeds into and supports major developments outlined in this document. The Plan was reviewed in December 2007. Delivering services in a strong partnership has been demonstrated by reduced (adjusted) NEET from 12.8% in March 2005 to 10.8% in March 2006 and to 10.3% in March 2007. The proportion of 16-18 year olds NEET in 2007 (November) was 8.8%, a 31% improvement since 2004, by far the biggest improvement in the region, and against a 4% improvement nationally.

Bradford is in a position where it has met its 2010 PSA NEET target of 9.0% two years early and its 2008 PSA stretch target a year early

This improvement needs to be sustained to continue to maximise the impact on NEET because despite considerable reduction in levels the District still has one of the highest rates nationally and is a NEET "hot spot" area.

6. Targeted and integrated youth support

Integrated youth support in Bradford District

The development of Integrated Youth Support arrangements in the Bradford District is part of the development of locality working across the 0 – 19 age range, whilst at the same time focussing on the four key areas set out in Youth Matters:

- Places to Go, Things to Do, Someone to Talk To
- Information, Advice and Guidance
- Volunteering and Citizenship
- Targeted Youth Support

Key Principles

1. Recognising the existing strengths and high level of innovation.
2. Recognising professional areas of expertise whilst encouraging greater integrated working.
3. Maintain the focus on 13 – 19 year olds but ensure there is an equal concentration of school Year 6, 7 & 8 pupils and transition into Secondary Schools.
4. Support the implementation of the Diagram of Engagement and Young People's Voice and Influence over decision making

Key Drivers

The development towards Integrated Youth Support Arrangements has two key driving agents for 2007/08. They are the Connexions Transition Board and the Youth Matters Working Group. Both groups report into the Children and Young People's Strategic Executive and have the involvement of a number of individuals on both bodies. The Assistant Director for Localities is involved in both groups.

Targeted Youth Support is lead by the Youth Offending Services Manager. The district has a well established multi-agency project in the Young People's Support Unit and this continues to be built on and developed alongside the move into localities.

Connexions Transition Board

The Board consists of a wide range of Stakeholders plus the LA's Human Resource, Legal and Finance representatives. It is chaired and serviced by Council officers with two Assistant Directors being members.

There is a comprehensive plan and Road Map which received a health check from the Government Office in the autumn of 2007.

The Board sees its work as:

- To ensure that the practical transition of Connexions into the Local Authority happens smoothly and this involves detailed work from Human Resource, Legal and Finance colleagues in particular.
- An opportunity to reflect on the strengths and weaknesses of the current Connexions Service within the context of Youth Matters, Integrated Youth Support Arrangements and more localised working, and to develop an action plan for beyond April 2008.

There have been a series of events:

- A Vision & Strategy day
- A Stakeholder Event
- A session on the new Information, Advice and Guidance Quality Standards
- A 'Bradford Response to Aiming High for Young People' session.

The latter two have been organised in conjunction with the Youth Matters Working Group. The work from these events is now informing the commissioning process that is beginning imminently and will occupy the first full year of the Local Authority's responsibility.

Youth Matters Working Group

This group has had a very wide remit and has been in existence since the publication of the Youth Matters Green Paper. It initiated the work on the concept of Youth Cafes in 2005 and will be undertaking some evaluation of the pilot projects before the end of March. A pilot in one Ward of the district is due to be completed at the end of March 2008. It is charged with exploring integrated youth support arrangements delivered on a Ward basis.

The Bradford Youth Volunteering Development Partnership has recently secured funding through 'V' to develop volunteering across the district. This initiative builds on the strong partnership that already exists.

Localities

The restructuring of the department of Services to Children and Young People and the focus on Locality working has a direct impact on integrated youth support arrangements. When in place, Council staffing structures will greatly aid the development of more integrated youth support arrangements at a neighbourhood, locality and constituency level. The Local Authority responsibility for ensuring sufficient positive activities and that young people know about, and how to access, them will be greatly enhanced by the closer working between agencies and individuals.

New strategic objectives for Localities will be in place by April 1st 2008. They include specific actions around Integrated Youth Support and they will provide the framework for council staff, other organisations working locally including schools, and particularly the implementation of the Commissioning framework at district and sub district level.

Targeted Youth Support

Key elements:

- The development of Targeted Youth Support (TYS) builds on the targeted work undertaken in Bradford over the last few years and will embed the lessons learnt into service delivery.
- The focus of the new Children's services locality structure is to identify young people at risk and help address their issues in order that their problems do not become established and entrenched
- The plans and development of YYS fit with other activity in the district including :-
 - Common Assessment Framework
 - Locality working
 - Young Peoples specialist misuse treatment plan
 - Youth Justice Plan
 - Aiming High
 - Youth Matters
 - Teenage Pregnancy Plan

All these initiatives are brought together in the Districts Children and Young People's Plan 2006-2009'

- Bradford's focus is on performance/outcomes and on making a difference to young people's lives. The recent inspections will inform how services are judged and how they will be improved in the future. The YYS will be judged on the following outcomes:-
 - Fewer Young people involved in crime
 - Reduce number of young re-offenders
 - Reduce Truancy
 - Reduce Number of young people in NEET
 - Fewer teenage pregnancies
 - Fewer young people involved in drug and solvent abuse
 - Fewer young people involved in Anti-Social Behaviour

- There will be some Targeted Youth Support provision operational in Bradford in April 2008 and further developments will take place to ensure a full roll out and integration in the new Children's Services' Structure.

Behaviour & Attendance Collaboratives (BACs)

Each Confederation of Secondary Schools has developed a sub group known as the Behaviour and Attendance Collaborative (BAC) in response to DCSF's expectations that from September 2007, schools work collaboratively to improve educational opportunities for hard to place pupils, to support each other to reduce fixed term and permanent exclusions, to improve the attendance of vulnerable pupils and to reduce the numbers of students at risk of becoming NEET.

The following agreement outlines the purposes and principles of the work of the BAC within the Local Authority setting:

- 1 Schools in the BACs are committed to working together to take shared responsibility for the education of all pupils who live in their local community.
- 2 In partnership with Education Bradford the BACs will provide a continuum of inclusive provision, individual Collaboratives being free to commission their own provision.
- 3 BACs will develop strong processes for the early identification of pupils at risk of exclusion and truancy, using the Common Assessment Framework wherever possible to make an holistic assessment of a pupil's educational, personal and welfare needs.
- 4 Schools within the BACs will ensure that hard to place pupils, and pupils who would benefit from managed moves are admitted promptly.
- 5 Schools will ensure that they seek, provide and transfer pupil information in order that a pupil's needs can be swiftly identified and personalised provision made available.
- 6 Pupils and parent/carers will be consulted and involved in all significant decisions affecting the education of the pupil.

During 2007-8 a number of funding streams are being targeted to support the BACs:

- The LSC funded KS4 School Engagement Programme is being delivered through the BACs. Students referred through the BACs can access provision, often off-site, through this programme.
- LSC funding to support the 14-19 Implementation Plan is being used to provide additional learner support for young people accessing BAC provision.
- Connexions WY is providing additional intensive PAs specifically to work with young people referred through the BACs.

7. Delivery of the entitlement to young people with SEN or LDD

Promoting Bradford Futures 2.5.1 Core Curriculum

A core curriculum will be provided that will:-

- comprise of courses that cover a designated range of 14 areas of learning. Through it, young people will have access to academic, vocational and occupational qualifications at levels 1, 2 and 3, and as appropriate, other qualifications for young people with learning difficulties and disabilities.
- include opportunities for the development and assessment of basic, key and functional skills, citizenship and employability skills.

Promoting Bradford Futures 3.1 Implementing the Strategy – Principles

The principles underlying Confederation delivery will continue to be that each Confederation:

- (a) will promote the fulfilment of the young person's entitlement, as set out in Appendix 4 in the Action Plan and produced in a "student speak" version in 2003;
- (b) will aim to meet the needs of all learners, including those with special needs or disadvantages;
- (b) will promote collaboration across sectors and within confederation groups to meet the learner entitlement;
- (c) will take account of the need to promote social inclusion and community cohesion;
- (d) will have autonomy to determine how it can best deliver the entitlement and to determine how the confederation's business is managed;
- (e) will be encouraged to identify and share good practice.

Promoting Bradford Futures - Implementation Plan, Objective 4: To deliver the agreed core curriculum

4.3 Particular care is taken to meet the needs of those with Learning Difficulties & Disabilities, those who are in public care, those with the Youth Offending Team and white free school meal boys.

4.4 Ensure learners' programmes include:

- (a) development and accreditation of skills and knowledge at the right level for the individual
- (b) a personal and social development programme
- (c) personal development, additionality and enrichment opportunities
- (d) opportunities for work experience and work-related learning
- (e) opportunities to pursue a personalised learning programme
- (f) appropriate elements of learner support

4.5 Personal support, according to need, to help overcome obstacles to learning and progression and to access an educational experience based on the five principles of Every Child Matters.

Special Schools

In Bradford District only 0.9% of the school population is educated in special schools, compared to an average of 1.1% nationally and up to 3% in some LAs. The effect of this is that the young people in special schools have needs at the most complex and extremes of the range.

Special school provision in the District is in the process of being reorganised. There will be 6 generic special schools - 3 primary and 3 secondary, plus provision for Visual Impairment, Hearing Impairment, Communication & Interaction Difficulties, and Behavioural, Emotional & Social Difficulties. The last two of these are new provisions and will be distinct schools. The Hearing Impairment provision is planned to be a Centre of Excellence.

Current learning programmes in special schools are largely school based activity and include a range of accreditation schemes, mostly ASDAN and a range of school based personal and social development programmes. ASDAN Transition Challenge is used for 14 - 16 year olds and ASDAN Towards Independence for 16 to 19 year olds. One special school has recently entered students for GCSE.

Mainstream Schools

The SEN Code of Practice (DfES, 2000) sets out guidance for schools on how to offer support to young people at three different levels. The first two are defined by the school, while the third is statutory.

- School Action – Triggers for intervention through School Action could be a teacher's or other's concern. Triggers may include difficulties in developing literacy or numeracy skills, persistent emotional or behavioural difficulties, communication and interaction difficulties or sensory or physical problems.
- School Action Plus – Triggers for further intervention through a teacher or SEN Coordinator to approach external professionals such as speech or language therapists. Triggers may be similar to School Action, but despite a differentiated curriculum they continue to impede a child's learning, communication and interaction.
- Statutory Assessment – Can be requested by a parent or professional if the school cannot give the child the help they need, and involves a detailed investigation to determine the child's special educational needs and what special help is required.

Specialist Provision in FE

Bradford College:

Bradford College offers a comprehensive range of provision for students with learning difficulties and disabilities either on discrete courses at Pre-entry or Entry Levels 1, 2 and 3 or on vocational courses across the college at Levels 1 and 2. In addition, there is successful collaboration with local special schools delivering the Transition Course which offers a chance for school leavers to experience a range of activities and make informed choices about their future learning and progression opportunities.

All these courses are currently under review as part of the pilot for the Foundation Learning Tier, to ensure that there is greater flexibility and increased opportunities for personalised learning. Work Placement Officers support learners on a variety of work options as well as working closely with the Bradford Travel Training Unit to ensure learners develop greater independence. Through partnerships with Bradford District Care and Churches Together in Ilkley the College also enables learners to access real working environments including a café and allotments.

The College offers a range of progression pathways which include opportunities to focus on independent living and supported employment, vocational studies (e.g. hair & beauty, construction, motor vehicle, engineering, art and design, drama, etc), training and employability skills. All courses promote the development of independence, the use of functional (basic) skills, and personal and social skills. The core team of staff are supported by specialist support tutors and learning assistants that work closely with staff, learners, parents/carers and external agencies to ensure that all learners access any additional support required and ultimately achieve their full learning potential.

Park Lane College Keighley:

On merger, the College appointed a specialist external consultant to review the relevance and appropriateness of the existing SLDD provision. The report identified many problems with both the appropriateness and the quality of provision.

In the light of the report's recommendations, the curriculum for students with learning difficulties and/or disabilities has been re-modelled with greater emphasis on progression routes into employment. This has resulted in the following courses:

- Learning for Living, including ASDAN Awards – Towards Independence and Literacy & Numeracy for everyday life
- Vocational Access, including tasters in Sport, Painting and Decorating, Brickwork, Care, Childcare, Hair and Beauty and Motor Vehicle
- F/T Entry level courses in Hairdressing, Motor Vehicle, Childcare (with Retail beginning in Sept 09)

A specialist Learning for Living and Work Adviser and Job Coach are available to work with course applicants to plan the best pathway ensuring students progress in line with their interests and potential. Help is also given to search for, and offer help in, supported employment working together with the F/T REMPLOY worker in the college.

Expertise and support from the R.N.I.B. (Royal National Institute for the Blind) Partnership that existed in Leeds has been extended to the Keighley campuses.

ShIPLEY College

ShIPLEY Colleges has a Disability Statement that covers admission arrangements, support including physical support and learning support, equipment and resources, examinations and assessment, access and complaints.

The College's curriculum provision is organised by level, ranging from NQF level Entry 3 to Level 4. Provision is also organised by vocational area and by length of course. Much of the provision at lower levels (Entry 1 to Entry 3) is generic in focus, using life skills as a context. Some, however, uses Horticulture as a more specialist/therapeutic programme. Higher level courses offer more specialist job related skills development. All LSC funded courses embed transferable skills - personal, literacy, numeracy and ICT.

Entry level provision caters for students with moderate learning difficulties. Staff try to help students to achieve their goals by offering every student additional learning support, where appropriate. Classes are small and Learning Support Assistants meet individual and group needs. Additional support is offered to students with visual impairments, hearing impairments and with additional mobility needs. Dyslexic students are assessed and supported, as well as those on the Autistic spectrum. Vulnerable students including those with behavioural and mental health issues are worked with according to need.

Work based learning

Participation of young Bradford residents with disabilities and disadvantages on work based learning programmes is high, and significantly higher than in the further education sector as a whole. In 2005-6 participation for young Bradford residents was at 19.5%, 5% above the national average of 14.5%.

Foundation Learning Tier

Careers Bradford monitors LDD participation and progression as an integral part of its e2e service and reporting arrangements. From 1st August 2007 leavers from the LDD cohort moving on to positive progressions have been carefully monitored. Additionally, although all progression routes on the Foundation Learning Tier are open to young people from an SEN/LDD background, one specific progression route has been designed primarily for the target group: "Progression Pathway to independent living or supported employment." This is targeted at LDD learners aged 16-25 and is built around achievement of at least one award sized qualification of at least 6 credits and the appropriate Entry Level and achievement of at least 13 credits in total, of which at least 4 must be in personal and social development learning. It is recognized that Progression Pathways will not be appropriate or relevant for all learners and this is particularly the situation for some learners with profound and complex needs. The LSC is investigating the scope, nature and scale of provision that it might support outside of Progression Pathways.

LDD Pathfinder

In November 2007, a contract to deliver an agreed action plan using £175k of LSC funding was agreed. Careers Bradford has the project management responsibility for the project, to work for the LDD Pathfinder Steering Group and help them deliver their action plan, until July 2008. Two project officers were appointed at the beginning of December 2007, and prioritised the planning for a "Better Transition Event" in January 2008 and setting up a process for inviting proposals for action research.

The Bradford LDD Pathfinder was set up to:

- explore ways of improving collaborative working across key stakeholders that would enable issues relating to LDD to be more effectively addressed,
- share curriculum planning and explore new ways of working across all providers to maximise cost effective choice for learners
- develop and implement improved transition and progression planning at age 14, 16, 19 and 25
- empower learners to identify and communicate their individual needs and aspirations in order to influence provision and meet their personal learning goal.

As the pathfinder is concerned with changing practices and cultural shift towards person-centred planning and raising aspirations, a wide range of stakeholders are being engaged through action research projects to try out new ways of doing things. In this way the power of practitioners to enact change is being recognised in this way. It is expected that the outcome of the action research projects delivered by partners will be some clear recommendations for new procedures in curriculum planning, data sharing and infrastructure, to be implemented from September 2008. This will be supported by a multi-agency training programme around sharing good practice.

Why are young people with LDD more vulnerable to becoming NEET?

The LSC commissioned this report from Careers Bradford in March 2007. The aim of the report was to present a detailed analysis of young people identified as having LDD who had been NEET since leaving Year 11 in 2006, and to identify areas of good practice and trigger points that influenced their choices. The report's objective was to assist in the planning and provision for young people with LDD in Bradford and District to aid in achieving the LPSA target for reducing NEET.

The report's recommendations are:

- 1 Awareness raising of the identifiers of LDD NEET vulnerability
- 2 Dissemination, District-wide, of the NEET vulnerability of young people, particularly those identified as School Action Plus, and work with schools and other agencies to ensure this group receives the support they require.
- 3 Promotion of multi-agency intervention with LDD young people.
- 4 A focus on short/targeted provision and specialised support to meet the needs and level of the young people and enable them to access mainstream provision.
- 5 To undertake further study of provision in the light of need identified, both in terms of geography and level.
- 6 Support to increase post retention rates to prevent LDD young people rejoining the NEET group.

8. Engagement of LAC

Promoting Bradford Futures 3.1 Principles

The principles underlying Confederation delivery will continue to be that each Confederation:

- (a) will promote the fulfilment of the young person's entitlement, as set out in Appendix 4 in the Action Plan and produced in a "student speak" version in 2003;
- (b) will aim to meet the needs of all learners, including those with special needs or disadvantages;
- (c) will promote collaboration across sectors and within confederation groups to meet the learner entitlement;
- (d) will take account of the need to promote social inclusion and community cohesion;
- (e) will have autonomy to determine how it can best deliver the entitlement and to determine how the confederation's business is managed;
- (f) will be encouraged to identify and share good practice.

Promoting Bradford Futures - Implementation Plan, Objective 4: To deliver the agreed core curriculum

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4.4 Ensure learners' programmes include:

- (a) development and accreditation of skills and knowledge at the right level for the individual

- (b) a personal and social development programme
- (c) personal development, additionality and enrichment opportunities
- (d) opportunities for work experience and work-related learning
- (e) opportunities to pursue a personalised learning programme
- (f) appropriate elements of learner support

4.5 Personal support, according to need, to help overcome obstacles to learning and progression and to access an educational experience based on the five principles of Every Child Matters.

LAC Strategy

The Looked After Children's Partnership was established in 2004 to ensure the needs of looked after children were priorities in all within all partner agencies, and a joined up approach was adopted in identifying and providing services for this group of children and young people. The initial focus of the partnership was to review and establish a range of appropriate services for looked after children and care leavers. A looked after children's strategy was completed in September 2005. Key principles were agreed:

- 1 Improved outcomes depend on the integration of universal services. The partnership will work to ensure looked after children and care leavers are prioritised for access to universal services.
- 2 Services will be child focused and centred on the whole child. A holistic approach will be taken recognising that all services must contribute to the corporate parenting of looked after children and care leavers.
- 3 Participation with children and young people is at the heart of the work of the partnership.
- 4 Ongoing attention will be given to ensuring the culture, religion and ethnicity of all looked after children is understood and that services are developed to meet those and all the diversity needs of children and young people.

A review of the strategy took place early in 2007, which resulted in a report that describes the achievements of the partnership and lists existing and additional targets.

Engagement of LAC in schools

Education Bradford works with schools to ensure that young people aged 14-16 who are looked after are helped to enjoy and achieve.

Below ECM Key Judgements are listed, with the activities specifically aimed at improving outcomes for young people aged 14-19.

Action is taken to ensure that looked after children have education and training placements which reflect their particular needs.

- Young people in care should not move schools in Years 10 and 11 except under exceptional circumstances.
- Young people in care can be enrolled in schools that are full provided it can meet their needs.
- Young People in Care prioritised in access to alternative education providers where appropriate

Looked after children have an effective Personal Education Plan that is implemented, and support is given to carers to ensure that children participate in education and achieve their potential.

- All 14-19 year olds should have an up to date PEP or Pathway Plan
- Training for carers through Fostering and Adoption Unit, focusing on understanding the education system, education data and being proactive in supporting the education of the young people.
- Connexions PA specifically seconded to Social Care to work with 14-16 year olds
- More specialist PAs to work with LAC with smaller caseloads to increase the chances of them initially engaging and then maintaining provision.
- Alternative provision: schools not having to pay in block amounts, they become reluctant to fund as the possibility of the YP not attending can be high.
- Lower costs to schools for alternative provision.
- More practical courses but with higher academic provision available as a lot of the numeracy and literacy provided is very low level and there are a lot of LAC that are capable of higher.
- Specific Project funded by AimHigher to raise aspirations of young people in care. (AimHigher plan to be reviewed for 2008 -2011)
- Educational achievement of 14-19 year olds celebrated in the annual education awards.

Educational providers are informed about the particular needs and circumstances of looked after children.

- All education providers informed termly about which children are in care.
- Additional Educational Needs (AEN) funding for every 14-16 on roll in a Bradford school in recognition of support to young people in care.

Every school has a designated teacher for looked after children.

- Every Bradford school has a designated teacher, updated every Autumn term.

Looked after children are encouraged and practical support in participating in a range of cultural and leisure activities, and in developing their individual interests

- 14-19 years given Max Card to access over a 100 cultural venues across Yorkshire
- All 14-19 year olds eligible for a Passport to Leisure Card
- Mentoring available provided by undergraduates from the university of Bradford for 14-15 year olds, supported by the Rainer Trust
- Monitoring of cultural activities promoted through Education Bradford to be monitored starting in 2008

Supplementary educational support is provided to those looked after children who need it.

- Extra tuition available, triggered by a PEP
- All KS4 young people offered support and tuition for external examinations
- Personal computers available when requested through PEPs

The educational achievement, school attendance and cultural experiences of looked after children are monitored on an individual basis, and collectively in reports to senior officers and elected members and action is taken to address the findings.

- School Improvement Officers and School Improvement Partners specifically track attainment in schools
- Education Matters Team is developing individualised tracking system to monitor educational progress.
- Regular reports given to Council committees on the educational progress of all children in care.
- 14-16 young people in care prioritised through services provided by Education Bradford

Action is taken to maximise attendance and avoid exclusion of looked after children, and to encourage their participation in post 16 education and training.

- Attendance Monitoring Group meets weekly to monitor attendance, focusing on the attendance of individual pupils and to develop and implement strategies to maximise attendance.

The impact of measures to improve the educational outcomes of 14-16 year olds is monitored by the annual report to Corporate Parenting Panel. This provides details about all children who have been in care for one year or more on the 30th September of school age and compares current performance with previous years.

The educational performance of all children in care is monitored through Local Authority Agreements (LAA). For young people aged 14-16 they are:

2LAA1.3.22a Number who obtained 5+ GCSE A*-G

2LAA1.3.22b Number who obtained 5+ GCSE A*-C

2LAA1.3.21 Number with 1-4 GCSE grade A*-G

In April 2008 LAAs will be changing and from 2008-2009 they will become statutory.

The Assistant Director Social Care is leading the debate about how integrated support will be offered in the district's new special schools

Leaving Care Service - Engagement of LAC

Enjoy and achieve

The service aims to close the gap between the attainment rates of looked after children and children within the District at all Key Stages, with a particular focus on GCSE results. The proportion of looked after young people sitting GCSEs will improve to over 65%, and attainment rates will improve to 62% achieving 5+A*-G and 22% achieving 5+A*-C

Key actions to ensure LAC have education & training placements which reflect their particular needs:

- LAC have effective Personal Education Plan (PEP) which is implemented, and support given to carers to ensure LAC participate in education and achieve to their potential.
- Educational providers are informed about the particular needs and circumstances of looked after children

- Ensuring the care planning process actively includes education provision.
- There is a comprehensive tracking system of the educational performance of individual children to monitor progress.
- Implementation and monitoring of E-PEP by Education Monitoring Team
- Write, implement and monitor Foster and Adoption education Policy by 07/08.
- Close monitoring and extra support for children at risk of missing more than 25 days of schooling will ensure that no more than 13.5% of school aged young people looked after miss more than 25 days schooling during the academic year 06-07.
- Effective information sharing is crucial to ensure monitoring takes place.
- Leaving Care Service (LCS) to continue to ensure that Education is a priority, through the Pathway Planning and reviewing process.
- LCS will provide additional support via the LEAP Team, to all vulnerable young people requiring extra support to help identify positive destinations.
- Young people will also have peer mentors available to them, via Seen and Heard and LCS.
- LCS will aim to offer all young people within the service a positive destination opportunity. This will enable young people the chance to have a positive transition to independence and in turn to make a positive contribution to society.
- LCS will continue to work with partner agencies with regard to the Local Authority's NEET Plan for Bradford. To ensure that Care Leavers continue to be a priority group within the district.

Make a positive contribution

- Care leavers are encouraged and supported in engaging in education, training and development
- Personal and welfare support are available to all LAC aged 16-19 to support their education or training
- Care leavers are able to access age-appropriate services to support their mental health and well-being
- Care leavers are supported in their social development
- Care leavers receive financial support which meets needs
- Care leavers provided with suitable and affordable accommodation, including residential/sheltered provision

Key actions in response to gaps identified by young people:

- Connexions to provide more targeted support for care leavers, and those preparing to leave care (14+)
- Implement recommendations from NCLAS Project work plan
- That the LAC Steering Group identifies additional work experience opportunities for looked after young people and care leavers with local employers.

Achieve Economic Well Being

- All LAC over 15 years of age have pathway plans and, as appropriate, transition plans which they have been involved in drawing up and which are regularly reviewed.

- Children and young people who are looked after will be helped to access employment, education, training opportunities. At least 70% of looked after young people at 19 will be EET

The LCS will:

- identify the most vulnerable NEET young people and provide and engage care leavers in tailor made packages of educational provision.
- work proactively with universities and colleges to recruit Leaving Care students.
- continue to work proactively with universities and colleges re retention of Leaving Care students through the provision of extra support for young people attending courses.
- ensure all young people who attend university/college will have an interview with a student finance officer.
- ensure all young people who attend university/college will have the full support of a dedicated University support worker.
- work towards improving and building on aspirations of care leavers, particularly in order to make university a real option for them.
- continue to work with partner agencies to be able to provide positive opportunities for Care Leaving parents and pregnant Care Leavers
- continue to encourage and support the participation and involvement of care leavers in the "Life's Too Short" a project, set up to improving the number of Care Leavers in Education, Training or Employment.

9. Quality assurance & quality improvement

Promoting Bradford Futures 2.6 Raising Standards

The Confederations Executive will expect high standards, facilitate the sharing of best practice and monitor quality, supported by data provided by the Bradford Information Group. This will include where there is shared delivery of a learner's entitlement. The Quality Protocols, adopted by the Confederations Executive, will help schools, colleges and work-based learning providers in their self assessments against both the Common Inspection Framework and the Every Child Matters agenda. Each provider will be accountable for its own Quality Assurance and for providing evidence to external bodies. Key elements of the Quality Protocols are attached to this update within the Appendices.

Opportunities to develop best practice will be actively explored and every opportunity will be taken to access support. This would include best practice from in and outside the District.

2.6.1 School improvement strategies

Education in Bradford is contracted to lead on school improvement and carry out the Local Authority's statutory responsibilities for school improvement with all of Bradford LA's maintained school. Education Bradford's Secondary School Improvement Service (SSIS) is tasked with carrying out this role with the authority's twenty eight 11-19 secondary schools, secondary Pupil Referral Unit and six special schools with secondary aged pupils. The SSIS provides targeted support for NQTs, head teacher and senior staff appointments and the development of leadership and management, in addition to the core purpose of monitoring, supporting and challenging schools and intervening where necessary.

The resources available to the service include teams of School Improvement Officers (SIOs), one of whom has a portfolio to lead on developments in 14-19, School Improvement Partners (SIPs), and specialist teaching and learning consultants. SIOs are deployed to work with the schools within each of the Confederations, and so can also support the work of the Confederations.

The school improvement strategy is contained in the “School Improvement Dialogue in Secondary Schools” policy. This describes the four support programmes that are agreed with secondary schools.

All schools receive a core entitlement provided by SIOs and SIPs, plus additional support in inverse proportion to the success of the school.

In addition to the monitoring, challenge, support and intervention roles, the SIP agrees the key priorities and areas for development with school leaders; and the SIO has the key role in negotiating the programme of support with the school, co-ordinating and quality assuring the impact of the support available from Education Bradford. The SIO and SIP will also play a role in brokering support from other agencies and organisations to support the school in addressing its needs.

2.6.2 Improvements in college and work-based learning

It is recognised that improvements have continued to be made and inspections results are much better. However, there is still more to do to develop provision and ensure all learning is of the highest quality. “Raising our Game” the LSC’s annual statement of priorities for 2007/08 reaffirms that the responsibility for quality and improvements remain with each college and provider. Self – assessment continues to be at the heart of the strategic planning dialogue the LSC has with colleges and providers.

Performance will be assessed against new minimum levels. This will be supported by the provider’s self – assessment report and most recent data. A new Notice to Improvement will be introduced where a substantial proportion of provision is identified as inadequate. And where Apprenticeship provision falls below the minimum performance levels consideration will be given to re-tender the provision. Colleges and providers will be able to access support in line with the Quality Improvement Agency’s Improvement Strategy.

2.6.3 Developing an Excellent Workforce

The Confederations Executive will ensure that the realisation of its vision for the learner is promoted through networks of support and CPD to further the quality of leadership, teaching, training and learning provision as a key vehicle for promoting increased attainment. The Confederations Executive Partners will work together to ensure the provision within this network of:

- collaborative, progressive and innovative approaches to staff leadership and staff development programmes;
- staff training and development in support of the “Supporting Choices 11-19+” standards;
- continuing professional development of staff from all sectors of learning;
- opportunities to identify and share good practice, develop teaching, training and learning techniques and specific programmes of learning;
- leadership and management programmes for senior managers, linking to the National Centres.
- Support for the rigorous and systematic evaluation of the quality of the learner experience.

The Confederation Executive's commitment to developing an excellent workforce will be designed to help to attract and retain high calibre staff within schools, colleges and work-based learning organisations. The Centre of Learning Excellence will continue to have a role within this network as a continuing element of the Bradford's 14-19 strategy for the District to help to meet training needs identified by providers.

Promoting Bradford Futures 4.4 Quality Assurance

Confederations will be required to follow the Quality Assurance Protocols agreed by the Confederation Executive in 2006. This will help Confederations to demonstrate robust quality assurance arrangements and to demonstrate that provision at all levels meets, or will meet within agreed timescales, defined quality thresholds that are based on learner needs and the learner entitlement.

Each Confederation will be expected to establish a strong quality assurance and improvement culture, allied to regular self-assessment and action planning that is embedded within each provider and across all Confederations.

The Confederations Executive will play an active part in ensuring high standards in delivery by rigorous monitoring of the Confederation Executive's Action Plan implementation and by examination of performance indicators, 14-19 Progress checks and the performance of Partners against targets.

Promoting Bradford Futures - Implementation Plan, Objective 6: To use the District's agreed protocols to assist providers in raising standards, promoting improvement strategies and ensuring safe and secure learning environments

- effective links between student support staff in each collaborating institution
- shared understanding of lines of responsibility for individual learners
- clear procedures for risk assessment of learning activities
- shared confidence in the consistency of standards underpinned by each institution's quality assurance processes
- standards raised
- Achievement & success rates improved, including APA targets

6.1 Quality Assurance of post 16 provision in schools. Additional Quality Assurance Officer LSC Implementation Funding

Promoting Bradford Futures - Implementation Plan, Objective 8: To support plans to enhance progression of learners into HE and further learning

8.5 Funding for Project Manager to create and implement plan to improve District performance at Level 2 at 19 30K LSC Implementation Funding.

Schools' Quality Assurance

Support is available to schools to assure the quality of their provision is provided in a variety of forms. Externally schools are all subject to the periodic OFSTED inspections with support nationally from DCSF and national data sets.

Internally support is delivered through personnel and organisational arrangements. Education Bradford has Secondary School Improvement Officers who provide ongoing monitoring and support to schools along with the School Improvement Partners working to challenge schools to achieve sustainable improvements. The setting for these is the Confederation structures of schools

Data to support schools in meeting the challenges is provided through Information Services who are currently creating new web based arrangements to replace the current pack of information. Details of the full range of visits made by Education Bradford Officers to schools are also recorded. The support arrangements for schools with difficulties is supported through the Executive Headteacher arrangements.

In addition to provision of national data, a number of secondary schools have been involved with other bodies providing student level assessment information to support school improvement strategies. The major tool for assessing added value across most schools is Fischer Family Trust. Several schools use the MIDYIS, YELLIS and ALIS schemes provided by the Centre for Education Management at Durham University. Initially these schemes focused on value added measures and predictors of performance, but they have widened their scope in recent years to cover key issues in secondary school improvement, including support for the target setting process. Education Bradford acts as a consortium coordinator in this respect.

Investors in Pupils, Basic Skills Quality Mark, Work Experience Quality Standards

The Department for Economic Wellbeing (Education Bradford) promotes and assesses a range of school Quality Marks including

- Work Experience Quality Standard Schools
- Work experience Quality Standard Employers
- Investors in People (IiP)
- Investors in Pupils (IiP)
- Basic Skills Quality Mark Secondary
- Basic Skills Quality Mark Primary
- Healthy Schools Mark
- Drugs Charter
- Arts Mark
- Leading Parent Partnership award (LAPPA)
- ICT Quality Mark

In collaboration with Bradford Council

- Investors in Families
- Sports Mark

In addition DEWB is developing through the National Enterprise Network a National Quality Standard for Enterprise Education.

The role of the unit is to research and assess the impact and effectiveness of all quality marks and their usefulness for school development. Quality Marks that would be considered to make a positive contribution to school improvement are then adopted and piloted with schools. The plan is to develop a range of quality Marks that cover all major aspects of school development including:

- Leadership and Management
- Student Voice
- Literacy and Numeracy
- Community Engagement
- Parental Involvement
- Healthy Schools
- Inclusion
- Work Related Learning and Enterprise
- Extended Schools
- ICT

Quality Marks provide not only a vehicle for school improvement but provide additional recognition of achievement for schools within the district.

Further Education

The LSC helps to ensure quality in FE by working in close partnership with Ofsted, the official body for inspecting the FE sector. FE colleges and other providers of post-16 learning programmes analyse their provision and produce a self-assessment report. This is shared with the LSC and Ofsted via the Provider Gateway.

In addition to its full inspections of organisations to assess the quality and effectiveness of FE provision, Ofsted also undertakes annual Monitoring Visits to FE colleges. Monitoring Visits allow the inspectorate to carry out 'mini inspections' to validate a provider's self-assessment report and monitor the progress of the quality improvement plan. The Monitoring Visit enables the inspectorate to assess the provider's capacity to maintain or improve quality which complements the LSC's increased emphasis on risk management. Capacity to improve is central to the national arrangements to raise standards of provision. The Monitoring Visit assesses the capacity to improve between full inspections and identifies any performance issues, ensuring these are addressed within an appropriate timeframe. These arrangements increase the momentum for quality improvement and encourage FE providers to view QI as a continuous process.

Ofsted shares with the LSC its judgements of both the quality of provision and the effectiveness of the provider's self-assessment. This, in turn, supports the LSC in managing the risks associated with the planning, delivery and funding of local provision.

The LSC also works closely with the Quality Improvement Agency (QIA), the national organisation that works across the learning and skills sector to improve performance.

Partnership working between the LSC and QIA ensures that a range of programmes and services designed to raise the quality of education and training in the learning and skills sector is offered to Bradford District FE providers as required.

As well as inspection evidence and evidence emerging from the Framework for Excellence, underperformance in the FE sector is also identified on the basis of an analysis of success rates against minimum levels of performance. Where underperformance is identified on the basis of any of these three factors the LSC will expect the leaders and managers of the providers in question

to act to address the situation and will agree improvement indicators or, in more serious cases, conditions of a Notice to Improve. Finally, withdrawal of LSC funding, restructuring or intervention options may all be considered as options too.

Work based learning

The LSC is responsible for quality assurance of Work Based Learning provision, with Ofsted and the Quality Improvement Agency (QIA) having responsibility for quality assessment and quality improvement respectively. There are four aspects of the quality assurance process;

- Inspection outcomes
- Financial health and control monitoring
- Learner health, safety and welfare arrangements
- Analysis of success rates against minimum level of performance (MLPs)

The first of these is based on inspections carried out by Ofsted, whilst the other three assessments are carried out by LSC staff.

Under performance in any of these areas can lead to either, the agreement of improvement Indicators or, in certain cases, the withdrawal of all or part of the contract. To date the latter action has only been taken in respect of providers failing to meet minimum levels of performance.

MLPS were introduced as part of the 2007/08 contracting round. They are assessed by apprenticeship framework and level (level 2 or 3). The minimum level for 2008/09 contracting has been set at 45% (applicable to rates achieved in 2006/07). The success rate is based on the achievement of full frameworks.

Frameworks which fall below MLP are put out to Open and Competitive Tendering (OCT). There are two stages to this process, the Pre-Qualification Questionnaire (PQQ) and Invitation to Tender (ITT). Providers with the highest scores under ITT are invited to pre-contracting meetings and following these contracts are awarded.

The relationships between the LSC and Ofsted and the QIA are as described under Further Education.

Framework for Excellence

In addition to the above, the LSC is currently in the process of implementing the 'Framework for Excellence' (FfE) which has been designed to increase the quality and responsiveness of provision in the FE system for all learners and employers.

The FfE will offer FE providers a robust, benchmarked and validated assessment of performance in order to drive improvement from within an organisation. It will set out clear directions for improvement, so that providers can move forward while taking advantage of the support available through the Improvement Strategy, recently published by the QIA. It is envisaged that, taken together, the FfE, the Improvement Strategy and the LSC's intervention policy (see Minimum Levels of Performance) will constitute a powerful support package,

The FfE will also allow learners and employers access to information on quality, so that they can make informed decisions about the training they choose. Evidence for the FfE will also be relevant to self-assessment, to inspection judgements, to decisions about the timing and intensity of

inspections, and to continuing work on peer review. Ofsted will use the FfE data and providers' self-assessment reports as important sources of information and evidence. Bradford College is a pilot provider for the FfE. Developments and key decisions on the pilot progress will be reported on in spring 2008.

FE and other providers are encouraged to obtain quality marks such as liP, Customer First and Matrix.

10. Access and transport

Electronic connectivity & VLE.

A number of initiatives have been implemented across Bradford District and most providers have VLE platforms within their institutions. At a strategic level Sun-Micro systems are sub-contracted to develop IT connectivity for the BSF programme.

A costed proposal is being drafted to support the development of a sustainable District wide VLE. The proposal covers four main areas:

- Development of the infrastructure
- Securing the services of a 'Learning Technologist' to manage the infrastructure and content
- Staff Training including the development of curriculum materials and content
- Scaleability to ensure the facility can expand as provision is developed and introduced

The proposal is supported by Schools, FE colleges, EB and Sun Micro systems and advocates the use of moodle to provide the VLE portal.

Home to School Transport Policy

The LA policy is revised annually and published by the end of August as required. The policy for 2007-8 includes the new entitlements in the Education & Inspections Act 2006 which will be implemented from September 2008. These include additional entitlements for families on low incomes which will assist them to access a wider range of schools, if the admissions policy enables them to gain a place.

A review of discretionary travel entitlements is under way. To support the ECM agenda it is hoped to offer additional discretionary entitlements to KS4 students attending TRACKS PRU and the Newlands Unit for pregnant schoolgirls and teenage mothers as well as for SEN students attending work experience, school trips and examinations. A consultation will be held early in 2008 to consider whether the discretionary entitlement for students travelling to faith schools should be withdrawn.

The Home to School Transport Policy is a lengthy and complex document intended principally to guide the officers who implement it. During 2008 the policy will be rationalised and simplified as far as possible, and a plain English version for parents will be published.

Sustainable Travel Policy

It is a requirement within the 2006 Education & Inspections Act that LAs have a Sustainable Travel Policy and promote sustainable travel. Bradford's Sustainable Travel Policy was published by August 2007 as required, but it will be further worked on and elaborated during 2008 to include an implementation plan.

LSC Post 16 transport funding

For the past several years this funding stream, which comes from the LSC to the LA, has supported:

- Post 16 confederation transport to enable students to access mainly A Level courses
- Students on the Go LIVE (Go Learn in a Vocational Environment) one year post 16 confederation course
- The Travel Training Unit

Transport for post 16 special school students to attend taster courses at Bradford College

- Transport for NEET young people to attend summer schools at FE Colleges
- Support for travel grants to be processed more quickly

Confederation Curriculum and Diplomas

As the 14-19 curriculum develops and new elements of the curriculum go live, consideration will be given to reducing transport needs and ensuring that whatever transport is required should be sustainable. With the expected increase in partnership working and the expansion of the learner entitlement so that all students can access a wider range of courses, this will be a challenge.

11. Employer engagement & education-employment pathways

Bradford Flow

The Department for Economic Wellbeing in Education Bradford has worked with Bradford Flow to produce a Business Engagement Plan for the District, which includes the following mission statement:

Bradford Flow will support the Every Child Matters agenda and Building Schools for the Future (BSF) programme by providing organisations with the opportunity of engaging in quality educationally activity for the ultimate benefit of the young people of the district.

Aims

- 1 To support BSF through Bradford Flow
- 2 To enhance the Economic Well-being strand of Every Child Matters through quality business engagement activity
- 3 To support the regeneration of Bradford through developing enterprise capabilities in business and education
- 4 To support workforce development through Bradford Flow

Objectives

- 1 Work with partner organisations to ensure maximum impact of Bradford Flow in the BSF agenda
- 2 Create a single point of contact for organisations and businesses to engage with education as part of BSF through Bradford Flow
- 3 Develop the Bradford Flow programme so that organisations can engage and interact with education in a variety of enterprising ways
- 4 Develop a strategy which will inform organisations and businesses about the changes and opportunities in education and engage them in quality activity
- 5 To develop a process to manage the interaction

BSF provides an opportunity to be innovative in the ways schools work to explore new ways in which they can involve the local community adults, families and local business partners.

Bradford Flow will form the conduit to enable organisations to engage with education. Its customer base is all encompassing and includes:

- Business community including voluntary/community, private and public sector
- Schools including educators, students
- Communities/Families/Carers
- Further and Higher Education
- Training providers

The Department for Economic Well-being incorporating the Education Business Partnership (EBP) acts as a facilitator and broker for education business links in the District and will be responsible for the Education theme element of the plan. Bradford EBP advises businesses and schools on how to engage with each other and ways of working together for the benefit of all parties. Its staff also manage projects which are focussed on work related learning, work experience and enterprise. These projects will involve a school or schools and partner organisations, which could be from the voluntary, private and/or public sectors.

There are 3 strands of interaction for organisations:

Education

Financial

Resources

Education

There are a range of ways organisations can interact with education but they can be generally classified under the following headings:

- Projects (enterprise): long term, short term, subject specific, cross curricula, qualification specific, individually or involving a range of partners
- Work Experience: one or two week blocks, linear placements, qualification specific placements
- Teacher Professional Development Placements
- Speakers/business support in school
- Student visits to organisations: students benefit from “real life” experiences.
- Governors Service within Education Bradford offering full support, training and advice for potential governors.

Financial

- Sponsorship opportunities. Organisations can use these opportunities as part of their Corporate Social Responsibility programme. It also helps to raise their profile in the school and community by visually demonstrating that they are involved.
- Community/voluntary/commercial partnerships with schools. There are numerous ways that these partnerships can develop. Hanson School has appointed a “Designer in Residence” who works freelance from his studio at Hanson. He is contracted to work 16 hours a week with students aged 14-19 to support teaching and learning.

Resources

- Recycling office equipment and waste products. Schools may wish to receive products such as display boards, textiles, and office desks.
- Training courses. Businesses offering spare places on in house training courses e.g. time management, recruitment.

FE Colleges

Park Lane College, Keighley:

Since the merger, the college has developed proactive relationships with employers in a wide range of vocational areas through a portfolio of innovative approaches including Centre of Skills Excellence (CoSE) employer partnerships in digital skills, uniformed and public services and hair and beauty.

The college hosts professional societies such as the institutes of plumbing and leadership and management and working with the Town Council, the Keighley Advisory Board, town traders association and new employers into the town has established a retail test centre to encourage enterprise and provide the skills for future employment opportunities.

Park Lane College Keighley also liaises closely with local employers to support them by looking at their individual requirements and fulfilling the demand for apprenticeships in recognised or new vocational areas.

Employer Engagement in Work Based Learning

Work Based Learning providers engage with a vast number of employers across all occupational sectors, working in partnerships that in many cases have been developed over the last 25 years. Each provider has an Employer Engagement Strategy and marketing plans that aim to boost participation and drive up achievement rates by ensuring employers are actively engaged in the programmes that they help deliver. Whilst there are thousands of employers locally involved in WBL, there is still great scope and a need for growth. Individual providers and collaborative working groups are doing much on a local basis to build the number and range of employers engaged, however marketing support is also needed at a national level as nationally only 10% of employers are engaged in LSC training programmes. Examples of local activities include:- The Bradford Apprenticeship Project has distributed 2,500 leaflets and used telemarketing to 1000 companies, boosting Apprenticeship numbers, WYLP (West Yorkshire Learning Providers) used funds to advertise in the local press on behalf of all members and have also run a range of workshops on capacity building, individual providers are constantly approaching new companies, using a variety of methods, to engage both new learners and placement provision.

Employer engagement through the brokerage system has had a slow start for 16-19 provision but there has been improved performance in the last few months as the broker understanding of Apprenticeship requirements has improved. Work in this area continues.

Providers have worked with the LSC and used local labour market information to target growth areas whilst still providing a good range of provision. WBL providers have been, and will continue to be flexible in response to employer needs ensuring that provision meets industry requirements. Quality kite marks such as Investors in People and Customer First held by providers support their credibility when working with employers.

Whilst much activity is under way there are still needs to be addressed if Bradford is to meet local targets and the national priorities of 'creating demand for learning and skills' and 'delivering better skills, better jobs, better lives'. Marketing at both local and national levels is a priority to raise awareness and boost numbers of employers engaged. Involvement of the largest employers, including public sector, in delivery across all programmes will be a necessity. Engaged and involved employers working with quality providers will provide the infrastructure that will support achievement of priorities and positive progression pathways for learners.

Promoting Bradford Futures - Implementation Plan, Objective 4: To deliver the agreed core curriculum

4.6.1 Recruitment Officer to recruit high quality employer placements especially related to Diplomas, and to develop employers' contribution to Diploma provision on their own premises. LSC Implementation Funding.

4.6.2 Apprenticeship Outreach Officer to encourage employers to offer apprenticeship placements and form employer links, including with programme-led apprenticeships. LSC Implementation Funding.

12. Integrated capital and infrastructure development

Promoting Bradford Futures - Implementation Plan, Objective 9: To promote collaborative approaches to the planning and location of facilities and provision clearly linked to the skills agenda

- Learning environments that enable excellent education and training
- Buildings that have a transformational effect on education and training
- Increased participation
- Excellent facilities that enable the new curricula
- Provision that is responsive to local skills' requirements

9.1 Embed Labour Market needs of the District in the approach to planning new facilities and provision

9.2 Ensure timely delivery of Building Schools for the Future via the Local Education Partnership (LEP)

9.3 LEP facilitates VLE and buildings to deliver the 14-19 agenda

9.4 Ensure best practice is embedded in new co-located secondary special schools

9.5 Ensure delivery of FE asset Management Plans

9.6 Strategic application for LSC 16-19 Capital Funds

9.7 Ensure use of vocational centres maximised

9.8 Diploma Rollout Study informs strategic approach to Diploma developments

FE Capital Developments

Bradford College

Work is underway to make Bradford College one of the most innovative education providers in the country. The Bradford College Accommodation Strategy consists of two key phases:

Phase One – Trinity Green Campus

Phase one building work commenced in February 2007 and will open to students in June 2008. Phase one boasts an innovatively designed £20 million pound building that will house Construction, Engineering and Sports. The new building will provide unsurpassed facilities, expertise and learning resources to meet the needs of the twenty-first century. It is part-financed by ERDF and LSC.

Phase Two – The City Centre Campus

An impressive new build of 37,500m², costing 120 million, will house the heart of the College, utilising its great location and the great views. Incorporating a Learning Mall, Real Work Environments, innovative Learning Development Centres and specialist learning facilities, it will be inherently special for Bradford and the Country.

Park Lane College Keighley

The former Keighley College is located in the centre of Keighley with three buildings on two main sites. The college also operates from a number of outreach centres. The present building stock lacks the flexibility to address changing curriculum needs in line with learner and community expectations and government priorities and has widespread problems associated with age.

Keighley College recently successfully merged with Park Lane College Leeds. Prior to the merger, a new build for Keighley was approved by the LSC's National Capital Committee. The new build will offer all new teaching and learning spaces for the delivery of vocationally based subject areas. The planned completion date for the new building is November 2009, opening for students in Spring 2010.

ShIPLEY College

ShIPLEY College is located in Saltaire, which is a designated World Heritage site. Although the majority of courses are offered from buildings in the historic model village of Saltaire, the college also provides courses in several community bases.

The college has recently completed a new "distributed" accommodation strategy which outlines plans to retain the Saltaire campus as its hub and to develop new facilities in ShIPLEY Town Centre and at Bolton Woods in support of the Airedale Masterplan. It is envisaged that these developments will provide facilities and alleviate space shortages for the college's curriculum offer in Creative and Digital Industries, Sports and Leisure and Horticulture.

Building Schools for the Future (BSF)

The Bradford district is a participant in the Building Schools for the Future initiative. The project is currently at 'Phase 1' and is a Pathfinder within the national Wave 1. Phase 1 consists of the design, total re-building and operation of three Secondary Schools: Buttershaw Business & Enterprise College, Salt Grammar School and Tong School. These schools will move to their new buildings from September 2008.

Phase 2 of the project includes the regeneration of three further secondary schools, Beckfoot School, Greenhead High School and Grange Technology College, plus the creation of three new secondary special schools co-located on the sites of the three mainstream schools. So far, Hazelbeck and Beechcliffe have been named. In addition, Hanson School will be regenerated and will house an expanded 65 place Hearing Impairment unit as well as a new unit for Visual Impairment.

Other capital developments in the Bradford district

Two Bradford schools, Feversham College and Belle View Girls' School are exploring LSC capital support for the planned expansion of Sixth Form provision to enable both schools to retain higher than normal numbers of students post 16, due to the demand for provision in girls' schools.

The Bradford Academy opened in September 2007 in new buildings on the site of Bradford Cathedral Community College.

13. Arrangements for access to specialist provision not available in the local area & arrangement to support access to provision across LA boundaries

It is clear that the need to consider capacity and access to the 14-19 curriculum in the light of the national entitlement will require arrangements to be made for working with bordering authorities. The current position is that representatives of 3 Valleys Confederation have held discussions with colleagues from North Yorkshire but no formal discussions have been held at Confederation Executive or strategic partner level.

Young People's Voice

The views of young people are being sought in three ways.

1. Tellus 2

- The Tellus 2 survey was undertaken in May 2007 as part of the District's Joint Area Review in January 2008. The LA is obliged to ask schools to enable students in Year 6, Year 8 and Year 10 to complete an Ofsted on-line questionnaire. 1124 students completed the questionnaire, which included fewer Year 8 and 10 students than the national average, but significantly more Year 6 students than the national average.

Selected responses:

Be Healthy

- Students said they needed more and better information in all areas, compared with nationally. In order of priority - sex and relationships, drugs, smoking and alcohol and eating healthily.

Enjoy and Achieve

- To do better at school, more fun and interesting lessons was by far the most important factor, followed by more help from teachers, a quieter/better behaved group, smaller classes, fewer bullies, more help from families and friends and somewhere quiet to do homework.

Achieve Economic Well Being

- Over half hope to study when they leave school, and go to university. (Response in line with national average)
- More respondents than nationally think that information and help for planning their future is good enough, and the number needing a little more or better information and advice is significantly less than national. However, more than nationally do not know what information and help there is.

This final point will be further researched in more detail in the Young People's Voice Research at point 3 of this section.

2. The Shadow Implementation Group of the Connexions Implementation Group

On 8 Jan 2008 5 young people were asked about what their and other young people's priorities are for 14-19 education and training. The young people had all attended different schools within Bradford District and are now in post 16 education & training.

Cancelled lessons

- Young people are concerned about the number of lessons that are cancelled. They would like cover /supply that is informed; people that are able to teach them the subject, particularly in the run-up to exams.

Appropriate teaching styles

- At Post 16 there is insufficient support to adjust to the new level of learning and delivery style, particularly if the student changes from an academic to a vocational course. Teaching staff have over ambitious expectations of students to adapt.

KS4 choices

- There should be more choice of courses. There is too much steering of students onto particular choices and lower ability students are steered towards FE. Top set students often don't get vocational choices but would like them.
- Students like out of school & practical learning, including team building, anti-bullying activities and group work.

Transition

- Young people would like smoother transitions between organisations and between teachers in the same organisation. Communications, wasted years and missing coursework were cited as issues.

Learning Mentors

- The unanimous view was that everyone should have the option to have a learning mentor. Young people have confidence in their learning mentors and appreciate the respect learning mentors show them: they are like a best friend.

Taster courses

- There should be sample courses or tasters for all post 16 courses, including A Levels. Taster sessions could be in the school holidays.
- During post 16 studies, schools should arrange more visits to universities; parents aren't often able to take young people.
- Education Maintenance Allowance for all.

3. Young People's Voice research

Promoting Bradford Futures - Implementation Plan, Objective 3: To deliver the Learner Entitlement

Designing, distributing and analysing questionnaires to investigate whether all learners know and understand their entitlement and whether all institutions design Impartial Information Advice & Guidance based on the Learner Entitlement principles.

Promoting Bradford Futures - Implementation Plan, Objective 5: To provide ready access to independent information, advice and guidance for young people and their parents or carers

Designing, distributing and analysing questionnaires to investigate whether young people access information about health, lifestyle, learning, employment, leisure and cultural activities and individual tutorial support that reviews aspirations, achievements and progress on a regular basis.

The Confederation Executive has commissioned research to ascertain young people's views of their Learner Entitlement, due to report March 2008.