



INTRODUCTION

In July 2006, the Bradford Confederations Executive established a Review Group tasked with the remit to update some of the core documentation that had underpinned Confederation developments since 2002. The documents to be reviewed were:-

The Learner Entitlement Document	- agreed 2003
Promoting Learning Excellence (the Blueprint)	- agreed 2004
The Confederation Commissioning Document	- agreed 2004

On the basis of the work of the Review the key elements of all three documents have now been updated and combined into a single document in order to assist future planning by the Confederations Executive and its partner organisations. This document is 'Promoting Bradford Futures'.

1. REAFFIRMING OUR COMMITMENT TO THE DISTRICT'S LEARNERS

On the basis of the 2006 Review, it is considered that the educational vision for Bradford remains that set out in the above documents. That vision articulates a commitment "to put the learners at the heart of what we do" in order to deliver for all our learners:

- impartial information advice and guidance;
- a broad and inclusive curriculum offer with good access, support and progression;
- determined implementation of policies to promote social cohesion;
- high expectations and high standards for all our learners.

The vision recognises too that there should be, for all our staff, a network of support and CPD in pursuit of learning excellence, inspired by leadership and management of the highest standard.

2. STRATEGY FOR LEARNING IN BRADFORD

As set out in the 2004 version of "Promoting Learning Excellence" the commitment of all the partners to put the learners at the heart of what we do will continue to guide the 14-19 Strategy for Bradford & District. The overall component parts of the Strategy remain the same. However, the description of their organisational forms has required some updating. These components are as follows:

- Community/Social Cohesion
- Learner Entitlement
- Confederations
- Guidance and Support
- Curriculum Offer
- Raising Standards
- HE/FE
- Skills Agenda

2.1 Community\Social Cohesion

- All education, training and guidance providers brought together through the Confederations Executive will commit themselves to a renewed determination to work together to build Bradford as a cosmopolitan, cohesive community.
- A Cohesive Community is one recognised as where:
 - there is a common vision and a sense of belonging for all communities;
 - the diversity of people's different backgrounds and circumstances are appreciated and positively valued;
 - those from different backgrounds have similar life opportunities; and
 - strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

(Community Cohesion Guidance – LGA, CRE, Home Office, Dept. for Transport, Local Government and Regions 2002)

2.2 Learner Entitlement

- The Learner Entitlement setting out the features of the learning experience on offer for all 14 to 19 year olds across the District will guide the range of curriculum offered by each Confederation. The full Statement is incorporated into this update in the annexe and is referenced to the 5 principles of Every Child Matters.
- The learner version originally prepared by learners at Shipley College and now available at www.bradford4learning.com introduces this to young people.
- The Child Protection and Health and Safety protocols agreed by the Confederations Executive in 2006 will be reflected within the procedures of each institution. Key elements of these Protocols are attached to this update as a set of appendices.

2.3 Confederations

- Confederations of colleges, schools and work-based learning providers have worked collaboratively since the 2002 Post Area Inspection Action Plan was agreed.
- The five original Confederations have been further developed and now operate operational as three Confederations in South Bradford, Central Bradford and 3 Valleys area. These three Confederations provide a flexible framework for collaboration both within and across the three Confederations.
- Confederations will have a significant focus on educational improvement.
- Confederations will contribute to inclusion and social cohesion by facilitating opportunities through the delivery of the curriculum and joint working.
- Confederations will provide the opportunity to:
 - deliver the full range of 17 specialised diplomas through collaborative/planning and delivery on a District-wide and Confederation basis, overseen by the CE
 - extend access to the full range of learning opportunities for 14-19 year olds

- increase attainment by offering better opportunities for personalised learning for 14 to 19 year olds;
- address collaboratively the number and quality of courses at entry and foundation I level;
- improve staying on rates post-16;
- Confederations will work together to contribute to meeting the learner entitlement, and the 14 to 19 core curriculum entitlement.

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 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 maintain an effective client support system providing tracking and data analysis.
- 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 and the implementation of the 14-19 reforms.
- 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.
- To ensure that Information Advice and Guidance provided is matched to the new guidelines and standards

2.5 Curriculum Offer

The Learner Entitlement, set out at the end of this document, 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 17 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.

This is detailed further in Section 3.2 of this document, particularly 3.2.6.

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 Colleges, 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.

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. These, will help schools, colleges and work-based learning providers in their self assessments and evaluations 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. The Quality Protocols are included on the CD.

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 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, coordinating 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 Improve 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 CE'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.

2.7 Progression to Higher Education and Further Learning

The Aim Higher initiatives and local HE Providers' actions have led to an increase in the proportion of young people entering HE across the District. There is also a growing tendency for young people to study locally. So, for example, the proportion of learners living in Bradford postcodes entering the University of Bradford and Bradford College has also increased

The Confederations Executive will actively support, plans to further enhance the progression of learners into HE and further learning to help to achieve the national target of 50% HE participation by 2010. These include tasks which:

- Build capacity through raising aspiration and attainment levels through a range of initiatives across the city.
- Develop the relationship between the District's schools and Bradford University and Bradford College in terms of HE links.
- Develop progression awards.
- Build a credit-based curriculum to enhance progression.
- Promote the Children's University which seeks to build capacity across the District from an early age.
- Enhance the guidance provision to encourage individuals to engage in HE.
- Utilise Aimhigher to raise attainment and progression levels generally and improve the vocational pathway with and through HE.

2.8 Links to the skills agenda

Collaboration between partners in the Bradford District will be used to promote a sound basis for a more strategic approach to the planning and location of facilities and provision that is clearly

underpinned by an analysis of the local and regional labour market needs and DCSF, DIUS, RDA and LSA priorities.

3. IMPLEMENTING THE STRATEGY

3.1 Principles

The concept of confederations of 14-19 providers collaborating to fulfil a learner entitlement remains a key element of Bradford's response to the area-wide inspection action plan agreed by all partners in February 2004 and ratified by DfES in November 2004. Subsequent documents, for example, "Promoting Learning Excellence" (the Bradford Blueprint), have supported and developed this vision.

There is considerable agreement that the concept of Confederations should remain the implementation mechanism for the next stage of the overall strategy in support of the shared vision articulated in Promoting Bradford Futures. There is also substantial agreement that cross-Confederation flexible working be promoted.

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 "learner speak" available through the bradford4learning website;
- (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.

3.2 The confederation commitment

The commitment is reproduced below. It is described from the learner's perspective and chronologically from Year 9. The commitment is illustrated by the diagrams set out in the Annex at the end of this document.

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.

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.

These experiences should be recorded, and accredited where possible.

3.2.3 Annual reviewing and planning

There will be a formal meeting between the learner, his/her parent/s or carers, as appropriate, and a well-informed tutor during which:

- (a) the learner's needs, interest, aptitudes and subject preferences are discussed;
- (b) prior attainment is reviewed and targets for the next stage set and agreed;
- (c) career pathways and ambitions are considered;
- (d) the most appropriate pathways are agreed;
- (e) the outcomes are recorded in the learner's planning documentation.

Where appropriate and available, a Personal Adviser will be involved.

Before making decisions about the next stage of their learning programme, learners will have, where appropriate for them:

- (a) access to an on-line area wide prospectus for the District;
- (b) access to programmes (e.g. activities, taster days or courses) or work experience provided by partners;
- (c) a formal meeting between the learner, his/her parent/s and a well-informed person during which;
 - the learner's needs, interests, aptitudes and subject preferences are discussed;
 - prior attainment and targets are reviewed;
 - career pathways and ambitions are considered;
 - possible future pathways are discussed from a non-partisan standpoint, including how to acquire further information and relevant experience;
 - the outcomes are recorded in the learner's planning documentation.
 - easy access to a progression opportunities evening where all providers are represented and have equal opportunity to talk to learners collectively and individually;
 - electronic access to, or a printed copy of, a full list of progression opportunities available within Bradford and district;
 - access to information about financial support for progression to further learning.
- (d) access to an on-line application process by 2010.

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).

3.2.5 Support for transition

In preparation for transition, at the end of their programme each learner should have a learner profile which includes as a minimum:

- the learner's achievements to date
- any additional learning support which s/he requires
- his/her intended progression route

To assist the identification of appropriate transitions, colleges and work-based learning providers will be able to obtain through the application or enrolment process the potential learner's signed permission to access their examination results via their school or the Local Authority. Upon production of proof of prior consent, schools will promptly provide the individual learner's examination results, on request, at the start of September. Where appropriate, the Local Authority's information on Year 11 results will be made readily available to recognised providers, again on proof of the learner's prior consent, as an alternative source later in September.

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.

4. STRATEGIC MANAGEMENT

The following Strategic Management arrangements will be supported vigorously by all partners to ensure a robust response to the issues faced by the District.

- The strategic leadership role will be undertaken by the local authority in partnership with Education Bradford and the LSC through the 14-19 Strategic Group. The Strategic Group will be the body charged with ensuring that the Local Authority's and Learning and Skills Council's duties and responsibilities for 14-19 education

and training for Bradford District are discharged effectively and efficiently and in the best interest of youngpeople, employers and communities.

- The Confederations Executive will be responsible for the effective implementation of the 14-19 Strategy for the district and for advising the Strategy Group on the content and delivery of the Strategy.
- Confederation Management Groups (CMGs) will continue to have a minimum membership of head, principal or senior manager from each Confederation provider, a representative of WBL/voluntary sector providers, a guidance representative and the Confederation Executive Officer. The CMG may co-opt additional members and set up working groups as required. CMGs will be encouraged to set up stakeholder forums to communicate and consult with a wider range of partners, including governors, young people, professional associations and other agencies.
- The Confederations Executive Officer will be an ex officio member and service the meetings. The CE will be chaired by Bradford Council's Director of Services for Children & Young People, or their nominated representative, in order to recognise the lead role of the Local Authority. The CE may choose to co-opt other members as required. It may choose to set up standing or ad hoc working groups. The groups can co-opt members as required.
- The Confederations Executive Officer will report to the Chair of the Confederations Executive and for operational purposes be located within the School Improvement Team at Education Bradford.

4.3 Strategic and Business Planning

To ensure each Confederation offers levels of provision to meet the Entitlement, the Confederations Executive group will agree with each Confederation an annual Action Plan which sets out for the 06-09 period what Confederation working is expected to achieve for the District and each partner's responsibilities in securing this.

- The CE will ensure its own action plan provides a framework for the quantity, level and subject/programme areas to be provided within each Confederation. It will include quality criteria for the provision, for example, that it fulfils the young person's entitlement, that it meets identified needs, that it is of good quality and achieves acceptable standards of learner retention and achievement.
- Formal agreements between the CE and local authority, acting on behalf of its strategic partners, and Confederations will be developed.
- The action plan will specify the core curriculum for Confederations. It will be for each Confederation, through its annual plan, to show how the curriculum is to be delivered and what arrangements will be made for meeting the goals set out in the action plan, including particularly social cohesion, progression and accreditation.

4.4 Quality Assurance

Confederations will be required to follow the Quality Assurance Protocols agreed by the CE in 2006. Key elements of these are attached within the Appendices. 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 CE's Action Plan implementation and by examination of performance indicators, 14-19 Progress checks and the performance of Partners against targets.

5. CAPITAL DEVELOPMENTS IN SCHOOLS AND COLLEGES

Bradford is a pathfinder authority for the Building Schools for the Future national initiative which seeks to significantly improve the opportunities afforded to Bradford communities. The programme is in three distinct phases:

Phase 1 - Pathfinder

This phase, on which construction work has begun, consists of the total re-building of three secondary Schools Salt Grammar School, Tong School and Buttershaw Business & Enterprise College. The focus of this phase is on increasing educational attainment, and on investing in schools with the most urgent suitability and condition needs to enable them to meet this, particularly regarding the 14-19 Agenda, and behaviour and attendance targets. The issue of community cohesion and regeneration also form key elements of this phase via the delivery of the Extended School model.

The vision is to revitalise the communities around those schools by re-creating the schools through BSF as social hubs for the community to use and own.

Phase 2

The key strategic objective of this phase is Inclusion and the priority area is secondary special education. Other significant strategic objectives for the phase are to address pupil attainment and social deprivation. In particular there is need to provide new, fit-for-purpose secondary special schools and to ensure that they are strategically located to guarantee their ready accessibility throughout the District.

Accordingly it is proposed in Phase 2 to create three new generic secondary special schools and to co-locate these with three secondary mainstream schools. These are Beckfoot, Grange Technology College and Greenhead High School and the secondary schools will also be included in the phase to achieve a complete campus approach to the provision of special education.

Hanson School will host our provision for secondary-age hearing impaired pupils combining pupils currently attending Thorn Park School and a small provision at Nab Wood School which currently caters for up to 15 pupils. It is proposed to develop the same campus-based approach to provision for these pupils. This will entail the creation of a Centre of Excellence with 65 places co-located with its mainstream host to improve inclusion, curriculum and social access for these pupils. The Centre of Excellence will form part of a dispersed school for hearing impaired pupils aged 5-19, the other part will be co-located with Swain House primary school, to achieve the same access for primary pupils.

This phase therefore envisages an appropriate mixture of rebuilding, partial rebuilding, refurbishment and minor works at four mainstream secondary schools in all. This will include the creation of three new secondary special schools, co-located with mainstream schools and the creation of a Centre of Excellence for Hearing-impaired pupils, co-located with a secondary and primary mainstream school.

Phase 3

It is planned that there will be only one further phase in our programme, to embrace the transformation of the remainder of our secondary estate. This phase will guarantee that there will be sufficient programme capacity in the Local Education Partnership. The key foci of this phase will be school diversity and community cohesion. The phase will comprise the complete or partial rebuilding and/or refurbishment of some eleven secondary schools, which will address the issues of self-segregation and of demand for single-sex education, both of which have become increasing areas of concern in the Bradford district. A further focus of this stage is the completion of a network of Specialist Schools across the District, and the finalisation of the federal structure for 14-19 education.

Bradford College

Bradford College has two main sites in central Bradford and adult education centres in the north and southwest of the city and at Burley in Wharfedale.

An ambitious project is being developed which will create a two campus city centre site by 2012. The college is currently working on Phase 1 of the project which involves replacing accommodation on the main city centre site by re-siting Engineering, Construction and Sports provision at the McMillan Halls of Residences. The development of the McMillan site will allow further development opportunities at the main site where the later phase of the project is planned.

Parklane College Keighley

Parklane 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. To address these issues, the college is working on a major project that will involve replacing all existing college sites by one site at Dalton Lane, which is adjacent to the main railway station.

Shipley College

Shipley College is located in Saltaire, which is a designated World Heritage site. The college is in a unique position in that it is the only FE college nationally that does not own the freehold on its main buildings and instead holds its buildings through a 40 year lease from the Salt Foundation. 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.

6. CONCLUSION

As set out in the 2004 version of “Promoting Learning Excellence” The key elements of Bradford’s education and training agenda over the next few years should continue be to:

- Improve performance and raise attainment of young people;
- increase participation and engagement post-16 in education and training opportunities;
- raise the education and skills levels of the population to at least the national averages, through appropriate and targeted post-16 education and training programmes;
- increase provision at Level 2 and below;
- encourage a collaborative approach to support lifelong learning, including higher education, across the District.
- widen participation in education and training, particularly for those who have not yet achieved Level 1 qualifications;
- develop information and communications technology as an aide to the delivery of learning programmes;
- tackle educational deprivation in parts of the District using imaginative ways of delivering the curriculum;
- address the issue of virtually mono-ethnic schools in a multi-cultural District that is a feature of Bradford’s schools infrastructure;
- encourage lifelong learning and a collaborative approach to planning and delivering of education and training amongst the District’s University, colleges, schools and WBL providers.

The 2004 version of the Bradford Blueprint, “Promoting Learning Excellence“ represented the turning point for 14 to 19 learning in Bradford as it moves from a period marked by under achievement to one where the energy and enthusiasm of partners working together is harnessed to deliver excellence in learning for the benefit of all young people in the District. The efforts of all those involved in planning and managing collaborative delivery will need to be enhanced by capital developments to improve the learning landscape, by management structures to ensure that high quality provision meets the needs of learners and achieves improved results and progression, and by a culture of continuous improvement across the District, supported by a network of CPD opportunities.

The challenge remains that of grasping the opportunity to change the prospects of a generation of young Bradfordians who deserve a system of education and training that will prepare them the demands of twenty-first century world and allow them to play their part in the regeneration of the Bradford District and the future prosperity of the region and the country.

7. THE COMMITMENT OF THE CONFEDERATIONS STRATEGIC EXECUTIVE

The Confederations Executive is committed to the principles and practice set out in Promoting Bradford Futures and its antecedents the Bradford Blueprint, Entitlement document and Commissioning document. The CE will actively promote the learner entitlement, including a high quality learning provision which is matched to learners' and employers' needs and which makes best use of resources. It will support all providers who work to fulfil the principles and practices in this document. The CE will challenge those who do not.

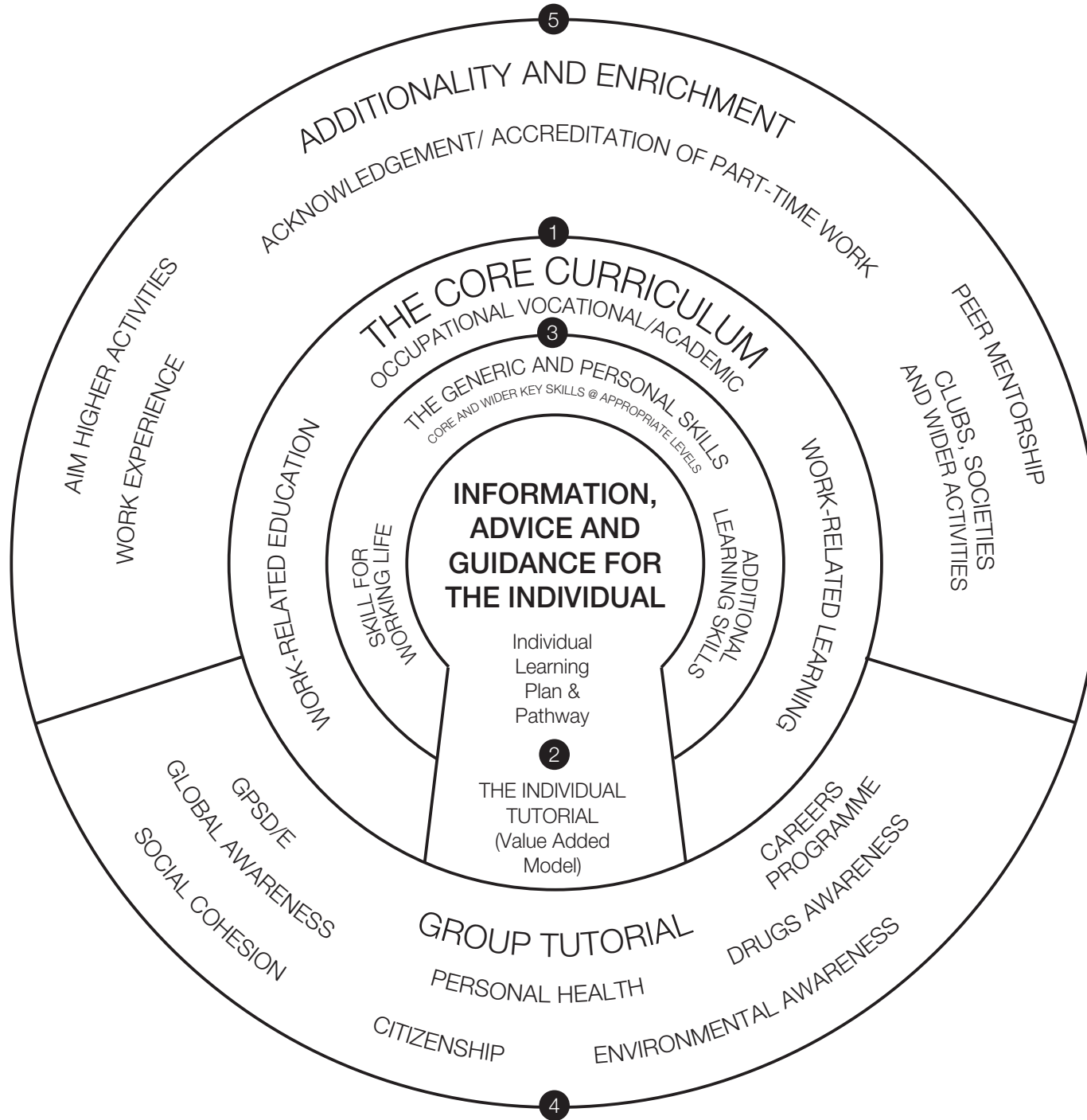


Promoting
BRADFORD
Futures

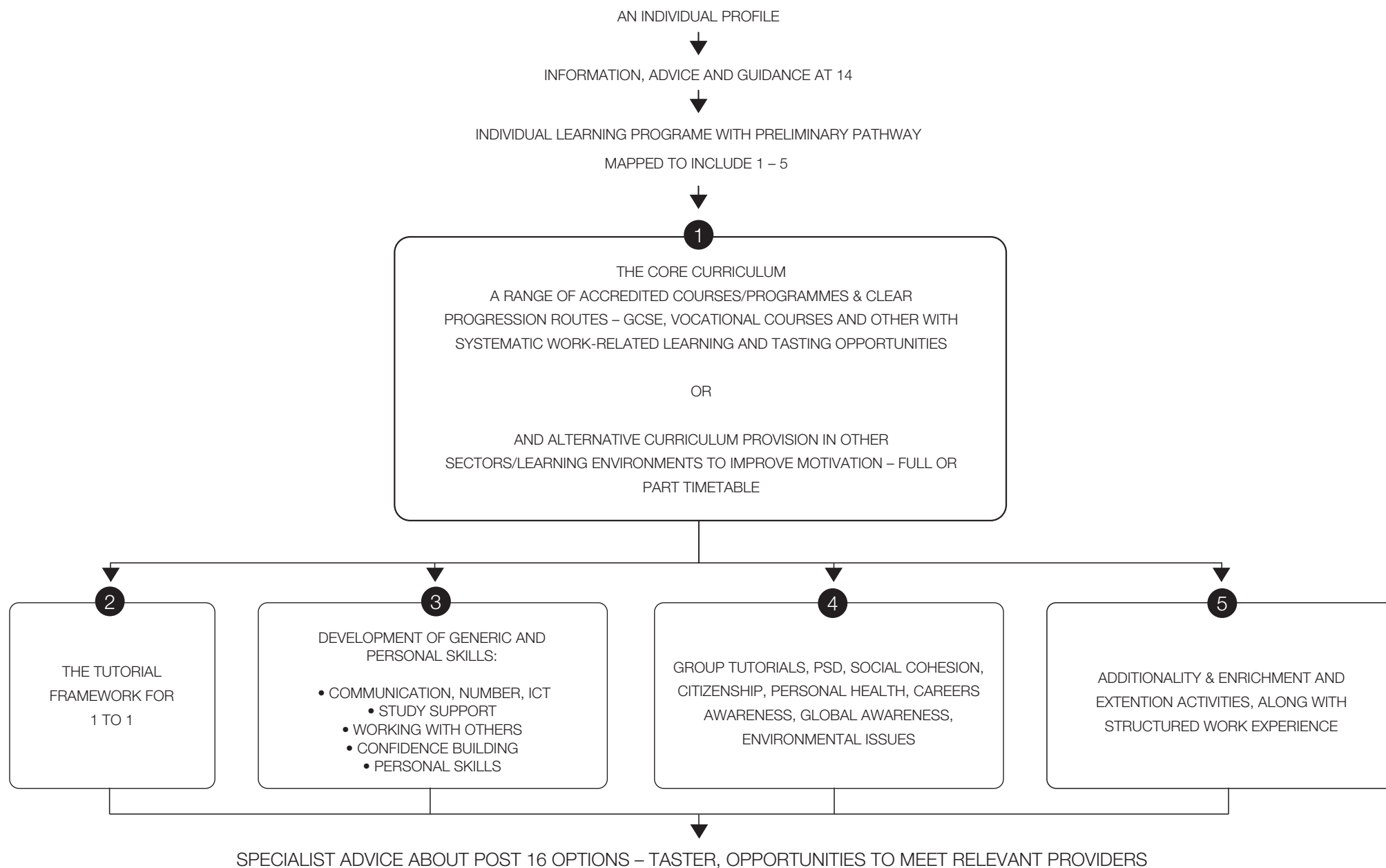
BRADFORD confederations



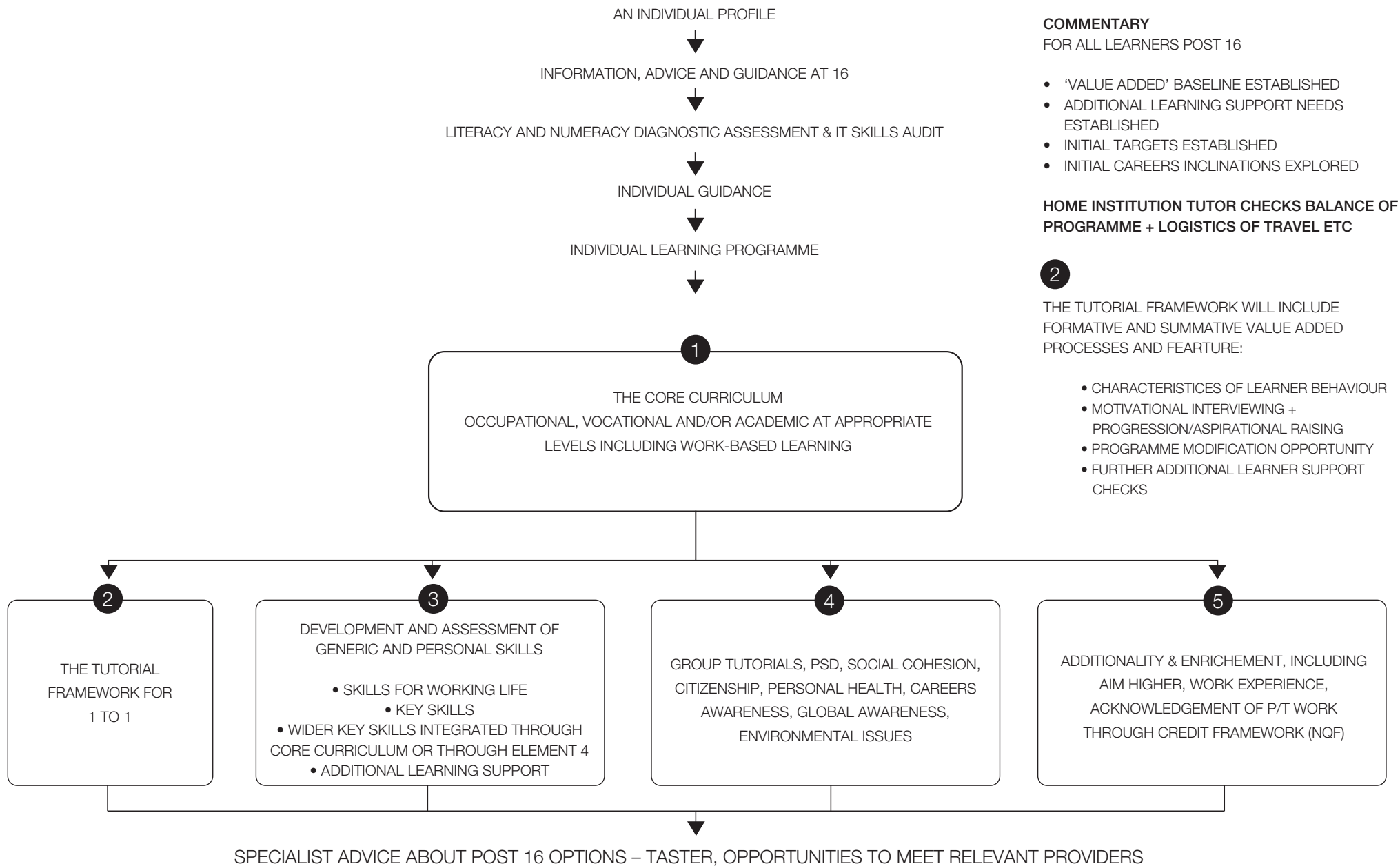
THE CORE ENTITLEMENT INTERLOCKING ELEMENTS - THE KEY TO AN INDIVIDUAL'S DEVELOPMENT 16-19



THE CORE ENTITLEMENT FRAMEWORK FOR YOUNG PEOPLE 14-16



THE CORE ENTITLEMENT FRAMEWORK FOR YOUNG PEOPLE 16-19



COMMENTARY

FOR ALL LEARNERS POST 16

- 'VALUE ADDED' BASELINE ESTABLISHED
- ADDITIONAL LEARNING SUPPORT NEEDS ESTABLISHED
- INITIAL TARGETS ESTABLISHED
- INITIAL CAREERS INCLINATIONS EXPLORED

HOME INSTITUTION TUTOR CHECKS BALANCE OF PROGRAMME + LOGISTICS OF TRAVEL ETC

2

THE TUTORIAL FRAMEWORK WILL INCLUDE FORMATIVE AND SUMMATIVE VALUE ADDED PROCESSES AND FEATURE:

- CHARACTERISTICS OF LEARNER BEHAVIOUR
- MOTIVATIONAL INTERVIEWING + PROGRESSION/ASPIRATIONAL RAISING
- PROGRAMME MODIFICATION OPPORTUNITY
- FURTHER ADDITIONAL LEARNER SUPPORT CHECKS