

14-19 Plan
for the
County of
Nottinghamshire
2009-10

Nottinghamshire 14-19 Partnership
February 2009

CONTENTS

1. Executive Summary
2. Introduction
3. Context
4. Delivery of the Plan
5. Objectives & Key Actions for Each Priority
6. Supporting Information and Analysis:
Documents that support, or provided further detail about, the information / analysis used in the plan
7. Related Documents: Publications that provide information about the national 14–19 reform agenda (hyperlinks provided)
8. Glossary

1. Executive Summary

In the recently published *Delivering 14–19 Reform: Next Steps* the DCSF has set out the timetable for reform to 2015. This is encapsulated in the three goals set out in the Government's Public Service Agreements (PSA)

- *To ensure that all young people participate until at least their 18th birthday in education and training that stretches and challenges them to achieve their potential and go on to further or higher education or skilled employment*
- *To give young people the knowledge and skills that employers and the economy need to prosper in the 21st century*
- *To close the achievement gap so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background*

The Nottinghamshire 14–19 plan for 2009–10 represents an important step to achieving these goals.

Significant challenges remain for the County, particularly in respect of attainment at KS4, attainment of full level 2 and full level 3 qualifications by age 19, closing the achievement gap and ensuring that progression pathways meet the interests and needs of all young people.

The plan is a result of significant consultation with a wide range of stakeholders including schools, colleges, private sector training providers, Area Strategy Groups and Connexions, Nottinghamshire. It also takes into account existing national priorities derived from a variety of sources and takes account of the most recently available data on 14–19 education in the County.

The plan establishes the principles to be embodied in all 14–19 developments in the County. Key priorities have been identified and each priority has associated objectives for which key actions, success criteria, outcomes/targets are stated. This will enable adequate focus on the delivery of the plan and enable the review and evaluation of progress.

The key priorities identified in the plan are:

1. Improve levels of attainment at 16, including English and Maths, at a rate faster than the national average

2. Improve levels of attainment at 19, both at levels 2 and 3. Increase the percentage of young people in receipt of free school meals (FSM) who achieve a full level 2 and level 3 by age 19
3. Increase the number of Apprenticeship places and their completion
4. Increase the percentage of 14–19 year olds participating in Education, Employment and Training (EET)
5. Increase the capacity for Diploma delivery during the pilot years to ensure that by 2013 learners will be able to access the full Diploma range
6. Increase post–16 progression opportunities for vulnerable young people, where, for the purposes of this plan, vulnerable is defined as: Special Educational Needs¹, English as an Additional Language, Free School Meals, Looked After Children
7. Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced
8. Ensure that up–to–date and impartial IAG is available for all learners

In respect of each of these priorities, actions and targets have been identified and a lead partner identified. Where possible, priorities will be monitored at district level by Area Strategy Groups (ASGs).

The strategy has been approved by the Nottinghamshire 14–19 Strategic Partnership and adopted by the Children and Young People’s Partnership Board.

¹ All learners who have an identified special educational need, be it statemented, School Action Plus or School Action

2. Introduction

This is the second Nottinghamshire 14–19 Plan and covers the period from August 2009 to July 2010. It forms a key part of the Children’s and Young People’s Plan and will also significantly influence the commissioning strategy of the Learning and Skills Council (LSC) in Nottinghamshire in 2009/10, a process that began in the Autumn of 2008. Furthermore it sets out an agenda for a range of partners, acting collectively and individually, to deliver the changes that need to take place in Nottinghamshire with regards to the 14–19 reforms and preparation for the 2013 entitlement.

The 14–19 reforms proposed in the 14–19 Education and Skills White Paper and Implementation Plan are designed to develop an education and training system which prepares all young people for success in life. The aim is to raise the participation in learning beyond age 16 from 2013, improving both attainment and skills levels. The curriculum offer needs to engage all young people and provide quality learning experiences, guidance and support.

By 2013 all young people should have access to the four qualification routes of Diplomas, General Qualifications, Apprenticeships and the Foundation Learning Tier with Functional Skills embedded in all these. Duties regarding the Diploma entitlement will come into force subject to the necessary legislation with LAs requiring Head teachers and governing bodies of maintained schools to ensure Key Stage 4 learners have access to the first 14 Diploma lines, post 16 learners access to all 17 Diploma lines. Additionally it is the role of the 14–19 Partnership to summarise future Diploma delivery plans, project from 2008 the likely lines available during at least the next three years and comment on the current configuration of consortia and any proposed changes.

The Nottinghamshire 2009–10 Plan has been informed by providers and key stakeholders through a consultation process and review of the current plan. Consultation with schools, colleges, independent providers and other stakeholder organisations took place over the summer period 2008. The following themes were identified as having the potential to improve performance in the County:

More collaboration and partnership working
More effective use of initiatives/ good practice
More robust & impartial IAG from KS3
Maximising information about learner's needs and achievements to support the transition
Improved employer engagement
More level 1 provision both pre & post 16
Recognition of cross boundary issues in planning provision
Recognition of the importance of local circumstances in planning, for example, employment opportunities, barriers resulting from transport difficulties, socio-economic factors

Partners will work together to ensure that wherever possible funding will follow the learners to meet their needs. The plan will continue to build on the principles outlined in the Partnership's 14-19 Strategy:

- learners' needs come first;
- learning will be innovative, exciting, appealing, aspirational and stretching, and will enable all young people to achieve their full potential;
- there will be equality of access for all learners, including those with special educational needs, those who are gifted and talented, and those from vulnerable groups;
- learning pathways will be informed by the needs of learners, and the community;
- consideration of the local and national labour market and sector skills/employer needs will inform provision;
- 'applied' pathways have equal status to 'academic' pathways;
- collaborative provision will enable all learners to have access to high-quality specialist facilities and teaching, with cost-effective use of resources;
- learning environments will be innovative, flexible, safe, secure, healthy and accessible;
- all learners and their parents or carers will have access to information, advice and guidance that is comprehensive, impartial and ongoing;
- planned provision and structured progression routes for learning, training and employment will be mapped out and made accessible;
- teaching and learning styles will be varied, flexible, and take into account the different needs of young people and employers;

- technology will be used to facilitate personalised learning;
- young people will have the entitlement to learning that takes place within real or realistic work settings, enabling them to apply their skills and understand the relevance of their education.

Key Priorities

Taking into account national policy imperatives, local analysis, and the responses to the local consultation process, the key priorities for the 2009–10 Plan are to:

1. Improve levels of attainment at 16, including English and Maths, at a rate faster than the national average
2. Improve levels of attainment at 19, both at levels 2 and 3. Increase the percentage of young people in receipt of free school meals (FSM) who achieve a full level 2 and level 3 by age 19²
3. Increase the number of Apprenticeship places and their completion within the context of the current economic climate
4. Increase the percentage of 14–19 year olds participating in Education, Employment and Training (EET)
5. Increase the capacity for Diploma delivery during the pilot years to ensure that by 2013 learners will be able to access the full Diploma range
6. Increase post-16 progression opportunities for vulnerable young people, where, for the purposes of this plan, vulnerable is defined as: Special Educational Needs, English as an Additional Language, Free School Meals, Looked After Children
7. Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced
8. Ensure that up-to-date and impartial IAG is available for all learners

There is no rank order implied, the priorities are numbered for ease of reference only. Section 5 sets out objectives, actions and targets for each priority in detail.

² DCSF National Indicator 82

3. Context

The 14–19 Plan is set in the context of national policy objectives, including the 14–19 reform agenda, local information and analysis, consultation with schools, colleges, independent providers and stakeholder organisations. The plan is also informed by the outcomes of the recent Joint Area Review (JAR) which was undertaken by OfSTED and which specifically focused on the effectiveness of the 14–19 Partnership as an additional line of enquiry. Additionally, Machinery of Government Changes (MoG) will be implemented during the period to which this plan applies, which will see the functions related to the 16–19 age group transferred from the LSC to the City & County Local Authorities, which will be the sub–regional grouping to commission provision from 2010/11. There are common elements to be found in the county and city 14–19 Plans.

The 14–19 County Plan aims to build on the 2008–09 Plan in improving capacity and performance to enable the delivery of the 2013 learner entitlement by providing the full range of high quality provision in excellent facilities.

Attainment at 16

Attainment at 16 is improving and has improved at a faster rate than that nationally for the past 4 years. However, the percentage of pupils achieving a full level 2 (61.2%) remains below the England average (65.3%) and the majority of its statistical neighbours.³

The percentage achieving 5 or more grades A*–C including English and maths GCSEs is showing a steady improvement trend, but remains below the England average. In 2007/08 the percentage was 43.3% compared to the England average of 47.6%.

	5 or more grades A*–C including English and maths GCSEs	Level 2 (5 or more grade A*–C)
Ashfield	36.3	58.1
Bassetlaw	38.3	55.6
Broxtowe	42.2	62.5
Gedling	47.6	63.9

³ Source: School Attainment and Achievement Tables 2008

Mansfield	35.8	51.1
Newark	39.2	62.0
Rushcliffe	64.3	76.4
Nottinghamshire	43.3%	61.2%
England Average	47.6%	65.3%

Vulnerable Groups

	% eligible for FSM	% with EAL	% Looked After Children	% SEN
Ashfield	12.7	0.9	0.4	15.5
Bassetlaw	11.6	1.6	0.3	22.3
Broxtowe	10.5	4.4	0.2	17.4
Gedling	9.8	3.7	0.3	18.0
Mansfield	12.9	1.9	0.6	20.2
Newark	10.7	1.8	0.2	19.3
Rushcliffe	5.4	4.3	0.1	14.4
Nottinghamshire	10.5	2.6	0.3	18.1
England Average	13.1	10.8	-	19.8

2007/08 Attainment of Vulnerable Groups (5+ A*-C Grades inc. English and Maths GCSEs)

	% eligible for FSM	% with EAL	% SEN
Ashfield	14.3	20.0	5.8
Bassetlaw	12.1	50.0	3.5
Broxtowe	12.4	31.4	8.2
Gedling	22.7	69.2	12.0
Mansfield	9.0	23.8	4.6
Newark	11.4	28.6	17.4
Rushcliffe	33.8	56.9	36.8
Nottinghamshire	14.9	43.8	12.4
England Average	23.5	45.7	13.1

* Due to the small size of cohort, data for Looked After Children is not available

Attainment at 19

Attainment at 19 of full level 2 is improving but is below the regional and national averages (71% and 74% respectively)⁴. The national target is for 82% of young people to achieve level 2 by the age of 19 by 2010–11. There are notable variations between districts with 56% achieving this level in Bassetlaw compared to 78% in Rushcliffe.

Attainment at 19 of full level 3 fell slightly between 2005–06 and 2006–07, from 39.6% to 39.4%, and is significantly below the regional (44%) and national (48%) average⁵. The national target is for 54% of young people to achieve level 3 by the age of 19 by 2010–11. Ashfield district has the lowest level of young people at age 19 achieving level 3 whilst Rushcliffe has the highest proportion.

	Attainment at age 19 of full level 2	Attainment at age 19 of full level 3
Ashfield	57	28
Bassetlaw	56	33
Broxtowe	73	45
Gedling	66	41
Mansfield	71	37
Newark	68	42
Rushcliffe	78	52
Nottinghamshire	66.7%	39.4%
England Average	74%	48%

The Partnership is making limited progress in narrowing the gap when judged by the DCSF measures as part of the 14–19 Progress Check. The percentage of young people who were in receipt of FSM at academic age 15, who attained level 2 qualifications by the age of 19, has only risen by 1% between 2005/06 and 2006/07 (RAG rated Red by the Government Office). At 41% it is below the performance of its statistical neighbours. However the gap in attainment of level 3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not, has decreased by over 3% during the same period (RAG rated Amber/Green).

⁴ source: DCSF matched administrative dataset 2006/07 (publication of 2007-08 expected April 2009)

⁵ source: DCSF matched administrative dataset 2006/07 (publication of 2007-08 expected April 2009)

Participation

The 14–19 cohort size had been increasing in Nottinghamshire, but began to decline in 2008/09. A 9% fall across the County is predicted to 2014⁶. Participation in education of 16 to 18 year olds has risen steadily year on year since 2004: 78% were in education and training in 2006–07 compared to the England average of 80%. The national target is 90% participation by 2015. There is an upward trend in participation of 17 year olds but it remains below the regional and national average, with a significant number dropping out of participation between the ages of 16 and 17.

There has been a reduction in young people not in education, employment or training (NEET) from 5.9% in 2006 to 4.5% in 2007/8 which is a lower percentage than the national average⁷. The targets for 08/09 and 09/10 are 4.4% and 4.3% respectively.

Progression to Higher Education

From 08/09 with a change in funding & monitoring arrangements the Aimhigher Nottinghamshire team and its steering group does not have to set and work to targets for the schools & learners it now funds in the most deprived areas of Nottinghamshire in terms of improved HE participation rates. However, if we look at the 40% most deprived areas of the county there has been a 29% increase in UCAS applications between 2001–2008 compared with a 5.5% increase in those from more affluent areas. In 2001 successful applicants from the 40% most deprived wards accounted for 29% of all UCAS applications, in 2008 this figure has risen to 33.6%. Area-based data is available that includes UCAS applications by area and schools will be encouraged to monitor & improve progression but this is not a requirement in terms of accessing the funding for support activities.

Deprivation

Latest data from the Index of Multiple Deprivation (2007) indicates that child poverty and deprivation is a significant issue, particularly in the districts in the north of the County. In addition there are also significant pockets of poverty at ward and district level across Nottinghamshire. Mansfield and Bassetlaw have the five most deprived wards in the county⁸.

⁶ source: Office of National Statistics

⁷ source: Connexions

⁸ For detailed analysis see Nottinghamshire Strategic Analysis, LSC 2008 & Individual District Profiles, LSC, 2008

Curriculum Pathways

The 14–19 entitlement for all young people will enable them to participate, achieve and progress on the following curriculum pathways:

- Apprenticeships – with an entitlement to a place by 2013 to all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14–16 year olds to the first 14 Diplomas and for 16–18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General qualifications e.g. GCSEs, A Levels and stand-alone vocational qualifications

Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them⁹.

Leitch Agenda

The Leitch Implementation Plan¹⁰ indicated that there would be a substantial increase in the number of apprenticeships. To support this intention the government anticipates that around 1 in 5 of all young people will be undertaking an apprenticeship within the next decade. By 2013 there will be an entitlement to an apprenticeship place for all young people suitably qualified: this will play a major part in the government's objective to raise the participation age.

Employment Trends

Historically, employment in the County has mirrored regional averages. In 2007–08 the level of economic inactivity was 19.6% and unemployment 5.2%. The largest number of employers was to be found in construction, retail, business services and public administration, with the greatest proportion of employees in production, health, retail, public administration and business services. 8% of employers in the County are in the production sector, employing 16% of the total employees. Traditionally, there has been a slightly higher proportion in the County employed in skilled trades and the professions than in the region as a whole.

However, the impact of the economic downturn is now beginning to manifest itself within the employment data. Previously, the demand for skills for the

⁹ Delivering 14-19 Reform: Next Steps, DCSF October 2008

¹⁰ World-class Skills: Implementing the Leitch Review of Skills in England, DIUS 2007

future was deemed to be highest within the health and social work, retail distribution, business services and education sectors. In recent months, while still relatively healthy, vacancies have dropped dramatically and particularly within the retail and business services sectors, alongside the construction sector. While unemployment is relatively low compared to the figures referenced above, it has experienced a sharp rise over the past year to January 2009 and the rate for Nottinghamshire is now proportionally higher than regional and national figures.

Over the past 12 months alone (January 08 – 09), unemployment has risen by around 58% in the County, rising particularly sharply since July 2008 from some 16,000 claimants to just short 23,500 in January 2009.

There are significant variations across the County: greater detail is available in the *Area Profiles for Nottinghamshire Local Authority Districts*¹¹ but a recent County Council Employment Bulletin¹² noted that unemployment had increased in all seven of the Local Authority Districts in the County between December 2008 and January 2009. The largest increases were in Newark & Sherwood, Broxtowe and Mansfield which experienced rates of change of 16.8%, 12.7% and 12.7% respectively. Looking over the course of the year as a whole to January 2009, unemployment has risen significantly within the wider travel-to-work areas of Newark, Retford and Mansfield by over 102.6%, 74.8% and 68% respectively.

Work undertaken by the County Council's Economic Regeneration service on behalf of partners in the context of the Nottinghamshire Local Area Agreement (LAA) illustrates that the overall employment rate across Nottinghamshire is set to drop significantly over forthcoming years. The best potential source of employment forecasts for sub-regional areas is a recent Local Government Association report¹³ which suggests a projected reduction in the number in employment in the wider Nottinghamshire economy of between 6% and 7%. These estimates were subject to adjustment to account for the release of further Treasury information¹⁴ to suggest a fall in the County's employment rate from just under 75% to around 68% to the period to March 2011.

¹¹ Area Profiles for each Nottinghamshire Local Authority District has been produced by the regional LSC research team and are available on the LSC web site

¹² Employment Bulletin EB2/09, Nottinghamshire County Council (January 2009)

¹³ From Recession to Recovery: the Local Dimension. Local Government Association (November 2008)

¹⁴ Forecasts for the UK Economy – A Comparison of Independent Forecasts. HM Treasury (November 2008)

The impact of the current recession upon employment opportunities will therefore be significant and may impact upon Nottinghamshire for some time to come.

Learning Environment

It is important that young people can experience a wide range of learning opportunities in high quality facilities. Investment in buildings and facilities therefore needs to be aligned with curriculum planning. It is recognised that the quality of buildings used for 14–19 education in Nottinghamshire is generally poor although there have been improvements in recent years such as at Ashfield School and Castle College.

There are two significant initiatives underway that will significantly improve the quality of the learning environment.

1. **Building Schools for the Future.** This national initiative to rebuild or refurbish schools will affect Nottinghamshire for the first time from 2011. Schools in Newark and Sherwood and Mansfield will be the first to benefit from this significant injection of finance. The initiative is far more than a building programme however; in seeking the funding Nottinghamshire County Council has had to demonstrate that this is an opportunity to improve quality, ensure access to all aspects of the 14–19 learning entitlement and, where appropriate, rationalise inefficient or inappropriate provision.
2. **LSC Capital Grants** are made to colleges and in some circumstances schools and privately owned training providers. All of the colleges in the county have plans to improve their estates through this mechanism and during the period covered by this plan we expect that a major development at West Nottinghamshire College will commence and all other colleges' bids will be progressed. We also anticipate that bids into related funds for schools and training providers will prove successful.

4. Delivery of the Plan

It is the responsibility of each member organisation to identify how they can contribute to the priorities and objectives in the 14–19 Plan and to participate in monitoring and reviewing the progress being made.

To facilitate this process, officers from the LSC and Local Authority, on behalf of the 14–19 Partnership, will work to co-ordinate the delivery of the plan. The Area Strategy Groups (ASGs) should become increasingly involved in identifying area-based targets, monitoring and reviewing delivery of the 14–19 Plan. The County 14–19 Curriculum and Finance Group will provide a forum for ASGs and other members of the partnership to report on activities being undertaken and the progress being made. The Curriculum and Finance group will report to the 14–19 Partnership on a termly basis.

Some of the objectives derive from national policy imperatives and targets, others will derive from regional or local initiatives. To this extent the 14–19 Plan will link to the plans of other stakeholder organisations, such as Connexions, NEBA, Aimhigher. The 14–19 Plan will link to other LSC and Local Authority plans, such as those designed to deliver the outcomes of Every Child Matters, the Local Area Agreement, Diploma implementation, the Annual Performance Assessment. Some of the outcomes and targets will be shared by one or more of these plans, particularly where they are taken from the National Indicator Set. Where this is the case, the Curriculum and Finance Group will seek to ensure that initiatives are co-ordinated and there is no unnecessary duplication of information gathering.

The plan will be used to guide the commissioning of 16–18 provision for 2009–10.

5. Priorities, Objectives & Key Actions

Priority 1: Improve levels of attainment at 16 including English and Maths at a rate faster than the national average

Priority 2: Improve levels of attainment at 19, both at levels 2 and 3.

Increase the percentage of young people in receipt of Free School Meals who achieve full level 2 or level 3 by age 19

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer
1. Increase the proportion of those achieving five GCSE grade A*-C or equivalent at age 16	i) Extend the number of wider qualifications offered by schools ii) Engage schools in Raising Achievement networks to share good practice.	LA % to increase at a faster rate than England average	Targets as agreed by SIPS, linked to levels of progress	LA
2. Increase the proportion of those achieving five GCSE grade A*-C including English and Maths at age 16	See (ii) above i) Engage schools in Study Plus for Maths and English ii) Engage all schools in Functional Skills developments iii) Implement National Challenge action plans as appropriate iv) Encourage schools to engage in STEMPOINT activity.	LA % to increase at faster rate than England average.	Target for 2009-10 55%	LA (CYPS and Communities)
3. Increase the proportion of learners attaining a full Level 2 by age 19 [NI 79]	LSC/LA dialogue with colleges, schools and other providers informed by district analysis to focus on curriculum provision and learner progression	DCSF analysis shows an increase for the LA greater than the national average.	<ul style="list-style-type: none"> Increase the percentage achievement from 67 to 78 by 2009-10 Each ASG to identify local contributory target 	LSC/LA ASGs
4. Increase the proportion of learners attaining a full Level 3 by age 19 [NI 80]	LSC/LA dialogue with colleges, schools and other providers informed by district analysis to focus on curriculum provision and learner progression	DCSF analysis shows an increase for the LA greater than the national average.	<ul style="list-style-type: none"> Increase the percentage achievement from 39.4 in 2006-7 to 47 in 2009-10 Each ASG to identify local contributory target 	LSC/LA ASGs
5. Narrow the inequality gap in achievement of full level 2 and full level 3 at 19 [NI 81 & 82] See also Priority 4	Formulate strategy for interventions/targeting of disadvantaged / vulnerable groups	i) Increase the % of those in receipt of FSM achieving a full level 2 by 19 ii) Increase the % of those in receipt of FSM achieving a full level 3 by 19	<ul style="list-style-type: none"> 51% of those in receipt of FSM to achieve full level 2 by 2009-10 (41% in 2006-07) 	LSC/LA/Connexions

Priority 3: Increase the number of Apprenticeship places and young people successfully completing an apprenticeship framework

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer
1. Increase the number of apprenticeship places available in Nottinghamshire compared to 2007-08	Commission additional provision through open & competitive tendering (OCT) & negotiation	To meet the regional target for growth in apprenticeship starts	Number of Apprenticeship places in Nottinghamshire increase by 5% compared to 2007-08	LSC/ National Apprenticeship Service

2. Increase the success rate for both apprenticeships and advanced apprenticeships from 62% in 2007-08	i) Implementation of Framework for Excellence. ii) Elimination of poor provision through Minimum Levels of Performance	Success rates for apprenticeships increase and the gap compared to the regional average is reduced	Success rate is 64% for 2009-10	LSC
3. Develop capacity within the county to increase the number of apprenticeships and vocational progression opportunities on a trajectory to deliver the ambitions set out in "World Class Skills"	i) Direct marketing to employers, young people and parents ii) Encourage LA and District Councils to be exemplar Apprenticeship employers iii) Ensure workforce development strategy contributes to the capacity to deliver	Sufficient capacity exists to deliver increased volume of high quality apprenticeships and the learner entitlement	Capacity exists for at least 20% of 16-18 year olds to start an apprenticeship by 2013, with an interim target of 18% by 2009-10	LSC/ National Apprenticeship Service

Priority 4: Increase the percentage of 14–19 year olds participating in Education, Employment and Training (EET)

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer
1. Increase the percentage of young people aged 16-18 who were previously School Action Plus in Year 11 in Education, Employment or Training (EET)	See also Priority 6 i) Identify cohort and track during KS4 providing additional targeted support including Positive Activities ii) Identify and address potential gaps in provision and ensure it is made available to target groups, especially leavers from the NLC	Cohort identified Positive Activities opportunities developed Gaps in provision identified New provision commissioned	Percentage in EET increases by 5% (from 70.4% in December 2008 to 73.9% by 31.12.08)	Connexions
2. Increase the percentage of 16 and 17 year olds remaining in learning through the September Guarantee and improved tracking	See also Priority 6 i) Improve the outcomes of the September guarantee especially for Year 12 groups ii) Review the follow up arrangements of Priority Group One young people entering EET after Year 11 iii) Undertake data analysis of premature leavers from full time education iv) Create and implement Post 16 Retention Improvement strategy ensuring all early leavers from post 16 learning are followed up and supported back into learning where appropriate	September Guarantee arrangements reviewed with partners MI in place to measure and track early leavers from post 16 learning Processes in place to follow up all early leavers from post 16 learning	Percentage of Year 12 young people on one year courses offered places in learning is increased by 5% (78.2% to 82.1%) Analysis of data is available by educational institution of early leavers from post 16 learning by December 09 Strategy written and agreed by December 09	LA/Connexions
3. Improve the early identification of those young people who are likely to enter NEET post 16	i) Develop and pilot a tool to identify young people pre 16 who are at risk of being NEET post 16 ii) Identify and track cohort ensuring sufficient support is in place to ensure successful transitions at 16	Number of schools involved in the pilot	Four schools from at least two ASGs are involved in using the tool developed Evaluation of the tool and its implementation completed by October 2010	Connexions
4. Reduce the number of 14-16 year olds persistently absent in order to reduce the potential NEET cohort	i) Share current area-based and school persistent absence levels, LA targets and strategies to address ii) Identify and track cohort ensuring sufficient support	Reduction in levels of absence from learning Cohort identified and partners identified	Numbers of 14-16 year olds who are persistently absent (PAs) are reduced by --- All individual school PA targets and LA target achieved	Connexions/ Improving Attendance Strategy Group

	is in place to ensure successful transitions at 16	through the LAs Improving Attendance Strategy		
--	--	---	--	--

Priority 5: Increase the capacity for Diploma delivery during the pilot years to ensure that by 2013 learners will be able to access the full Diploma range

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer
1. Establishment of LA Diploma workforce development strategy	i) Collate and synthesise district based CPD plans ii) Identify gaps/needs and plan local training to meet the entitlement	Established district-based CPD plans collated	Local training delivered to meet the Diploma entitlement	LA
2. Stepped implementation of Diploma lines in each district	i) Map Gateway success and potential district based interest in future Diploma piloting ii) Address gaps and duplication through Diploma Management Group	Gateway 3 success enables continued Diploma roll-out	Learners can access Diploma entitlement by 2013	LA
3. Achievement of a coherent cross-boundary planning approach	Exchange Diploma roll-out mapping with adjoining LAs through GOEM	Diploma roll-out mapping exchanged	Diplomas are planned with adjoining LAs and made accessible to Notts learners	LA
4. Identify gaps in facilities and resources to deliver the Diploma entitlement	LA and ASGs to seek funding opportunities	Funding opportunities sought and bids produced	Capital strategy in place 2010	LA/LSC and all ASGs

Priority 6: Increase post-16 progression opportunities for vulnerable young people

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer
1. Develop personalised post 16 progression pathways for learners who have been participating in the KS4EP	Establish a KS4EP/FLT development and progression group of schools and partners	Post 16 progression pathways drawing on developing FLT provision in place	2010 FLT entitlement met	LA/LSC
2. Linking with the 'Back on Track strategy' develop personalised progressions pathways for learners leaving the NLC at 16	14-19/EOTAS link to develop strategy and action plan	Coherent strategy developed	Range of appropriate personalised progression pathways in place	LA
3. Establish local area partnerships between mainstream and special schools to develop appropriate learning packages for pupils leaving Special Schools at both 16 and 18	i) Review current funding arrangements for special schools and colleges. ii) Develop accredited learning opportunities using developing FLT provision.	Funding arrangements improved Further local partnerships between mainstream and Special Schools established Joint planning and delivery	Appropriate learning packages funded for pupils 16-18 leaving Special Schools	LA/LSC
4. Increase the number of establishments offering pre and post 16 FLT opportunities	See action 1 Raise profile of FLT developments at 14-19 Partnership, ASG and other appropriate meetings.	Number of establishments offering pre and post 16 FLT opportunities increased	Range of personalised learning packages in place. NEET numbers reduced	LA/LSC
5. Increase opportunities for pre and post 16 providers to come together and plan FLT curriculum and progression opportunities	See action 1 Consider development of Level 1 YA framework	Number of apprenticeship style KS4 opportunities in place	Regional target for apprenticeship starts supported	LA/LSC

Priority 7: Improve employer engagement to ensure that planning, delivery and outcomes of applied qualifications are enhanced

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer
1. Introduce employer consultation and representation service	Ensure that employers are informed and consulted regarding implementation of the 14 – 19 Plan	Employer forums sign Service Level Agreement	6 targeted e-shots per year to reach 1000 SME employers through at least 4 different forums by July 2010	NEBA
2. Adopt the DCSF quality Standards for work experience in schools and other partner organisation	i) ASGs to access training offered by NEBA ii) NEBA to develop audit service to offer to schools	i) School staff familiar with DCSF quality standards ii) Schools audited against standards	i) All ASGs to have arranged training event By march 2010 ii) Audit service available from September 2009	ASG NEBA
3. Ensure that all staff involved in work-related or vocational provision, or providing IAG, have comprehensive and current understanding of the employment environment	Introduce a workforce development programme for all staff			
4. Closer collaboration between schools, colleges and independent providers in the planning and delivery of vocational provision	i) Collaborative employer engagement to be piloted by providers	i) Employer engagement effectiveness improved	i) Collaborative pilot to be running by September 2009 and extended to other providers by March 2010	NEBA
5. Develop a cohesive County-wide Employer Partnership Strategy	i)ASGs to adopt Employer Partnership Strategy developed from generic model ii) Ensure all consortia members collaborate in employer engagement for Diploma delivery.	Strategy in place	ASG adopts strategy by March 2010	LA/ASG / NEBA

Priority 8: Ensure that up-to-date and impartial IAG is available for all learners

Objective	Action	Success criteria	Outcome/target with timescale	Lead body or officer
1. All learners make positive progression at next transition point	<p>All learners have access to high quality independent information advice and guidance</p> <p>IAG programmes reflect the 14-19 curriculum requirements</p> <p>Introduce electronic online resources and incorporate these in the IAG curriculum for all schools</p>	<p>Connexions Partnership Agreement with all learning organisations</p> <p>IAG curricula are updated to include new post 14 and 16 options</p> <p>Audit all schools against the IAG Standards</p> <p>All schools commit to the Career Mark Standard.</p> <p>Number of Connexions Centres and schools using the Virtual Connexions Library</p> <p>Number of schools implementing PPF</p> <p>Number of students using PPF</p> <p>Year 9 and 11 students are aware of and using mychoicenotts, sortitonline, vacanciesonline and other student support websites</p>	<p>EET targets met</p> <p>All schools have IAG programmes which are fit for purpose</p> <p>Schools compliant with IAG standards by Ofsted inspection</p> <p>Number of schools achieving Career Mark Standard.</p> <p>All Connexions Centres using VCL by March 2010</p> <p>15 schools using VCL by March 2010</p> <p>10 schools using PPF by March 2010</p> <p>500 students using PPF</p> <p>80% of each year group has used at least 1 of the named programmes.</p>	Connexions and ASGs
2. All staff involved in delivering IAG are fully trained and competent	<p>Agree and implement a competency framework for staff involved in IAG delivery</p> <p>Agree and implement an INSET programme for all staff involved in IAG delivery</p> <p>Agree and implement a performance management process for staff involved in IAG delivery.</p>	<p>Competency framework based on national requirements is established and agreed by Partnership</p> <p>There is an area wide training plan in place accepted by all participating organisations</p> <p>Monitoring and review processes created and implemented</p>	<p>Introduced in all schools and in Connexions</p> <p>Number of participants on training courses</p> <p>Course evaluation</p> <p>All IAG staff undertake performance management process during the year</p>	Connexions and ASGs
3. Inform parents/carers about the options choice decisions facing their children	Develop a co-ordinated multi agency strategy for engaging with parents carers in the option choice processes facing their children.	Create information suitable for parents/carers to help them understand the option processes their children will undertake	Develop and introduce a Parents website – 'parentpoint' – and promote to parents of all students	Connexions and ASGs

Objective	Action	Success criteria	Outcome/ target with timescale	Lead body or officer
			Produce and distribute parents information packs Produce and distribute parents options choice packs Individual consultations with parents Options events in all schools	
4. Recruit young people to Diplomas	Agree strategy for each Consortia based on common framework Implement Strategy	New Diploma starters are relevant for the course Diploma courses have viable numbers	September 2009	Connexions and ASGs

6. Information and analysis – Nottinghamshire

- Area Profiles for Nottinghamshire LA districts – LSC, 2008
- East Midlands Strategic Analysis 2008/09, LSC, October 2008
 - Part 1:14–19 Participation and Achievement in the East Midlands
 - Part 3: Apprenticeships in the East Midlands
- 16–19 Data Pack – Nottinghamshire LSC, 2008
- Nottinghamshire Strategic Analysis, LSC, 2007
- Analysis of the Consultation Responses from County schools, colleges and other organisations

7. List of relevant publications

The following publications provide information about the Government's 14–19 reform agenda and 14–19 Partnerships

1. *Delivering 14–19 Reform: Next Steps, DCSF, October 2008*
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00805-2008>
2. *Raising Expectations: Enabling the System to Deliver, DCSF, March 2008*
<http://www.dcsf.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20pdf.pdf>
3. *From Here to Entitlement: A self-Assessment Toolkit for 14–19 Partnerships, LSC, August 2008*
<http://readingroom.lsc.gov.uk/lsc/National/nat-partnershiptoolkit-jul08.doc>
4. *World-class Apprenticeships: Unlocking Talent, Building Skills for All, DIUS/DCSF, 2008 (the Government's strategy for the future of Apprenticeships in England)*
http://www.dius.gov.uk/publications/world_class_apprenticeships.pdf
5. *LSC Grant Letter for 2009–10, DIUS, DCSF, November 2008*
<http://www.dius.gov.uk/publications/documents/Further%20Education/FE%20Strategy-reports/LSC%20GRANT%20LETTER%20FINAL%2018%20NOV.pdf>
6. *Statement of Priorities, LSC, November 2008*
<http://www.lsc.gov.uk/aboutus/lscstrategy/statementofpriorities/>
7. *By Accident or Design: Is our System of Post-16 Provision Fit for Purpose? CfBT, June 2008*
<http://www.cfbt.com/evidenceforeducation/pdf/By%20Accident%20or%20Design%20-%20FINAL%20v2.pdf>
8. *Implementation of 14–19 Reforms: an evaluation of progress Ofsted, September 2008*
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Implementation-of-14-19-reforms-an-evaluation-of-progress>
9. *World Class Skills: Implementing the Leitch Review of Skills in England, DIUS, July 2007*
<http://www.dcsf.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf>

8. Glossary

ASG	Area Strategy Group
CNX	Connexions
CPD	Continual Professional Development
EAL	English as an additional Language
EET	Education, Employment and Training
EOTAS	Education other than at School
FLT	Foundation Learning Tier
FSM	Free School Meals
GOEM	Government Office for the East midlands
IAG	Information, Advice and Guidance
KS4	Key Stage 4
KS4 EP	Key Stage 4 Engagement Programme
LA	Local Authority
LAC	Looked After Children
LSC	Learning and Skills Council
MoG	Machinery of Government Changes
MI	Management Information
NEBA	Nottinghamshire Education Business Alliance
NEET	Not in Education, Employment and Training
NI	National Indicator
NLC	Nottinghamshire Learning Centre
OCT	Open and Competitive Tendering
PA	Persistent Absentee
PPF	Passportfolio (e individual learning portfolio)
PSA	Public Service Agreement
SIP	School Improvement Partner
SME	Small Medium Enterprise
STEMPOINT	Science Technology Maths Engineering (raising profile of)
VCL	Virtual Connexions library
YA	Young Apprenticeship