Isle of Wight

14-19 Post Area Inspection

Action Plan

ISLE OF WIGHT 14-19 AREA INSPECTION ACTION PLAN

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Acknowledgements

The Isle of Wight

14-19 Post Area Inspection Action Plan

Following the area inspection of the Isle of Wight, which took place in October and November 2003, strategic partners and providers have continued their work together to strengthen and improve the provision of education and training for young people aged 14-19 on the Island. This post-inspection action plan has been drawn up in consultation with all key partners, and in the context of a major review of all education on the Isle of Wight.

The inspection team identified a set of significant strengths and weaknesses in education and training on the Isle of Wight. This action plan aims to address the key weaknesses. A further plan will be produced to take forward the consolidation of the strengths identified by inspectors.

The key features underpinning the action plan for 14-19 education and training on the Isle of Wight are:

- The establishment of a robust management structure across the area to take forward the actions in this action plan
- A vision that puts the learner at the centre of all developments
- Clear principles upon which to base the actions
- A strengthened commitment to raising learners' achievement levels and aspirations
- Increased collaboration and sharing of good practice to improve the standard of teaching and learning especially at KS4
- A commitment to establish a learner entitlement

This action plan has been produced over the period since the inspection by a range of contributors involved in education and training on the island. A small team has brought the contributions together, and has sought confirmation from partners of their commitment to taking the plan forward. The plan is focused on the needs of the learners on the island.

It is intended to foster increased positive collaboration to broaden the curriculum offer, raise standards, and encourage learners to reach their full potential.

INTRODUCTION

A The Context

(i) The Isle of Wight is a largely rural area, over 50% of which is classified as being of outstanding natural beauty. The majority of enterprise is in agriculture and horticulture.

(ii) Almost 97% 0f the population of 133,000, are white British. Nearly 50% are aged over 45, and 25% of residents are over retirement age. Only 56.6% of residents aged 16 to 74 are employed compared with 60.6% nationally. (Census 2001) Crown copyright). There are currently 1577 sixteen year olds in education and training. (IoW School Org. Plan July 2003).

(iii) The Island is economically more deprived overall than its mainland neighbours. Geographical isolation and lengthy commuting times have a continuing impact on socio-economic development and access to education and training on the Island.

(iv) There are significant areas of multiple deprivation, mainly, though not exclusively, in Newport, Ryde and Ventnor. Fifteen of the 40 wards on the Island are in the most deprived 20% wards in England. More than 80% of school pupils reside in the most deprived wards. Over 17% receive free school meals compared with a national figure of under 16% (LEA data). More than 10% of the population are in receipt of benefits compared with 9% for England overall, and 6% for the South-East (ONS). The proportion of pupils with Statements of Special Educational Needs (SEN) is slightly higher than the national average at 3.1% (DfES data).

(v) Unemployment on the Island is higher than regional levels at 2.3% ((July 2003 claimant count). Much employment in areas such as tourism, agriculture and construction is seasonal and low-paid. Nearly 50% of the working population earn less than £10,500 per annum. Over 40% of employment is part-time compared with 27.5% nationally, and a high proportion of workers are self-employed. Whilst the Isle of Wight has a range of employers of all sizes the proportion of micro employers (employing 10 or fewer employees) is higher than the average for Hampshire and Isle of Wight whilst the proportion of larger employers (employing more than 10 employees) is smaller than the average for Hampshire and Isle of Wight. Manufacturing has declined but it still represents a major source of employment of the Island. The main areas for employment are public administration and tourism together representing over 50% of employment opportunities. Seasonal employment in tourism causes many young people to leave education and training before completing their studies.

(vi) The Island has been working to diversify the local economy and has attracted substantial investment in business in composites (the SEEDA Enterprise Hub based at 'The Innovation Centre'), and advanced materials. The expansion of aerospace, electronic engineering, wind

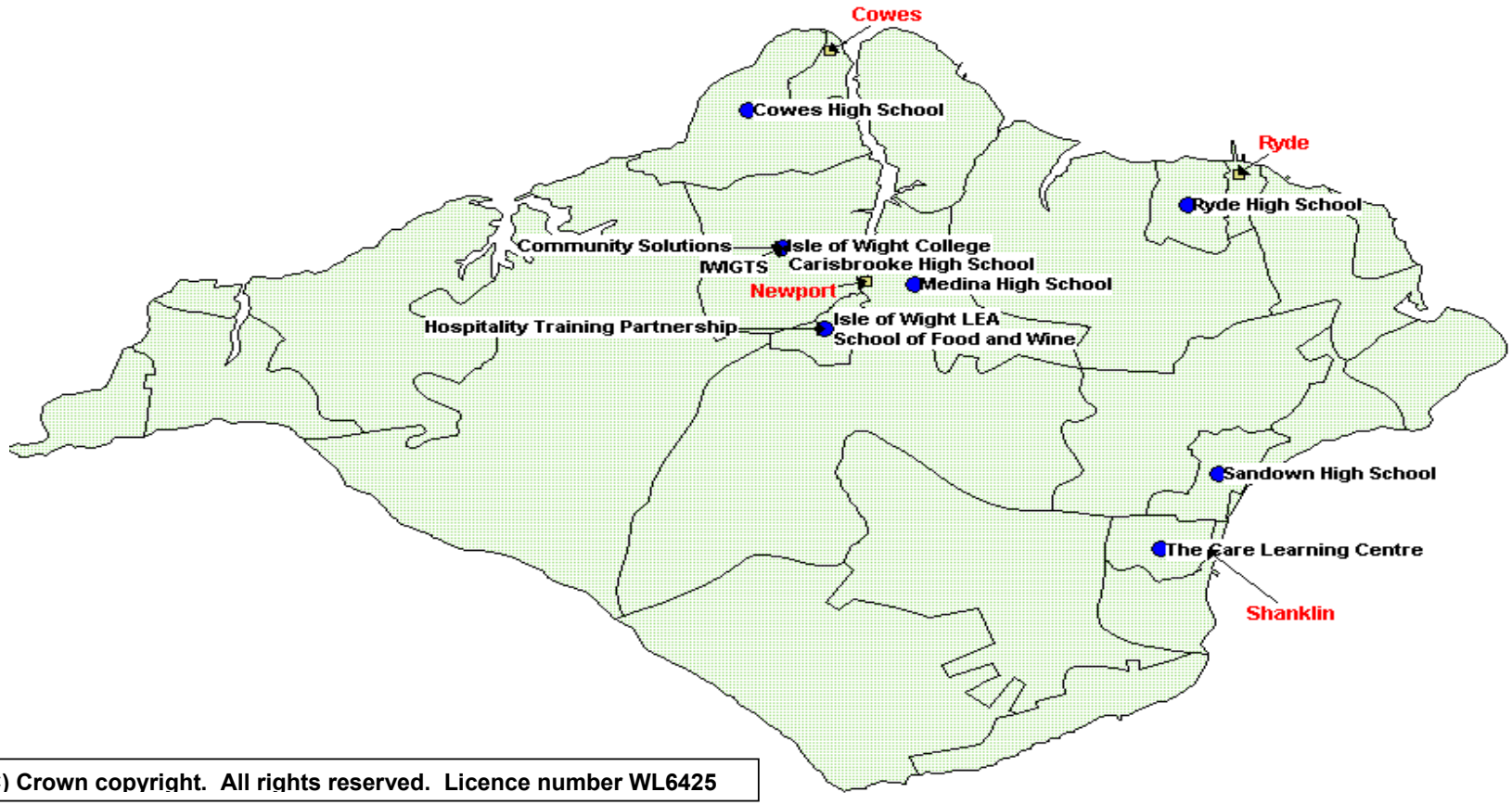
energy, IT & communications, and other low-impact technologies requires an input of qualified personnel, and is critical to the Island's overall regeneration (IoW Partnership Regeneration Strategy 2001-2005). Funding from the Single Regeneration Budget of over £11 million has helped to finance projects worth almost £44 million up to August 2002. Further funding of £10 million from SEEDA will contribute to the anticipated £50 million Cowes Waterfront Regeneration project.

(vii) Participation rates in post-16 education and training on the Island are relatively high and have increased over the last 3 years. In total 88% of 16 year olds continue in education or training. However, achievement levels at 16 and 18 years are below national figures. Progression to higher education (HE) is slightly higher than the national average. Within this context, skills levels on the Island are generally low. Nearly a third of adults have no educational qualifications, and approximately 25% of the Island's residents have poor levels of numeracy and literacy (Basic Skills agency data). Many employers on the Island report difficulties in recruiting employees with professional, technical and managerial skills and qualifications.

(viii) School organisation on the Island is currently under review. There are 46 primary schools, 16 middle schools, and five high schools. All of the high schools have a sixth form, two have specialist status, and one is a designated teacher-training school. There are two LEA-maintained special schools and two pupil referral units. There are three independent schools and one non-maintained special school on the Island. Overall the high school population is relatively stable, at between 1500 and 1580 per year group, with small fluctuations. Two-thirds of year 11 pupils continuing education progressed to school sixth forms, the remainder transferring to the further education college or training providers. Only 45.2% of year 11 school pupils gain five or more GCSE A* to C passes compared with over 50% nationally. Achievement is generally below national figures for academic qualifications at level 3. However, achievements at level 2 and 3 for vocational qualifications are over 10 percentage points above national figures at 83% and 91% respectively.

(ix) The Isle of Wight College is a general further education college. It offers a broad-based curriculum including a wide range of HE provision to young people and adults. In 2002-3 the college provided education and training to over 900 full-time and 226 part-time students aged 16-18. Achievements are above national figures for vocational qualifications at all levels.

(x) The LLSC has contracts on the Island with 5 work-based learning providers on the Island, who provided training for about 780 young people in 2003, and has links with 3 on the mainland who provide training for a further 106 Island trainees in the same year. The main qualifications offered are Foundation and Advanced Modern Apprenticeships, NVQs and Entry to Employment (Life skills) programmes. Numbers of participants in work-based learning on the Island are declining.



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1B KEY PARTNERS

Planning and Funding partners

The statutory partners who plan and fund education and training on the Island are the Local Learning and Skills Council for Hampshire and the Isle of Wight (LLSC), the Isle of Wight Local Education Authority (LEA), and Connexions. The organisation of the schools is currently under review by the LEA with formal consultation by LEA and LSC planned for Autumn 2004. Funding for careers advice and guidance is provided by Connexions South Central.

Development Partners

Over the past two years, the LLSC has worked closely with the LEA, providers of education and training, and employers through the Tertiary Strategy Group (TSG) that was set up in 2002 to improve collaboration between Post-16 providers. Following the area inspection of the Isle of Wight the TSG will be wound up at a final meeting in June 2004, and a new strategic overview will be developed by the accountable bodies via the Isle of Wight 14–19 Executive Group comprising the Executive Director of the LLSC, the Director of Isle of Wight Children's Services and the Chief Executive of the local Connexions service, see Section 3. A 14-19 Operational Planning Group will be set up to co-ordinate and direct the work of 4 major working groups as described in Section 6 of this action plan. The role of 14-19 Co-ordinator has been introduced, jointly funded by the partners, will be key facilitating closer liaison and co-operation. The Local Strategic Partnership (LSP) has a clear view of the need to raise aspirations, improve achievement and widen participation in education and training. The overall community strategy for the Island is set out in the 'Island Futures Community Strategy' document. The Isle of Wight Learning Partnership is working with local employers to ensure that education and training provided on the Island is responsive to local needs.Island

Provider Partnerships

Closer partnerships between the high schools, the college of further education and work-based learning providers are contributing to a more consistent approach to data collection and analysis. This work is supported by the Data Sub-Group reporting to the Operational Planning Group. Additionally, there has been increased liaison between the high schools and the college to consider a common timetable enabling increased choice to all young people. Progression for young people with learning disabilities is enhanced by co-operative ventures between special schools, secondary schools and the college.

1C EXISTING STRENGTHS, WEAKNESSES AND GOOD PRACTICE

The area inspection of the Isle of Wight by OFSTED identified the following strengths in provision:

- a clear commitment on the part of the main stakeholders to increase levels of participation and achievement in education and training
- the successful introduction of a common timetable for some GCE AS subjects
- effective intervention strategies on the part of the local LSC resulting in improvements in the performance of some providers
- high levels of participation in post-16 learning
- successful strategies on the part of the Connexions service to reduce the number of unknown destinations and of young people not in education, employment or training
- significantly improved achievements at the FE college, now well above national benchmarks
- good and very good standards of teaching in school sixth forms and the college.

OFSTED identified the following significant weaknesses requiring urgent attention by the local LSC, LEA and partners:

- the absence of an explicit 14 to 19 strategy for education and training
- the lack of consideration about the appropriate balance of academic and vocational provision
- insufficient action by the LEA, school managers, elected members and governors to address unsatisfactory GCSE performance in schools
- some very small class sizes in school sixth forms
- insufficient co-ordination and promotion of work-related learning in schools
- the absence of sufficiently comprehensive information about the full range of post-16 learning opportunities
- too much teaching at Key Stage 4 which is only satisfactory.

Examples of good practice identified by partners in the Isle of Wight

- **Commitment to maintain and increase levels of participation and achievement 14 – 19:**

The **high schools** and the **college** are working together to raise participation and achievement levels by improving data to identify weak areas, and by sharing good practice in teaching and learning.

- **The development of innovative approaches to education and training:**

Increased learning pathways are being opened up to young people through the work of **The Increased Flexibility Partnership** (including all schools and the college). **The family learning service** is working to increase links between primary and 14 – 19 work to increase achievement levels. **The Connexions service** has introduced successful strategies to reduce numbers of unknown destinations for learners, numbers of young people not in education or training, and unemployment amongst young people.

- **A wide range of enrichment activities in the high schools:**

Activities such as:

Model United Nations General Assembly (MUNGA) – giving learners the opportunity to consider world problems through simulation
Young Chamber of Commerce – shadows the IoW Chamber of Commerce and provides excellent links with business and work-based learning
Wight 2B Heard – providing a forum for discussion about island concerns for young people
There are many more examples.

- **The establishment of two Centres of Vocational Excellence (CoVEs) on the Island:**

The island now has **two CoVEs**, in catering and in residential and domiciliary care. The catering CoVE is a collaborative involving the Isle of Wight College, and led by the Hospitality and Training Partnership (HTP); the care CoVE is a partnership between the college and The Care Learning Centre.

- **The Isle of Wight Employer Learning Hub:**

The Employer Learning Hub has concentrated its development initiatives on two major areas of learning; composites and health and social care. It works closely with the Isle of Wight Learning Partnership. The two chosen areas are essential to the island as they offer employment in non-seasonal employment, and are growing sectors of employment.

- **Work with pregnant teenage mothers:**

The partnership working between the Learning and Skills Council, HTP and Connexions continues to support young parents on the Isle of Wight. HTP deliver a Young Mums to Be programme using Work Based Learning funding. This programme is currently under development and will include changes that support the engagement of Young Fathers. **Care to Learn** provides financial assistance for childcare. Since August 2003 the programme has helped 37 young women and supported 6 returners with their babies.

1D PROGRESS SINCE THE INSPECTION

Use of intensive research to determine the reasons poor retention of 16-19 learners at level 3

This research has been used to identify strategies to tackle poor retention through improved monitoring of learners' progress and strengthened tutorial provision in the college.

Sharing of good practice

Following the successful OFSTED inspection, the college is involved in sharing of good practice in teaching and learning, management and guidance with providers on the island, and colleges further afield. This work is supported by the LSC.

Curriculum Mapping

A comprehensive curriculum mapping exercise has clarified progression routes for young people from year 10 to year 13. It identifies opportunities in the high schools, the college, and with work-based learning providers. The curriculum map is currently being updated.

Improved transport facilities to enable learners to access provision

Support from the LSC has provided additional transport to enable learners to access a wider range of venues.

Some improved specialist facilities available to learners

The college is undertaking a substantial development programme to provide new facilities for art and design, media and flexible learning. Increased use of specialist facilities on the island, such as Quay Arts has widened the range of specialist skills that can be taught.

Increased collaboration between providers

An increased range of options now available to all 14-19 learners on the island, covering over 20 GCE A2/AS subjects and 10 vocational courses, being offered through common timetable slots in the high schools and the college.

Improved quality assurance

The high schools now have a more consistent approach to quality assurance, which encompasses many of the features of the college system, such as learner satisfaction surveys and observation of teaching and learning. The high schools are piloting on-line satisfaction surveys for more immediate feedback.

2. VISION STATEMENT AND STRATEGIC OBJECTIVES

THE VISION

Our vision is to raise the aspirations, achievements and progression of 14-19 year olds on the Isle of Wight to further learning and/or work.

By 2010 we will have maintained or increased levels of participation, retention and attainment across the 14-19 phase to above, or equivalent to, national averages, meeting the diverse needs of all learners through the delivery of a high quality and coherent education and training system.

The proposed learner entitlement will guarantee that learning is:

- **Responsive and flexible;**
- **Inclusive and provides equal opportunities for all learners;**
- **Matched to individual need;**
- **Supported by excellent teaching, learning environments and guidance; and**
- **Effectively monitored and evaluated.**

The three compelling imperatives arising from the area inspection are:

- **To raise standards and improve the quality of teaching and learning at Key Stage 4**
- **To safeguard the long term-viability of the full range of post-16 options by reducing current over-capacity during the review of school organisation**
- **To develop and implement for all 14 – 19 year-olds an entitlement to an appropriate choice of curriculum options, information, advice and guidance**

In presenting options for change and judging the most suitable one, the outcome of restructuring should meet the following key criteria:

Overall

- Achieves community support for the changes and falls within affordability criteria.

Pre-16

- Improves Level 2 equivalent and GCSE results
- Provides impartial and comprehensive information, advice and guidance, and

- Improved progression rates to post-16 education and training.

Post-16

- Delivers minimum class sizes that can deliver high quality learning
- Provides cost effective provision through efficient use of schools, college and WBL resources
- Ensures financial stability achieved through a good balance of supply and demand
- Implements a restructuring programme that is achievable within 5 years of the decision date given capital constraints
- Delivers a range of vocational provision that is suited to learner wishes and employer needs and reasonable travel distances for learners.

Key Themes & Strategic objectives

Theme 1: Strategy & Leadership

S1 To ensure effective strategic collaboration that improves the range, choice and quality of learning.

S2 To strengthen the strategic leadership of 14-19 education and training to raise standards and ensure cost-effective and sustainable provision across the Island.

Theme 2: Curriculum provision, access and guidance

S3 To provide a comprehensive and challenging curriculum that delivers education and training for all learners tailored to their individual needs and talents

S4 To provide high quality, comprehensive information, advice and guidance that encourages participation and progression for all learners.

Theme 3: Quality, Standards and Support

S5 To create a culture of continuous quality improvement across all providers that builds upon current good practice.

S6 To improve the monitoring of individual learners' progress, in order to ensure good retention, achievement and successful transition, particularly for vulnerable groups.

Proposed schedule of costs

Theme 1: **£275,000** to include using professional advisers (such as property and financial expertise) to facilitate a review and formal consultation on configurations to rationalise capacity and establish cost effective and sustainable provision

Theme 2: **£325,000** to include developing greater coherence in curriculum offer, and producing a more comprehensive directory of learning

Theme 3: **£100,000** to include measures to improve retention and achievement and to provide effective support for learners

Detailed schedule of costings to be discussed by the Executive Group at their June 2004 meeting.

3. LEADERSHIP AND MANAGEMENT

Structure

The management structure depicted in the structure diagram will provide the mechanism to address weaknesses identified in the area inspection report, particularly in relation to the need for an overall, transparent, focussed strategy for development and progression. A key focus will be the improvement of achievement levels at key stage 4 in the high schools. Care has been taken to involve partners and providers in decision-making and in the implementation of the PIAP.

The Executive group is a small group representing the most senior executive officers of each of the three statutory bodies accountable for the education and training provision, advice and guidance on the Isle of Wight. The Executive Group aims to facilitate the shared responsibilities while acknowledging the separate accountabilities of the principal planning and funding organisations. It will have strategic responsibility for planning, funding and investment, and will lead the development of further collaboration between partners and providers to secure adequate and sufficient provision and improved performance across the area. The Executive Group will take forward the vision as set out in Section 2 of this action plan. This group will oversee and direct the work of the Operational Planning Group. It will take advice from the Provider Implementation Group and the Local Learning Partnership. Through the Operational Planning Group, it will monitor the implementation of changes, and the progress of collaboration instigated by the Provider Implementation Group. Each member will be responsible to their own Council for the implementation of the actions described in this action plan, and for monitoring the effectiveness of the actions. The group will approve regular reports to the DfES on the progress of the action plan throughout the four years of its operation.

The Operational Planning Group will be responsible for planning and securing agreement for changes in the 14-19 infrastructure, and relevant resource issues. It will oversee actions relating to curriculum, quality & standards, and support & guidance. It will set up specialist task groups to tackle specific issues in the PIAP, and will monitor the progress of the actions taken. The operational management group will meet monthly, and will liaise closely with partners and other interested parties to ensure that the implementation of the action plan is responding successfully to local needs. A key task for this group will be to prepare and deliver half-termly briefings on progress for all partners and providers. The briefing events will provide a forum for discussion and the opportunity to modify or change actions if there is a perceived need.

The Provider Implementation Group consists of providers and partners in education and training across the Isle of Wight. It will report to the Operational Planning Group, and will be responsible for discussing, planning and implementing changes in response to the PIAP.

The Local Learning Partnership, which will include representatives from the local community as well as providers, will provide advice to the Executive Group, the Operational Planning Group and the Provider Implementation Group to ensure that actions and progress respond to local needs.

How will the PIAP be reviewed and monitored?

In addition to the ongoing strategic planning remit of the Executive Group and related groups, the above structure will be used to review and monitor progress of implementation of the PIAP.

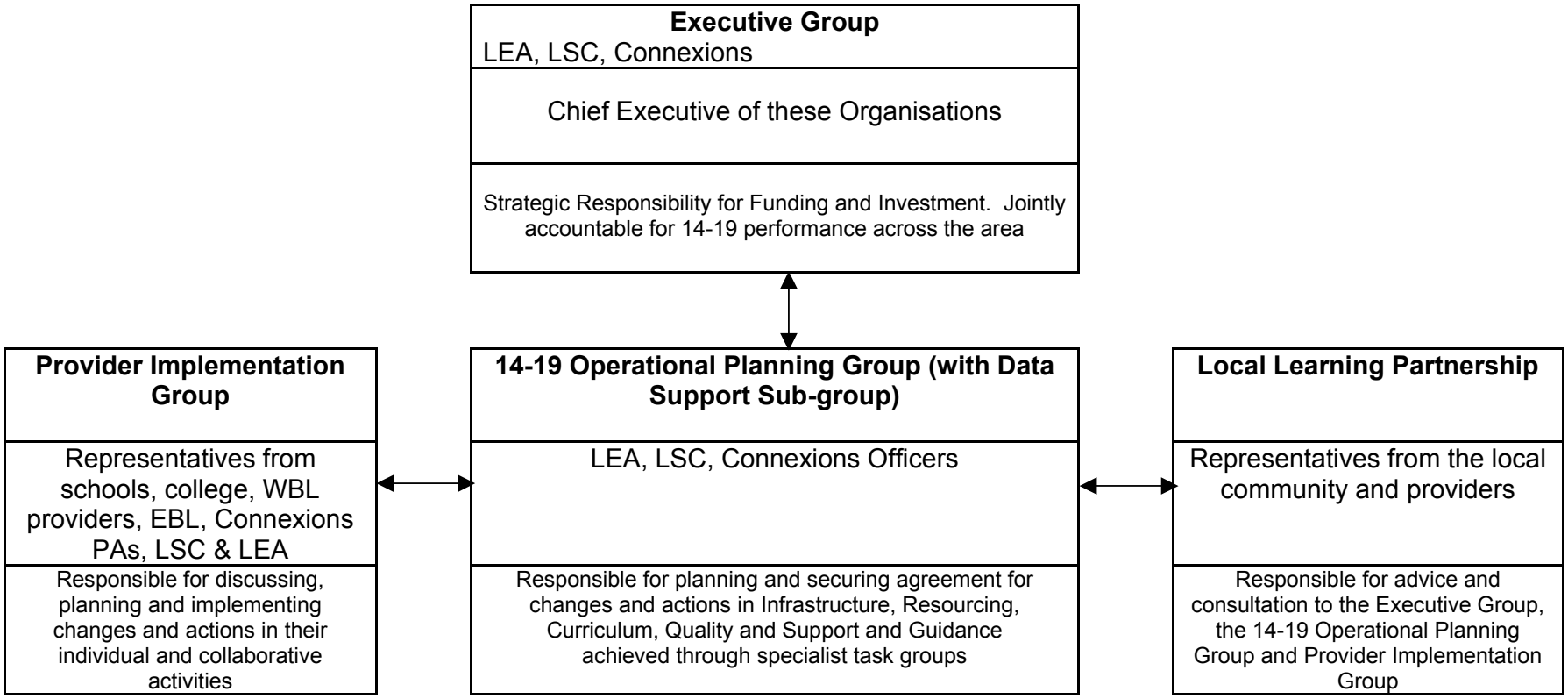
The specialist task groups and the Provider Implementation Group will report regularly, at least bi-monthly to the Operational Planning Group on progress against planned actions for the four years of the PIAP. The Operational Planning Group will prepare reports for the Executive Group half-termly, and will facilitate half-termly briefing meetings for partners and providers on the Island.

Comments and suggestions from providers and partners will be incorporated in modifications to the plan and will be shared with the Executive Group and the DfES as appropriate.

The Executive group will prepare and approve termly reports for the LSC Council, the LEA and the Connexions Council. It will also provide detailed reports to the DfES formally each term, and more frequently if progress is faster or slower than anticipated.

It is expected that the plan will run for four years initially. The Executive Group will consider the length of the plan in response to progress against planned actions. The targets set in section 6 will be monitored termly by the Executive Group

Draft terms of reference for each group are in Section 10.



The Executive group should meet on 24 June 2004 to finally agree the roles and membership of the working groups and set appropriate terms of reference for all groups.

A meetings' schedule for the working groups will be drawn up by the area manager LLSC in order to avoid overlap and to ensure timely reporting.

Group	Reporting to	Membership	Role	Meetings
LEA, LSC, Connexions Executive Group	IOW Council LLSC Council Connexions Board DfES	• Director of IOW Children's Services. • Executive Director LLSC • Chief Executive Connexions • Rotating chair	• To take strategic responsibility for funding, investment and achievement 14-19 • To agree objectives and SMART targets for 14-19 • To oversee and direct the progress of the 14-19 strategy and the implementation of the Post Inspection Action plan (PIAP) • To receive reports on progress against targets from the 14-19 Operational Planning Group • To approve and be responsible for monitoring the progress reports on the PIAP for the DfES and respective councils	Quarterly, with additional meetings as required.
14-19 Operational Planning Group	LEA, LSC, Connexions Executive Group	• Officers from LSC (2) • Officers from LEA (2) • 14-19 Co-ordinator • CHAIR: LSC **Membership numbers to be decided by Executive Group** Sub-group: data support	• To plan and ensure implementation of the PIAP • To monitor progress of the PIAP • To receive appropriate advice and guidance on action from partners and other interested parties. • To address and monitor the actions relating to quality and standards, curriculum, support and guidance • To appoint specialist task groups as required for individual projects • To prepare and deliver half termly briefings on progress for all partners and providers	Monthly (Location to be agreed – need to use premises of different partners if possible for maximum impact and image)
Data support sub-group	14-19 Operational Planning Group	• LLSC Information & Evaluation Manager • 1 member nominated by LEA • 1 member nominated by Connexions • Additional members to be co-opted as required	• To provide accurate and timely data for the working groups and Executive Group • To review Management Information and value added data collection and presentation to ensure consistency	Formally half termly, additionally as required

Group	Reporting to	Membership	Role	Meetings
Provider Implementation Group	14-19 Operational Planning Group	• Schools, the college, WBL providers, EBL, Connexions Pas, LSC and LEA	• To provide a forum for the discussion of issues relevant to education and training in the IoW • To plan and implement agreed changes in the PIAP • To promote and establish increased collaboration in education and training in the IoW	Formally half termly, additionally as required
Local learning partnership	14-19 Operational Planning Group	• Representatives from the local community and providers **Actual numbers and membership to be agreed by the Executive Group**	• To provide advice and guidance to the Executive Group, the Operational Panning Group and the Provider Implementation Group	Formally half termly, additionally, as required

4. PRINCIPLES

The following principles will underpin the 14-19 education and training strategy:

I. The needs of all learners will drive the planning and delivery of provision and will be at the centre of what we do.

II. The widest possible choice of learning pathways should be available.

III. There should be clear progression routes 14-19 and beyond to encourage lifelong learning.

IV. Learning environments should be accessible and inclusive and should offer appropriate support to learners to help them succeed.

V. High quality teaching and learning is critical to raising aspirations and challenging individuals to reach their full potential.

VI. Key funding and planning agencies, schools, the college and work-based learning providers need to be supported by effective collaboration led by the Executive Group.

VII. Parity of esteem between general and vocational courses should be encouraged.

VIII. A commitment to providing impartial information, advice and guidance, which is tailored to meet the needs of individual learners.

IX. Partners will be committed to promoting equality of opportunity, listening to the views of learners, and eliminating barriers to learning.

These principles will be delivered through the Proposed Learner Entitlement

5. PROPOSED LEARNER ENTITLEMENT 2004 - 2010

The Learner Entitlement for the Isle of Wight will reflect closely the key messages of **14-19 Opportunities and Excellence. The Isle of Wight welcomes the Tomlinson review and its core principles of parity of esteem between vocational and occupational as well as academic pathways and enhanced flexibility for learners.**

In developing a learning entitlement our aim is to improve the quality of provision to give all young people an equal chance of success. We want each learner to have an experience of education or training that fosters their commitment to lifelong learning, raises aspirations, widens horizons, and enables them to fulfil their potential.

Effective implementation of the learner entitlement will support our vision through providing:

a. Access to flexible and responsive curriculum pathways

All young people will have access to a responsive curriculum that meets their needs by providing clear pathways and progression routes to further & higher education, training, and employment. The location, delivery mode and breadth of the provision will encourage participation by young people from all backgrounds, whatever their previous prior achievement.

b. Access to a high quality and inspiring learning environment that is fit for purpose

The responsive curriculum will enable young people to experience learning at all stages that raises their aspirations. Learners have a right to motivational teaching and well-structured learning in a state of the art environment where teachers and learners use technology and other resources effectively to promote learning. All providers will systematically gather and analyse information on learners' views of the quality and suitability of provision. Learners will be given feedback on the actions taken to respond to the issues raised.

c. Access to excellent information, advice, guidance and learning support

Learners and their families will receive comprehensive, good quality information that encourages progression. Learners are entitled to impartial advice and guidance including financial information, and constructive support and mentoring. All stakeholders will have a consistent approach to application and enrolment, offering the learner the widest possible choice of provision.

d. Effective monitoring and evaluation of learning and progress

Learners' progress will be carefully monitored through application, enrolment and induction, and throughout their studies. Learners will receive constructive feedback and ongoing support and guidance to help them to achieve and progress. Information will be shared with learners, their families and stakeholders as appropriate to encourage ambition, imagination, achievement and progression.

The learner entitlement will make sure that young people understand:

- **What they are entitled to**
- **What it means for them**
- **What they need to do as learners to make it work and**
- **What providers will do to help them**

6. TARGETS

6.1 To meet the objectives in this Action Plan the 14-19 Action Plan Implementation Group have agreed the following sets of targets for all stages of the 14-19 Strategy. The key targets are summarised in the table below. Target setting related to national performance tables has been kept at institutional and LEA level.

Target Setting Principles

6.2 The following principles were agreed to underpin all the target setting processes required by this plan. All learner individual development plans will have appropriate targets based on their individual needs.

- All targets to be confirmed as based on institutional targets as part of institutional self assessment and continuous improvement
- All targets are benchmarked at institutional and LEA/LSC level as appropriate
- All targets are subject to a review process in relation to value-added as appropriate data is available nationally or through the Strategic Area Review process.

Monitoring Strategy

6.3 When the 14-19 Action Plan is approved by the Minister the **Operational Planning Group** will work on behalf of the LLSC and the LEAs to:

- monitor progress in implementing the Action Plan and targets set
- oversee the compilation of termly reports to the national LSC and the DfES
- continuously evaluate the 14 –19 Strategy and link into the Strategic Area Review process on the Island
- advise the LSC and the LEA on further actions for 14 –19 development in the light of new legislation and other national opportunities and developments.

6.4 The Operational Planning Group will also establish/confirm a Data working group to:

- oversee the development of curriculum mapping leading to a draft curriculum entitlement
- review Management Information and value added data collection strategy
- produce value for money indicators.

	Academic Year	02/03	03/04	04/05	05/06	09/10
	Criteria	Baseline	Target	Target	Target	Target
	ACHIEVEMENT					
1.	% of pupils who are at Level 5 or above in English at Key Stage 3	**65.7**	**65****	**76****	**78****	
2.	% of pupils who are at Level 5 or above in Mathematics at Key Stage 3	**68.7**	**69****	**76****	**78****	
3.	% of pupils who are at Level 5 or above in Science at Key Stage 3	**70.1**	**66****	**72****	**74****	
4.	% of pupils who are at Level 5 or above in ICT at Key Stage 3	**72.2**	**69****	**75****	**78****	
5.	% to achieve 5A*-C GCSE or equivalent by age 16	**44.8%++**	**54%***	**55.3%****	**57.1%****	
6.	% to achieve 5A*-G GCSE or equivalent by age 16	**87.6%++**	**88%****	**89%****	**90%****	
7.	% of looked after children (LAC) achieving 3A*-G GCSE or equivalent by age 16					
8.	% achieving English GCSE A*-C by age 16	**50.5++**	**55**	**56**	**57**	
9.	% achieving Mathematics GCSE A*-C by age 16	**44++**	**50**	**51**	**52**	
10.	% achieving no passes by age 16	**6.1%++**	**5.5%****	**5%****	**4.5%****	
11.	% to achieve Level 2 by age 19	**74*****	**75**	**76**	**77**	
12.	% to achieve Level 3 by age 19	**51.4*****	**53**	**54**	**55**	
13.	Percentage of those on final year of level 3 qualification who progress to H.E. 18/19 Yr olds	**20.7%++**	**21.1%**	**22%**	**23%**	
14.	Completion rate of apprenticeship in WBL on the Island	**24.5%**	**29%+**	**33%+**	**37%+**	
15.	Completion rate of advanced apprenticeships in WBL on the Island	**28.5%**	**32%+**	**36%+**	**40%+**	
16.	Entry to Employment -leavers to further education, work based	**New programme.**	**44%+**	**50%+**	**55%+**	

	learning or a job, preferably with continued learning to Level 2	**No baseline available**				

	ACCESS & PARTICIPATION				
17.	Attendance targets at KS4		**94%**		
18.	% of 16 Year olds NEET^{+++}	**5.1%$^{+++}$**	**4.6%$^{+++}$**	**4.2%**	**4.0%**
19.	% of 17 Year olds NEET^{+++}	**7.8%$^{+++}$**	**5.6%$^{+++}$**	**5.0%**	**4.5%**
20.	% of 18 Year olds NEET^{+++} (AB)	**5.5%$^{+++}$**	**4.8%$^{+++}$**	**4.1%**	**4.0%**
21.	% of 16 year olds staying on in education or training	**88%$^{+++}$**	**89%**	**90%**	**91%**

Key
*= Educational Development Plan (Targets at 16)
**=Best value performance indicator
***= Labour Force Survey (Winter 2003/04) for England
+ = LLSC targets for the Isle of Wight
++=DfES data
+++=Connexions data [Percentage of NEET is calculated as follows: NEET/(Population-Unknowns)]

7. ACTION TABLES

STRATEGIC THEME: 1 - STRATEGY AND LEADERSHIP

Strategic objectives:

S1: To ensure effective strategic collaboration that improves the range, choice and quality of learning.
S2: To strengthen the strategic leadership of 14 – 19 education and training, to raise standards and to ensure cost-effective and sustainable provision across the Island.

SUCCESS CRITERIA:

- An explicit strategy for 14-19 education and training which is being implemented effectively (S1)
- Clear terms of reference for key groups (S1)
- Effective collaborative working between providers and partners (S1)
- Clearly agreed structure for school organisation on the Island (S1)
- Rationalisation of over-capacity at post-16 (S1)
- Raised learner awareness of their entitlement (S2)
- Improved teaching and learning (S2)
- Improved achievement levels at 14, 16 and 19 (S2)
- Provision which is responsive to learner needs (S1 & S2)
- Cost-effective provision (S2)

MONITORING REVIEW AND EVALUATION:

Operational Planning Group and Executive Group

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.1	**Develop an explicit 14-19 strategy based on learner entitlement, with clear criteria for success**	(a) LEA, LSC and Connexions to redefine decision making and consultation structure for 14-19 provision. • Map the key groups and partnerships and review their terms of reference/purpose/ accountability. • Agree a memorandum of understanding between LEA, LSC and Connexions. • Identify and set up appropriate service group, e.g. data, quality, curriculum, information and guidance with clear terms of remits and recruit accordingly.	June 2004 All key groups meeting by September 2004	Clear decision-making structure in place to take forward the action plan and to move the 14-19 agenda forward Clearer understanding on the part of key partners and providers on their roles and accountabilities	Executive Group	LLSC & LEA Councils and Connexions Board
		• Redefine/clarify 14-19 Co-ordinator role with structure.				

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.1		(b) Develop a Learner Entitlement that clarifies all providers' contribution to young people as the basis for 14-19 planning: • Establish principles to underpin curriculum planning and seek views from young people and employers. • Audit current curriculum and guidance provision and identify gaps. • Seek views of young people on strengths and weaknesses of current provision. • Seek views of employers on medium and longer-term occupational needs.	March 2005	Entitlement statement forms the basis for reviewing the effectiveness of the 14-19 strategy	LSC Planning Manager	Executive Group

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.1		• Run workshops/ conferences with stakeholders to produce an entitlement statement that will be expressed in terms of what young people can expect from providers in specific terms.		Precise details and minimum levels of delivery for learners agreed		

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.2	**Develop clear structures and lines of communication to implement and monitor the strategy and to ensure that it is widely disseminated.**	Ensure effective communication of the 14-19 strategy: • Produce accommodation plan. • Publish biennial newsletters/set up 14-19 pages on LSC, LEA and Connexions websites. • Organise an annual 14-19 conference for learners, parents, providers and stakeholders to share progress.	September 2004 Edition 1 December 2004 Edition 2 July 2005 April 2005	Learners, parents and stakeholders well informed about opportunities available	Director of Communications for LSC, LEA and Connexions	Executive Group

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.3	**Investigate alternative configurations to rationalise capacity and establish cost-effective and sustainable provision**	**Review KPMG and other options**				
		• LEA to establish school organisation task group.	January 2004	Mechanism for services and supporting the decision making process established		
		• Isle of Wight Council Executive to review KPMG options and consider outcomes of inspections to determine the scope and range of consultation process.	April 2004	Executive Committee decision on consultation		
		• LEA, LSC and Connexions to liase closely to ensure statutory requirements are understood and synchronized.	April 2004	All legal requirements are met		
		• LEA, LSC and Connexions to agree principles to underpin any model for 14-19 learning to deliver increased participation, achievement and broaden curriculum offer.	May 2004	Clear rationale agreed for a 14-19 Learner Entitlement.	Executive Group	LEA, LSC and Connexions Councils

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.3		• Task group to prepare and conduct formative consultation with stakeholders.	Awareness raising of consultation process completed – June 2004. Formative consultation completed – July 2004.	Report of findings prepared for Executive Committee	LEA	
		• LSC Council and Isle of Wight Council Executive Committee to consider findings of formative consultation to determine the preferred options to be presented as part of formal consultation. • Develop a specification for external consultants to provide an in-depth review of the preferred options.	October 2004	Isle of Wight and LLSC Council decision on preferred options made	LSC Council and Isle of Wight Council	
		• Task group to prepare and conduct formal consultation, using external consultants as appropriate.	Consultation completed – early Spring 2005	Report to Executive Committee.	LSC/LEA	
		• LSC Council and Isle of Wight Council Executive Committee to consider findings of the formal consultation process.	Implementation process commences	Isle of Wight Executive Committee decision on the way forward for Island schools.		

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.4	**The LEA and the LSC will work with institutions to raise standards, particularly at key stage 4**	(a) LEA/LSC will provide a range of performance data to institutions at key points within the academic year for target setting and monitoring purposes			Data Sub-Group via the OPG	
		• Review data available.	July 2004			
		• Work with providers to produce agreed and consistent data.	September 2004/August 2005			
		• Challenging targets set for individual institutions, cohorts and learners including value-added.		Performance of all students in line with national and statistical neighbours		
		• Establish systematic tracking of individual learners' progress.		Regular monitoring of learners' performance	Provider Implementation Group	
		(b) Pilot proven intervention strategy for study/revision support and motivation and roll-out across the Island	Pilot July 2004 Roll out September 2004	More confident learners with higher aspirations	LEA Senior Inspector	

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.4		(c) To improve the skills of teaching staff through well planned and implemented CPD and rigorous performance management. • Implementation of INSET programmes on aspects of teaching and learning (e.g. preferred learning styles) to meet identified needs • Improve the quality of monitoring of teaching and learning by middle managers through mentoring and coaching • Introduce internal moderation of the quality of teaching and learning • LEA will implement CPD the support development of key staff in schools	Produce baseline data July 2004, Review in July 2005	• More confident and effective teachers • Improved teaching and learning grades	Inspector 14-19 and Heads	

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.4		(d) Set targets for student attendance and raise profile through the awards system (e) LEA will implement CPD the support development of key staff in schools • Roll out a second phase of school self-evaluation training • Continuation of subjects leaders programme for high schools • Continuation of subject leaders programme • Implementation of work scrutiny and agreement trailing programme in clusters (f) LEA will provide additional support for vulnerable pupils and expand provision for them	April 2004-May 2005 April 2004-May 2005 June 2005 September 2004			

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.4		• WISE (Workshop in Support of Education) to move to new premises. Activities to be expanded to include 'Construction' and to be extended to Post-16		Record for contribution towards ASDAN, COMPACT Challenges and Duke of Edinburgh Award	WISE Manager and the teacher in charge Clatterford Tuition Centre	Senior Education Officer - Access and Inclusion
		• AQA Unit Awards programme to be implemented at WISE and the tuition centres	April 2004	More pupils who are academically less able, but skilful with their hands, will leave school with a 'record of their achievement'	Teacher in charge at Thompson House Tuition Centre	Senior Education Officer – Access and Inclusion
		• Review the team structure and purpose of behaviour support therapy and implement appropriate changes.		Impact on behaviour and attainment in Key Stage 4	Team Leader, Behaviour Support Service	Senior Education Officer – Access and Inclusion

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.5	**The LEA and LSC will ensure that outstanding performance is celebrated and that poor performance does not go unchallenged**	(a) LEA officers will assist LEA elected members to challenge the performance of the sector as a whole. • LEA to provide training and development days for elected members (b) Establishment of Task Groups to scrutinise specific aspects of school performance including attendance at Governors' meetings. Governing bodies and management boards will be supported to challenge under-performance in providers.	March 04	Quarterly reporting of performance to Council Executive • Effective challenge of performance by Governors working to common criteria	LEA Director LSC Quality & Standards Manager and Area manager	

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.5		• Agenda for Governance training will be rolled out to all schools		• Common set of benchmark data from LEA/LSC to enable governors to challenge the institution • Curriculum Review Board set up • Rigorous monitoring		LEA Council and OPG
		• The LEA and LSC will produce an annual report on 14-19 achievement in schools, the college and work-based learning providers, including analysis of value added scores and comparison with statistical neighbours	November 2004 and annually thereafter		Data Sub-Group	
		(c) The LEA and LSC will celebrate high performance/success against targets			14-19 Co-ordinator	14-19 Inspector
		• To produce an annual timetable to publicise good performance through local press, websites etc.	September 2004 and annually thereafter	Raised awareness of the achievements of all learners	Director of Comms LSC, LEA and Connexions	Executive Group
		• Extend annual awards evening to include Looked After Children	September 2004			

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.6	**The LEA, LSC and Connexions will produce and make available accurate and comprehensive data to support a range of functions**	Implementing the LEA/LLSC/Connexions Memorandum of Understanding with an initial focus on target setting	Agreement on the LEA/LSC memorandum covering Data transfer and Target setting October 2004	Targets set and information communicated to all stakeholders	LLSC Planning Manager	Annual reports to 14 –19 Executive Group
		• Set up a working group to define and agree data specification	July 2004		LSC Information Manager	Operational Planning Group
		• Assess providers' IT systems	March 2005	All providers have in place systems and procedures for producing, analysing and responding to data including equal opportunities, e.g. Disability and Ethnicity	Providers	Provider Implementation Group
		• Identify baseline EO data for the Island	March 2005		LSC Information Manager	
		• Agree EDIMS	June 2005		LEA/LSC and Providers	
		• Produce and monitor equal opportunities reports across the sector	July 2005		Providers	
		• Produce sufficiently detailed data to compare learners' grades with their previous performance	March 2005	Clear measures of performance for individual learners	Data Sub-Group	

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.7	**The LEA will improve its guidance and support to schools on equal opportunities including race equality plans**	LEA will audit school race equality schemes and provide guidance and models for race equality policies and monitoring (see LEA PIAP pages 26-28)	Autumn 2004	• Effective promotion of racial harmony and understanding • Implementation of quality monitoring and reporting of incidents (nil returns required)	Senior Inspector	LEA Select Committee

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.8	**LEA and LSC to conduct value for money analysis of sixth forms and college**	Engage an outside consultancy to independently evaluate value for money of Post-16 provision	Engage consultant July 2004 December 2004, Sustainable 'Value for Money' model working	Consultant report including models of analysis of value for money	LSC/LEA Senior Planning Officers	Executive Group

THEME 1: STRATEGY AND LEADERSHIP

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.9	**Audit resources across all providers and produce an Island resources strategy linked to the schools re-organisation plan**		December 2004	Clear resource strategy for the **Island**	LSC/LEA Senior Planning Officers	Costs to be included in the consultation process LEA and LSC Councils

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
1.10	**Reduce high levels of staff turnover and illness in the schools**	• LEA launched Healthy workforce strategy • Schools provided with training in implementation of strategy • All schools to attend stress management training as part of health and safety training programme and undertake stress audits • Termly analysis of staff absence by school and phase	April 03 December 2003 April 2005	Reduction in staff sickness by 5% per year Publication of analysis June 2004	LEA	Assistant Director Planning and Resources

STRATEGIC THEME: 2 – CURRICULUM PROVISION, ACCESS AND GUIDANCE

Strategic objectives:

S3: To provide a coherent and challenging curriculum that delivers education and training for all learners tailored to their individual needs and talents.
S4: To provide high quality, comprehensive information, advice and guidance that encourage participation and progression for all learners To develop high quality information that encourages access, participation and progression for all learners.

SUCCESS CRITERIA:

- Comprehensive analysis of provision on the Island (S3)
- Improved range of provision available flexibly across the area (S3)
- Increased collaboration between providers to widen choice (S3)
- Increased participation, attendance, retention and success rates (S4)
- Improved progression to higher education (S4)
- Common recruitment, advice and guidance systems (S4)
- Regular programme of recruitment/guidance/progression events (S4)

MONITORING REVIEW AND EVALUATION:

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.1	**Connexions to ensure that learners and their parents/carers/sponsors/ employers are fully informed about the range of future prospects and careers available to them via the various progression routes on offer**	(a) Agree and produce a directory of learning opportunities both pre-16 and post-16 that shows and explains the full curriculum offer, including work-based training provision.	June 2004	Comprehensive student/Parent Pamphlet explaining the learning opportunities and progression routes published.	Connexions (CXS) Marketing	Connexions Board
		• Audit the existing provision and pilot pamphlet	April 04	Spreadsheet of existing provision produced and pamphlet issued	CXS Marketing	
		• Disseminate information to all learners and other stakeholders	June 2004	Directory goes live "on line" . Year 11 student letter and contact flyer issued	CXS Marketing team and IOW CXS Manager	
		• Evaluate and review the directory of learning	October 2004	Updated directory produced annually	CXS Marketing team	

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.1		(b) Implement a common application process from age 16	May 2005	Clearing process to track all Yr 11 students	Working party – CXS, schools, college, WBL providers and LLSC	
		• Agree common advice & guidance timeline for all High Schools from Yr 9 onwards	October 2004	Annual time frame to allow all providers access to students from Yr 9 onwards		
		• Invite parents to Career target setting meetings with learners	October 2004	Increased parental attendance and understanding All learners and their parents/carers are fully informed about the range of learning opportunities****		
		(c) Organise an "All Age Learning & Guidance Event for both students and parents	October 2004	Event every two years – in intervening year, run careers fair and event for young people with special needs	IOW CXS Manager and the CXS Comms Team	

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.2	**Providers will consider ways of expanding opportunities for students to combine academic and vocational study post-16**	(a) The LEA and LSC will set up a representative working group to analyse the current curriculum offer and make recommendations for changes	June 2005 agree spec, July 2005 mapping complete	Gaps identified and addressed	Chair of the OPG	Executive Group
		(b) LSC to take results of skills audit and map against provision on the Island. Consult with stakeholders including Aim Higher				
		(c) School and College to build on 20% common timetable through collaboration		Wider range of opportunities		
		• Review collaboration to date	July 2004			
		• Expand on collaboration through the implementation of a common calendar schedule that considers timetabling, common specifications, funding and transport and by developing all Island and multi-lateral partnerships	October 2004	Improved cost effective choice for the student. Common planning schedule. Increase attendance, retention and achievement	14-19 Co-ordinator/ Heads/ Principal	
		(d) Pilot e-learning to meet the needs of vulnerable groups and to support the delivery of minority subjects and provide for enrichment and extension activities		Increase attendance, retention and achievement		

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and cost
2.2		• Set up demonstration of e-learning systems to Headteachers	June 2004			
		• Identify a pilot group of pupils in PRUs and in the high schools to take part in a yearly project	July 2004			
		• Secure funding commitment from stakeholders	July 2005			
		• Implement project and carry out evaluation	July 2005			
		• Expand the e-learning network and roll out to all schools	September 2005			
		(e) Analysis of EO data imbalances in participation. Take forward issues raised.	Jan 2005 agree spec, July 2005 report issued	Raised awareness of issues, improved access to provision	OPG	Executive Group

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.3	**The LEA & LSC will ensure that work-related learning activities are well co-ordinated**	Raise awareness of good practice and high quality approaches to work-related learning	July 2004	WRL conference organised and well-attended	14-19 Co-ordinator	OPG reporting to the Executive Group
		Build collaboration across the Island for work-related learning	December 2004	WRL Networks strengthened; collaborative projects identified	LEA 14-19 advisor	
		Introduce new activities and tools to support delivery and collaboration on work-related learning	March 2005	Proposals taken forward, which may include WRL toolkit, virtual learning project for Island, extension of Young Chamber scheme &/or other new developments.	Project leads e.g. EBP, high schools, Chamber etc.	
		Co-ordinate engagement with employers on WRL	December 2004	Mechanism for employer input agreed; S-Cool system piloted to integrate employer activity; vocational relevance of applied GCSEs and IF project enhanced.	EBP / Chamber LSC 14-19 Manager High schools Isle of Wight College	

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.3		Provide integrated facilities to enhance work-related learning and support personalised learning		14-16 base unit established at IOW college. Co-ordinator appointed to provide overview of IF and customised WRL programmes	Isle of Wight College	

THEME 2: CURRICULUM PROVISION, ACCESS AND GUIDANCE

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
2.4	**College to agree what further curriculum enrichment can be made available to college students**	Further introduce cross college enrichment activities to encourage development of life skills and knowledge (See college PIAP)	September 2004	Programme of enrichment activities published in Sept 04	College Principal	College PIAP monitored through Support for Students sub committee of Academic Board reporting to Academic Board (college)

STRATEGIC THEME: 3 - QUALITY, STANDARDS AND SUPPORT

Strategic objectives:

S5: To bring about a culture of continuous quality improvement across all providers that builds upon current good practice.
S6: To improve the monitoring of individual learners' progress, ensuring good retention, achievement and successful transition, particularly for vulnerable groups.

SUCCESS CRITERIA:

- Effective quality assurance systems for all providers (S5)
- Rigorous self-assessment undertaken by all providers (S5)
- Strong leadership and management demonstrating effective collaboration (S5)
- Consistent, timely and accurate data to support planning (S5)
- Involvement of learners in quality assurance procedures (S6)
- Improved tracking and monitoring of learners' progress (S6)
- Increased learner satisfaction levels with the provision (S6)
- Improved quality of teaching and learning (S6)
- Responsive tutorial support in place for all learners (S6)

MONITORING REVIEW AND EVALUATION:

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.1	**The LEA will identify and disseminate best practice and ensure that teaching methods and the curriculum appropriately meet the needs of learners in order to secure higher standards**	• See also (1.4) • Enable key middle managers to learn from leading edge schools/ Beacon colleges. • Establish subject network groups plus use local websites to disseminate good practice • LEA to identify leading departments within the schools and use as a centre for developing best practice across the Island • Support an increase in numbers of AST	Overall 2006 Throughout 2004/05 December 2004 September 2005	• Increase the participation levels on professional development programmes • Improved subject leadership performance in the LEA profile to in-line with statistical neighbours • Wider range of learning styles • Teaching and learning profile increased • Motivated staff • Learning conference with leading practitioners. ASTs to share good practice	LEA – Senior Inspector	OPG to monitor progress termly

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.2	**The LEA and LSC will work with all providers to ensure that robust quality assurance procedures are fully embedded and lead to improved standards**	(a) Analyse all inspection reports to identify good practice and weaknesses (b) Set up a system for sharing good practice for providers • Develop consistent methods of assessing performance including programme review process, self-assessment and the use of learners' views • Run support workshops for providers development QA • Provide 1:1 support for QA development for identified providers	October 2004 March 2005 Agreed by December 2004, implement in February 2005, reviewed in Summer 2005 December 2004 January-March 2005	All providers have effective quality assurance arrangements that ensure sustained and improved retention, achievement and progression of all learners	LSC Quality Improvement Manager and OPG	Executive Group

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.3	**Providers will raise retention, achievement and success levels to meet the targets in this action plan**	(a) Improve the quality of teaching and learning particularly at Key Stage 4 (see 1.4)			Schools	
		• Development of alternative curriculum opportunities (see 1.4)		See 1.4	See 1.4	
		(b) Provide support and monitoring for vulnerable groups	April-July 06		Service Manager joint commissioning Social Services	
		• Define those groups of children and young people deemed as vulnerable	Annually in August from August 2004	Improved learning opportunities and attainment outcomes		
		• Share data to facilitate joint target setting		Improved tracking systems	Senior Education Officer – Access and Inclusion	
		• Two full-time teachers will be employed by LACES (Looked After Education Service) for the academic year September 2004 – July 2005 to work with Key Stage 4 pupils to raise attainment	September 2004 – July 2005	Raised GCSE performance for LAC	Senior Education Officer SEN	

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.3		• Continued development for the re-integration and outreach support from the tuition centres to schools		Reduction in permanent exclusions	Teachers in charge of the tuition centres	
		(c) Isle of Wight College				
		• Carry out intensive research through tutorial records of reasons for student withdrawals	January 04	• Retention on Level 3 16-18 programmes will improve from 66% to 75% by July 2004 and reach at least the current national average of 77% by July 2005 • Success rates for Level 3 16-18 programmes will reach 64% against a national average of 60% by July 2004	College Quality Manager	• See reporting lines in IOW College PIAP • College committees and governors to receive termly progress reports
		• Continue monitoring retention rigorously and taking action through the QA system and take appropriate action	Termly			
		(d) Work with Aim Higher (Hampshire and Isle of Wight) to provide a range of aspiration raising activities and measures, to promote retention, achievement and progression to post compulsory education	Work plan by October 2004	Improved retention, achievement and progression to at least national averages.	14-19 Co-ordinator	

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.4	**LSC WBL team to work with providers on improving co-ordination of training, assessment of trainees.**	(a) Work with WBL providers and the college to improve the co-ordination of on and off the job training	January-July 2005	Greater synergy between on and off the job training reflected in learner and employer feedback and success and completion rates	LSC WBL Manager	OPG
		• Work within sectors to map the vocational requirements against the technical certificate	January-March 2005		Providers	
		• Work with providers and college to adjust curriculum accordingly	January-July 2005			
		(b) Benchmark current initial assessment processes	November 2004-January 2005	More holistic individual learning plans		
		• Work with 'Entry to WBL' group to implement generic baseline assessment	January-March 2005	Improvement in success and completion rates		
		• Work with Connexions and WBL providers to improve the sharing of learner information to inform the individual learning plan	January-July 2005			

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.5	**The LSC work based learning team, the LEA, schools and the college to ensure effective support for additional learning needs / literacy/numeracy for all learners.**	(a) Benchmark current Basic Skills capacity amongst WBL providers • Work with providers, college and the ESSU to develop literacy and numeracy capacity • Develop pathways between e2e and mainstream to allow literacy and numeracy to be addressed	April 2005 April-July 2005 September 2004		LSC WBL Manager	OPG
		(b) Provide additional consultancy support for Literacy and Numeracy within clusters in the high schools • Continued support for cluster writing projects • Pilot provision of an on-line support to learners	Started April 2004 September 2004	Improved literacy and numeracy levels leading to raised achievement	Senior Inspector	LEA/OPG
	LEA, schools and PRU will agree a protocol for support for the PRU by the high schools	(c) Establish protocols that ensure that schemes of work are provided by schools when pupils are referred to PRUs		Clear individual learning programmes for pupils in PRU	14-19 inspector	

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.6	**Improve monitoring of learners' progress**	(a)LEA, LSC, Connexions, and providers will work together to ensure that information on learners' progress is shared within and between institutions		Agreed approached to information sharing and effective system established	Director of Finance and Information, CXS	OPG
		• Guidance/support/ monitoring – set up a working group	Set up July 2004			
		• Establish information sharing system	Report October 2004			
		(b) LSC and WBL providers will address weaknesses in the monitoring of learners' progress during their programmes.	June-July 2005	Tracking system in place to monitor all learner progress	LSC WBL Manager	OPG
		• Work with providers to develop learner tracking systems				
		• Assess the quality and purpose of reviews undertaken	June-July 2005	Reviews provide added value to learning process resulting in improved learner achievement	Providers	

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.6		(c) Connexions, LSC and E2E providers will ensure that the progress of learners leaving the E2E programme is monitored. • Develop a system for monitoring e2e learners 6 and 12 months after leaving the programme. • Develop MI and reports to allow development of programme. • Establish a link with the Employer Liaison Team to follow up learners that enter jobs without continued learning.	September 2004 September 2004 September 2004	100% of e2e leavers are monitored up to 6 months after leaving programme 80% of e2e leavers are monitored up to 12 months after leaving programme Data gain informs development of e2e programme	LSC e2e Contract Manager Providers	OPG

THEME 3: QUALITY, STANDARDS AND SUPPORT

Action No	Actions to secure the objectives	Specific activities/ notes/refs to inspection findings	Timescale and milestones	Outcome/impact	Lead responsibility	Monitoring activity and costs
3.7	**Strengthen measures and improve attendance to reduce the level of unauthorized attendance**	(a) Use data systems to identify early non-attendance and target EWO staffing to follow up. • Purchase EMS attendance module and roll out to schools. • Analysis of data to maximise targeting of EWO staffing. • Set targets for attendance for schools and individual pupils. • Pilot new methods of contacting parents plus evaluation issues, e.g. use of mobile phone technologies (see LEA action plan page 43). (b) Raise profile of full attendance through implementation of rewards programme. • Roll out programmes to all schools. • Establish protocols and systems to implement fixed penalty notices.	June 2005 April 2004 September 2004 September 2004	Improved attendance levels in targeted areas to meet 95% or above attendance rate in KS4 Attendance meets targets set for 2004/05	LEA Access and Inclusion Manager	OPG

8. REFERENCES

a) Data is taken from:

- EDP 2004-2007
- Isle of Wight Council Best Value Performance Indicator Labour Force Survey (Winter 2003/04) for England
- DfES performance tables
- Connexions performance tables
- PLASC January 2004

b) The action plan will work within and has been informed by:

- Isle of Wight Ofsted Action Plan dated March 2004
- LLSC Annual Plan
- Connexions Plan
- KPMG report
- RCU report on 16-19 Motivation Perceived Impediments and the Influence of Transport dated 2002
- The Council's Corporate Strategy
- Local Strategic Plan (Island Futures)
- The Local Preventative Strategy
- The Education Directorate's Strategic Plan
- The EDP
- The Hampshire and Isle of Wight Strategic Area Review (to report in April 2005)

c) The action plan will, in turn, provide the context for review and development of specific LEA, LLSC and institution plans including:

- The EDP
- Inclusion Strategy
- School Improvement Plans
- SEN Development Plan
- Early Years and Childcare Development Plan
- Primary Strategy
- Key Stage 3 Strategy
- School Organisation Plan
- Individual LEA Service Plans
- Best Value Performance Plan
- Provider Development Plans

9. OTHER

The table below provides the cross-reference between the recommendations in the inspection report and the number of the action tables in Section 7.

INSPECTION REPORT RECOMMENDATIONS				
			PIAP Strategic Theme	PIAP Action Number
1		**The Strategy for 14-19 Education and Training**		
	a	The key partners should progress the development of an explicit 14 to 19 education and training strategy linked to an area curriculum plan and measurable success criteria.	S1 S2	1.1 1.2 1.3
	b	Key stakeholders should consider alternative configuration models in the event that collaboration does not succeed in rationalising overcapacity on the part of providers.	S1 S2	1.3
	c	The balance between academic and vocational provision should be more comprehensively analysed to meet both the needs of employers and the interests of learners	S3	2.2
2		**Leadership and Management**		
	d	The LEA should identify and disseminate best practice at Key Stage 4 and ensure that teaching methods and the curriculum appropriately meet the needs of all learners, in order to secure higher standards.	S2 S5	1.4 3.1
	e	Elected members and governors should challenge the performance of schools more closely in order to bring about improvement, particularly at Key Stage 4.	S2	1.5
	f	Value for money indicators should be developed to enable judgements to be made about the cost-effectiveness of provision within and between the different providers.	S2	1.8
3		**The curriculum and access to, and participation in, education and training**		
	g	The LEA and local LSC should continue to develop greater coherence in post-16 curriculum planning in order to minimise the incidence of small class sizes, widen choice and secure relevant progression opportunities.	S3	1.3b
	h	The college and the schools should continue to work together with a view to expanding opportunities to combine academic and vocational study.	S3	2.2
	i	Activities to support work-related learning at Key Stage 4 should be further developed, including better use of employers and other training providers to give information to students on different progression routes.	S3	2.3
4		**Guidance and support**		
	j	The key stakeholders should work together to develop a more comprehensive directory of learning opportunities for young people at 16 and beyond.	S4	2.1
	k	Providers of education and training should work together to ensure better sharing of information about individual learners both within and between different institutions.	S6	3.6
	l	Schools should ensure that, where applicable, the PRU is provided with relevant schemes of work for pupils in core subjects in order to inform its teaching and support programme.	S6	3.5c

			PIAP Strategic Theme	PIAP Action Number
5		**The quality of 14 to 19 education and training**		
	m	Schools should ensure that GCSE achievements improve to match at least the standards of the LEA's statistical neighbours.	S5	3.1 3.2 3.3
	n	The LEA should ensure that the achievements of vulnerable groups improve significantly from their current level.	S6	1.4 3.3 3.5
	o	Measures of GCE AS and A-level achievement, which compare students' grades with previous GCSE results, should be used more systematically with action taken to address under-performance.	S5	1.6 1.4 1.8

10. DRAFT TERMS OF REFERENCE

Terms of Reference - LEA, LSC, Connexions Executive Group

Overall Responsibility

As the three key funding partners, to be jointly responsible for the development and implementation of the 14-19 strategy which will deliver the vision and objectives in the PIAP.

Main Accountabilities

- To ensure the PIAP is implemented
- To report progress to relevant Councils and DfES
- To ensure the Operational Planning Group has sufficient resources, clear terms of reference and works efficiently in implementing the PIAP
- To ensure the structure which underpins the implementation of the PIAP continues to be appropriate and effective

Ways of Working

These will be formalised in a MOU between partners (to be agreed at the first formal meeting in June 2004). The MOU will include:

- Membership – as defined in the PIAP plus supporting staff representatives as necessary
- Decision-making – unanimous between the three chief executives
- Co-opted members – as agreed between members (on temporary or permanent basis) but without decision-making powers
- Chair – to rotate
- Frequency of meeting – quarterly
- Location – by agreement but at least two in three on the Island
- Quorum – all three chief executives (or their agreed alternates) only

Standing Agenda Items

- Report from Operational Planning Group on progress against plan (infrastructure re-organisation and operational performance)
- Judgement on progress and consequences
- Review of targets and objectives in plan
- Resources and budgets
- Communications with providers, Learning Partnership and other stakeholders
- Approval of reports to Councils and DfES
- Review of risks to successful implementation of PIAP

Standing Meeting Dates (date to be agreed in the following months)

24 June 2004, September 2004, December 2004, March 2005, June 2005, September 2005, December 2005.

Terms of Reference – 14-19 Operational Planning Group

Overall Responsibility

To be responsible to the LEA, LSC, Connexions Executive Group for the detailed planning and implementation of the PIAP, including infrastructure changes and operational improvements.

Main Accountabilities

- To implement the PIAP
- To report progress to the Executive Group
- To ensure the Provider Implementation Group operates effectively in implementing changes necessary to deliver the PIAP
- To ensure the advice and opinion of the Provider Implementation Group and the Local learning Partnership are taken into account where appropriate.

Ways of Working

These will be formalised in a MOU between partners (to be agreed at the first formal meeting in July 2004). The MOU will include:

- Membership – as defined in the PIAP (plus supporting staff representatives as necessary)
- Decision-making – unanimous between the three organisations. Hung decisions to be referred to the Executive Group.
- Co-opted members and specialist task group members – as agreed between permanent members but without decision-making powers
- Chair – LSC member
- Frequency of meeting – monthly
- Location – by agreement but all on the Island (unless force majeur)
- Quorum – all three organisations represented

Standing Agenda Items

- Review of progress against plan of implementation of PIAP
- Report to Executive Group
- Guidance from Executive Group
- Review of targets and objectives in plan
- Resources and budgets
- Communications with Provider Implementation Group and Local Learning Partnership
- Review of risks to successful implementation of PIAP
- Reports from specialist task groups, including Data Support Sub-group

Standing Meeting Dates - monthly

Terms of Reference – Isle of Wight Learning Partnership

Overall Responsibility

The Isle of Wight Learning Partnership needs to consolidate their unique position as an independent representative of the local community and to gain community awareness and ownership of the key issues and causes of underachievement in learning and skills.

Main Accountabilities

- To act as the 'learning arm' of the Local Strategic Partnership (LSP) and advise and co-ordinate the delivery of Theme 5 of the LSP
- To promote collaboration between providers, including promoting, facilitating and actively co-ordinating collaborative applications for funding
- To consult with, and respond on behalf of the community, on proposals made by the key planning and funding agencies involved in learning and skills
- To advise the key planning and funding agencies on what research and analytical work may need to be commissioned to understand the issues in the local area
- To engage the community through neighbourhood renewal and other regeneration partnership programmes, in working more effectively to overcome key issues and problems in learning and skills
- To identify learning and skills issues with proposals on how they could be overcome.

Ways of Working

This will be formalised in July 2004 when a new contract is agreed with the LLSC. This will need to include a statement of how the Learning Partnerships' existing sub-groups, partner and stakeholder groupings can continue to integrate with, and support the work of the Executive Group. The 'ways of working' is likely to include:

- Membership and supporting staff
- Chair and Vice Chair selection and nomination
- Co-opted members – as agreed between members (on temporary or permanent basis) but without decision-making powers
- Frequency of meetings.

Standing Agenda Items

Again, this will be influenced by the new contract with the LLSC in July 2004. Standing agenda items are likely to include:

- Report from the Chair
- Reports from relevant management and sub groups
- Review of objectives, milestones and targets
- Review of resources and budgets
- Approval of collaborative funding bids
- Consultation on emerging issues and proposals for action.

Standing Meeting Dates (to be agreed)

Terms of Reference – Provider Implementation Group

Overall Responsibility

To be responsible for planning and implementing the supply-side changes necessary to achieve the objectives in the PIAP. These may be individual provider changes, collective changes or collaborative ways of working together.

Main Accountabilities

- To plan the implementation of the PIAP across the network
- To report progress to the 14-19 Operational Planning Group
- To provide advice to the Executive Group and the 14-19 Operational Planning Group on detailed implementation
- To promote collaboration between providers across 14-19 phase

Ways of Working

The group comprises providers, led by the LEA and LSC, for the purpose of ensuring the objectives and targets within the PIAP are achieved. They meet to agree common cause and collaborative solutions.

- Membership – as defined in the PIAP
- Decision-making – through consensus, with disagreements referred to the 14-19 Operational Planning Group
- Co-opted members – as agreed between permanent members but without decision-making powers
- Chair – LSC and LEA members, rotating
- Frequency of meeting – every half term
- Location – by agreement but all on the Island (unless force majeur)
- Quorum – all organisations represented

Standing Agenda Items

- Review of progress against plan of implementation of PIAP
- Guidance and requirements from 14-19 Operational Planning Group
- Report to 14-19 Operational Planning Group
- Review of targets and objectives in plan
- Review of risks to successful implementation of PIAP

Standing Meeting Dates – half termly, to be agreed

ANNEX – List of those involved in producing the plan

To Do

ACKNOWLEDGEMENTS

To Do