

The Richmond 14-19 Partnership

16-19 Competition Submission for London Borough of Richmond upon Thames

December 2006

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Submission for the 16-19 Competition 2006

Introduction

The Richmond 14-19 Partnership is delighted to be in a position to respond to the requirements of the 16-19 Competition announced for Richmond upon Thames in August 2005 by the Learning and Skills Council. In meeting the requirements of the Competition, we are firmly committed to ensuring that all students within the Borough have access to a broad and fully inclusive learning experience and entitlement. We are committed to offering the very best opportunities for all our students at all levels and supporting them throughout the learning journey into adulthood. In doing so, the Partnership will embrace the key principles of the London Challenge entitlement and the Pan London offer, apply them to our local context and ensure that the strengths which currently exist are further developed for the benefit of all of our learners within the 14-19 age group.

We are confident that the key underpinning principles of the Partnership will lead to a cohesive and coherent curriculum offer which provides a widening choice of subjects, qualifications and institutions in line with the Competition, our own 14-19 strategy and the Learner Entitlement for Richmond (Appendix A). Within the Partnership, there will be a choice of high quality learning programmes and pathways at all levels which will serve to raise aspirations, support transition and progression into Further/Higher Education and employment, and be responsive to the local needs and priorities of Richmond. We are firmly committed to ensuring that the quality of teaching and learning across our partner institutions is the highest possible and that all students are supported through clear and impartial advice and guidance.

In achieving this, we are also very clear that within Richmond there needs to be:

- A wider curriculum offer which meets the needs of all students of all abilities and provides genuine pathways and choice from 14 onwards
- Continued and significant raising of Level 2 attainment at 16 in all schools
- Increased participation and engagement throughout the 14-19 spectrum at all levels
- Greater understanding and acceptance of the alternative pathways for students, within the new 14-19 arena, by parents and the wider community
- Much more proactive employer engagement with and between schools, College and training providers

We are confident that our proposal will meet all of these objectives and add significantly to the 14-19 opportunities available to all learners within Richmond, and welcome the opportunity provided by the Learning and Skills Council to address each aspect through the 16-19 Competition. The proposal is submitted with the full support of each Governing Body and the collective desire of the Headteachers and Principal to make a long-lasting difference to the life chances and opportunities of all learners within Richmond.

Executive Summary

In meeting the requirements of the Competition, the following key points summarise our intent to transform the pattern and delivery of 14-19 education for Richmond:

- The Richmond 14-19 Partnership consists of all Secondary and Special Schools and Richmond upon Thames College, is supported by Hawk Training and has access to a range of other providers, employers and agencies to support curriculum delivery.
- The Partnership has a Consortium structure which will accommodate the additional 430 places, maximise school, college and CoVE specialisms and expertise, and increase attainment at all levels leading to greater participation and retention of Richmond residents within the system
- The Partnership has indicated its readiness to deliver significant curriculum change across the 14-19 landscape, including full commitment to increase the number of pathways for students of all abilities, delivery of specialised diplomas and access to greater work-related opportunities, and genuine progression from 14 through to further and higher education, employment and training
- The necessary future plans, developments and outline structures to achieve the above change are now in place to meet the objectives of both the Competition and our 14-19 strategy
- The proposal indicates the links between the Competition requirements and how this will support much broader 14-19 developments in Richmond. Our partnership is fully inclusive and will meet the needs of students of all abilities and aptitudes from Entry Level to Level 3
- Our plans will both transform 14-19 provision for Richmond and also enhance the choice and diversity of provision for the surrounding areas. We are confident that our proposals do not have any significant impact on other providers and, as the full diploma programme unfolds, will offer significant additional choice and diversity not currently available within the local area.
- The Partnership will offer the cohesive and coherent solution sought by the LSC, involving all providers in an overarching framework of provision for Richmond. It places the learner at the heart of system, will deliver high quality outcomes, and provide the capacity for continued growth and development to meet future innovation and approaches.
- Finally, the Richmond 14-19 Partnership has the commitment and determination of all partners to succeed and transform the life chances for every learner we serve.

Meeting the Criteria

A. How will the proposal ensure effective collaboration with existing providers and complement existing provision as part of a locally coherent system?

- 1) Our proposal for the Competition is underpinned by a clear rationale for collaboration leading to greater opportunities and experiences for all learners at all levels within Richmond. Currently, the College provides for the vast majority of Post 16 provision and supports schools with specific provision around the Increased Flexibility Programme and VIP for 14-16 year olds. Schools offer a range of GCSE pathways, are increasing access to alternative pathways for students and are genuinely embracing the 14-19 agenda through new qualifications, the readiness to deliver specialised Diplomas and greater collaborative opportunities which now arise for all learners and providers. The commitment to work together to secure a much improved sustainable offer and experience for learners of all abilities is now firmly in place.

However, we are also very clear that the Competition is not about providing more of the same and recognise that our Partnership arrangements must be innovative, engage more learners, engage more employers, raise levels of participation and attainment and secure a much broader range of learning pathways for all our students. In meeting the challenge, we are proposing a strategy with two contiguous strands – initially meeting the needs of P16 students and also through developing a much firmer foundation for progression from 14 onwards.

The Richmond 14-19 strategy prioritises three main objectives which are now further underpinned by the Partnership arrangements. These are as follows:

- **To improve collective Leadership** throughout 14 -19 and link directly to the Children and Young People's Partnership.
- **To improve the Curriculum** through the development of a Richmond 14 -19 Curriculum Offer for all young people outlined through the 14-19 prospectus.
- **To improve Information, Advice, Guidance and Support** for young people making choices about their 14 -19 learning pathway, by implementing the September Guarantee, offering targeted support for the most vulnerable and through the strategic integration of all other support services.

Our 14-19 Partnership structure builds on these objectives by:

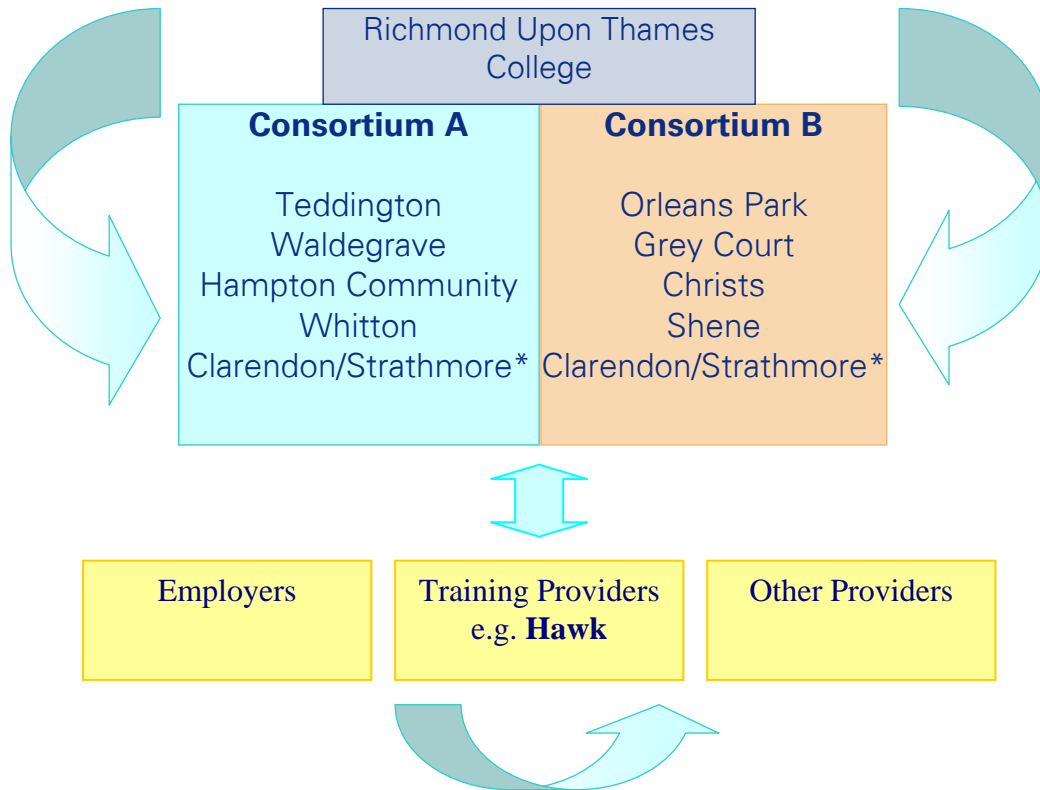
- Harnessing all providers in developing a coherent and cohesive learner offer which provides genuine continuity and progression

- Allowing all providers to take an active role in delivery across the 14-19 spectrum and strengthen the links between schools, the College and work based learning providers across Levels 1 - 3
- Seeking to retain more students within Richmond at Post 16 who would otherwise access provision outside the borough
- Supporting greater recruitment of Richmond residents into all secondary schools at 11
- Providing a much wider range of curriculum and institutional choice for students of all abilities and maximise resources and expertise which exists within each institution
- Allowing for a range of additional providers to support each of the specialised diploma lines for the benefit of learners of all abilities and aptitudes
- Allowing for joint teaching and development programmes for staff within each institution
- Maximising the BSF opportunity at one partner school in Richmond for the benefit of a much larger number of students
- Being more attractive in recruiting and retaining high quality staff, especially in key shortage subject areas.
- Ensuring that strategic priorities for the Local Authority and Learning and Skills Council are being better met by the full range of providers

2) The Partnership consists of two Consortia each of 4 secondary schools working in partnership with the two special schools (as part of the consortium groupings) and Richmond upon Thames College. Access and involvement of work-based learning partners, such as Hawk Training, is also facilitated through this partnership arrangement and will add significantly to the diversity of pathways available. Within each Consortium, there will be one nominated school which will become an 11-18 school and operate as the administration centre on behalf of the others. This is to ensure that:

- All schools can be fully involved in Post 16 delivery through joint arrangements within the Consortium and across the 14-19 partnership
- Post 16 education and recruitment is promoted through the Partnership and not through individual institutions
- Students can be registered within the school setting through the Consortium,
- A choice of institution and broader curriculum offer is available to all learners across the 14-19 spectrum with a particular focus on those learners of greatest need e.g. SEN and vulnerable students, Gifted and Talented students
- Schools can maximise their Specialist status in working with each other, the College and external training partners within the Partnership
- Specialised Diplomas can be fully facilitated and delivered across all 14-19 providers

Fig 1. The 14-19 Partnership – a coherent structure for Richmond



Both Clarendon and Strathmore Special Schools are included within Consortium arrangements but may serve across both depending on needs and demands. This will help to ensure that those students in greatest need are supported within partnership through the enhanced curriculum offer that the Competition will bring.

- 3) Each Consortium will be led by the respective Headteachers and relevant leadership team members, who will be responsible for the strategic leadership and direction of the Consortium. The team will deliver the day to day operational aspects of the consortium arrangements, be accountable for ensuring that students needs are fully met across each institution and for all quality assurance aspects.

Informal governance arrangements are through a Consortium Executive Group of Heads and Governors, from each school and representatives from the College, who will report back into each institution's governing body. The Executive has a role to oversee the operational plans of the Leadership Group, monitor performance, resources and quality against a range of agreed performance indicators, ensuring that the agreed systems and protocols for Richmond are being adhered to and supported. The College is represented on these groups for purposes of its experience and

expertise in P16 provision and to ensure continuity, progression and strategic coherence.

The Richmond 14-19 Partnership Executive will bring together the two Consortia and the College into a strategic partnership. It will consist of representative Heads, the Principal, Governors (from each Consortium and the College) and Lead LA Officers who will ensure that each Consortium, the College and other partners shape, drive and further develop the Borough's 14-19 strategy. This group will inform the developmental work currently being undertaken by the 14-19 Forum (wider stakeholder group including LSC, Connexions and WBL providers) and will, once established, review terms of reference for both groups, exploring the option of becoming one strategic 14-19 Executive.

- 4) As this level of collaboration builds on the current activity around 14-16, the above structure will help to support and strengthen partner involvement and ensure that the Partnership becomes future-proofed. The Partnership will continue to develop in this way, develop a broader and more relevant 14-19 offering for all students and create greater capacity for further improvement and increased delivery collectively.

As this is a Partnership-led proposal, there is no one lead organisation. The Headteachers and College Principal collectively lead the proposal with the full support of each Governing Body. The nominated lead contact is:

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B. Will there be an adverse impact upon existing, successful local 16-19 provision? If so what will the impact be?

- 5) The percentage of students accessing P16 provision outside Richmond highlights a very diverse picture regarding the number of providers. As Richmond is a relatively compact Borough, students currently access over 50 providers with the main three being Richmond upon Thames College, Esher College and Kingston College.

Fig. 2 - % of Year 11 leavers entering P16 2005

Provider	% of Year 11
Richmond upon Thames College	53
Esher College	15
Kingston College	5
Strode's College	1
West Thames College	1
Spelthorne	1
Other (50 FE providers)	7

Fig. 3 – number of enrolments of Y11 leavers on courses at P16 - 05/06

Enrolments at Colleges	Enrolments
Within Richmond-upon-Thames	
Richmond upon Thames College	17,007
Richmond Adult and Community College	226
Total	17,233
Number of Enrolments for Richmond residents at Colleges outside the Borough	Enrolments
Esher College	2,245
Kingston College	575
Strode's College	235
West Thames College	203
Spelthorne College	114
Other (50 FE Providers)	507
Total	3,879

- 6) Further analysis of these figures highlights the range and level of provision being accessed by students. It is clear from these that the areas of focus for the Competition are not provided for in any great quantity by other providers outside Richmond. In this case, the impact on other providers will be minimal. Obviously, there may well be impact on students remaining with the school consortia system who may have chosen to attend Esher College. However, as the numbers indicated in Fig 6 demonstrate, the majority of increased L3 provision will be based around specialised diplomas and a "Core" offer to support the additional learning requirements as holistic learning packages. Again, we believe that the impact will be minimal as AS/A2 pathways will still be available through all current providers. Equally, the Competition is based on a growth in numbers and not a redistribution of the current 16-18 population. As such, whilst the overall percentage of leavers attending Esher and Kingston may fall slightly, in raw number terms they are likely to remain as present.

The table below (Fig. 4) highlights the level of enrolments at providers outside the Borough compared to the College in areas being met through the Competition. With the exception of Performing Arts, Creative Arts and Media at Level 3, enrolments at all 3 levels are relatively small compared to the College. In addition, as these are new places to cope with increased

numbers moving through the system, and especially through more specialised provision, we firmly believe that there will be minimal impact.

Impact on the current level of provision at Richmond upon Thames College, will certainly be greater than the out of borough picture. As a key partner, the College is positive in achieving new ways of working and re-configuring some of its provision with school and work based partners. On-going developments with all partners will ensure that the curriculum is developed strategically to maximise access for learners and minimise duplication and over-provision.

Fig. 4 - Comparison of 16 to 18 yr olds Enrolments at RuTC and Further Education Providers outside of Richmond-upon-Thames 2005/06. This table focuses on those subject areas highlighted within the Competition, the first five Diploma lines and others which are likely to attract additional student demand.

	RuTC					Providers Out of Borough				
	Entry and Level 1	Level 2	Level 3	Level 4, 5 or higher	other	Entry and Level 1	Level 2	Level 3	Level 4, 5 or higher	other
Engineering and Manufacturing Technologies			8				*			*
Engineering		68	183	*		*	7	9		
Construction, Planning and the Built Environment										
Building and Construction	100	98	34			12	15	*		*
Information and Communication Technology	*				15	5	3	*		*
ICT Practitioners	13	120	389			*	7	48		
ICT for Users	68	84	21		10	11	21	11		
Retail and Commercial Enterprise	*				11	*				
Arts, Media and Publishing	*	49				9	14	26		*
Performing Arts		34	393		12	13	17	138	*	*
Crafts, Creative Arts and Design		36	914			6	19	202	*	
Media and Communication		20	665				9	172		
Preparation for Life and Work	23				38	10	9	2		66
Preparation for Work	23					13	3			

	RuTC					Providers Out of Borough				
	Entry and Level 1	Level 2	Level 3	Level 4, 5 or higher	other	Entry and Level 1	Level 2	Level 3	Level 4, 5 or higher	other
Business, Administration and Law			39		157		1			8
Accounting and Finance		*	206	*		1	1	*		
Administration							1			
Marketing and Sales					*					

C. How will the proposal ensure a broad range of high quality, sustainable provision?

- 7) Through the Partnership arrangement there is a commitment to broaden the learning opportunities available to students of all abilities. This includes meeting the specific requirements of the Competition whilst ensuring increasing access to broader Level 1 and 2 opportunities both pre and post 16. This will also include new opportunities through work based learning providers, apprenticeship pathways and through increased employer engagement. The Increased Flexibility programme and VIP provision in Richmond has opened up pathways for some – we are now seeking to build on this through widening choice at Post 14 for students of all abilities and aptitudes through the Consortia and ensuring that this creates more meaningful progression into Post 16. This is particularly aimed at students who may not necessarily embark on AS/A2 provision but are able to follow broader L2 and L3 provision in a range of settings. The involvement of Hawk, as the nominated training provider, is seen as fundamental in securing greater opportunity and links through into employers.
- 8) The specialised diplomas will also provide further opportunity to re-think how learning is both offered and delivered within Richmond. The Diploma Groups (schools, college, work-based learning providers and employers) will ensure that all partners are actively involved in developing and delivering provision and that a strategic approach to planning the curriculum offer underpins this. Our self assessments and submissions for the Gateway process demonstrate a readiness to deliver and clear understanding of the actions we will need to take in preparing for the initial launch in 2008. Through these collaboratives, the Specialised routes highlighted within the competition for Engineering and Construction, will be met in full. As with IT and Creative and Media, these will further cement our commitment to collaborative working and ensure that students have access to a wide range of provision and institutions. The continued roll-out of the Diploma lines will be planned across the Partnership to ensure maximisation of resource and expertise.

- 9) In addition, the Partnership will also enhance this specialised provision through providing a “Core” offering of supporting qualifications (Entry level qualifications, NVQ units, GCSEs, AS/A2, Applied L2 and 3 qualifications etc), and pathways (L1 – L3) in each Consortia and the College. This will ensure that students will access provision at no more than two institutions/providers within the Borough. Strategic curriculum mapping and planning will underpin this and provide the framework for sustainability and capacity building.

This will ensure that all pathways have parity and are fully embedded to each school’s main offer, thus avoiding the issue of students having to lose learning time from other subjects i.e. catch-up lessons missed, and support progression throughout 14-19. The proposed delivery framework (Fig 5) provides this, builds on models which are tried and tested through a number of 14-19 Pathfinders and will provide the planning tool for the Partnership to develop and deliver provision across the Borough. All learners will have access to the full range of provision, the additional requirements of the Competition can be met and a much wider range of relevant pathways can be created.

Fig 5 – Framework for collaboration - curriculum planning and delivery

Model	Mon	Tues	Wed	Thurs	Fri		
4 AS (8x ½ day blocks)	Level 3	Tutorial Guidance PSE	Level 3	Enrichment	Level 3	Level 3	
3 AS + WBL or Level 3 Diploma	Level 3		Level 3		Level 3	Level 3	WBL
Level 2 models incl. Diploma	Level 2		WBL		WBL	Additional Studies	Level 2
Level 2 WBL or Apprenticeship	Level 2		Level 2		Level 2	WBL - Apprenticeships	
Level 1 provision	WBL - Apprenticeships		Level 1	Level 1	Additional Studies	Tutorial Guidance PSE	

- 10) Initial consultations with all Governing bodies have resulted in support for the Consortium and Partnership approach and certainly recognised the need within Richmond to provide much broader and more diverse pathways for students. Through this consultation, parental representatives on Governing bodies responded in similar vein, although recognising that there is a need for both extensive consultation and explanation around all aspects of 14-19 and how it will impact on their child’s education. As a further indication, in the proposals for the BSF Pathfinder opportunity at Teddington School, feedback revealed that there is very positive support for P16 provision with 68% of returns indicating a willingness to follow provision within school settings (L2 and L3), 16% wanting joint provision

with the College (L2 and L3) and 16% wishing to be supported through other qualifications/work-based pathways (L1 and L2). We believe that this pattern will remain true during the full consultation period with parents from all schools and the community, planned for the Spring Term 2007.

- 11) A success measure of the offer through the Partnership and other key providers will be the extent to which high quality Information, Advice and Guidance is operated across all providers and remains impartial. We recognise that clarity of information for students, parents and staff is essential in making the Partnership work. All partners are supported by CfBT Advice and Guidance which will provide consistency to the process. In addition, the Borough is committed to the Pan London 14-19 e-prospectus developments which will be used extensively to guide students in their choices for both KS4 and KS5. Additional support and guidance through the College ensures that all students have access to further and higher education and employment and training guidance. This level of guidance will now need to be introduced within each Consortium with the remit of the guidance company extended accordingly.
- 12) Employer links through each of the proposed Diploma lines are strong and indicate the current level of interaction and relationships within each grouping. Each submission has highlighted the need to formalise these links in a more meaningful way through the creation of employer forums. The Partnership recognises that this is an extremely important aspect of the entire 14-19 picture and, once established, would wish to ensure that employers are represented on the proposed 14-19 Partnership Executive.

D. How will the proposal meet the basic need for additional 430 16-19 learners in Richmond Upon Thames?

- 13) Our proposal is built upon the Partnership arrangements described above. The two school consortia will recruit P16 students up to the number envisaged by the Competition. The vast majority of places through the Consortia will be aimed at the Competition requirements and therefore recruit at Entry Level through to L3. Enrolment at the College will still be available for any student. It should be made clear that the school Consortia are not recruiting solely to provide AS/A2 provision at P16 - there is a clear commitment to provide across all 3 levels. Within the Partnership, provision will then be "purchased" from each Consortia, the College or Hawk training.

Recruitment to each Consortia will be initially capped at 215 but be flexible to cope with slight variations over the two year period between each one. These 215 places will cater for both the needs of the Competition and additional provision as part of the Core offer. This will ensure financial viability and sustainability, meet with OFSTED requirements and have the capacity for future growth. It is essential in meeting our plans that we are able to offer sustainable provision and change the pattern of offer available to Richmond students in line with the 14-19 agenda. The table outlines

where the places will be met - the potential for re-configuration of current provision is not included in this stage and requires further discussion prior to 2008.

Fig. 6 – Extract from Curriculum Mapping for Richmond – proposed new provision

Area	Level	Comp. places	Through	Delivered by
Media	Levels 1,2 and 3	L2 – 30 L3 – 30	C+M Diploma	Dip Group
Music				
Technology				
Textiles/fashion*				
Performing Arts				
Business Admin	L1/L2 plus L3	L1/2 – 15 L3 – 15	New	Hawk
Retail*	L1/ L2 plus L3	L1/2 – 15 L3 – 15	New	Hawk
Construction	Entry Level, Levels 1, 2 and 3	L2 – 15 L3 – 20	Construction Diploma New/additional quals	Dip Group
Painting and Decorating*				Diploma Centre
Engineering	Levels 1, 2 and 3	L1 – 15 L2 – 15 L3 – 20	Engineering Diploma	Dip Group
Automotive Engineering*	Entry/ L1	E/L1 - 15	Engineering Diploma plus additional quals	Diploma Centre
Hair and Beauty*	Entry/L1		New/additional quals	Diploma Centre
Food*	Level 1 and 2	L1 – 15 L2 – 15 L3 - 20	New/additional quals	Diploma Centre
Sports		L3 - 20	New/additional quals	Consortium A
ICT	Levels 1,2 and 3	L2 – 40 L3 - 20	ICT Diploma	Dip Group
Additional qualifications		L2/3 - 95	Broad L2/3 provision	Consortia and RuTC
TOTAL		430		

14) The Creative and Media Diploma will be developed through Consortium A, and the IT Diploma through Consortium B along with Hawk Training. The Construction and Engineering Diplomas will be developed through the College and involve a number of schools and providers in development and delivery. Access to all Diploma lines will be available to all students in any school/college in Richmond. In addition, provision in Business Administration and Retail will be brokered through Hawk, as a Retail CoVE and their established Business and Retail Solutions Academies.

- 15) The proposed Diploma Centre builds on the current Skills Centre provision which caters for a number of Entry/Level students in specialist areas such as carpentry and painting. Our plans are to re-model this to become a Diploma Centre which will provide first class facilities for all partners to access. Initially we envisage that this will support specialist learning environments for the areas marked * above and accessed across all 3 levels. This will form part of a separate Capital request to the LSC, initially to improve the current facilities, but with a view to a significant capital investment in creating a state of the art Diploma Centre from which future diploma provision can be developed. The Diploma Centre would be owned by the Partnership, who will be considering a full project and business plan to accompany a future capital needs bid for the Competition.
- 16) Access to qualification levels will be through common agreed thresholds of entry which are inclusive rather than exclusive. The IAG offered to all students will ensure recruitment to appropriate levels of study is supportive and accurate and not purely based on recruiting numbers. Progression into further study will be based on prior attainment whilst building in an element of challenge and raised aspirations. Recruitment and, more importantly, completion/success rates for all Partnership provision will be a key performance indicator with accountability through the Partnership Executive.

The provision to be offered through the partnership will begin to address a number of issues affecting participation, engagement and attainment rates of students from areas of deprivation. Strategies have been introduced in all secondary schools to begin to offer students broader pathways to success. The IFP and VIP programmes have been successful in re-engaging a number of students who may otherwise have become completely disaffected in their learning. However, the Partnership is committed to seeking a much broader range of pathways, as exemplified in Fig 8, to ensure that students from all backgrounds and abilities are provided with equality of opportunity in accessing more relevant provision. Students resident in the more deprived areas in Ham, East Sheen and Petersham will be the focus for increased targeted recruitment initially at post 16, but also building through from KS4.

This will also mirror local initiatives through Connexions who have a number of projects aimed at youth provision and which are revealing very positive results for re-engagement in learning. As an example, in Ham the "Culture 4 Keeps" programme was aligned with the development of Richmond's extended school strategy and achieved significant outcomes in key worker support to engage young people in learning or employment, a reduction in Year 11 students with no destination and a reduction in youth crime in a number of priority wards. The overall impact of these activities contribute to a number of the 14-19 key targets and are heavily supported by schools within the Partnership.

E. How will the proposal increase levels of participation and/or increase attainment at levels 2 and 3 to meet local, regional and national LSC targets?

17) Student engagement and continued participation in education and training needs to be addressed at 14 – the Competition is providing further impetus to re-shape KS4 and provide a more coherent, relevant and progressive 14-19 offer which will impact directly on recruitment beyond 16. The Personal Advisers, through CfBT Advice and Guidance, will work very closely with all partners to ensure that recruitment into KS4 pathways, Post 16 study and work based learning is at appropriate levels and matched to student ability and prior attainment. Discussions and learning agreements between students, parents and providers will ensure that progression routes are more easily mapped out, whilst remaining sufficiently flexible to cope with movement across learning pathways. The sample pathways in Fig 8 highlight how these can be facilitated through schools ensuring access to a range of providers and no loss of learning time.

Equally, progression into further and higher education, employment and training beyond 18 is a central feature of the advice and guidance programme at the College. Each Consortium will now also need to develop this level of support and hold discussions with CfBT to extend the level of support and guidance it can offer and ensure the same level of consistency at P16 as P14.

The Partnership includes both Richmond Special schools who cater for students with a full range of special and complex needs. Success rates from both schools are extremely high with Clarendon being amongst the top 5% of special schools for value added from KS2-KS4. Both schools offer curriculum pathways which are appropriate and personalised to the learner, with many involving study and activity at other institutions. In addition, two further units based within Hampton Community College and Whitton School cater for students with emotional, behavioural and autistic spectrum needs. All partners have disability and access policies which are fully compliant with the Disability Discrimination Act.

Our approach is to be fully inclusive. The Competition provides a vehicle for greater access to provision for students with SEN, as the focus is not purely on AS/A2 type provision. Equally, building from the ASDAN base, we are setting high expectations for all our students to challenge their aspirations and expectations as well as creating flexibility over key assessment stages. As an example, the Gateway Centre (autistic provision) at Whitton School is a key delivery partner in the Construction Specialised Diploma across all 3 levels.

18) Greater access to Level 1 and 2 provision will not only motivate and engage learners but will also raise attainment levels at 16, 17 and 19. The current targets declared below indicate clearly the distance that we will have travel in ensuring more successful outcomes for all Richmond

students. Whilst all of these are particularly relevant to our broader 14-19 strategy, there are key areas which will impact directly on the Competition.

Specifically, key targets for L2 at 16, 17 and 19 will be met through the proposed Competition provision by the full range of providers. It is envisaged that broader L2 provision through the Partnership and Hawk will lead to improved success rates for the reasons contained within this submission, most notably, more focused and improved IAG and recruitment, high quality teaching and learning measured through agreed quality assurance mechanisms, and the contiguous strand of building a broader foundation from 14 onwards. In line with this, we would also expect to re-define the success rate targets at all 3 levels given the range of providers, the specific subjects targeted and the need for much closer student monitoring and intervention across the Partnership.

As the 14-19 offer develops, we would also expect to see shifts in other target areas for attainment and participation at 17 and 19. As L2 attainment rises at 16 coupled with a broader offer, the knock-on effect should be that more students will not only be successful at L3 but also move onto to further or higher education. This will be especially true for those students who will access work-related provision/apprenticeship routes and specialised diploma pathways.

Our links with HE institutions are being strengthened through some of the Diploma lines e.g. Creative and Media. We envisage that this will continue to develop as the full diploma programme is implemented. The Partnership structure is open to accommodate an anticipated growing number of institutions and providers offering progression routes into further study, training and employment.

Fig 7 – 14-19 Development Targets for Richmond

Performance	Base	2007	2008
1. % of cohort gaining 5 A*-C at GCSE including English and Maths	46%	53%	56%
2. % of Cohort gaining 5 A*-G at GCSE	90%	96%	96%
3. % of those leaving care with at least 1 GCSE at A*-G (GNVQ equiv)	96%	98%	98%
4. %of young people leaving care with at least 1 GCSE at A*-C (GNVQ equiv)	42%	46%	67%
5. Average points score of students entered for GCE/VCE/A/AS	255	260	263
6. Average points score per GCE/VCE/A/AS entry	76	79	81
7. % success rate for level 1 courses	59	62%	64%
8. % success rate for level 2 courses	60	65%	67%
9. % success rate for level 3 courses	74	77%	79%
10. % of students completing an Apprenticeship	66	74	74
11. % of cohort with a level 2 qualification aged 16	55%	64%	64%
12. % of the cohort with a level 2 qualification aged 19	72%	75%	78%
13. % of cohort with L3 qualification at 19	54%	55%	56%
Value added Targets			

14. Average Value added for KS2 – KS4 (% schools above national av)	13%	75%	75%
14. Average Value added for all level 3 qualifications (using ALPS)	70	75	77
Participation and progression Targets			
15. % of KS4 cohort attaining a vocational qualification at Level 2 per 100 students on roll	9	10*	25*
16. % of KS4 cohort attaining a vocational qualification at Level 1 per 100 students on roll	25	28*	35*
17. % of 16 -19 year olds who are NEET	4.6%	3.8%	3%
18. % of 16 -19 year olds who are unknown	4.9	4.2	3.5
19. % of looked after cohort in 17 th year who are in E2E aged 19 (PAF A4)	80%	80%	80%
20. % of 17 year olds who are EET	75%	78%	82%
21. % reduction in young peoples' offending and re-offending rates	43%	tbc	Tbc
22. % of under 21 year olds who go on to HE from deprived wards	tbc	tbc	tbc

* - methodology currently under review

F. How will the proposal enhance institutional and curriculum choice?

19) The previous section outlines the arrangements for high quality IAG which will lead to clearer choices and pathways for students of all abilities. Our specialised diploma submissions also highlight the collaborative arrangements within the Partnership and the links created with and through employers. Options processes for learners at 14 and 16 will ensure that choices are driven by need rather than confined by supply. In this way, provision can be catered for through a number of institutions.

Currently, options at 14 are driven through an individual school offer and process. Using CfBT Guidance and Advice, we can now ensure that there will be commonality of both process and access to a wider curriculum offer through the Consortium arrangements and delivery of the specialised diplomas. Curriculum modelling for schools remains a priority over the coming 6 months in order to have a wider choice of pathways available for all students. As an example, fig. 8 illustrates early discussions with some partner schools in creating more appropriate pathways and highlighting the potential for learners of all abilities.

In meeting the needs of all students, our approach to curriculum modelling and creating a much broader range of pathways will also include opportunity for assessment when ready, as opposed to age/cohort related. In essence, our aim is to ensure that students who are gifted and talented will have the facility to be fast-tracked creating opportunity for KS4 pathways to begin in Year 9 and KS5 progression to begin in Year 11. In this way, students are more likely to remain within the Richmond

Partnership providing there is significant breadth of choice. Equally, for students who need additional time to complete their studies this can be accommodated through the pathways approach and the learning opportunities available within them. This will lead to significant shifts in learning patterns which we firmly believe will impact positively on all outcomes and targets across 14-19.

As part of our dual strategy for improving 14-19, this will ensure that progression routes are more easily identifiable at 14 yet remain flexible for transfer between relevant pathways.

Fig 8 – Example 14-19 pathways as part of overall 14-19 strategy

English Lang/Lit	Maths	Core, Additional and Separate Sciences	ICT	Option in Design	Option in History	Option in MFL	Core provision of PE, PSE, Citizenship, RE	Moving into 4 AS/A2 package in P16
English Lang/Lit	Maths	Core and Additional Science	Level 2 Specialised Diploma in ICT including GCSEs in Geography and Music				Core provision of PE, PSE, Citizenship, RE	Moving into either and AS/A2 package or Level 3 Specialised Diploma in ICT
English Lang	Maths	Core Science	Level 2 Specialised Diploma in Creative and Media including GCSEs in Graphics and Art and/or key units from the ICT specialised Diploma on Technology Systems				Core provision of PE, PSE, Citizenship, RE	Moving to Level 3 Specialised Diploma in Creative and Media
Level 1 Specialised Diploma in Health including Functional Maths, English ICT at L1 and moving to L2				Applied Science	Option in Food Technology		Core provision of PE, PSE, Citizenship, RE	Moving to L2 Specialised Diploma in Healthcare in P16
Student Apprenticeship with a local Engineering Company (through WBL providers) with an agreed COMPACT arrangement for a University place and Sponsorship. Functional Maths and English would form part of this at L2 and L3 plus Triple or Double Award Science					Option in Graphics		Option in Business	Moving into an Advanced Apprenticeship (with UCAS points)

20) Movement across the Partnership is envisaged over time and in line with strategic mapping of the curriculum by all partners. Our aim is to ensure that students have a genuine choice of place of study or training from anywhere within the Partnership. Students will have access to all courses and training opportunities irrespective of which Consortium they belong to as places will be purchased/brokered with all partners through either the College, the two consortium Administration Centres or Hawk. The allocation of common timetable blocks will help to facilitate this and is an area for the Partnership to fully develop in the coming 6 months ready for implementation in 2008.

21) In meeting the initial growth at P16 for 2008, each provider will be part of the Entry level – Level 3 offer issued to all students. Again, the role of CfBT Guidance and Advice will be crucial in supporting this process and, coupled with well planned marketing and recruitment approaches, will ensure that September Guarantee is met for all students. Those groups of students at particular risk, as identified through previous Year 11

destination data profiling, will be subject to targeted intervention early in Year 11 and supported in the choices available to them through the Consortia and College. An initial open choice process, aligned to the 14-19 prospectus, will provide the starting point for support and guidance. There is a clear need to ensure that parents are well informed about both the process and the options available to them.

- 22) The Richmond offer for 2008 will include a wider choice of subjects at a number of levels as part of meeting the Competition requirements. In addition, providers have highlighted a number of subject areas where student demand may necessitate new provision. Whilst a number of these may be subsumed within the four specialised diploma lines (Engineering, Construction, Creative and Media and IT) at all three levels, others such as Business Administration and Retail will need to be provided for through Hawk and a range of other providers as appropriate. Our medium term aim is to attract more employers and training providers into the Partnership arrangement to support the growing number of pathways being made available to Richmond students.

G. How will the proposal contribute to delivering specialised diplomas?

- 23) The four Diploma submissions covering Creative and Media, Construction, Engineering and IT are central to meeting the requirements of the Competition. These are being used to deliver most of the additional places e.g. through Construction and Engineering, whilst growing new provision and opening up alternative pathways for all our students. The diplomas will be delivered at all 3 levels and offered initially at both 14 and 16 although by 2009, we would expect to be offering L1 at P14 only and not P16, coupled with a broader L2 offer at 14. This will ensure genuine progression routes are available to all students with both L2 and L3 being made available at P16.

Our plans for the Diploma Centre have been outlined earlier, but we envisage that it will underpin the Diploma rollout by providing an extremely high quality and industry standard environment in, for example, automotive engineering, aspects of construction, food, hair and beauty, retail and finance, amongst others. This will ensure that resource within schools and the college can be maximised to deliver high quality classroom environments with less practical based delivery yet provide first class facilities for other facets of learning. We expect that through our employer links that several leading companies within the area will also support the learning which takes place within the Centre, as well as use it as a resource for business development and training.

The local authority assessment of the Diploma submissions indicates very positive support for each of the four lines. The Diploma groups create a further level of collaboration between the Partnership ensuring that whilst Diplomas are being developed by a number of partners, they will be made available for all students at all institutions. This further endorses the

collective will to operate a different system than current in Richmond in order to better meet the needs of all students of all abilities.

The self assessments highlight the amount of development and training required to deliver. All providers are conscious that their skills and experience lie within either 14-16 or beyond 16 and that part of the development of the partnership is to deliver joint training programmes for all staff, share best practice and develop a very strong skill-base across all 14-19 teaching programmes.

The Construction Diploma Group consists of the College, Whitton School (Gateway Centre) and the EBP. In addition, there are very strong employer links which will be utilised fully across all 3 levels. The IT Diploma is being led by Orleans Park, Whitton, Greycourt, EBP and Hawk training. This group demonstrates the harnessing of school specialisms to develop leading-edge provision for all students within school, college and work based settings. The Creative and Media Diploma is being led by Teddington School, Hampton Community College, Shene School and the College and will provide 3 main specialised programmes focusing on visual, performing and media based arts. The Engineering group is led by the College, Orleans Park, Waldegrave and the EBP. As with all the other lines, links with employers are strong, key areas for development are highlighted and equality and diversity promoted and challenged. As an example, Waldegrave, as a single sex girls school, will develop and deliver key aspects of the Engineering Diploma across all levels.

The curriculum opportunities being presented by the Partnership will contribute significantly in meeting all the criteria for the Competition, promote the Diplomas as having parity with the full range of other qualifications and ensure progression routes are accessible to all learners in Richmond.

Additional information

A. Capital/Revenue Requirements

In order to support the above proposal, a level of capital investment will be required to ensure high quality delivery and industry standard facilities. The Partnership recognises that this will involve investment from all partners as well as seeking support from LSC through the Capital Fund. Whilst the following aspects are outlined for the purposes of the Bid, we will ensure that a full and detailed project and business plan is produced in readiness for the Competition outcome being announced.

As the proposal involves the creation of 2 Consortia, the input of a training provider, and the College, an initial assessment of accommodation from both a suitability and sufficiency perspective would indicate that there is a need for additional space – teaching, administrative and social. The local authority Asset Management Plan and process indicates a level of capacity and potential for expansion. The College is committed to a full institutional re-build but will require more immediate funding to upgrade its facilities to provide high quality resources and environments to support the delivery for the initial Diploma lines. Hawk Training also will require additional space in order to

deliver the expansion of provision. As they currently operate within rented accommodation, their requirements can be negotiated with the current landlord over additional office space – whilst this is not a capital investment, there will be additional rental costs associated.

As such, the following are essential in meeting the needs of the competition:

- A. Investment in ICT infrastructure across the Partnership to meet the demands of new qualifications, independent study, e-enabled advice, guidance and tracking of learner achievement
- B. Industry standard equipment/plant/accommodation to deliver key aspects of Construction, Engineering, Food, Automotive Engineering
- C. Additional accommodation on specified school sites, the college and Hawk (as described above), to meet and deliver high quality P16 teaching and learning, administration arrangements and social spaces
- D. Maximising the BSF investment on one site and aligning other planned curriculum and capital strategies across the Partnership

The detailed proposal to LSC will seek initial funding for categories B and C above, with A and D being supported through our Partnership resources and other external bidding processes. In this way, the opportunity to pool resources from a variety of sources to support the learners is maximised. Our proposal also outlines the creation of a Diploma Centre, which builds on initial work in our Skills Centre. The opportunity to expand the delivery of both Competition requirements and new subject areas in line with the full Diploma rollout is something that we are very keen to achieve for students within Richmond. The outline for the Centre is that it will meet the needs of the learners by providing wider access to work-based and specialised study with a core aim of improving achievement, retention and progression for learners. Whilst delivering key teaching and learning opportunities for the relevant diploma lines, it will also address the key skill shortages identified by LSLSC for Richmond in Manufacturing, Construction, Retail, Hospitality and Catering, Finance and Business, and Health and Social Care.

The self assessment for the first diploma lines indicate that there are a number of aspects – high quality and industry standard resource, employer engagement, teacher/lecturer/trainer development and training – which could be facilitated both through the Centre and on individual school/college sites. It is also envisaged that as the level of employer engagement will be high, support through financial, resource and time-related commitments will provide additional capacity to the sums requested. The full business case for the centre will explore each of these in detail along with a full appraisal of cost effectiveness and impact assessment.

Our estimate is that the initial capital requirements should total £11.4m based on the following:

- B. Equipment/Plant/refurbishment to deliver diploma areas above for 2008 delivery in existing premises. Estimated cost - £400,000
- B. Equipment/Plant and new accommodation for Diploma Centre for 2009 to cover the above diploma areas, and future rollout. Estimated Cost - £5.5m

C. Additional accommodation across the Partners needed for 2008 delivery.
Estimated cost - £5.5m

In addition, the BSF Pathfinder at Teddington will, as part of the Partnership, also involve an estimated £7m investment being released for accommodation and resources for P16 delivery. Whilst this will be part of the new-build process for the School, the facilities are being created for the benefit of all those within their Consortium and, from a curriculum delivery point, across the partnership. This will assist greatly in meeting the needs of students and the proposed curriculum offer. We are, therefore seeking, a similar level of investment for the other Consortium administered through Orleans Park which will provide the anticipated additional capacity, high quality teaching accommodation and specialised resources, as well as the potential for future growth.

This will require a total level of capital investment for Richmond of approximately £18m.

With regards to revenue funding, the Partnership is considering a funding model which will ensure financial and operational viability and equity across all providers. The funding protocol is based on levels of recruitment and costs associated with varying levels of provision and whilst funding will then be received either through the College or school P16 Consortia, funds will follow the learner. Initial costs to support the set up of Consortia and the Partnership will include forward recruitment and training of staff, resource purchase and installation and induction programmes for staff and students.

The level of commitment from all partners would indicate that strategic priorities would need to be re-defined for each provider to accommodate such a change programme and allocate resource accordingly. Whilst there will need to be a partnership fund to meet the set-up costs, support for this aspect would be particularly welcome. In particular, staffing, training and development costs to deliver a new curriculum offering including the specialised diplomas will be significant and have been highlighted in the Gateway submissions. In addition, funding streams through the Dedicated Schools Grant, School Standards Grant, School Development Grant and College-led revenue will be targeted to support this.

A full financial projection will be produced, prior to the Competition result being announced, in order for the detailed Partnership costs to be discussed with LSC and all issues of capital and revenue costs finalised. In this way, the Partnership will be in a position to discuss the necessary requirements and mobilise our plans for readiness in 2008.

Thank you for considering our submission.

The Richmond 14-19 Partnership

Appendix A – Learner Entitlement for Richmond

All London's young people will benefit from a 14–19 learner offer, which will provide opportunities for them to progress along clear learning pathways and achieve their potential, supporting them as they develop the skills and attributes they need to succeed as lifelong learners and good, active citizens. (Vision for 14-19 - London Challenge).

In meeting the above statement, the Richmond Partnership will ensure that all students within the Borough have access to a broad and fully inclusive Learner Offer and Entitlement. We are committed to offering the very best opportunities for all our students at all levels and supporting them throughout the learning journey into adulthood. In doing so, the Partnership will embrace the key principles of the London Challenge vision, apply them to our local context and ensure that the strengths which currently exist are further developed for the benefit of all of our learners within the 14-19 age group.

The key underpinning principles of the Learner Entitlement for Richmond will lead to a cohesive and coherent curriculum offer which provides a widening choice of subjects, qualifications and institutions. Within the Partnership there will be a choice of high quality learning programmes and pathways at all levels which will serve to raise aspirations, support transition and progression into Further/Higher Education and employment, and be responsive to the local needs and priorities of Richmond. We are firmly committed to ensuring that the quality of teaching and learning across our partner institutions is the highest possible and that all students are supported through clear and impartial advice and guidance.

In doing so, the Partnership will seek to:

- Improve levels of attainment in all areas of learning, with a particular focus on L1 and L2 outcomes;
- Increase participation in education or training Post 14 to meet both local and national targets;
- Reduce the number of 16-18 year olds in Richmond not in education, employment or training;
- Improve retention and, more importantly, completion rates Post 16 at all levels;
- Increase the number of young people in Richmond following specialised qualifications at all levels and engaged in work-based learning; and
- Improve parents' and young people's perceptions, aspirations and confidence in the options open to them through the Partnership.

All students within Richmond will have access to the full National Entitlement and will experience a core provision of English, Maths, Science, ICT, PE, Citizenship, Work Related Learning and Enterprise, RE, PSHE and Careers guidance. This will be enhanced by a much broader 14-19 provision which will extend learning and opportunity for all students.

The Richmond Learner Offer and Entitlement will ensure that:

All young people in Richmond will have access to effective support, information, advice and guidance to enable choice and meet their learning needs at 14-19;

- We will offer information, advice and guidance (IAG) which is impartial, fair and comprehensive across all institutions which provides consistent advice for all students on the choices available.
- We will further support this through the Prospectus which will provide clear and detailed curriculum guidance for students and their parents.
- We will work with Connexions Personal Advisors to ensure that support is offered across Year 9, Year 11 and Year 13
- We will ensure that students and parents are kept fully informed of any changes and developments to qualifications and the curriculum at 14-19

All young people in Richmond will have access to a 14-19 Curriculum which motivates, engages and stimulates

- We will ensure that the 14-19 curriculum offer for Richmond is responsive to the changing needs and demands both locally and nationally and offers the full range of new qualifications and lines of learning.
- We will ensure that specialist facilities and specialist teachers are employed to deliver the curriculum across partner institutions
- We will ensure that each new area of learning for specialised diplomas engages with employers and offers full access to work based learning opportunities
- We will offer a wide range of extra-curricular/enrichment activities and opportunities to improve personal and social skills and support learning programmes.

All young people in Richmond will have access to a broad range of 14-19 learning pathways which are appropriate to their needs;

- We will standardise marketing and presentation of information regarding all courses and qualifications at 14+ ensuring that there is parity and proper recognition of worth of all provision.
- We will ensure that all students have access to flexible learning pathways which meet the full range of needs from 14 onwards and enabling learners to combine courses and different types of learning
- We will further support this through online and virtual learning opportunities in accordance with ILPs which takes into account prior attainment and learning and a range of different starting points.
- We will offer greater transition opportunities at all levels and genuinely celebrate the successes of all students.
- We will operate a common curriculum framework which will support these pathways and allow for movement between pathways where appropriate

- We will ensure that students have access, via timetabling and transport arrangements, to a range of different institutions which will meet their specific learning choices and requirements
- We will offer a comprehensive induction programme to support students who access provision in another partner institution
- Common timetabling will accommodate access across the Partnership and specialised provision will be available which meets all standards and measures of equality of opportunity.
- We will ensure this via our commitment to a September Guarantee for students of all abilities and needs.

All young people in Richmond will be informed about progression routes into further learning and employment;

- We will offer genuine progression routes through implementing Individual Learning Plans (ILPs) for all students and ensure that these are supported via Connexions and high quality IAG within each institution.
- We will ensure that ILPs detail clear achievement and attainment targets, record progress throughout the learning stage and outline the key responsibilities of the learner, provider and parent

All young people in Richmond will experience high quality teaching and learning experiences across the Partnership;

- We will ensure the highest quality provision within each institution and across the partnership. Independent monitoring procedures will be in place to ensure that all our students receive the very best teaching and learning opportunities.
- We will ensure a duty of care for all students across all institutions with high quality tutoring and support in place.
- We will ensure that all institutions offer a safe, secure and healthy environment for young people.
- We will ensure that the curriculum offer to Richmond students encompasses all new developments and offers a wide range of teaching and learning styles including high quality and specialist practical and work-based learning opportunities.

All young people in Richmond will be engaged as full partners in the learning process.

- We are committed to involving young people in the planning and development of learning
- We will involve young people in developments through student representative councils across all institutions. Through these will we involve them in quality assurance and feedback via student voice approaches.
- We agree to operate through collective responsibility which will support individual institutions and further the development of the Partnership.

The Commitment from Learning Partners

All providers and learners will work in partnership to make learning effective. Partnerships always work best when there is clarity over responsibility and expectation allowing for full commitment. The above Learner Entitlement will, therefore, be underpinned by the following key commitments.

Students

- will attend and be punctual for all parts of the learning programme and timetabled activities as required. Any absences will be explained to the home base and Tutor.
- will follow all instructions given by all staff, ask when unsure and use their own initiative.
- will complete work assignments at the designated time to the best of their ability.
- will behave appropriately in learning situations and associated activities, and not disrupt the learning of others.
- will care for and return all property belonging to the school, college or provider.
- will adhere to Health and Safety requirements, comply with all dress code requirements of the school, college and WBL provider, including protective clothing.
- will communicate any issues to their home base or Tutor regarding any issue affecting their learning.
- will take responsibility for following any examination or assessment procedures and ensure attendance at the correct time and place for the examination or assessment.
- understand that it may be required to participate in external training trips and visits as deemed necessary.
- fully understand that failure to comply with any of the above responsibilities may result in the loss of placement.

Parent/Carer

- will be responsible for the attendance and punctuality of the student on this learning programme.
- Will be responsible for the travel arrangements to and from school, college or WBL provider.
- Will notify the home base or Tutor on each day of absence or in advance of a known absence. Any changes in circumstances for travelling to any placement must be communicated
- Will inform the home base or Tutor immediately if there are any changes in medical circumstances and/or emergency contact numbers.
- accept the need for responsible behaviour by the student and agree to support them in maintaining good behaviour during the course.

- understand that the students are not the responsibility of the provide at lunchtime
- understand that the student may be required to attend visits and trips to support their learning and give permission for this.
- understand that the student may be required to leave the programme at any time should this partnership agreement be broken.

The Home Base

- will liaise with the Provider over the provision of an appropriate induction.
- will provide a contact to discuss any concerns the parent/carer or student may have, and to act as a communication link between all parties.
- will provide impartial advice, guidance and information for students and their parents. This will consider the most appropriate pathways to build on students' abilities, aspirations and achievements.
- will monitor all progress reports from the Provider and feedback from the student to ensure the learning programme continues to be appropriate.
- will keep parents/carers informed of the student's attendance, progress and achievement.
- will communicate notice of absence received from the parent/carer to the Provider, as soon as possible on the day
- will provide or finance any Special Educational Needs (SEN) support deemed necessary.
- will share appropriate information on students medical needs, SEN, behaviour etc where it is needed to safeguard the interests of the student.
- will provide the finance and administration of examinations for their own students.

Learning Provider

- will provide an agreed Learning Plan and relevant programme of study for each student.
- will provide suitable and competent staff to deliver and assess the programme who have been subject to regular monitoring and performance management
- will provide appropriate cover arrangements in the case of staff absence.
- will notify the home base immediately if any unforeseen circumstances necessitate a change in arrangements.
- will organise a full induction into all the key aspects of the provider, practices and protocols
- will provide the student with a Personal Tutor and/or Work-Based Mentor.

- will ensure availability of suitable resources and equipment in order to achieve learning outcomes.
- will provide personal support and guidance through the use of an Individual Learning Plan and associated ICT system
- will give the student opportunity to comment on the delivery of the learning programme and on the facilities provided
- will monitor the progress and achievement of the student and provide the home base with reports at the agreed times
- will monitor the attendance and punctuality of the student and provide the home base with a report of any absence at the start of each session
- will contact the home base immediately regarding any student whose progress or behaviour warrants concern
- will provide lunchtime and break time accommodation and an identified person who will be available for support.
- will ensure we have appropriate permission forms from parents if pre-16 students are allowed off-site at lunchtime.
- will not allow any student to alter the normal daily arrangements, unless we have received written parental confirmation..
- will ensure Child Protection Regulations are fully adhered to and all staff working with students have CRB clearance.
- Refer matters of serious indiscipline to the Headteacher and Governing Body of the home base for investigation and action.
- will ensure insurance arrangements contain all the necessary cover
- will promote equality of opportunity
- will comply with Data Protection regulations.

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