

# **16-19 COMPETITION**

# **LONDON BOROUGH OF RICHMOND UPON THAMES**

Information for competition entrants

# **LONDON BOROUGH OF RICHMOND UPON THAMES – 16-19 COMPETITION**

## **INTRODUCTION**

This document provides competition entrants with:

- A. A statement of need setting out the case for change in Richmond Upon Thames
- B. Information on the competition process.

## SECTION 1 STATEMENT OF NEED

### 1 Background – Policy Context

- 1.1 The Department for Education and Skills (DfES) published its *Five Year Strategy for Children and Learners* in July 2004. The strategy summarised the Government's plans for early years, primary and secondary schools, 14-19 education and training, adult skills and higher education (HE).
- 1.2 The strategy sets out the Government's view that choice is best delivered by opening up the provider market and giving institutions greater autonomy in serving their communities so that successful provision can expand and local strengths be fully exploited. To help achieve this for 16-19 year olds, the strategy includes:
- measures to make it easier for leading 11-16 schools to open sixth forms
  - competitions, decided at local level, for new substantial 16-19 provision
  - a new 16-19 capital budget combining school and FE resources to support investment in new 16-19 provision.
- 1.3 The Government's White Paper: *Further Education: Raising Skills, Improving Life Chances* (DfES March 2006) requires the LSC to:
- use its funding and powers to secure rapid and high quality implementation of the 16-19 entitlement in every area
  - ensure that young people benefit from five new specialist diplomas from September 2008 onward, with 14 Diplomas available nationwide by 2013.
- 1.4 The Government has in addition included an expectation that post-16 participation rates in England in total will rise to 90% by 2010. The post-16 participation rate in learning for Richmond Upon Thames was 85% in 2004/05.

### 2 Background :16-19 Competitions

- 2.1 From 2006, where a local Learning and Skills Council (LSC) has identified a need to expand 16-19 provision by 200 or more places, it must invite bids from potential providers asking them to set out proposals. The local LSC does this by organising a competition as set out in the LSC Guidance for 16-19 Competitions published in December 2005.
- 2.2 LSC guidance states that a competition for new 16-19 provision will be held where:

- a need is identified for places for 200 or more new learners over two years
  - there is a need to improve the quality of provision, and/or
  - there is a need for a better balance of provision to meet the needs of young people.
- 2.3 The outcome of LSC Strategic Area Reviews (StARs) was acknowledged as the likely starting point for identifying the need for a competition.

### **3 16-19 COMPETITION IN RICHMOND UPON THAMES – STATEMENT OF NEED**

#### **Introduction**

- 3.1 This statement sets out the need for new provision for learning and skills in the London Borough of Richmond as identified through the StAR and data provided by the Greater London Authority (GLA) on population trends in the London Borough of Richmond Upon Thames.

#### **Statement of Need**

- 3.2 London South LSC has identified a need for an additional 430 places for 16-18 learners over two years in the Borough based upon population trends for the Borough between 2006 and 2010, together with an analysis of travel to study patterns of Richmond 16-19 residents.
- 3.3 London South LSC now seeks proposals that will address the demand for the extra 16-18 places that it and the Local Authority recognise as necessary in the Borough to offer every young person the opportunity to achieve their potential.
- 3.4 Specifically, it seeks proposals through existing and new provision that will:
- ensure breadth and choice in the curriculum
  - offer a wider range of flexible delivery patterns
  - lead to increased participation
  - represent high quality and value for money.
- 3.5 London South LSC and Richmond Upon Thames Local Authority have agreed that it is important that we provide access for young people in Richmond Upon Thames to a sufficiently broad range of 14-19 provision from entry Level 3 to Level 3. This should be consistent with the London 14-19 Learner Offer, in suitable settings and locations and provide the following:

- access to the full range of new specialist diplomas at all levels over time
- extended choice for 16 plus learners, including the development of vocational pathways with a wide range of pre-entry and Level 1 and 2 courses
- access to specialist diploma studies at level 1, 2 or 3 for 14-16 year olds to support progression and promote improved recruitment post 16
- access to options for the disengaged and vulnerable young people in the Borough to be able to progress further in learning (Further and Higher Education) and employment
- improved links between pathways (general, specialist/vocational and Apprenticeships) such that young people can combine qualifications across the pathways and have enhanced opportunities for progression, including fast-track opportunities.

3.6 It is expected that this broad curriculum will be offered through a locally coherent structure. The provision of the 430 additional places can be offered through a variety of potential solutions, including partnership with other local providers where such arrangements offer the most effective means of delivery, separate 'stand alone' provision or other innovative solutions.

3.7 Both the StAR and the Richmond 14-19 Strategy have identified four key areas that need to be addressed to enhance young people's potential to achieve economic wellbeing:

- extending breadth and choice in the range of subjects young people can study
- improving collective leadership through a revision of the remit, membership and authority of the current 14 -19 Steering Group as a 14 -19 Forum reporting to the Children's and Young People's Partnership
- improving the curriculum through the development of a Richmond 14 -19 Curriculum Offer for all young people described in an annual Borough 14 -19 Prospectus linked to a wider London eProspectus of 14 -19 opportunities
- improving Information, Advice, Guidance and Support for young people making choices about their 14 -19 learning pathway, by implementing a Connexions September Guarantee, offering targeted support for the most vulnerable and through the strategic integration of all other support services.

3.8 Other key aspects of the Richmond 14-19 Strategy that will impact upon future 16-19 developments in Richmond include:

- raising participation by encouraging more young people to continue in learning between 16-19 years

- ensuring high quality learning
- offering value for money by using the resources available for young people in the most effective way.

3.9 The LSC published its skills priorities for London in *The London Learning and Skills Plan April 2006 to March 2007* in March 2006. The plan identifies some key challenges for London, including the challenge that a quarter of all Londoners of working age are not qualified to Level 2 or equivalent, with 14% having no qualifications at all. The plan identified the key skills sectors for London including:

- Construction
- Retail
- Hospitality and Tourism
- Manufacturing
- Health and Social Care
- Public Services
- Financial Services.

3.10 The following local features are particularly relevant to the London Borough of Richmond Upon Thames:

- The GLA's identified population trend for the London Borough of Richmond Upon Thames shows an increase of 232 learners between 2006-2010
- It is intended to increase participation levels in education, training (with or without employment) to 96% by 2010 and 430 additional places are planned as a reasonable level of additional provision in the Borough
- Richmond Upon Thames' proportion of learners obtaining 5 A\*-C GCSE's in 2005 was 54.9%. The Borough plans to increase this proportion to 64% in 2006 and 2007; this indicates there is scope for additional progression opportunities from Level 2 in the Borough
- London South Connexions has indicated that the number of young people in Richmond Upon Thames who are not in education, training or employment (NEET) was 226 to July 2006. London South Connexions has in addition provided data in July 2006 which shows that there is unmet demand in Richmond for specialist vocational provision from level 1 onwards for Construction, Automotive Engineering and Business Administration/Retail, with significant over demand for Carpentry and Joinery and Painting and Decorating provision.

3.11 The factors identified in paragraphs 3.7 to 3.10 form the basis of the Competition for 430 new 16-18 places in Richmond Upon Thames over two years from 2008/09 onwards at the following levels:

- Entry Level 3, Level 1            40
- Level 2                                150
- Level 3                                240
- Total                                    430

3.12 The Competition will look to develop provision for the 430 additional places detailed above and in the specialist areas set out in paragraph 5.1 of this Statement of Need.

## **4 Local Context – London Borough of Richmond Upon Thames**

### **4.1 Delivery Context: Demographic and Environment Profile**

4.1.1 Richmond Upon Thames is the only London Borough spanning both sides of the River Thames, has 21.5 miles of river and over a third of land is open space. The Borough has 63 Designated Conservation Areas and approximately 1,200 listed buildings. Richmond has 180,000 residents, 52% of which are female and 21% from Black, Minority Ethnic (BME) groups. The Borough is the least deprived Borough in the London region, although pockets of deprivation exist in areas such as Ham, Mortlake and Hampton (mainly on the borders with Hounslow and Feltham) with one part of Ham, Petersham and Richmond Riverside in the top 5% of hotspots in England for crime.

4.1.2 In 2005 Richmond Local Authority's (LA) average figure for pupils gaining five or more grades A\*-C was 54.9%, below the national average of 57.1%. The average of 54.9% masks the performance across schools, which ranges from 36% to 80% with three secondary schools below 50%. London South Connexions has indicated Ham and Whitton as areas where post-16 participation and attainment would be enhanced by targeted intervention.

4.1.3 Richmond Upon Thames has the largest proportion of graduates per head of population in London. 77% of working age residents are economically active, with skill levels being amongst the highest in London.

4.1.4 The Borough has a relatively limited mix of provision for 16-18 year olds. There is one, high quality, large tertiary college, Richmond Upon Thames College (RUTC), and one Beacon provider, Richmond Adult and Community College, a predominantly adult education provider which has increased its delivery to 16-18 year olds, with a very small full-time cohort in 2004/05 and a larger part-time cohort. There is one Special Educational

Needs School, Strathmore School, which provides for pupils aged 16+ accommodating 12 pupils in 2005 and 14 in 2006. There are five Work-Based Learning providers in the Borough in addition to the two further education colleges, as follows: CWD, Hawk Training Group, NTS, Quantica, Way to Work. Work Based Learning provision in Richmond Upon Thames is predominantly good and at least satisfactory.

- 4.1.5 There are no LA maintained school sixth forms in the Borough, although there are six independent school sixth forms with almost 1,000 learners. Many residents attend independent schools, both in Richmond and outside the Borough. The high level of Travel to Study is a particular feature throughout the various stages of young people's learning in Richmond.
- 4.1.6 RUTC plans to operate a small franchise with Shene School, an 11-16 secondary school in Richmond, for approximately 40 16-18 learners in 2006-7.
- 4.1.7 A significant proportion of Richmond 16-18 learners travelled to study at a wide range of further education providers outside the Borough in 2004/05 with 413 Richmond learners, for example, attending Esher College and significant numbers of Richmond residents attend Kingston College and West Thames College. Richmond 16-18 learners in addition attended school sixth forms in a wide range of schools outside the Borough.
- 4.1.8 The profile of schools and further education providers in Richmond Upon Thames is as follows:

#### **Secondary Schools (Maintained by LB Richmond Upon Thames)**

<b>School</b>	<b>Age Range</b>
Christ's School	11-16
Grey Court School	11-16
Hampton Community College	11-16
Orleans Park School	11-16
Shene School	11-16
Teddington School	11-16
Waldegrave School for Girls	11-16
Whitton School	11-16

#### **Richmond Independent Schools**

<b>School</b>	<b>Age Range</b>
Hampton School	11-19
The Lady Eleanor Hollies School	11-19

The Royal Ballet School	11-19
St James Independent School for Boys	11-19
St Paul's School	11-19
The Harrodian School	11-19

### **Richmond Special Schools**

<b>School</b>	<b>Age Range</b>
Strathmore School	11-19
Clarendon School	11-16

### **Richmond Further Education Providers**

<b>College</b>	<b>Age Range</b>
Richmond Adult and Community College	16-19+ (predominantly 19+)
Richmond Upon Thames College	16-19+ (predominantly 16-19)

### **Richmond Work Based Learning Providers (excluding colleges)**

<b>Provider</b>	<b>Age Range</b>
Hawk Training Group	16-19+
Capital Workforce Development	16-19+
Springboard Southwark	16-19+
Way to Work	16-19+
NTS	16-19+

4.1.9 The take up of full-time 16-18 places from Richmond residents in 2004/05 attending Richmond providers in 2004/05 was as follows:

### **Richmond Residents at providers in Richmond Upon Thames (excluding Independent Schools)**

<b>Type of Provider</b>	<b>Nos</b>
Schools	8
FE	1015
WBL	158
Total	1181

4.1.10 The total demand for 16-18 places in Richmond itself is expected to increase significantly above current levels because of the following factors:

- a significant increase in learner numbers due to demographic trends
- access to a wider range of vocational and work-related learning opportunities, including increasing access to specialist diplomas
- increasing participation rate in 16-19 learning and training, with or without employment, by Richmond residents
- increased participation in post-16 Level 1 and 2 courses.

4.1.11 The above factors support a case for an additional 430 16-19 places over two years in Richmond Upon Thames at the levels and numbers set out in paragraph 3.11.

## **5 Additional Provision That Will Be Sought From The 16-18 Competition In Richmond Upon Thames**

5.1 London South LSC now seeks proposals for an additional 430 places over a two year period from 2008/09 or 2009/10 that:

- offers a broad range of new provision at Entry Level 3 to Level 3
- develops new vocational provision, including access to Specialist Diplomas, particularly in the priority skill areas of Engineering, Construction and the Built Environment and responding to the regional skills requirements detailed in paragraph 3.9
- meets the requirements set out in paragraphs 3.5 to 3.12.

5.2 Proposals should:

- Show how the needs identified above will be met, in terms of curriculum offered, arrangements for information, advice and guidance into the new programmes and progression opportunities to higher level education or employment.
- Include costings, including estimates of revenue and capital infra-structure expenditure that may be required.

## **SECTION TWO: INFORMATION ON THE COMPETITION PROCESS**

### **6 OVERVIEW**

- 6.1 Annex A sets out the outline timetable for the competition process.
- 6.2 Interested parties have four months from the date of publication of the notice to prepare and submit proposals. In developing the bid, it is important that capital and revenue funding, and site and building issues, are considered alongside the proposed curriculum.
- 6.3 Following the closing date of the competition, the LSC will produce a summary report of all submissions, and this will be published locally. A copy will be sent to all applicants immediately before the general publication.
- 6.4 The LSC will establish a Stakeholder Panel which will be made up in accordance with national guidance. This panel will have a key role in assessing the proposals and making a recommendation to the Learning and Skills Council.
- 6.5 The final outcome for the competition process is a matter for decision by the Learning and Skills Council. It is intended that a decision will be made and published by the end of March 2007. All applicants will be informed immediately of the decision.
- 6.6 A successful proposal may require approval under a statutory process, possibly including the Richmond Upon Thames School Organisation Committee (SOC) or Ministerial approval.
- 6.7 It is anticipated that capital outcomes from the competition will be funded from the 16-19 Capital Fund where such funding is not available from the DfES Building Schools for the Future programme and other DfES and LSC funding streams. However there can be no guarantee that a project that is successful in the competition will also be successful in the national bidding process to the 16-19 Capital Fund, or that capital funding will be made available in any particular year.

## 7 COMPETITION ENTRIES

- 7.1 All applicants intending to submit a competition entry must register their intent via e-mail with Debi Christie ([debi.christie@lsc.gov.uk](mailto:debi.christie@lsc.gov.uk)). This is to ensure that, if necessary during the application period, the LSC is able to provide all potential applicants with the same information at the same time.

Proposals should be addressed to:

Vic Grimes  
Area Director (Richmond 16-18 Competition)  
London South LSC  
Canius House  
Scarbrook Road  
Croydon  
CR0 1SQ

Applicants must supply versions of the full proposal in the following formats:

- Two paper copies
- One electronic copy (either CD or by e-mail) to Debi Christie, London South LSC Partnership Adviser for Richmond Upon Thames.

- 7.2 For points of clarification on the competition process please contact: Hugh Gildea, LSC London South lead contact on the Richmond 16-19 Competition as follows:

e-mail: [hugh.gildea@lsc.gov.uk](mailto:hugh.gildea@lsc.gov.uk)

telephone: 020 8929 4961

## **8 SELECTION CRITERIA**

8.1 Proposals must set out clearly:

- the name of the group or organisation making the proposal (if the proposal is to form a partnership, please detail the lead partner)
- the name, e-mail address, postal address and telephone number of the main contact.

8.2 It is essential that all proposals are sufficiently well developed to make an effective bid for funding, The proposal must contain estimated capital and revenue costings and identify potential funding sources including, if appropriate, to the LSC 16-19 Capital Fund.

8.3 Competition entries that satisfy the prerequisite in paragraph 8.2 will be assessed against the seven criteria detailed at Annex B. We have given examples of the factors that will be taken into account in appraising proposals at Annex B. These examples do not represent an exhaustive list of the factors that will be taken into account. Please ensure that responses to the seven criteria are evidence based and contained within a single document.

## **ANNEX A**

### **TIMELINE FOR THE RICHMOND UPON THAMES 16-19 COMPETITION**

22 August 2006	LSC publishes Statement of Need of competition
22 December 2006 (12 noon)	Closing date for receipt of competition entries
w/c 8 January 2007	LSC publishes a summary of all competition entries and invites representations
Six weeks from publication of summary (w/e 16 February 2007)	Closure of representation period
Mid-end February 2007	Stakeholder Panel considers the proposals and representations received and makes recommendations to the Learning and Skills Council
March 2007	Learning and Skills Council meets to consider the proposals, the views of the Stakeholder Panel and any representations received
End-March 2007	Learning and Skills Council announces outcome of competition

## **ANNEX B**

### **SELECTION CRITERIA FOR ASSESSMENT OF RICHMOND UPON THAMES COMPETITION ENTRIES**

#### **Criterion 1**

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

**For example:**

- To what extent is the proposal consistent with the overall 14-19 strategy for Richmond Upon Thames?
- To what extent will the proposal complement and enhance existing 16-19 provision in a locally coherent structure to deliver the Government's 14-19 agenda?
- Where appropriate, what are the arrangements for any proposed collaboration, including management arrangements?
- If a partnership is proposed, who is the lead partner?

#### **Criterion Two**

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

- Proponents should note that the local stakeholder panel and London South LSC will assess to what extent proposals might have an adverse impact upon existing successful 16-19 provision and which providers might be adversely affected.

### **Criterion Three**

#### **How will the proposal ensure a broad range of high quality, sustainable provision?**

For example:

- An explanation of how the proposal will meet the specified need for substantial and sustainable new 16-19 provision, that is, to what extent will the proposal ensure a wide range of general and/or specialised and/or work-based learning opportunities to meet the specified need at suitable levels and location(s) that will be viable and sustainable in the longer term?
- What arrangements will be made to ensure that students have full access to high-quality, impartial advice and guidance?
- If appropriate, in the event of a multi-site proposal, how will the proposal be organised to avoid significant loss of learning time?
- What evidence is there that the proposal is likely to receive wide support from the local community?
- How will the proposal involve and meet the needs of local employers?

### **Criterion Four**

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

For example:

- To what extent will the proposal reflect OFSTED's recommendation that provision is not less than the average size of sixth form provision of 200 places, and preferably be over 200 places?
- Does the proposal contain realistic and appropriate information on learners, including the numbers of learners and age range?
- Does the proposal contain information about the extent to which it will address the needs of learners in areas of deprivation?
- Does the proposal provide a rationale for the intended split of 430 places over two years?

## **Criterion Five**

**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?**

**For example:**

- How will the proposal attract those young people who are at the greatest risk of becoming NEET (not in education, employment or training)?
- How will the proposal be made sufficiently flexible to accommodate young people with special educational needs, and those with learning difficulties and/or disabilities, and to enable them to progress in a way that is appropriate to their abilities and aspirations?
- How will the proposal further social inclusion and include targets from the vulnerable and disadvantaged, including looked after children, progression from the Pupil Referral Unit (PRU) and teenage mothers?
- How will the proposal facilitate progression to further education, higher education, training and/or employment?
- What strategies are proposed to ensure high quality provision?

## **Criterion Six**

**How will the proposal enhance institutional and curriculum choice?**

**For example:**

- How will the proposal respond to the needs of all learners, including target groups of learners, and employers and contribute to ensuring a wide, viable and sustainable range of 16-19 learning opportunities at suitable levels and in suitable settings and locations?
- To what extent will the proposal offer improved links between pathways (general, specialist/vocational and Apprenticeships) such that young people can combine qualifications across the pathways and have enhanced opportunities for progression, including fast-track opportunities?
- How will the proposal enhance the range of Level 1, 2 and 3 courses to increase student choice and promote progression and participation?
- To what extent will the proposal promote equality and diversity for all groups of learners in the local area?

## **Criterion Seven**

**How will the proposal contribute to delivering specialised diplomas?**

**For example:**

- How will the proposal support the requirement to deliver access to all specialist diploma lines for 14-16 year olds as well as for 16-19 year olds?