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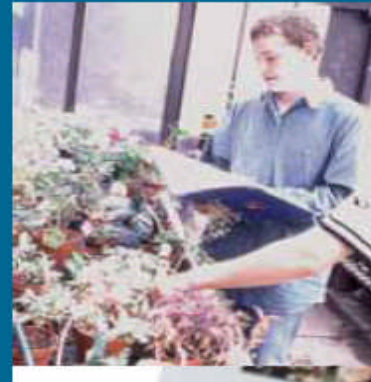
14 – 19 LEARNING IN COUNTY DURHAM

Post Inspection Action Plan

(and basis of the County Durham 14-19 Development Plan)

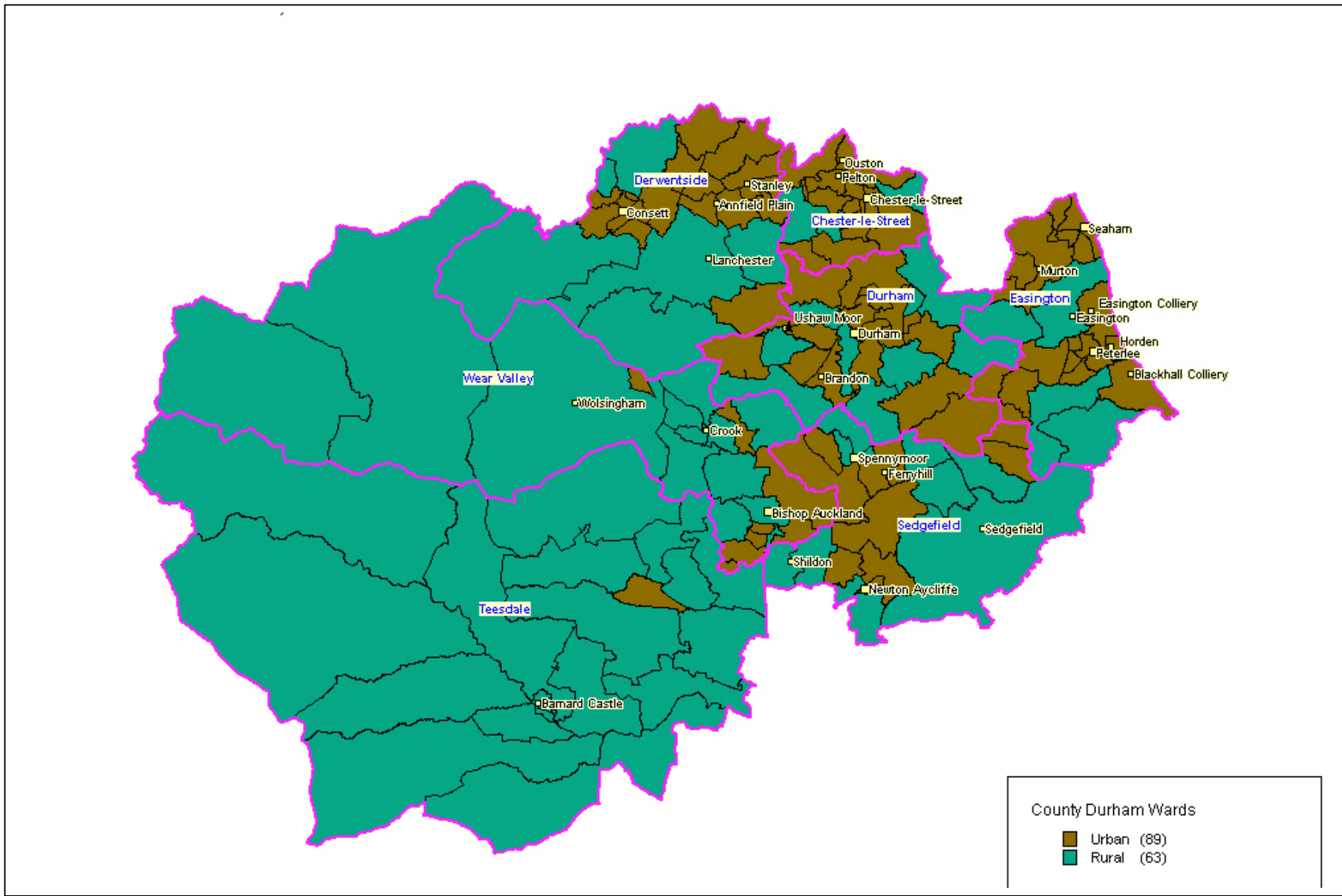
April 2006 – March 2009

Together We Will Make a Difference!



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Introduction

County Durham launched its 14-19 Strategy in March 2004, with its accompanying Learner Entitlement (Appendix A). The County Durham 14-19 Strategic Group welcomed the area-wide inspection process and found the Inspection report supportive in terms of an evaluation of the work that it has already undertaken. The inspection and the self-evaluation report together set the direction for the next three years. This will be articulated within a Development Plan which will give detailed actions in a document which will be reviewed annually.

The inspectors judged that the Strategic Group has: “a clear framework that identifies key priorities, goals and targets and includes a learner entitlement”. The inspection report points out that this framework is well recognised and supported by providers. The Strategic Group has begun the process of cultural change where competitiveness and competition are being replaced by collaboration and partnership development. The Strategic Group has a strong executive officer team and has developed 4 Area Advisory Groups. The second stage of its work is to focus on a number of key issues that have emerged from the inspection process, both from the self-assessment report and from the inspection report itself.

These key issues are the focus of the Post Inspection Action Plan, which explains how, **by 2009, we will have:-**

- ✓ **large reduction in the NEET population**
- ✓ **a Curriculum Entitlement for all young people**
- ✓ **formalised collaborative partnerships**
- ✓ **conducted a radical review of all possible curriculum configuration and transport arrangements**
- ✓ **individual ‘Learning Pathways’ in Functional Mathematics, English and ICT**
- ✓ **county-wide, cross-sector CPD**
- ✓ **improved attainment for all young people**

On behalf of its partners, the Strategic Group believes that the purpose of this action plan is to establish a platform upon which 14-19 learners can take advantage, through their better attainment and participation, of the economic and social regeneration that is being developed by public and private partners in the county.

The 14-19 Strategic Group will take the opportunities that the Children’s Act 2004 presents and ensure that the ‘Every Child Matters’ outcomes, LSC Priorities for Success and the county-wide 14 –19 Strategy become fully aligned by 2007/08 so that every young person in County Durham can expect to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being. The action identified in the Plan has already been aligned with that stated in the LA’s Education Business Plan and the LSC’s StAR document ‘The Future of Learning in Co. Durham’.

The 14-19 Strategic Group has considered carefully the recommendations made by inspectors and has identified actions to address each one. In order to maintain coherence and integrity, the recommendations have been grouped under the headings of the County Durham 14-19 strategic framework.

Tom Crompton
Executive Director, LSC County Durham

Keith Mitchell
Director of Education, Durham County Council

Summary of the Local Social, Economic and Learning Context

“County Durham covers an area of some 1,400 square miles in the North East of England. It is largely rural, particularly in the west. In the most recent Index of Deprivation, County Durham ranked as the most deprived county in England by a considerable margin, particularly in relation to health, with levels of deprivation similar to northern industrial cities.

One-third of residents live in one of the 10% most deprived wards in the country, which are largely concentrated in the east of the county.

At the last census, the population was 492,300; it is declining as more skilled residents leave the area for improved opportunities.

There are 12 main towns, but most residents live in 230 small towns and villages. Many of these are former colliery villages. Residents with minority ethnic backgrounds represent only 1% of the population with 1,500 travellers forming the largest minority group.

Due to the geography and transportation issues, many residents experience difficulties in accessing employment and learning opportunities.

The employment rate in County Durham is significantly lower than that for England as a whole. In 2003, it was 65% compared to 75% nationally, although at 7% the unemployment rate was only slightly higher than the 5% national level. The difference is explained by

the high percentage of those in the 16 to 74 age group who are economically inactive, 30% in 2003 compared to 21% nationally.

There is over reliance on traditional employment sectors, such as manufacturing, which are continuing to decline while growth in knowledge-based sectors is low. Earnings are 15% below the national level.

In 2004, 18.7% of school pupils were entitled to free school meals compared to 15.6% nationally, 17.1% of pupils had special educational needs compared to 15.8% nationally, and there were 2.9% of pupils with statements compared to 2.4% nationally.

Some 36% of County Durham residents have no qualifications compared to 29% nationally. The perception that learning and education has little influence on future life chances is still commonly held.”*

We believe that the consistent development of high quality vocational, as well as academic, education opportunities from the age of 14 is the way to change this perception.

14-19 Provision in County Durham

“County Durham has a single county council and Local Authority, seven district councils, one local LSC and one Connexions partnership. There are 36 secondary schools, 17 of which have sixth forms. There are 10 special schools. The sole pupil referral unit currently provides for pupils aged 11 to 14. There are four FE

colleges: Bishop Auckland College in the south west of the county; Derwentside College in the north west; New College Durham in mid-Durham; and East Durham and Houghall College in the east of the county. The local LSC currently funds 23 private training companies and the 4 colleges to provide work-based learning programmes.

In 2004, there were:

11,922 pupils aged 14 to 16 in Years 10 and 11 in the schools and 3,160 students aged 16 to 19 in school sixth forms. Data for 2003 show that 4,585 full-time students aged 16 to 19 and 3,656 part-time students aged 16 to 19 attended the FE colleges. Some 25% of students aged 16 to 18 choose to follow courses outside the county, while 21% of students aged 16 to 19 studying in County Durham travel from other counties.

There has been a slowly improving trend in the proportion of Year 11 pupils progressing to education, employment or training. In 2003, 67% of the cohort progressed into full-time education, 8% into government-supported training, and 11% into employment, of which 6% were in employment with training.

The proportion of young people not engaged in employment, education or training or whose destinations are not known is 20%, one of the highest levels in the country.”*

Our top priority is to bring about a large reduction in the numbers of young people disengaged from learning.

* 14-19 Area Inspection Report: County Durham: June 2005

County Durham's Vision – 14-19 Strategy 2004-2007

“Our vision is that all young people will be able to select high quality learning programmes appropriate to their needs. They will achieve levels of success significantly above the national average, continue to succeed and have the opportunity to further progress into higher education and/or employment with training.”

“Our Strategic goals

1. To accelerate the pace and impact of change

Partners will deliver the 14-19 Strategy and the Learner Entitlement by developing an area action plan which is informed, evidence-based and built on a foundation of shared knowledge and information. Evaluation of progress will include the views of learners and their recommendations for action.

2. To develop flexible and curriculum pathways

All young people will have access to a responsive curriculum which meets their needs and which provides clear, flexible pathways to further learning and to employment opportunities

3. To provide a positive and inspiring experience of learning

All young people will have a rewarding experience of learning which raises their aspirations through inspirational teaching and well structured learning. Technology will be used effectively within a pleasant learning environment. The result will be young people who are committed to continued learning and who use their developing skills and knowledge to support others.

4. To provide access to excellent learner support

All learners and their families will feel part of a community of learning from which they benefit and to which they contribute. They will be empowered to choose learning that best fits their needs, and will be supported in making their choices by effective independent information, advice and guidance.

5. To enable learners to benefit from economic and social regeneration

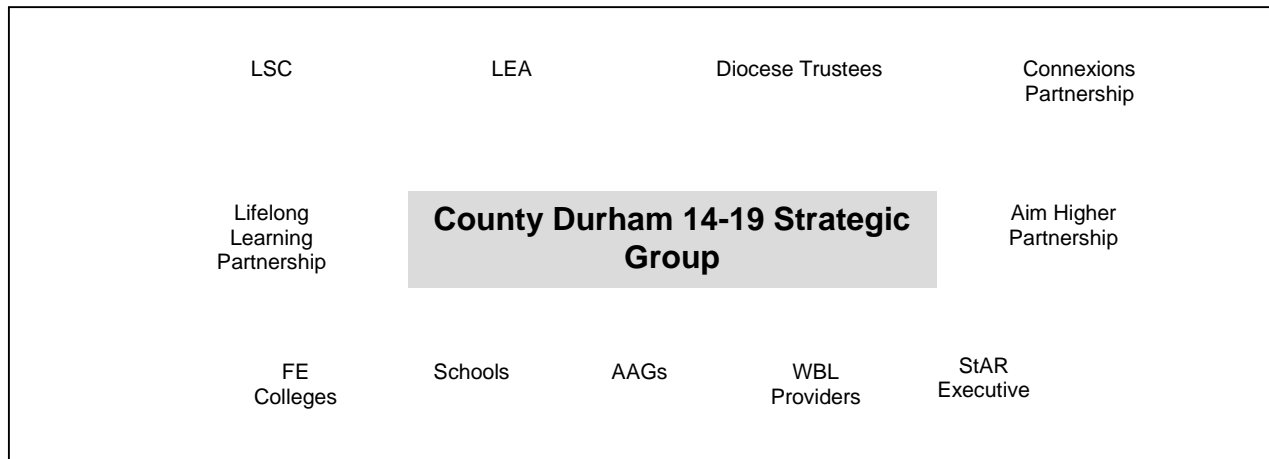
Learning provision in County Durham will be a powerful driver for social and economic regeneration will engage employers and will release the spirit of enterprise. Partners will join together from all sectors in productive action that allows learners to participate in the opportunities emerging from economic and social change.”

Outcome Measures			
Level 2 at 16	55%	Improved participation in structured learning beyond 16	85%
Level 2 at 19	85%	Improved retention rates in all post-16 learning	60%
Level 3 at 19	60%	Improved progression to Higher Education	33%

Partnership Structures

The relevant County Durham partnership structures are outlined in Appendix B.

The County 14-19 Strategic Group (Appendix C) was established in March 2004 following the launch of the 14 –19 Strategy.



The Strategic Group has good links with other key partnership groups, such as the Children & Young Peoples Strategic Partnership, the StAR Executive, County Durham Lifelong Learning Partnership and Connexions County Durham, through common membership and shared agendas. (Appendix D) Links with the Children’s Executive Board will be developed as their authority becomes more established.

The Strategic Group also has links with partner groups that send representatives to it. These bodies themselves have internal systems and structures to contribute to, and comment on, the 14-19 Strategy and its implementation.

The Strategic Group, through its executive membership, has promoted cross sector activities on two fronts, one in area planning and the other in curriculum and service development.

Area Advisory Groups have been established in four planning areas – South West Durham, Mid Durham, Derwentside and East Durham (Appendix E) This approach has been taken in order to address the differing needs of each area within the county. Each Area Advisory Group works collaboratively to provide a range of curriculum opportunities and to identify and develop local action to deliver the county wide 14 –19 Strategy and Learner Entitlement.

Post Inspection Action Plan – OUTCOMES / IMPACT

2006/07

- Produce, share and implement the 14-19 Development Plan
- Key measurable outcomes and targets become the drivers for action
- A clear and agreed Curriculum Entitlement in place which is used to realise our Vision
- Young people able to choose from an extensive range of curriculum pathways 14-19, at all levels ...
- published in a County Durham Local Prospectus
- County-wide 14-19 CPD programme in place
- All young people and their carers receive impartial advice about qualifications and pathways up to age 19
- Local Authority Capital Strategy includes BSF and complements other funding streams

2007/08

- All learning providers to be part of formalised collaborative arrangements to deliver education and training 14-19
- A curriculum-led employer engagement strategy in place
- Young people learning in 6th forms will be able to choose from at least 20 general and 5 specialist Level 3 programmes
- Common post-16 value-added measures in use
- All young people with SEN/LDD have access to appropriate post-16 learning
- Transport arrangements promote and support collaborative arrangements

2008/09

- Learner's prior achievement and additional needs used to support progression
- All young people's attainment in Numeracy and Literacy will be sufficient to support their progression through 14-19 learning
- Number of 16-19 year olds who become disengaged from learning reduced to 9%
- 91% of young people 16-18 to participate in learning
- A well understood, and used, learner tracking and monitoring system in place throughout the 14-19 phase of learning
- A year on year improvement in achievement rates at KS4 and L2 post 16 to be maintained and the agreed targets to be met
- Strategic deployment of external funding will ensure sustainability

The 14-19 Area Inspection - June 2005

County Durham's 14 – 19 Area Inspection Report, which was published in October 2005, concluded that; overall, the provision of education and training for young people aged 14 to 19 across County Durham is meeting the needs of learners, employers and the community satisfactorily. However access to, and participation, in education and training was viewed to be unsatisfactory and improvements are the focus of this plan.

Our strengths as reported are:

- a clear strategic framework for 14 to 19 education and training with a learner entitlement at its core
- much improved collaborative arrangements between key partners at strategic level
- the effective challenge to the prevailing attitudes between providers to create more collaboration to achieve improvements in 14 to 19 provision
- good structures for the continued development and implementation of the 14 to 19 strategy, including the effective deployment of project teams
- good support for most learners, including those from vulnerable groups
- good use and sharing of data by key partners to plan improvements.
- the broad curriculum offer at Key Stage 4 and at level 3, post-16
- a successful Key Stage 4 improvement strategy
- improving achievement rates in schools and colleges at all levels
- improving standards of teaching and learning in schools and colleges

Areas for development:

- key elements of the 14 to 19 strategy remain underdeveloped, particularly in relation to improving access and participation post-16
- low progression rates into education and training at age 16 and into HE at age 18
- slow progress in reducing the very high number of young people who are not in education, employment or training
- insufficient curriculum mapping to ensure coherence and match of provision to need
- inadequate range of entry and pre-entry qualifications, and consequently insufficient opportunities for young people with learning difficulties to progress
- narrow curriculum provision and lower levels of performance in small school sixth forms
- insufficient attention to improving functional literacy and numeracy across different levels of provision
- insufficient impartial advice and guidance on the full range of progression opportunities available in each area

Progress since the Inspection

The Strategic Group has reviewed and agreed the future shape and structures that support the 14-19 strategy. This has been based on the feedback through the inspection process, the inspection report and the self-evaluation report. Each AAG has established a working curriculum subgroup to audit provision, develop common timetabling, establish new alternative curricula, and implement the Curriculum Entitlement. All of these have had particular foci on reducing the incidence of NEET, improving retention and supporting transition for young people with SEN. We have (1) produced the Post Inspection Action Plan, (2) begun to write the Development Plan, (3) agreed targets and Outcome Measures (Appendix F), and (4) agreed a Curriculum Entitlement (Appendix G) which builds upon our existing Learner Entitlement (Appendix A). Durham County Council has just appointed a Director of Children's Services who will take up post in April 2006. We are working towards having Children's Trust arrangements in place by 2008 and have consulted on a functional model.

There have also been developments within the individual sectors as a result of the preparation for the inspection which will contribute to the implementation of this action plan, for example:

- within the school sector - increased collaborative working
- within the WBL sector - the consolidation of the Provider Network
- within FE - the establishment of a cross county curriculum group.

Each of the 4 Area Advisory Groups, with their cross-sectoral role, have agreed to make an immediate start to implement distinct and detailed actions related to the overall Action Plan. The intention is that during the first year of the Plan (2006/7) exemplars of what works well on the ground will be evaluated and then spread quickly countywide. In addition to meeting the outcomes of the Action Plan each AAG has selected one or more areas for priority action on behalf of the whole county:

- | | |
|-------------|---|
| Mid Durham | - extending Entry/Level 1 courses; increasing progression to HE |
| Derwentside | - significant increase in participation and attainment post-16; timetabling alignment between different providers |
| SW Durham | - establishing practice of Collegiate working, across the whole area, involving all types of providers. |
| East Durham | - significant increase in participation and attainment post-16; implementing the agreed capital investment protocol to develop a post-16 learning campus. |

Developing the Response

The Post Inspection Action Plan builds on the strengths and directly addresses the weaknesses and recommendations in the Area Inspection Report. The Strategic Group has been active in developing an action plan format that meets Ofsted's requirements and that recognises the current County Durham 14 –19 Strategic goals. This has also involved an audit of both the Inspection Report and the Self Evaluation Report. The approach to the development of the Plan has been inclusive and collaborative with the 14 –19 Strategic Group steering the process. Key stakeholders have been fully involved throughout via a range of consultative forums arranged to specifically consider the Post Inspection Action Plan, using the 14-19 Strategy as a framework. The Plan will be launched at a countywide event in January 2006. It will be the basis of the Development Plan and its consequent detailed annual 14-19 Action Plan, both of which are currently being written by partners.

ACTION PLAN GRIDS

Strategic Goal 1 – To accelerate the pace and impact of change

Key Objective 1.1

“Produce a comprehensive 14 to 19 development plan which provides more explicit direction to schools, colleges and work-based learning providers and ensures priorities and goals are addressed with sufficient urgency by the strategic and area advisory groups”.

(Inspection recommendation b)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By April 2006 - Produce, share and implement the 14-19 Development Plan	<p>April 06 – March 07</p> <p>Draw up key priorities and actions and allocate clear responsibility for implementation. Ensure that appropriate specialist resources are in place to support the production and delivery of the Development Plan. Engage all county partners in consultation based upon self-evaluation and inspection recommendations. Review the existing Strategy and its Vision Statement. Update accordingly.</p> <p>Review and evaluate progress.</p>	<p>14-19 Executive</p> <p>14-19 Executive</p>	<p>LSC Dr Ch S Dr.</p> <p>LSC Dr Ch S Dr.</p>	<p>PIAP</p> <p>-</p>
	<p>April 07 – March 08</p> <p>Targets drawn from the county plan to feature in all relevant partner development plans. This to include all federation and partnership plans.</p>	<p>Head teachers, Principals, WBL Managers Ch S Dr. LSC Dr.</p>	<p>SG</p>	<p>-</p>
	<p>April 08 – March 09</p> <p>Evaluate county development plan with emphasis on effectiveness in terms of achieving outcomes for young people. Report on progress.</p>	<p>14-19 Officer Group</p>	<p>SG</p>	<p>-</p>

Strategic Goal 1 – To accelerate the pace and impact of change

Key Objective 1.2

“Develop a wider range of measurable outcomes and targets to enable a closer and more robust and rigorous monitoring and evaluation of the impact of 14 to 19 strategies reporting regularly on progress to all partners.”

(Inspection recommendation c)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
Key measurable outcomes and targets become the drivers for action.	April 06 – March 07			
	Adopt the challenging measurable outcomes and targets which have already been agreed. Develop a consistent method of collection and reporting at: a) County level and b) AAG level.	14-19 Executive Head Teachers Principals WBL Managers AAG Co-ordinator	SG	PIAP
	Establish internal and external monitoring and evaluation processes to obtain robust evidence of progress towards overall and area targets, including scrutiny of work by DCC Cabinet & LSC Council.	14-19 Executive	SG	-
	April 07 – March 08			
	All partners to demonstrate and report annually in March, via the AAGs, upon local improvement in measurable outcomes and targets.	Head Teachers Principals WBL Managers AAG Co-ord.	14-19 Executive	-
	Analysis to be reported to Strategic Group and lead to revised actions where necessary.	14-19 Executive	SG	-
April 08 – March 09				
Conduct thorough review, using partners' self-evaluation reports, of the impact upon young people of the agreed actions in the 14 -19 Development Plan.	14-19 Executive	SG	PIAP	
Analysis to be reported to Strategic Group and lead to revised actions where necessary.	14-19 Executive	SG	-	

Strategic Goal 1 – To accelerate the pace and impact of change

Key Objective 1.3

“Ensure that urgent action is taken to reduce the number of 16 to 19 year olds who become disengaged from education employment or training.”

(Inspection recommendation d)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By 2009 - Number of 16-19 year olds who become disengaged from learning reduced to 9%	April 06 – March 07 Use ESF project funding to: Identify 1000 young people in KS4 to receive additional targeted support to: (1) raise attainment, (2) progress to post 16 education or training and (3) complete their learning goal. Analyse the 1000 young people data-set and identify local communities within each AAG where priority actions to be taken.	14-19 Pr. Dr.	LSC ESF Contract Manager	ESF DCC LAA PIAP
	Locate Advanced Skill Teachers/Advanced Practitioners and deploy them to work in partnership with schools to improve levels of attainment and between partners to improve transition at 16 through better co-ordination of support to the individual young person. This work to have a particular focus on vulnerable young people and to co-ordinate all existing activity. All students at 16 to have a progress file with a record of achievement, skills and competences.	14-19 Pr. Dr. Cnxs. Ex. Dr	LSC ESF Contract Manager	-
	Change the practice/s of Core Service staff to ensure that the learner is central to all intervention in terms of co-ordinated and coherent support.	Ch S Dr. LSC Dr.	LSC ESF Contract Manager	-
	Review and evaluate the effectiveness of all forms of targeted support undertaken by providers. Expand the work of the pilot Buddy Mentor Scheme and the use of mentors where possible. Continue to develop courses jointly delivered by schools and colleges/ WBL providers for Key Stage 4 students, with attention given to progression and access to appropriate learning post-16. Develop learning programmes for specific categories of those already in the post-16 NEET group. Develop appropriate link programmes for those 14-16 year olds who are not attending school.	14-19 Pr. Dr. Head Teachers FE Principals WBL Managers	14-19 Pr. Dr.	PIAP I F
	Co-ordinate work with the Every Child Matters ‘Durham 5’ priorities and the outcomes of the Local Area Agreements. Learn from specialist advisers (such as Drugs & Alcohol) about issues affecting learning & support available.	Ch S Dr.	SG LSC ESF Contract Manager	-
	Post-16 Retention project (Durham 1000+) developed to complement and sustain the impact of the ‘Durham 1000’ project.	FE Principals	LSC ESF Contract Manager	ESF

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Sustain the support for 16/17 year olds from the targeted group of 1000 via specific individual plans giving detailed actions and involving all appropriate agencies/providers.</p> <p>Continue to provide the additional support for Y11 students in the project. Review and evaluate the effectiveness of targeted support.</p> <p>Develop appropriate training programmes for Learning Mentors who work with the 'Durham 1000'. Extend best practice to improve transition for all young people.</p> <p>Post-16 providers to send monthly reports regarding leavers to enable effective intervention by Connexions.</p> <p>Further extend co-ordination of support for 17+ young people to improve retention and completion rates.</p>	<p>14-19 Pr. Dr. Head Teachers FE Principals WBL Managers CDYES Dr.</p> <p>14-19 Pr. Dr.</p> <p>Head Teachers FE Principals WBL Managers</p> <p>LSC Dr.</p>	<p>LSC ESF Contract Manager</p> <p>Cnxs. Ex. Dr.</p> <p>Cnxs. Ex. Dr.</p>	<p>ESF DCC</p> <p>-</p> <p>-</p> <p>ESF</p>
	<p>April 08 – March 09</p> <p>Improve support mechanisms in the light of feedback from young people.</p> <p>Evaluate project activity and share best practice across all sectors.</p>	<p>Head Teachers Principals WBL Managers CDYES</p> <p>14-19 Pr. Dr.</p>	<p>14-19 Pr. Dr.</p> <p>LSC ESF Contract Manager</p>	<p>ESF</p> <p>-</p>

Strategic Goal 1 – To accelerate the pace and impact of change

Key Objective 1.4

“Increase the range of collaborative arrangements between providers to improve young people’s access to a wider range of learning opportunities which meet their individual needs.”

(Inspection recommendation e)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By March 2007 - All learning providers to be part of formalised collaborative arrangements to deliver education and training 14-19	<p>April 06 – March 07</p> <p>Support the establishment of formal collaborative arrangements, with protocols for working, in order to deliver the agreed Curriculum Entitlement and take full account of all specialist resources.</p> <p>Reconfigure 14-19 provision so that it matches the needs of the Curriculum Entitlement and takes full account of all specialist resources. Ensure all young people are aware of their opportunities.</p> <p>Identify extent to which specialist resources are utilised cost effectively. The ‘capital protocol’ to be used to inform and influence future capital investment.</p> <p>All formal partnerships to develop protocols for quality assurance and the most effective use of resources.</p>	<p>14-19 Curric. Co-ord. AAG Co-ord.</p> <p>Ch S Dr. LSC Dr.</p> <p>Head Teachers FE Principals WBL Managers</p> <p>AAG Co-ord.</p>	<p>14-19 Pr. Dr.</p> <p>SG</p> <p>SG</p> <p>14-19 Pr. Dr.</p>	<p>PIAP</p> <p>-</p> <p>-</p> <p>-</p>
	<p>April 07 – March 08</p> <p>Embed all formal partnerships and review their effectiveness in providing the Curriculum Entitlement to all young people in the county.</p>	<p>Head Teachers Principals WBL Managers 14-19 Pr. Dr. AAG Co-ord.</p>	<p>SG</p>	<p>-</p>

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.1

“Establish a clear and shared vision and structure for a curriculum which meets the needs and aspirations of all young people in each of the 14 to 19 planning areas.”

(Inspection recommendation a)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By April 2006 - A clear and agreed Curriculum Entitlement in place which is used to realise our Vision	April 06 – March 07 Agree and publish the County Durham Curriculum Entitlement and disseminate widely among all partners and young people. Audit curriculum configuration to determine compliance with the Curriculum Entitlement. Non-compliance reported to Strategic Group.	Curric. Co-ord. AAG Co-ord. Head Teachers Principals WBL Managers	14-19 Pr. Dr.	-
	Agree how the Curriculum Entitlement can be met via collaborative partnerships. Statutory bodies to commission new provision as appropriate.	Ch. S. Dr LSC Dir AAG Co-ord.	SG	-
	April 07 – March 08 Review appropriateness of the Curriculum Entitlement in the light of national developments.	Curric. Co-ord Head Teachers Principals WBL Managers	SG	-
	Self-evaluation process to include feedback from young people and their carers on experiences of access to and quality of the Curriculum Entitlement. Share the outcomes of the self-evaluation and determine action to address the issues raised.	AAG Co-ord.	Cnxs. Ex. Dr. LSC Dr. Ch. S. Dr.	-
April 08 – March 09	Review appropriateness of the Curriculum Entitlement in the light of national developments.	14-19 Pr. Dr.	14-19 Executive	-
	Self-evaluation process to include feedback from young people and their carers on experiences of access to and quality of the Curriculum Entitlement. Share the outcomes of this and to determine action to address the issues raised.	Head Teachers Principals WBL Managers AAG Co-ord.	Cnxs. Ex. Dr. LSC Dr. Ch. S. Dr	-

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.2

“Develop the curriculum mapping exercise at county and area level to enable a thorough review of the configuration of provision, including access, progression, and alternative provision for post-16 students at all levels; the analysis should be used to provide a more secure basis for planning by the LEA, the local LSC and providers and to extend collaborative arrangements.”

(Inspection recommendations h & i)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
<p>Young people will be able to choose from an extensive range of curriculum pathways 14-19, at all levels.</p> <p>By September 2006 - County Durham Local Prospectus published.</p>	<p>April 06 – March 07</p> <p>Interrogate and report widely on current curriculum configuration. This will enable planners to audit against the Curriculum Entitlement and avoid duplication, low class sizes and inadequate provision. (see 2.1) Undertake a radical review of all possible configuration (including academies and using the LSC Competitions Policy) to ensure that the Curriculum Entitlement is met. Develop a common system for the annual collection of all curriculum information from partners.</p>	<p>Ch S Dr. LSC Dr.</p>	<p>SG</p>	<p>PIAP</p>
	<p>Audit and report on all specialist status in schools, colleges and WBL providers to inform curriculum planning.</p>	<p>Head Teachers Principals WBL Managers AAG Co-ord.</p>	<p>SG</p>	<p>-</p>
	<p>Develop comprehensive curriculum pathways which meet the needs of the young people in their area (including the 5 new Diploma pathways & Young Apprenticeships). New programmes to be developed as and when appropriate to the needs of young people in the area and available nationally.</p>	<p>AAG Co-ord.</p>	<p>SG</p>	<p>-</p>
	<p>Within the first County Durham Local Prospectus AAGs will articulate the new curriculum pathways.</p>			

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Evaluate first County Durham Local Prospectus and agree content and refinements for the second version, which will be linked to the new national website and include details of 5 specialised Diplomas and Apprenticeship opportunities.</p> <p>All providers of education and training to demonstrate, via their own Development Plan, their role in delivering an area-wide curriculum. Also to demonstrate, via self-evaluation, how their learners are given access to a wide range of choices, styles and location of learning. E-learning opportunities to be further developed.</p> <p>Monitor and report upon the actual recruitment to the full range of learning opportunities. Barriers to progression identified and local measures implemented to address them.</p>	<p>Head Teachers FE Principals WBL Managers AAG Co-ord.</p> <p>Head Teachers FE Principals WBL Managers</p> <p>Cnxs. Ex. Dr.</p>	<p>SG</p> <p>SG</p> <p>SG</p>	<p>PIAP</p> <p>PIAP</p> <p>PIAP</p>
	<p>April 08 – March 09</p> <p>Produce updated County Durham Local Prospectus, including all e-learning opportunities and venues for learning, as well as detailed curriculum information on pathways and range of choices at each level of study.</p> <p>Young people, their carers and communities, to assist in the self-evaluation process to determine the quality and range of curriculum experiences accessed in the local area.</p> <p>Partners to report annual curriculum planning to AAGs to influence future planning.</p>	<p>Head Teachers FE Principals WBL Managers AAG Co-ord.</p> <p>Head Teachers FE Principals WBL Managers</p> <p>AAG Co-ord.</p>	<p>14-19 Pr. Dr.</p> <p>Ch S Dr. LSC Dr.</p> <p>14-19 Pr. Dr.</p>	<p>-</p> <p>-</p> <p>-</p>

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.3

“Improve the positive outcomes and staying-on rates of young people with special educational needs.”

(Inspection recommendation k)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By 2008 - All young people with SEN/LDD have access to appropriate post-16 learning	April 06 – March 07			
	Appropriate 14-19 curriculum pathways to be developed to ensure that all young people with disabilities/learning difficulties can access appropriate provision and support.	LSC Dr. Head Teachers Principals WBL Managers YES Dr.	SG	PIAP
	Lead practitioners to monitor provision and interrogate equality of access to both programmes and additional support. A risk-assessed transition plan developed wherever additional learning needs have been identified. Barriers to progression to be identified and addressed.	14-19 Pr. Dr.	Cnxs. Ex. Dr	-
	Appropriate work experience opportunities to be located and made available.	EBP Mngr.	14-19 Executive	-
	Self-evaluation processes to measure the quality of provision for young people with SEN/LDD as a separate group.	Head Teachers FE Principals WBL Managers	Ch S Dr. LSC Dr.	

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Promote available learning pathways to young people, their parents and carers, and those who work with them. Support to be made available during the period of transition.</p> <p>Progression of young people with additional learning needs of all kinds to be audited and reported to AAGs, together with issues to be addressed. Develop local plans of action to address issues, in dialogue with post-16 providers.</p>	<p>Cnxs. Ex. Dr. Head Teachers FE Principals WBL Managers</p> <p>AAG Co-ord. 14-19 Pr. Dr.</p>	<p>14-19 Executive</p> <p>14-19 Executive</p>	<p>PIAP</p> <p>-</p>
	<p>April 08 – March 09</p> <p>Young people with learning difficulties and/or disabilities to have a wide range of choice, as appropriate to their needs and to be given opportunities to give feedback on their experiences in the self-evaluation process.</p>	<p>Head Teachers Principals WBL Managers AAG Co-ord.</p>	<p>14-19 Executive SG</p>	<p>-</p>

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.4

“Develop and promote a strategy for improving the literacy and numeracy skills of young people.”

(Inspection recommendation i)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By July 2009 - All young people's attainment in Numeracy and Literacy will be sufficient to support their progression through 14-19 learning	April 06 – March 07			
	Lead practitioners from all 3 sectors to be identified to develop, promote and deliver the new 14-19 Literacy and Numeracy qualifications. Effective strategies to improve Literacy and Numeracy skills to be developed and shared, including work with the existing National Strategy consultants.	14-19 Pr. Dr. Head Teachers FE Principals WBL Managers	SG	PIAP
	High quality joint CPD programme to be delivered to ensure that there is no pre/post 16 divide in terms of accreditation opportunities or skill development.	14-19 Pr. Dr.	Ch S Dr. LSC Dir.	-
	Clear progression pathways to be agreed and stated in the County Durham Local Prospectus for both Literacy and Numeracy. Learners to understand current attainment and be supported to communicate this information to their next learning provider.	AAG Co-ord.	Cnxs. Ex. Dr.	-
	All post 16 providers to ensure that learners who can, do reach the appropriate minimum standards of recognised accreditation in Literacy and Numeracy.	Head Teachers FE Principals WBL Managers	Cnxs. Ex. Dr. LSC Dr.	-
	April 07 – March 08			
Monitor progress and identify required action.	Head Teachers FE Principals WBL Managers	Ch S Dr. LSC Dir.	-	
April 08 – March 09				
Monitor progress and identify required action.	Head Teachers FE Principals WBL Managers	Ch S Dr. LSC Dr.	-	

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.5

“Review the curriculum offered in schools with small sixth forms and make appropriate interventions where the range, quality or outcomes are unsatisfactory.”

(Inspection recommendation m)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By September 2007 - Young people learning in 6th forms will be able to choose from at least 20 general and 5 specialist Level 3 programmes	April 06 – March 07 Analyse, evaluate and match the curriculum provided by all 6 th forms to the statements in the Curriculum Entitlement. Identify and formalise clusters of partners who can deliver the required Curriculum Entitlement. Audit 6 th form provision range against standards in the Curriculum Entitlement and improve area curriculum configuration where necessary. The priority focus to be on developments in SW Durham. Appropriate support to be given to enable effective dialogue and planning. Providers’ self-evaluation process to include a report on the quality and breadth of achievement of 6 th form students.	Head Teachers Ch S Dr. 14-19 Pr. Dr. HTs Ch S Dr.	Ch S Dr. LSC Dr Ch S Dr. LSC Dr SG	- - -
	April 07 – March 08 Evaluate progress of collaborative partnerships and consider, and if appropriate, implement radical solutions to changes in provision (this may include the development of academies and competitions to establish new sixth forms). Evaluate quality assurance protocols (see 1.4) and processes and check against feedback from young people	14-19 Executive Head Teachers FE Principals WBL Managers AAG Co-ord. Cnxs. Ex. Dr.	Ch S Dr. LSC Dr. 14-19 Executive	- -
	April 08 – March 09 Monitor progress and alter specific actions where necessary	Head Teachers Principals WBL Managers AAG Co-ord. Cnxs. Ex. Dr 14-19 Executive	Ch S Dr. LSC Dr	-

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.6

“Develop further strategies to overcome barriers to learning presented by travel difficulties.”

(Inspection recommendation n)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
<p>By March 2008 - Transport arrangements promote and support collaborative arrangements</p>	<p>April 06 – March 07</p> <p>Facilitate and encourage collaboration between all those who commission transport to secure access to the Curriculum Entitlement.</p> <p>Develop flexible approaches to timetabling within collaborative partnerships to make best use of available transport.</p>	<p>14-19 Executive</p> <p>Head Teachers FE Principals WBL Managers</p>	<p>SG</p> <p>SG</p>	<p>-</p> <p>-</p>
	<p>April 07 – March 08</p> <p>Promote, using the County Durham Local Prospectus, detailed transport arrangements that support access to the whole range of curriculum opportunities.</p>	<p>Conxs. Ex. Dr.</p>	<p>14-19 Executive</p>	<p>-</p>
	<p>April 08 – March 09</p> <p>Audit and report on the extent to which young people have increased access to the Curriculum Entitlement as a result of improved transport arrangements. Analysis to inform future commissioning.</p>	<p>Conxs. Ex. Dr.</p>	<p>14-19 Executive</p>	<p>-</p>

Strategic Goal 2 – To develop flexible and responsive curriculum pathways

Key Objective 2.7

“Continue to improve the progression rate of young people into education and training at 16 and into HE at 18.”

(Inspection recommendation o)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By 2009 - 91% of young people 16-18 to participate in learning	April 06 –March 07			
	Improve progression rate at 16 by reducing the NEET group (see 1.3) Extend curriculum opportunities to ensure that all young people can progress to post-16 learning and other appropriate post-18 provision. (See 2.2) Develop a progression guide for specific subject areas, starting with Science.	Head Teachers FE Principals WBL Managers Ch S Dr.	SG	PIAP
	Design and implement a 14-16 Re-engagement programme for young people who are lower achieving, at risk of disengagement and likely to benefit from a work-focused programme. (Will seek to become part of DfES pilot)	14-19 Pr. Dr. Youth Service	SG	DfES?
	Interrogate the curriculum opportunities available at L2 and below post-16 and ensure that a range of courses are available which are appealing to young people.	Curric. Co-ord. Head Teachers FE Principals WBL Managers	14-19 Pr. Dr.	-
	Gather and analyse data to give an accurate and consistent picture of progression to HE in County Durham, including those on part-time programmes. Work with the NE LLN to develop compact arrangements for vocational learners.	Aimhigher Mngr. Data Managers	Aimhigher Steering Gp	PIAP
	Promote and raise awareness of apprenticeship opportunities. Research the progression of advanced apprentices and develop systems of support. Extend the promotion of Foundation Degrees as the ‘Earn as you Learn’ vocational pathway.	Aimhigher Mngr.	Aimhigher Steering Gp.	Aimhigher
All IAG to include information on accessing individual support funds, including EMAs.	Cnxs. Ex. Dr.	LSC Dr.	-	

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Support the implementation of the Diploma lines by raising awareness of vocational pathways through: (a) Sector-based challenges involving employers (b) Co-ordination of vocational Master Classes and (c) Visits to appropriate departments in HEIs.</p> <p>Evaluate improvements in progression rates and share good practice.</p>	<p>Aimhigher Mngr. Head Teachers Principals WBL Managers</p>	<p>SG</p>	<p>Aimhigher</p>
	<p>April 08 – March 09</p> <p>Evaluate improvements in progression rates and share good practice.</p>	<p>Aimhigher Mngr. 14-19 Pr. Dr.</p>	<p>SG</p>	<p>Aimhigher</p>

Strategic Goal 3 – To provide a positive and inspiring experience of learning

Key Objective 3.1

“Schools and colleges should ensure that improvements in achievement rates at Key Stage 4 and level 2 post-16 are sustained.”

(Inspection recommendation r2)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
A year on year improvement in achievement rates at KS4 and L2 post 16 to be maintained and the agreed targets to be met	<p>April 06 – March 07</p> <p>Extend the work of the BETT (in partnership with the Education Development Service, the FE Curriculum Group and the WBL Network) to audit and share best practice in teaching, learning and assessment and curriculum development for those capable of achieving 5A* - C or 1 A* - G and post 16 learners in schools. Best practice to be shared across sectors.</p> <p>Target and support the improvement in attainment of 1000 young people 14+.</p> <p>Implement the recommendations from the external evaluation of attainment of young people in public care.</p> <p>Target and support those studying on courses up to and including L2 in colleges and WBL who are in danger of not completing their course.</p>	<p>Ch S Dr.</p> <p>14-19 Pr. Dr.</p> <p>Ch. S. Dr.</p> <p>FE Principals WBL Managers</p>	<p>14-19 Executive</p> <p>LSC ESF Contract Manager</p> <p>SG</p> <p>LSC ESF Contract Manager</p>	<p>ESF DCC</p> <p>ESF</p> <p>-</p> <p>ESF</p>
	<p>April 07 – March 08</p> <p>Self-evaluation processes to identify and report on achievement levels and actions that made a difference. Best practice to be shared via a cross-sector CPD programme focussed on raising attainment and at the point of delivery of learning.</p>	<p>Head Teachers FE Principals WBL Managers</p>	<p>14-19 Executive</p>	<p>-</p>
	<p>April 08 – March 09</p> <p>Countywide trends identified and good practice evaluated and shared.</p>	<p>14-19 Pr. Dr.</p>	<p>SG</p>	<p>-</p>

Strategic Goal 3 – To provide a positive and inspiring experience of learning

Key Objective 3.2

“The LEA and local LSC should increase opportunities for best practice to be shared within and between providers and across sectors, to promote high standards of teaching and training, and the effective use of ILT to support learning.”

(Inspection recommendation t)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By September 2006 - County-wide 14-19 CPD programme in place	April 06 –March 07			
	Common CPD programme for all teachers, lecturers and trainers to be developed to share best practice in teaching and personalised learning, linked to local, regional and national centres of excellence. Programme to be led by a Co-ordinator and ASTs/Advanced Skills Practitioners.	14-19 Pr. Dr.	SG	PIAP
	A feature of Ch S/LSC joint activity will be the auditing of resources and successful practice in teaching and learning, teacher training and the use of ILT. Current training offered via the County Durham SCITT programme, FE Colleges, the Education Development Service etc. will be co-ordinated wherever possible. The new incentives packages for FE & School staff and those training to teach in FE & Schools will be utilised.	Head Teachers FE Principals WBL Managers 14-19 Pr. Dr.	-	PIAP
Self evaluation procedures to focus upon standards of teaching and training.	Head Teachers FE Principals WBL Managers 14-19 Pr. Dr.	LSC Dr. Ch S Dr. -	-	

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Professional Development programme for staff delivering the first 5 specialised Diplomas planned and delivered.</p> <p>Cross-sector e-learning strategy to be developed. This to identify, and seek to remove, barriers to further development of both infrastructure and skill development. Good practice e.g. from the ICT Testbed outcomes to be shared across all providers.</p> <p>The ICT Strategy will drive the development of e-learning that is consistent within and between institutions, and this will ensure the inter-operability of VLEs.</p>	<p>ICT Pr Co-ord.</p> <p>ICT Pr Co-ord.</p> <p>ICT Pr Co-ord.</p>	<p>14-19 Executive</p> <p>14-19 Executive</p> <p>14-19 Executive</p>	<p>PIAP</p> <p>-</p> <p>-</p>
	<p>April 08 – March 09</p> <p>Monitor and evaluate all current practice, both in the county and nationally and identify further areas of development.</p>	<p>ICT Pr Co-ord. Head Teachers Principals WBL Managers</p>	<p>SG</p>	<p>PIAP</p>

Strategic Goal 3 - To provide a positive and inspiring experience of learning

Key Objective 3.3

"The LEA should address the deficiencies in school accommodation."

(Inspection recommendation s)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
Local Authority Capital Strategy includes BSF and complements other funding streams	April 06 – March 07			
	Agreed Capital Protocols implemented. Capital developments will complement each other, by acknowledging other new build (particularly linking development in the 4 FE colleges and BSF) and aiming to maximise the effectiveness of funding streams. All funding streams and capital opportunities will be considered, including academies.	Ch S Dr. LSC Ex Dr Head Teachers Principals WBL Managers	SG	DfES LSC
	Plans to renew/remodel school buildings to BSF standards acknowledge the need to deliver the Curriculum Entitlement. Deficiencies in school accommodation to be addressed in the Ch S's Asset Management Plan.	Ch S Dr	SG	-
	All specialist provision in schools, colleges and WBL provision to be identified by planners and capital bids developed to ensure that young people can access a wide range of resources within each AAG area.	LSC Dr Ch S Dr	SG	-
	Planners to incorporate the need for provision for the 'Extended Schools' agenda and so pay sufficient attention to the need for space for other agencies/partners.	Ch S Dr	SG	-
	Small capital projects to be bid for/planned in the context of the needs within each AAG area.	Ch S Dr. LSC Ex Dr AAG Co-ord.	SG	-
	April 07 – March 08			
	Progress to be monitored and reported widely within the county.	Ch. S. Dr LSC Dr. AAG Co-ord.	SG	-
	Revisions based upon experience and practice as recorded by AAGs			
	April 08 – March 09			
	Progress to be monitored and reported widely within the county	Ch. S Dr. LSC Dr.	SG	-

Strategic Goal 3 – To provide a positive and inspiring experience of learning

Key Objective 3.4

“The LEA, local LSC and their partners should develop joint strategies to secure the sustainability of 14 to 19 initiatives which only have short term funding.”

(Inspection recommendation u)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
Strategic deployment of external funding will ensure sustainability	April 06 –March 07 Bids for external funding via the statutory bodies will only be accepted if they demonstrate how activities can be sustained beyond the end of the project.	Ch. S. Dr LSC Dr. Project Managers	SG	-
	Providers to ascertain how initiatives can be developed using core funding in collaboration with partners.	Head Teachers Principals WBL Managers	Ch. S Dr. LSC Dr.	-
	Evaluation of all externally-funded projects to be planned to determine what aspects that can be continued within core funding opportunities. Reports to inform national and regional practice.	14-19 Pr. Dr.	Ch. S Dr. LSC Dr.	-
	Ensure that project activity is shared and co-ordinated.	14-19 Pr. Dr.	Ch. S Dr. LSC Dr.	-
April 07 – March 08 Monitor use of different funding streams. Analyse and share best practice.	14-19 Pr. Dr.	SG	-	
April 08 – March 09 Continue to identify sources of income to support the work of the county in addressing the weaknesses in curriculum and standards.	14-19 Executive	SG	-	

Strategic Goal 3 – To provide a positive and inspiring experience of learning

Key Objective 3.5

“Support providers in developing the more extensive use of post-16 value added measures.”

(Inspection recommendation f)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
<p>By December 2007 - Common post 16 value added measures in use</p>	<p>April 06 – March 07</p> <p>Research and communicate, in joint CPD sessions, the new measures of success.</p> <p>Work with E2E providers to ensure that non-accredited provision complies with RARPA.</p> <p>DfES Standards Unit subject area coaches programme to be developed locally.</p>	LSC Dr.	14-19 Executive	PIAP
		LSC Dr.	14-19 Executive	-
		LSC Dr.	14-19 Executive	-
	<p>April 07 – March 08</p> <p>All providers to embed the use of value-added measures in the self-evaluation process.</p> <p>Review and evaluate compliance with RARPA.</p>	Head Teachers FE Principals WBL Managers	Ch.S Dr. LSC Dr.	-
		LSC Dr.	14-19 Exec.	-
	<p>April 08 – March 09</p> <p>All providers to embed the use of value-added measures in the self-evaluation process.</p>	Head Teachers FE Principals WBL Managers	14-19 Executive	-

Strategic Goal 4 – To provide access to excellent learner support

Key Objective 4.1

“Ensure that schools improve the impartiality of their advice and guidance arrangements for young people and their parents so that they are able to make informed post-16 choices during Key Stage 4.”

(Inspection recommendation p)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
<p>From September 2006 - All young people and their carers receive impartial advice about qualifications and pathways up to age 19</p>	<p>April 06 – March 07</p> <p>Students in Years 7-11 to experience a CEG programme which meets National Standards and includes the opportunity to meet specialist staff from FE, WBL and local School 6th forms to determine the most appropriate pathway beyond 16. Introduce the ‘Get Real’ publication in Years 7, 8 & 9, ensuring that the material is aligned with school planners.</p>	<p>Head Teachers FE Principals WBL Managers Cnxs. Ex. Dr.</p>	<p>Conxs Ex Dr. Ch S Dr.</p>	<p>PIAP Connexions</p>
	<p>Additional support to be given to those vulnerable young people who are identified as in danger of not continuing in learning beyond 16, 17 and 18 as appropriate. This to include the development of new programmes to meet specific needs (see 2.3).</p>	<p>14-19 Pr. Dr.</p>	<p>LSC Contract Manager</p>	<p>ESF</p>
	<p>‘Aspire’ e-portfolio supported, as well as the development of the on-line prospectus and common application system for full implementation in Oct. 2006. Standard Induction programme also in place.</p>	<p>Curr. Co-ord.</p>	<p>LSC Dr.</p>	<p>-</p>
	<p>Further develop the Collingwood College Mentoring programme, in partnership with the University of Durham, for children in public care.</p>	<p>14-19 Pr. Dr.</p>	<p>Ch S Dr</p>	<p>PIAP</p>
	<p>Annual programme of CPD to update teachers, lecturers & trainers developed with appropriate supporting materials</p>	<p>Cnxs. Ex. Dr.</p>	<p>SG</p>	<p>PIAP</p>

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>County Durham Local Prospectus introduced to all young people and their carers.</p> <p>Annual programme of CPD to update teachers, lecturers & trainers monitored and further developed. Schools Careers Co-ordinators to be supported to study for L4 qualification.</p> <p>Research views of young people aged 16+ to determine how well the IAG systems met their needs. Progress evaluated and action identified which will address issues.</p>	<p>Cnxs. Ex. Dr</p> <p>Head Teachers FE Principals WBL Managers Cnxs. Ex. Dr</p> <p>Cnxs. Ex. Dr</p>	<p>SG</p> <p>SG</p> <p>SG</p>	<p>PIAP</p> <p>-</p> <p>Cnxs</p>
	<p>April 08 – March 09</p> <p>Annual programme of CPD to update teachers, lecturers & trainers monitored and further developed.</p> <p>Research views of young people aged 16+ to determine how well the IAG systems met their needs. Progress evaluated and action identified which will address issues.</p>	<p>Cnxs. Ex. Dr.</p> <p>Cnxs. Ex. Dr.</p>	<p>SG</p> <p>SG</p>	<p>PIAP</p> <p>-</p>

Strategic Goal 4 – To provide access to excellent learner support

Key Objective 4.2

“Make arrangements to ensure more efficient communication of young people's support needs at key transition points.”

(Inspection recommendation q)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By March 2009 - Learner's prior achievement and additional needs used to support progression	April 06 –March 07			
	Young people to be equipped with knowledge, skills and supporting documentation to ensure that they are able to communicate their current attainment levels and their learning needs to providers of post-16/post-17/post-18 education and training.	Head Teachers FE Principals WBL Managers CDYES Dr.	SG	-
	Review s140 and develop guidance for providers. IAG to be relevant to all, including those disengaged from learning and those who are high achievers.	Conxs. Ex. Dr.	SG	-
	Providers to co-ordinate and provide support for young people experiencing challenging personal circumstances.	SEN Co-ord.	SG	-
	Plan the Summer period to be one of activity and accreditation for those young people who need additional support to make the move into a new provider of education or training by co-ordinating and developing new provision.	Head Teachers FE Principals WBL Managers CDYES Dr. Cnxs. Ex. Dr. AAG Co-ord.	SG	PIAP
	April 07 – March 08			
	Monitor the effectiveness of intervention programmes and share best practice.	SEN Co-ord.	14-19 Pr. Dr.	ESF
	Plan the Summer period to be one of activity and accreditation for those young people who need additional support to make the move into a new provider of education or training by monitoring last years' activity and making improvements to the programme.	Head Teachers FE Principals WBL Managers CDYES Dr. Cnxs. Ex. Dr.	14-19 Pr. Dr	PIAP
	April 08 – March 09			
	Determine the effectiveness of intervention programmes in improving participation and retention rates. Promote best practice.	Conxs Ex. Dr.	14-19 Pr. Dr.	PIAP

Strategic Goal 4 – To provide access to excellent learner support

Key Objective 4.3

“Develop more robust systems to identify, track and support learners who do not complete their post-16 programmes and to monitor the progress of young people at age 17 more effectively.”

(Inspection recommendation r)

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
By 2009 - A well understood, and used, learner tracking and monitoring system in place throughout the 14 – 19 phase of learning	April 06 – March 07			
	Implement a tracking and monitoring system with targeted and appropriate support. Connexions ‘Core Database’ fully utilised.	14-19 Pr. Dr.	SG	ESF
	Connexions, LEA & LSC data officers to analyse, share and actively communicate data to all relevant providers and agencies.	Conxs. Ex. Dr. Ch S Dr. LSC Dr.	14-19 Pr. Dr.	-
	All post-16 providers to develop the use of software to effectively track student progress and be able to report drop-out statistics to Connexions monthly. Annual (March) Management report to be produced, based upon monthly reviews of progress against outcome measures. Strategic decision-making thereby informed.	Head Teachers FE Principals WBL Managers 14-19 Pr. MO	- Conxs. Ex. Dr	-
	16+ young people identified if in danger of non-completion of learning programmes and given targeted support (Durham 1000 Plus)	Conxs. Ex. Dr Head Teachers FE Principals WBL Managers	LSC Contract Manager	ESF/PIAP
Durham 1000 cohort to be tracked to identify progression routes. Report to inform future planning. (see 1.3)	Conxs. Ex. Dr Head Teachers FE Principals WBL Managers	LSC Contract Manager	ESF	
April 07 – March 08				
Annual (March) Management report to be produced, based upon monthly reviews of progress against outcome measures. Strategic decision-making thereby informed.	14-19 MO	SG	-	
April 08 – March 09				
All systems to be reviewed and best practice shared.	Data Managers	14-19 Pr Dr	ESF PIAP	

Strategic Goal 5 - To enable learners to benefit from economic and social regeneration

Key Objective 5.1

To develop a closer working link between employers/SSCs/providers/and wider communities.

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
A curriculum-led employer engagement strategy in place by March 2007	April 06 – March 07			
	Develop a dynamic engagement strategy by involving all appropriate partners in effective joint activity to support the new 14-19 curriculum developments. Better utilise existing Local Strategic Partnership and employer networks, including Sector Skills Councils. Develop employer fora for working with young people where these do not exist.	Econ. Reg. Off. EBP Mngr	14-19 Pr Dr	PIAP
	Build upon the Employer Engagement strategies which already exist in the FE Colleges and the extensive Education Business Partnership database of employer links. Identify the key individuals and sectors that will enable the 14-19 Curriculum Entitlement to be delivered.	LSC Dr SSDA RO Cnxs. Ex. Dr. Job Centre + Bus. Support Network EBP Mngr	One NE	ESF
	Support schools to deliver Enterprise education and disseminate good practice.	“	LSC Dr.	-
	Develop further joint working with employers and SSCs to promote recruitment of young people and the provision of high quality work experience placements and curricular enrichment.	Econ. Reg. Off. EBP Mngr	14-19 Pr Dr	Single Prog. ESF
	Increase the number of apprenticeships in key priority areas such as Health & Social Care, Construction, Education, Public Sector, Engineering, Tourism and the Voluntary & Community Sector.	FE Principals WBL Mngrs	LSC Dr.	-
	Reflect the skill needs of sectors identified in Sector Skills Agreements and the needs of employers in the provision planned by LSC and County Council.	LSC Dr.	SG	-
	Support the existing CoVEs and specialist schools to continue to improve the progression opportunities for young people in these priority sectors.	LSC Dr. Ch S Dr.	SG	-
Promote the regional ASPIRE programme to local employers and use to increase the range and quality of contacts.	LSC Dr.	SG	-	

Outcome/Impact	Actions	Responsibility for implementation	Monitoring	Funding source
	<p>April 07 – March 08</p> <p>Continue to develop all aspects of employer engagement as listed under 2006-7.</p> <p>Employers directly involved in development and introduction of the Diploma framework.</p> <p>Frameworks of E2E and Young Apprenticeships to be integrated with the specialised Diplomas.</p> <p>A minimum of 250 new learning opportunities linked to major regeneration projects to be developed.</p> <p>Support and continue to develop the contributions of the new Industrial Learning Centre and the network of specialised vocational learning facilities in each AAG area.</p> <p>All provider capital funding streams to be informed of employer and community expertise and support for the new curriculum opportunities and Entitlement.</p>	<p>LSC Dr.</p> <p>LSC Dr</p> <p>LSC Dr</p> <p>LSP Mngrs</p> <p>Head Teachers FE Principals WBL Managers</p> <p>LSPs, Ch. S, LSC</p>	<p>SG</p> <p>SG</p> <p>SG</p> <p>SG</p> <p>SG</p> <p>SG</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>Private Sponsor Single Progr. BSF DCC LSC NRF</p>
	<p>April 08 –March 09</p> <p>Continue to develop all aspects of employer engagement as listed under 2006-8.</p> <p>Review the quality and quantity of employer engagement and community partner contribution. Identify and share best practice. Recognise any valued brokerage service that benefits employers and/or education training providers.</p>	<p>LSC Dr. Head Teachers Principals WBL Managers</p>	<p>SG</p>	<p>-</p>

Monitoring, Review and Evaluation

The key role of the 14-19 Strategic Group is to monitor progress and direct county-wide activities to ensure that the strategic goals and outcomes are met. This involves:

- ❖ continuously **evaluating** the County Durham 14 -19 Strategy and its Development Plan
- ❖ ensuring that **links** with other local strategies and initiatives are robust, particularly with the Every Child Matters agenda.
- ❖ monitoring **progress** in the delivery of the Development Plan activities and annually reviewing all delivery against the strategic objectives and targets
- ❖ ensuring that **reports** are produced for national LSC, the DfES and other funding bodies
- ❖ **prioritising** further actions for 14 -19 developments in the light of new legislation and other local and national opportunities and developments
- ❖ acting as a **pressure group** within the national and regional agendas for change – particularly with regard to economic and social regeneration

The Strategic Group will have the support of:

1. An Executive team of senior LSC/LEA officers (to turn words into policy)
2. A Data Managers' group (to monitor and report progress)
3. An Officers Group (to drive action through the statutory bodies and other county-wide agencies)
4. A 14-19 Project Team of experienced professionals (to support providers in delivering the outcomes)
5. 4 Area Advisory Groups (who will monitor, evaluate and initiate action in their locality)
6. An FE Curriculum Partnership Group (to co-ordinate activity in colleges)
7. A Work Based Learning Network, and its executive officer (to co-ordinate activity within WBL)
8. (DASH) a Durham Association of Head Teachers (to co-ordinate activity in comprehensive schools)
9. A Special School Heads Association (to co-ordinate activity in Special Schools)

The structures (Appendix A) were praised by inspectors in the recent 14-19 Area Inspection, “good structures for the continued development and implementation of the 14-19 strategy, including the effective deployment of project teams.”

Appendix A

Outcome Measures

Improved attainment at age 14 onwards –

Our targets for 2007 will build upon the LEA's successful KS3 strategy

	County target for 2007
Level 2 at 16	55%
Level 2 at 19	85%
Level 3 at 19	60%
Improved participation in structured learning beyond 16	85%
Improved retention rates in all post-16 learning	60%
Improved progression to Higher Education	33%

The County 14-19 Strategic Group will oversee the successful implementation and delivery of this strategy.

The four Area Advisory groups will assess their contribution to local targets and agree timescales, using 2003 statistics as the baseline. They will be responsible for monitoring, evaluating and reporting on progress.

Conclusion

Our strategy has been developed in consultation with key partner organisations in the county. It has been facilitated by the Lifelong Learning Partnership, and is endorsed by key stakeholders. It is intended to drive local activity and identify key actions that need to be taken to ensure that the stated aspirations for 'Learner Entitlement' are realised. This strategy is deliberately concise and centred on learners' needs. The aims and outcomes will only be achieved by collaborative partnerships.

Together we will make a difference!

Design and production by DTW T. 02037 03404

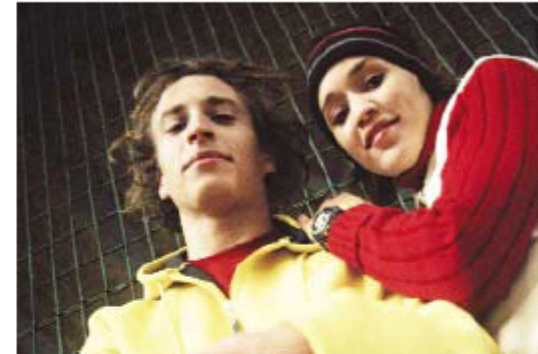
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Introducing the 14-19 Strategy for Education & Training in County Durham 2004 - 2007



Our vision –

is that all young people will be able to select high quality learning programmes appropriate to their needs. They will achieve levels of success significantly above the national average, continue to succeed and have the opportunity to further progress into higher education and/or employment with training.





Aim

From April 2004 all partners involved will adopt and implement this 14-19 Strategy.

Key Priorities

- To deliver within the four Area Advisory groups, a coherent, accessible to all, high quality curriculum.
- To raise attainment at all stages to encourage progression.
- To increase participation in structured learning post-16.
- To show that more effective learning can make a significant contribution to economic and community regeneration in County Durham.

'Learner Entitlement'

Delivery of the 'Learner Entitlement' is central to this strategy and will provide the focus through which partners ensure that learners have access to an appropriate range of learning pathways. It will provide the framework through which we ensure effective support for learners and their families. It will also provide the rationale for all local and county-wide partnership working.

[See County Durham Lifelong Learning Partnership document]

Our Goals

Goal 1 – To accelerate the pace and impact of change

Partners will deliver the 14-19 Strategy and the 'Learner Entitlement' by developing an area action plan which is informed, evidence-based and built on a foundation of shared knowledge and information. Evaluation of progress will include the views of learners and their recommendations for action.

Goal 2 – To develop flexible and responsive curriculum pathways

All young people will have access to a responsive curriculum which meets their needs and which provides clear, flexible pathways to further learning and to employment opportunities.

Goal 3 – To provide a positive and inspiring experience of learning

All young people will have a rewarding experience of learning which raises their aspirations through inspirational teaching and well structured learning. Technology will be used effectively within a pleasant learning environment. The result will be young people who are committed to continued learning and who use their developing skills and knowledge to support others.

Goal 4 – To provide access to excellent learner support

All learners and their families will feel part of a community of learning from which they benefit and to which they contribute. They will be empowered to choose learning that best fits their needs, and will be supported in making their choices by effective independent information, advice and guidance.

Goal 5 – To enable learners to benefit from economic and social regeneration

Learning provision in County Durham will be a powerful driver for social and economic regeneration, will engage employers and will release the spirit of enterprise. Partners will join together from all sectors in productive action that allows learners to participate in the opportunities emerging from economic and social change.

Framework for Action

We will:

- accept a joint responsibility for the delivery of high-quality learning experiences which raise aspirations and result in a commitment to continued learning
- work together to deliver the strategy to ensure that the Learner Entitlement statement is used as a framework for evaluating success
- set in place the strategic partnerships and actions which will enable us to deliver the range of learning programmes and pathways effectively
- work together to ensure that young people feel respected, valued and supported wherever they go to learn in the County
- listen to the views of young people and regard them as valued partners in the learning process
- enable young people to contribute, through dialogue, to decisions which impact on their lives and their communities
- design clear learning pathways which enable access to a broad range of options locally and which provide the opportunity to move on to centres of excellence within the County
- enable young people to access independent information, advice and guidance in order to select learning pathways which best fit their needs
- support young people throughout their 14-19 learning experience's in order to raise attainment and ensure retention and achievement
- position the work of local partnerships to ensure that it is integral to community strategies in order to drive social and economic regeneration.

The Way Forward

The County 14-19 Strategic Group will oversee the successful implementation and delivery of the Entitlement and monitor and evaluate progress.

Partners will recognise and use the Learner Entitlement to develop plans for improvement.

Together we will make a difference!

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Introducing the Learner Entitlement for 14-19 year olds in County Durham



This is the check-list for all providers of education and training and learner support in the county. It is the basis for discussion within all partnership groups and will prompt action plans to ensure that all learning needs are met. It is the means by which the 14-19 strategy will be achieved and will support the delivery of a lifelong learner entitlement.





Aim

From April 2004 all partners involved in 14-19 learning will adopt this Learner Entitlement and ensure its implementation.

Statement of Entitlement

1 All young people will receive effective support to enable choice and meet their learning needs 14-19.

- Expert and unbiased advice and guidance will be available
- A system of learner support will be in place
- A named person within the organisation will be available to support each young person
- Choices at KS4, and where they lead, will be clearly explained
- A comprehensive, accurate database of choices at 16 will be available
- Young people will be supported to develop the skills to make their own informed choices

2 All young people will be able to select from a broad range of learning pathways which are appropriate to their needs.

- The 14-19 Strategic Group and the four Area Advisory Groups will develop common county-wide entry processes so that there is no confusion for the learner
- Providers of education and training will work together to ensure that the broadest range of choices are made available to learners

- Transport arrangements will, wherever possible, ensure that access is facilitated and will be clearly explained to learners
- Wherever possible learning programmes will be tailored to meet individual needs

3 All young people will be very clear about routes of progression into further learning and employment.

- Learners will have access to information that is clear about the value of accreditation, informal learning, qualifications and the opportunities for progression
- Learners will have the opportunity to question and learn from those currently in work and learning, especially FE/HE routes

4 Provision will be flexible to ensure that learners can switch routes if necessary.

- Providers of education and training will ensure that those accessing a learning pathway will be given accreditation wherever possible for prior learning
- Individual Learning Plans will follow the learner and be adapted and extended as necessary
- Effective communication between providers will ensure that the learners' needs are met
- Advice, guidance and support will be available to ensure that learners are able to remain in learning to complete a stage in their learning
- Efforts will be made to provide entry to suitable provision at all times of the year wherever possible

5 Individual Learning Plans will be used as the mechanism for ensuring that learners are clear about their responsibilities, targets and progress.

- Learners will receive effective induction on each new learning pathway so that they are clear about what they can expect and what will be expected of them
- Learners will be made aware of the sources of financial and other support and enabled to access them, where a need has been identified and where resources are available
- Providers will engage in a productive dialogue with learners on a regular basis to ensure that progress is monitored, targets are set and action taken to address any problems
- Learners will be provided with resources appropriate to identified learning needs

6 All young people will experience high quality learning programmes.

- Providers of education and training will develop effective self evaluation processes and strive for continuous improvement to the quality of their programmes
- Learners will play a key part in the evaluation of the quality of learning programme
- Partnerships will ensure that resources (people and funding) are deployed to ensure the highest quality and consistency of provision
- Learning will make full use of all available technologies
- All staff delivering learning programmes will be appropriately qualified and experienced and have access to continuing professional development which aims to enhance performance and support learner progression

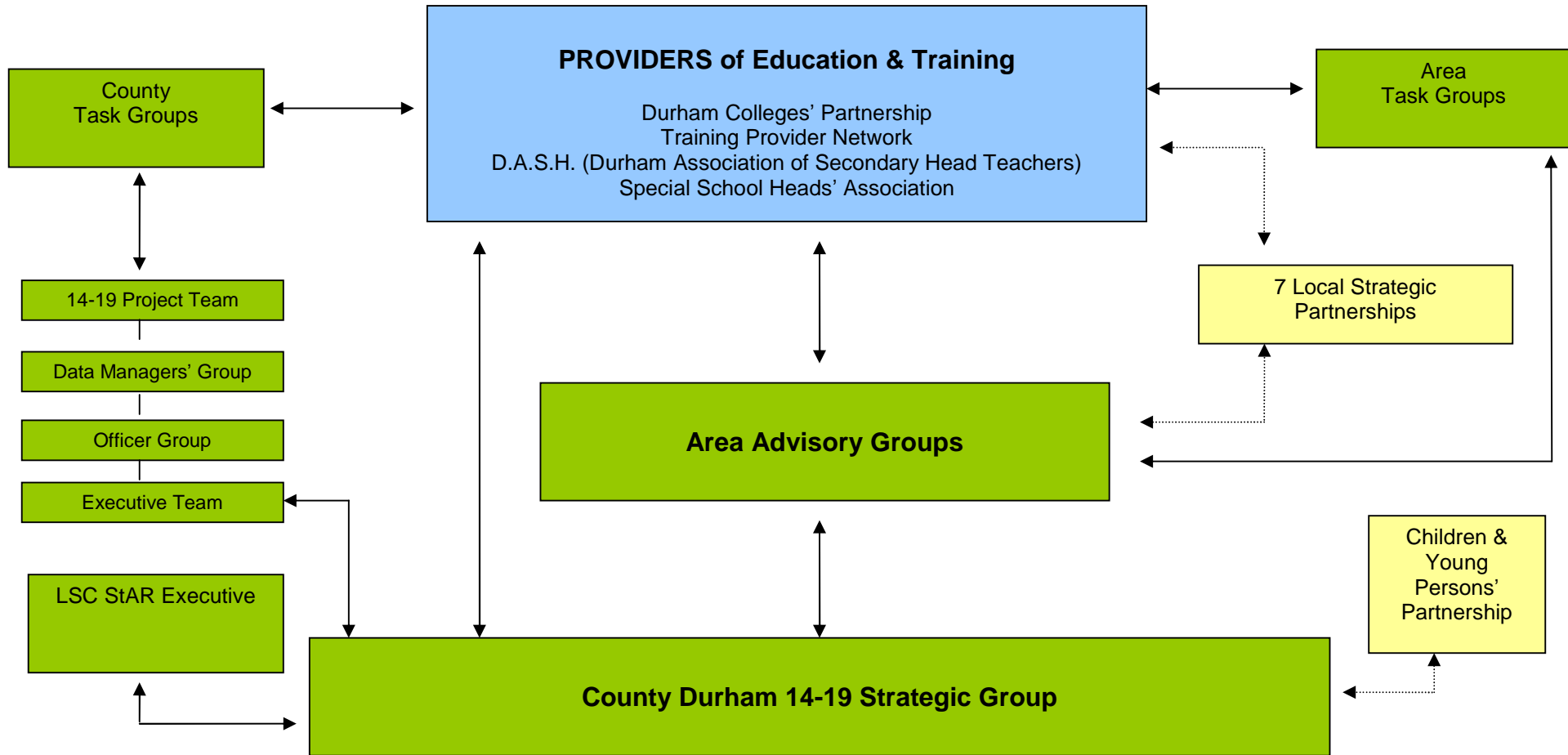
7 All young people will be able to place their learning in the wider context of economic and community change.

- Learners will have opportunities to learn about and experience the world of work and community life
- Learners will be able to develop those skills most appropriate to success in later life including self advocacy and personal financial management
- Enterprise skills will be encouraged and developed
- Learners will develop an understanding of economic opportunities in the local area, including identified skills gaps and over-provision

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

- Learners will be fully included in the quality monitoring process and their views will be taken into account when improving provision
- A Learners' Forum will be established in each area so that young people can assist with the development of 14-19 Strategy and use existing forums
- Learners will be encouraged to develop peer learning leader skills
- Providers recognise learners as equal partners in the learning process

Appendix B – Structure to Deliver Change in County Durham



Appendix C – Membership of Strategic Group & Officers’ Group

Membership of 14 –19 Strategic Group

Keith Mitchell	LA Director of Education
Neil Charlton	LA Deputy Director of Education
Tom Crompton	LSC Executive Director
Val Goodrum	LSC Director
Jenny Garnett	LSC/LEA 14-19 Project Director
Janice Bray	Connexions
Harry O’Neill	Diocese
Joanna Tait	FE
John Cotton	Schools
Ann Cant	Work Based Learning
John Widdowson	Aim Higher
Paul Taylor	Co Durham Lifelong Learning Partnership
Mitch O’Reilly	Curriculum Co-ordinator
Ron Walker	AAG Co-ordinator

Membership of 14-19 LSC/LEA Officers Group

Jenny Garnett	LEA/LSC 14-19
Julie Rimmer	LEA BETT Team
Margaret Bell	LEA Education Development Service
John Deller	LEA BETT Team
Jane le Sage	LEA Access & Inclusion
Andy Wise	Youth Engagement Service
Sue White	Education Business Partnership
Val Goodrum	LSC
Julian Chambers	LSC FE
Helen Radcliffe	LSC Schools & WBL
Ron Walker	AAG Co-ordinator
Hilary Ellis	Improving Participation Co-ordinator
Fiona Davies	ESF Project Officer
Mitch O’Reilly	Curriculum Co-ordinator
Jill Dickinson	Connexions / Improving Participation Co-ordinator
Peter Phipps	Aimhigher
Jeanette Trafford	Lifelong Learning Partnership

Appendix D - Relationship between Action Plan and other related plans

The 14 – 19 Strategy is the combination and implementation of the following plans, guided collectively by the principal partners represented on the 14-19 Strategic Group. The Strategic Group is committed to working with partners in terms of sharing plans and giving responsibility to other agencies for implementing appropriate actions. The Group maintains a monitoring role and this is indicated in the action plan.

Aimhigher Strategic Plan
'All Together Better'
Aspire Business Plan
Behaviour Support Plan
College Development Plans
Connexions Business Plan
County Durham Children & Young Peoples' Plan - Outcomes
County Durham Lifelong Learning Partnership Plan
Diocesan Vision Statement
EBLO Consortium Plan
Excellence Cluster Partnership Plans
FE College Strategic Plans
FE College LSC Development Plans
KS4 Raising Achievement Strategy
L A Inclusion Strategy
LA Policy for the Education of Children in Public Care
LA Policy for Most Able and Talented
L A SEN Strategic Development Plan
LAA Proposed Outcomes
LEA Single Education Plan/Education Development Plan
LSC StAR 'The Future of Learning in County Durham'
LSC Business Plan
LSPs' Community Strategies
Schools' Development Plans
WBL Development Plans
Youth Justice Plan
Young People's Service Development Strategy

and a variety of curriculum-based partnership plans.

Appendix E – Membership of Area Advisory Groups

Derwentside AAG Membership	
David Ford	Derwentside LSP/ LA Chief Inspector
David Hought	FE
Albert Croney	FE
Chris Espiner	11-16 Schools
John Stafeckis	11-18 Schools
Maureen Bates	Diocese & Schools Rep
Fiona Wood	Special Schools
Ann Barkas	Training Providers
Ken Wilkinson	Connexions
Robert Leech	Employer Representative
Jenny Garnett	LEA/LSC 14-19 Project
Val Goodrum	LSC
Steve Lang	Aim Higher Partnership
Lester Crawford	Schools Regeneration Officer
Ron Walker	AAG Co-ordinator
Mitch O'Reilly	Curriculum Co-ordinator

Mid Durham AAG Membership	
Jo Forster	Chester-le Street LSP
Ann Howe	City of Durham LSP
John Widdowson	FE
Anne Lakey	Durham City Schools
Ian Robertson	Chester le Street Schools
Richard Royle	Special Schools
Denise McNaughton	Training Providers
Alan Lockyear	Connexions
Dorothy Tait	Employer Representative
Vacancy	Job Centre Plus
Jenny Garnett	LEA/LSC 14-19 Project
Val Goodrum	LSC
Peter Phipps	Aim Higher Partnership
Mitch O'Reilly	Curriculum Co-ordinator.
Ron Walker	AAG Co-ordinator

East Durham AAG Membership	
John Murphy	Easington LSP
Jennifer Elliott	11-16 Schools
Mary Crossley	11-18 Schools/Diocese
Malcolm Fallow	FE
Eric Baker	Special Schools
Stuart Hudson	Training Provider
Val Taylor	Connexions
Joe Armstrong	Lifelong Learning Co-ordinator
Peter Keith	Business Representative
Kate Welch	Acumen Trust
Jenny Garnett	LEA/LSC 14-19 Project
Val Goodrum	LSC
Peter Phipps	Aim Higher Partnership
Ron Walker	AAG Co-ordinator
Mitch O'Reilly	Curriculum Co-ordinator

South West Durham AAG Membership	
Joanna Tait	Wear Valley LSP
Paul Gillis	Sedgefield LSP
Paul Harrison	Teesdale LSP
Lynne Ackland	11-16 Schools
Gerard Moran	11-18 Schools/Diocese
Nick Brewster	FE
George Harris	Special Schools
Barry Robinson	Connexions
Gordon Lipinski	Training Providers
Darren Race	Business Representative
Ann Cant	Business Representative
David Pearson	Business Representative
Jenny Garnett	LEA/LSC 14-19 Project
Val Goodrum	LSC
Steve Lang	Aim Higher Partnership
Ron Walker	AAG Co-ordinator
Mitch O'Reilly	Curriculum Co-ordinator

Appendix F – Outcome Measures

Traffic Light Indicator	Target	Actual 2005	2006	2007	2008	2009	2010	Reporting Organisation
1.	Key Stage 3 English % Level 5+	70.1	75	76	77	78	79	Local Authority
2.	Key Stage 3 English % Level 6+	30	35	36	37	38	39	Local Authority
3.	Key Stage 3 Maths % Level 5+	73	75	75	76	77	78	Local Authority
4.	Key Stage 3 Maths % Level 6+	51.4	53	52	55	56	56	Local Authority
5.	Key Stage 3 Science % Level 5+	69	71	72	73	74	75	Local Authority
6.	Key Stage 3 Science % Level 6+	34.9	40	40	42	43	44	Local Authority
7.	KS3 % of schools with 50%+ pupils gaining English, Maths & Science	75	83.3	91.7	100	100	100	Local Authority
8.	% Year 11 students achieving 5+ A*-C GCSE grades or equivalent	51.3	54	55	58	60	62	Local Authority
9.	% Year 11 students in public care achieving 5+ A*-C GCSE grades or equivalent	18.6	20.6	To be set				Local Authority
10.	% Year 11 students achieving 5+ A*-C GCSE grades or equivalent (incl. Maths & English)	38.5	41	42	45	46	48	Local Authority
11.	% Year 11 students achieving 5+ A*-G GCSE grades or equivalent (incl. Maths & English)	88.3	91	92	92	92	93	Local Authority
12.	% Year 11 students achieving 1+ A*-G GCSE grades or equivalent	96	96.3	96.5	96.7	97	97	Local Authority
13.	% Year 11 children in public care achieving 1+ A*-G GCSE grades or equivalent	73.3	75	80	82	84	86	Local Authority
14.	% 16 year olds progressing into structured learning after leaving Year 11	81.3	83	85	85	86	86	Connexions
15.	% 17 year olds continuing in structured learning	65.4	To be set				Connexions	
16.	% Advanced Apprenticeship leavers who have completed the framework (Level 3)	38	40	42	45	47	49	LSC
17.	% Apprenticeship leavers who have completed the framework (Level 2)	43	50	56	61	63	65	LSC
18.	% E2E leavers with a successful outcome	47	50	53	55	57	59	LSC
19.	A level or equivalent value-added score	To be developed nationally						LSC
20.	% young people entering higher education by 19	25		33			50	LSC
21.	% 19 year old care leavers in education, employment or training	60.5	62	64	66	68	70	Connexions
22.	% 19 year olds with Level 2 qualifications	61	64	65	66	67	68	LSC
23.	% 19 year olds with Level 3 qualifications	32	34	36	38	40	42	LSC
24.	16-18 year olds not in education, employment or training	13	10.5	To be set		9	to be set	Connexions

Appendix G – Learners' Curriculum Entitlement

Provision which is well taught and accessible: the Co Durham 14-19 Prospectus for learning will offer a choice of different learning approaches, each available within the 4 areas. It will list what can be studied, where, at what level, locally and, for some specialisms, across the county.

- CS1** From age 14 there will be a choice of: a minimum of 25 different GCSEs plus 5 vocational equivalent qualifications at pre-entry, Entry, levels 1 and 2; ASDAN; and Level 2 apprenticeships. These will create clearly defined learning pathways for 14-19 and beyond for all levels of ability
- CS2** There will be a choice of at least 20 GCEs plus 5 vocational equivalent qualifications, for some sectors this will include Apprenticeships. These will create learning pathways into Higher Education and / or employment
- CS3** By 2007 there will be a choice of 5 new specialised Diploma pathways, starting from age 14 providing progression routes to age 19 and beyond
- CS4** A 'home learning base' will assure the quality of learning and be where an individual learner is registered. Learning opportunities available at other locations can be accessed to increase choice and enhance progression opportunities.
- CS5** Opportunities for enrichment / enhancement will also be encouraged

Support for each individual: from Year 7 each student will receive effective and regular support to ensure that the Curriculum Entitlement is fully understood and effective progress made. Guided choice will ensure appropriate routes are accessed and enterprising behaviours developed.

- CS6** An individual learning plan will be regularly monitored and updated. Co-ordinated support programmes will assist all learners in line with their need.
- CS7** For all abilities progression will depend upon attainment, not age, up to and including access to level 4 qualifications
- CS8** Achievement in functional Numeracy and Literacy will be a key requirement for progression and so individual needs must be addressed. It is also anticipated that learners will be able to demonstrate basic ICT skills and knowledge of at least one MFL (e.g. using language ladder accreditation)
- CS9** Compatible video conferencing and VLE systems will enable E-learning arrangements to become a method by which some courses are delivered. Individual learners will be supported by their 'home base' throughout these programmes
- CS10** A regional Common Application process accessible to learners will include course and curriculum information and will support learning progression.
- CS11** Effective and regular independent Advice & Guidance will be available to all learners
- CS12** Arrangements will be in place between providers to ensure that each learner is adequately supported during transition from one to the next

Student Voice: all young people will be engaged as full partners in the learning process.

- CS13** All learners will be consulted about progress towards targets on their Learning Plan and helped to develop strategies to move forward which will include the choice of what and where to learn

Cohort wide targets: within a common system for Quality Assurance an agreed value added measure will be adopted by all providers.

- CS14** Providers within the 4 areas will ensure that each learner is able to access an appropriate opportunity at each transition point
- CS15** Common, appropriate success measures will be used for monitoring the performance of individual providers

Glossary

AAGs	Area Advisory Groups
AAG Co-ord	AAG Co-ordinator
ASG	Aim Higher Strategic Group
BETT	Beyond Expectations Transformation Team (LA)
BSF	Building Schools for the Future
CEG	Careers Education & Guidance
Cnnxs	Connexions County Durham
CoVE	Centre of Vocational Excellence
Co Dm Econ Part	County Durham Economic Partnership
CPD	Continuing Professional Development
Curr Co-ord	Curriculum Co-ordinator
EBP	Education Business Partnership
EBP Mngr	Education Business Partnership Manager
E2E	Entry to Employment
ESF	European Social Fund
FE	Further Education
HE	Higher Education
IAG	Information, Advice & Guidance
IPS	Improving Participation Strategy
LA	Local Authority
LEA EDS	Local Education Authority Education Development Service
LLUK	Lifelong Learning UK
LLDD	Learners with Learning Difficulties and/or Disabilities
LSC	Learning & Skills Council
LSP	Local Strategic Partnerships
NEET	Not in Education, Employment or Training
RARPA	Recognising and Recording Progress & Achievement
SCITT	School Centred Initial Teacher Training
SEN	Special Educational Needs
SG	Strategic Group
TDA	Training & Development Agency
WBL	Work Based Learning
14-19 Ec Reg Off	14-19 Economic Regeneration Officer
14-19 Executive	14-19 Project Director, LSC Director, Consultant
14-19 Pr Dr	14-19 Project Director
14-19 Pr Tm	14-19 Project Team
14-19 Pr. MO	14-19 Project Monitoring Officer