

Rochdale Education Partnership

A Response to the LSC GM Rochdale Statement of Need

**16-19 Competition Response
February 2007**



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1 Executive Summary

- 1.1 The reform of post-16 education and training is critical to the success and prosperity of Rochdale Borough.

Standards in primary education are the most improved in the country; secondary education is also much improved and will be transformed by the LA's successful BSF bid. But results post-16 are poor. Students know this and more than 800 of them choose to study elsewhere. Progression into HE by Rochdale students is actually falling, in contrast to the regional and national trends.

The redevelopment of the Borough's three main town centres and the opening of the Kingsway site, where 7000 new jobs are to be created, offer great economic opportunities. For these to be realized locally a fundamental re-organization of post-16 education and training is needed. Therefore this proposal promises:

- A new institution for Level 3 provision
- A fuller role for employers
- Better IAG
- More relevant vocational provision
- Better progression and fewer NEETS

This is a credible package of proposals. It meshes with BSF and commands widespread local support.

- 1.2 This competition bid in response to the Greater Manchester Statement of Need for Rochdale has the following key issues and drivers at its core. The way in which the Rochdale LA & Partners' proposals respond to these issues set it out as an unparalleled opportunity for the area;

- The StAR identified 16-19 academic provision in Rochdale as unsatisfactory.
- Consultation since the StAR on alternative plans for improvement favoured a Sixth Form Centre in Rochdale.
- Collaboration and trust at a strategic level between the LA, Hopwood Hall College and the schools has been established and will be the key to the success of the new Centre.
- The proposal offers a suite of activity to address the key issues identified in the statement of need. These are coordinated, coherent and multi-dimensional but are articulated under four strands of activity.

- 1.3 Strand 1 will improve the number of young people who successfully complete level 3 academic courses. This will be achieved by the creation of a new 6th form college centrally located and offering predominantly L3 academic courses.

- A site has been chosen central to the community served by the centre, the use of which will add to and enhance a developing educational campus whilst allowing the two colleges to develop and establish their unique curriculum, ethos and mission and to develop their independent identities.
- Student numbers will be underpinned by current travelers to the Tertiary College and those currently in the school sixth forms, which will close as a consequence of the opening of the Centre. These numbers in themselves are sufficient to make the new College viable but student consultations indicate that a substantial number of students who currently seek provision elsewhere will opt for the local provision.

- An external organization has provisionally agreed to be a major sponsor of the project.. They will work with other partners to create a centre of excellence in 6th form education with a special emphasis on achieving progression in Science.
 - The College is expected to act as an inspiration to young people in KS3 and KS4 thereby raising attainment and growth in student numbers as more young people from Rochdale remain in learning.
 - The College is intended to be a beacon of excellence in the wider community both in terms of its physical presence and in terms of its impact upon the regeneration of Rochdale town centre.
- 1.4 Strand 2 will improve the percentage of young people who achieve a full level 2 qualification by the age of 19. This will be achieved by restructuring the curriculum offer at Hopwood Hall College, improving the range and accessibility of vocational courses pre-16, improving the quality and accessibility of work-based learning and improving success rates through encouraging and supporting students to take more appropriate and challenging courses by providing support, advice and guaranteed progression to the next level.
- 1.5 Strand 3 will widen participation and reduce the number of young people who are classed as NEET by offering a comprehensive package of measures aimed at preventing disaffection and disengagement. These will be supplemented by a range of interventions to re-engage those who are NEET and subsequently to sustain them in education and training.
- 1.6 Strand 4 will provide support for the implementation of specialized diplomas.
- 1.7 These strategies will be supported by enhanced management and operational capacity through additional appointments, restructured provision and revised and improved protocols.
- 1.8 When viewed in combination with other opportunities the Post-16 competition presents a unique opportunity to strategically reconfigure the entire secondary and post-16 provision, to reduce fragmentation, increase coherence and to transform the life chances of the people of Rochdale. We believe our proposal will secure such a transformation and reconfiguration.

2 The Rochdale Education Partnership

- 2.1 The Rochdale Education Partnership (REP) comprises:
- Rochdale MBC (LA)
Hopwood Hall College (HHC)
 - Rochdale Association of Secondary Headteachers (RASH)
 - Potential sponsor's representative
 - The Principal of Oldham 6th Form College is a member of the Partnership Board and acts a technical adviser.
- 2.1.2 Representatives of these organisations form the Partnership Board who will oversee the implementation of these proposals if we are successful. If REP is successful in its competition submission, the LSC will be invited to take a seat on the Board at the conclusion of the competition.
- 2.1.3 The membership of the Board will be;
- Executive Director Children's Services
 - Principal Hopwood Hall College
 - Principal Rochdale 6th Form College
 - Principal Oldham 6th Form College (Technical Adviser)
 - Chair of Rochdale Association of Secondary Headteachers
 - Representative of LSC
 - Elected members (3 party spokespersons for Education and Childrens' Matters)
 - Sponsor's representative
- The Board will be serviced by the Lead Persons for each of the strands.
- 2.1.4 A structural diagram for the project is included in Appendix F. The lead person for each strand will be responsible for monitoring implementation of agreed strands of activity and working with key partners to measure impact. Where necessary, they will recommend structural or operational changes to ensure that the necessary change is secured.
- 2.1.5 If the bid is successful the potential sponsors will work with other partners to create a centre for excellence for 6th form education in Rochdale with a special emphasis on Science and Technology. The sponsorship will be in addition to the capital investment required from LSC and will not replace part of it. it will be used primarily to raise the level of provision for Science and this will be reflected in the new build.
- 2.1.6 In relation to the proposal to create a new 6th form college, the Board will act as the strategic overseer of the proposal and will appoint project managers and advisers as appropriate. Upon establishment, the Board will relinquish its role in relation to the 6th form college as it becomes an independent institution under its own governance. The Principal of the 6th form college will be a member of the Board.
- 2.1.7 In relation to the other strands of activity the Partnership Board will monitor progress and impact and will report to the 14-19 Consortium.

2.2 Context, opportunities and capacity to deliver

- 2.2.1 The competition occurs at a time when 3 major funding streams will converge within the Borough and provide a unique opportunity to transform completely the provision for 11-19 learners. Building Schools for the Future (BSF) will transform the secondary school provision. In addition to approximately £134m for buildings, it brings approximately £18m for investment in ICT. The restructuring of HHC and its associated estate strategy offers similar opportunities in the FE sector. Finally, the competition "completes the suite" by addressing the issues relating to L3 academic performance and taking account of two other funding streams – presumptions and capital grants in support of diploma gateway submissions. Together, they will provide a co-ordinated and integrated infrastructure for 11-19 learning within a building estate which is truly fit for purpose and supported by a high quality ICT infrastructure.

- 2.2.2 The three activity streams require co-ordination and integration if they are to succeed particularly as they interact so closely. The resolution of the competition will determine the intake numbers of schools and, in consequence, has profound implications for the LA in its detailed submission for BSF. The planned restructuring of HHC will need to be co-ordinated with the restructuring of school-based provision and the implementation of the competition outcome to minimise delay and disruption to learners. The opening of the new 6th form college will be a key variable in determining when pupil intake numbers can change in schools in order to facilitate the necessary reorganisation and building programme. In creating a risk register for the project this interdependence is a major factor – a delay or risk for one is a delay and risk for all.
- 2.2.3 We believe that the Rochdale Education Partnership is uniquely placed to strategically co-ordinate and integrate these three streams in order to deliver a transformational programme. The detailed local contextual knowledge within the partnership, the ability to offer an existing site for the location of the new college and accountability structures which are already in place will aid rapid implementation. The suggested procurement process ensures that the key partners in the implementation of the competition outcome are also those actively engaged in the implementation of BSF. This will ensure effective communication and timely responses to issues as they arise.
- 2.2.4 The partnership has demonstrated the capacity to deliver. The identification of Rochdale as a Wave 4 BSF authority was the result of a robust and detailed external scrutiny of its capacity to deliver an agenda which is transformational in terms of teaching and learning, the vision for 14-19 and the development of a physical and virtual infrastructure. Our proposals have significant impact upon the existing members of the partnership. The willingness of the partners to respond to the challenges is evidenced by the support from Oulder Hill School and Wardle (both of whom are 11-18 schools) for the 6th Form College proposal. The support of Hopwood Hall College senior leadership team, governing body and council to relinquish academic level 3 courses and to build upon areas of strength for the benefit of learners is further evidence of the ability of the partnership to secure the desired outcomes.
- 2.2.5 The capacity to deliver system wide reform has been enhanced by the appointment of an experienced leader as Consortium Consultant, joint appointments across a range of schools for consortium leaders and the pooling of resources to create staffing and facilities which are accessed by students from across the consortium. The Borough has been a leader in the development of the on-line prospectus in the region.
- 2.2.6 The internal capacity of the local partners has been enriched by the full support of Oldham 6th Form College. The College Principal and his staff have provided technical advice and will continue to provide a level of expert support. They have committed to support the new college in its establishment by allowing access to the systems, routines and principles which have allowed the Oldham 6th Form College to quickly establish itself as a centre of excellence. This on-going relationship between the two neighbouring institutions will be a major asset for both Boroughs in the future. We have also received the support of the Principal of Oldham College. We would like to record our thank to both Principals as we work together to create a local structure which draws upon their experience and success.
- 2.2.7 The competition is very wide in its scope and encompasses elements which are statutory responsibilities of existing organisations and subject to statutory accountability and regulatory frameworks. The partnership is comprised of these existing organisations and is well placed to ensure that the competition outcome does not duplicate accountabilities or create conflicting responsibilities.
- 2.2.8 To view the Post-16 competition in isolation from other opportunities risks increasing fragmentation and risks forgoing a unique opportunity to strategically reconfigure the entire secondary and post-16 provision. We believe our proposal will secure such a transformation and reconfiguration. We are committed to working with key partners including the LSC, sponsors, employers, commerce and HE institutions to seize this opportunity and to integrate this development into the wide regeneration of the Borough.

3 Introduction

3.1 Purpose of the Document

3.1.1 The purpose of this document is to set out the arguments in favour of the selection of the Rochdale Education Partnership proposals as the competition winner arising from the Greater Manchester Learning & Skills Council 16-19 competition process.

3.1.2 This Competition Bid presents a justification for a proposed new build College against area wide strategic objectives and operational preferences set against the context of the 16-19 competition process and the affirmed Statement of Need. This will be complemented by a strategic refocusing of the work of Hopwood Hall College. Additional activity is proposed to widen participation and reduce the number of NEETS. To ensure effective delivery of these aims across all four strands we will enhance the management capacity and reconfigure the accountability and delivery mechanisms.

3.1.3 Our proposal is outlined using four key strands:

- *Strand 1* – provision of high quality academic Level 3 learning opportunities;
- *Strand 2* – Improve the opportunities for all young people to secure a full Level 2 qualification by age 19;
- *Strand 3* - Widen participation by attracting and retaining young people in learning including those currently not engaged in education or training;
- *Strand 4* - Provide support for the delivery of the specialised diplomas.

4 Strand 1 – Provision of high quality academic Level 3 learning opportunities through the creation of a new 6th form college.

4.1 Proposal development

4.1.1 The education case outlines the consistency of the proposals with the Needs Analysis carried out within the Strategic Area Review, which is embedded in the Statement of Need.

4.1.2 As detailed above the central element of the competition response is the creation of a new institution called the Rochdale Sixth Form College (RSFC). The new college would offer a high quality academic Level 3 provision located centrally in Rochdale. The new 6th form college would be an independent institution but would be co-located with a restructured and refocused Hopwood Hall College offering high quality vocational provision in a rebuilt estate, subject to approval of funding.

4.1.3 The co-location of the 6th Form College with a restructured Hopwood Hall College would create a centrally located learning quarter without compromising the independence and distinctive nature of both colleges. The coordinated curriculum planning underpinning the Rochdale Education Partnership proposal will enhance the distinct identities of the colleges whilst ensuring that cost and curriculum advantages are exploited.

4.1.4 This proposal draws upon the outcomes of the Rochdale Area Wide Inspection (2001), LA Joint Area Review (2005), LSC StAR (2005), LSC Statement of Need and the Rochdale Learner Perception Survey.

4.2 Basis of elemental cost breakdown

4.2.1 The cost plan prepared for the new build project has been prepared on the basis of an exemplar curriculum drawing upon projections of learner numbers. The costs include budget allowances for professional and statutory fees within which all works to date have been progressed. A full estimate of VAT has been included.

4.2.2 In preparing cost estimates of the project we have enlisted the support of AA projects who are experienced practitioners in the field. They have prepared a detailed outline cost including an LSC Capital Investment Appraisal Summary. The cost summary is based upon a detailed curriculum model (Appendix B) leading to an exemplar site plan. The curriculum plan and projected student numbers indicate that the overall building size should be in the region of 6300m². The overall cost includes appropriate professional fees, site acquisition costs, costs of demolition of existing buildings, construction, equipment and landscaping. Due allowance has been made for inflation, abnormals and contingency. Overall, this indicates a building cost in the region of £15m - £17m.

4.3 Staged approach

4.3.1 The approach adopted to ensure the identification and evaluation of options for the delivery of academic L3 courses has encompassed three broad phases:

- Research
- Feasibility
- Design and implementation proposals

4.4 Research

4.4.1 The object of the study was to provide the background against which the comprehensive evaluation of opportunities and constraints was to be conducted prior to commencing the options generation and evaluation stage.

4.4.2 This comprised:

- Reviewing the Strategic Area Review
- Reviewing the Statement of Need
- Establishing the curriculum basis of the College
- Establishing the projected financial performance of the College
- Establishing the available sources of funding
- Understanding the implications for other providers
- Understanding the implications of existing and potential future partners
- Understanding the implications of changing government policy

4.4.3 Specific areas addressed during the research stage included establishing preliminary investigations on:

- Site assessment & alternative site reports

- Assessment of off site highway improvement costs
- Assessment and co-ordination of utilities connection and diversion costs
- Planning constraints investigation in respect of the proposed site

4.4.4 We have consulted young people, parents, Governors, all staff in secondary schools, trade unions and the public.

- A programme of township-based consultations arising from the outcomes of the Strategic Area Review was conducted by LSC in Autumn 2005.
- A survey was conducted of Rochdale Learners in June 2006 and 796 students responded. This survey highlighted the most significant determinants of students choice were availability of courses, quality of teaching, quality of facilities and ease of access from home. One fifth of students who travel cited lack of suitable provision in Rochdale as the reason and this was much more marked in students studying AS or A levels who particularly feel that local provision is inadequate. Their views have been incorporated into the proposal.
- The proposal has been the subject of informal consultation over the past two years with the Rochdale Association of Secondary Headteachers.
- A symposium of representatives involving pupils, Governors and Headteachers from each secondary school was held in September 2006.
- An informal consultation process is already underway involving school councils from all secondary schools, staff, governors and parents in conjunction with consultation on the BSF proposals. Trade Union representatives have attended the relevant consultations.
- Drop-in sessions and presentations have been held in each of the four townships of the Borough. There have been static exhibitions in each township with an opportunity to submit comments and suggestions.
- Comments and responses to the proposal could also be submitted via the Council website.
- These consultations will be repeated for more specific proposals.
- The consultations to date have confirmed that the provision offered by 6th form colleges in neighbouring authorities is highly regarded and there is widespread support for the establishment of a 6th form college offering similar quality in Rochdale MBC.

4.4.5 Members of the Partnership have also visited City & Islington College, Runshaw College, Haringey 6th Form Centre and the Crossways Academy to see best practice, governance models, exemplary curriculum models and the opportunities provided by innovative new build. We would like to formally record our thanks to these institutions.

4.5 Alternatives considered

4.5.1 The continuation of the existing provision would be possible in the short term but is unlikely to be sustainable long term. The number of young people choosing post-16 education within the Rochdale MBC is declining faster than the demographic data would predict resulting in smaller cohorts in local 6th forms. This will increasingly make the broadening of the curriculum more difficult and add to the pressures on cost-effectiveness.

- 4.5.2 The continuation of the current configuration of provision with significantly enhanced management and curriculum co-ordination would be possible theoretically. However, it would incur significant additional costs in transport and would result in considerable fragmentation of the provision for individual students studying A-levels. Such a solution would not respond to the needs or wishes of those students who currently leave the Borough in order to access a 6th form centre. Currently 32% of Rochdale learners aged 16-18 access Level 3 provision in Oldham or Bury. This amounts to 880 individual young people.
- 4.5.3 Performance in our A-level provision has been consistently poor. Over the four years 2002-2005 the average points score per entry at GCE A/AS level has placed Rochdale 143rd, 141st, 140th and 144th out of 150 Local Authorities (Source DfES). Comparative figures are not yet available for 2006.
- 4.5.4 As student numbers decline in response to demographic changes the pressures on group sizes will grow – particularly if the percentage of students choosing to seek post-16 education outside the Borough continues to increase. This will inevitably lead to school sixth forms having to choose between running courses with very small numbers or a further diminishing of curriculum breadth with fewer choices and more restricted combinations. These small groups would have to be subsidised by drawing resources intended for 11-16 year old pupils. This provides a drain upon the resources for these pupils and weakens provision in these key stages.
- 4.5.5 The Learning and Skills Development Agency have published a report “Size Matters” looking at the effect of size on the efficiency of institutions offering predominantly A-levels. This concludes that institutions with significantly fewer than 200 A-level students require substantial subsidy, even where they offer only a restricted choice of subjects. The report concludes that large institutions offer significant advantages in terms of cost and learner choices. Very recently published research from the Learning and Skills Research Centre (“Do Post-16 structures matter?”) offers some support for this view that “bigger is better” and also indicates that students in 6th form colleges tended to achieve higher results than those in either schools or general FE colleges.

4.6 Proposed structure

- 4.6.1 The REP solution to these issues is to draw together L3 post-16 provision into a coherent whole at each side of the Borough. For the Rochdale/Pennines Township the proposal is to establish the Rochdale Sixth Form College. In Middleton and Heywood, the proposal is to draw together into a single consortium the existing and new providers (i.e. Hopwood Hall College, Cardinal Langley, Middleton Technology College and the proposed Academy at QE) operating from their existing sites. These two variants of the same solution take full account of recent national policy initiatives and the historic flows of students and their geographical allegiances.
- 4.6.2 Middleton Technology College has received a Notice of Presumption from the DfES which encourages high-performing schools to offer post-16 provision. DfES policy prioritises Presumptions and, as a result, this has been automatically accepted by the LSC and a £6.9m capital building programme to offer support for the specialised diplomas post-16 has been approved. The Expression of Interest for the proposed Academy in Middleton also identifies some post-16 provision linked to the specialised areas. Both of these developments are excluded from the competition and are not subject to its outcomes and so there will be some school-based provision regardless of the competition result. The retention of a 6th form at Cardinal Langley would ensure faith-based post-16 provision is available within the Borough. This would create an alternative provision in Middleton based on four closely aligned and geographically close providers operating a common timetable with co-ordinated provision and curriculum.
- 4.6.3 The number of students accessing post-16 provision from Heywood is too small for locally-based 6th-form provision to be viable. The creation of a study-centre facility in Heywood linked to the remodelling of secondary schools under BSF would provide a locally based facility for Heywood students. In order to increase retention post-16 in the Township additional activity will be provided through the implementation of a "Junior University" linked to the central provision, and based upon the highly successful model operating in Oldham. Effective engagement of the Aim Higher strand of Excellence in Cities will encourage participation and ensure students are supported to complete their chosen

courses. Enhanced advice and guidance will ensure students are aware of the learning and employment opportunities available within the wider Borough and are encouraged to access them. This would be complemented by an enhanced transport infrastructure to enable Heywood students to access either the Middleton provision or that centrally provided in Rochdale.

4.7 Educational Vision

- 4.7.1 Our vision is to establish a leading 6th form college with a local and national reputation for excellence and participation. In order to further enhance the curriculum outline agreement has been reached with a sponsor on the development of a national centre of excellence in 6th form education within the college focused on Science and progression to degree courses in this discipline.
- 4.7.2 The 6th Form College would be nominated as the local centre for the delivery of the International Baccalaureate.
- 4.7.3 A 6th form centre located within Rochdale town centre to offer mainly academic Level-3 courses as an independent institution in partnership with Oldham 6th Form College (a well established and highly regarded 6th Form College), would provide the breadth of curriculum offer and the high quality teaching which young people are demanding.
- 4.7.4 The centre would offer a full range of academic A-level courses in order to cater for the broad spectrum of interests and aspirations, but could develop a specialism as a Centre of Excellence for a specific discipline. It would liaise closely with other providers to support the delivery of specialised diplomas.
- 4.7.5 The new college will be marketed as an inclusive college that is committed to excellence in both attainment and achievement. In addition to those performance indicators relating directly to standards and retention, it will have Key Performance Indicators relating to success in extension and special papers, percentage of A grades achieved and the successful progression of students into HE – particularly the more prestigious universities such as those belonging to the Russell group.
- 4.7.6 A further key target group are those who currently begin college courses but who do not complete Y12. A particularly vulnerable group are those whose GCSE grades are predominantly C's. These students will be offered enhanced mentoring and support complimented by an additional curriculum provision to enhance their key skills and to address any learning gaps likely to impact upon their success at L3.
- 4.7.7 The college would offer the following curricular dimensions:
- Care, support and nurture;
 - Independent advice and guidance;
 - Key skills with a particular emphasis upon independent learning;
 - Academic subjects leading to A-level qualifications and/or the international Baccalaureate;
 - Enrichment.
- 4.7.8 Through close partnership working with schools and HE institutions, the Centre would ensure that students are offered secure progression from KS4 Level 2 studies through A-level and into higher education. A key feature of the proposal will be the creation of a "Junior University" programme in collaboration with schools. This will be focused on supporting pupils from Y9 onward through mentoring, support and guidance.
- 4.7.9 The new centre would be independent of all existing providers and would have its own governing body or council.

4.7.10 In relation to this strand of the proposal the Rochdale Education Partnership is a developmental body which would transfer governance to the new institution allowing a new full corporation board to be formed. The governance arrangements of the 6th form college would promote strong links to key partners and build long term sustainability through collaboration. The composition of the governing body would reflect the status of the new sixth form centre including parents / carers and students, members of the local community, employers, HE representative, Hopwood Hall College as well as partner representation, staff and LEA governors.

4.7.11 The preferred institution model progressed would be a centre established under LA regulations and as such subject to LA responsibilities under the School and Standards Framework Act 1998. This model would allow for 100% capital intervention from the LSC and the partnership would require such capital funding to facilitate the capital bid.

Under this model teachers in the new institution would be able to be paid under the School Teachers' Pay Regulations. This would be a major benefit for the new centre and provide a rich pool of expertise from both school and FE background.

4.7.12 Rochdale 6th Form College and Hopwood Hall College, although co-located, would be entirely separate and distinct entities with different branding and marketing. However, in the long term, this co-location would be advantageous if ever a merger were to be considered. As part of the development of this part of the town, the LA is in negotiations to buy a purpose-built new premises for Rochdale Borough Training Service on a site on College Road just to the west of Hopwood Hall College (See also 6.3.8).

4.8 Viability and Sustainability

4.8.1 The viability and sustainability of the College are outlined in detail in Appendix A. Four models are considered. Model 1 is closely based on current patterns of transfer. It assumes that current rates of transfer from schools to local 6th form remain constant with no increase in transfer from either Middleton schools or the Catholic sector to the new college. This represents a "low end" estimate but even on these figures the new college would have a viable intake of approximately 230 Level 3 students per year. The student and parental consultations indicated that the majority of those attending the consultations would access provision if it were available locally. This was particularly marked in 11-16 schools. Currently the majority of pupils leaving the four 11-16 schools located in the Rochdale Township access Level 3 provision outside the Borough. This represents a significant source of additional students for the college.

4.8.2 Projections indicate that the proposed college should initially cater for approximately 250-300 students per cohort with the capability to study L3 academic courses. Based on current numbers there is a potential group of 60 further students who are capable of studying L3 courses but require some additional tuition to complete aspects of the L2 award - principally in English or Mathematics. This would create a college initially catering for some 750-800 students but with a potential final size of approximately 1000 students. The growth in student numbers over time will be achieved through some new recruitment e.g. through the Junior University by which we intend to make progression from 11-16 schools to the 6th Form College the norm for the majority of students. There will also be displacement as students who would have travelled out of Borough choose to remain in the local provision. (Appendix B).

4.8.3 With the same number of learners as that currently being educated within the Borough, the new college would be capable of offering the same range of options at lower cost whilst offering significant enhancement to the educational and social experience of the students. However, through more effective deployment and enhanced recruitment and retention, it will offer a substantially broader curriculum within a cost structure that reduces costs to enable more income to be spent directly on learning. (Appendix B)

4.8.4 Appendix B outlines an exemplar curriculum to illustrate the significantly enhanced breadth of courses which the new college could offer upon establishment. It is intended merely for illustrative purposes as the new institution will reflect its own particular strengths and the additionality provided by the engagement of sponsors and employer / industry links.

4.9 Impact upon successful other providers locally

- 4.9.1 The number of young people is declining in response to demographic changes. This already provides a significant challenge to providers within the Borough. The decline in numbers is further exacerbated by the increase in the number of learners accessing provision outside the Borough. The creation of a 6th Form College would provide significant over-provision in the Borough unless capacity elsewhere was reduced. For this reason we believe that the new College should replace the existing providers of academic L3 courses in Rochdale.
- 4.9.2 Consultations with existing 6th form providers have been generally supportive of the proposal. Whilst conscious of the impact of losing their existing 6th forms there has been recognition in Wardle High School and Oulder Hill Community School of the potential benefits to be gained for students and the Borough generally by establishing a high-performing 6th form college. There is also acknowledgement in these schools that the current system is not adequately serving a large percentage of young people.
- 4.9.3 The Principal of Hopwood Hall College has been an active partner in developing the proposal and is fully supportive of it. The Governing Body of Hopwood Hall College have already endorsed this proposal and have agreed to the transfer of all academic A-level courses to the new institution upon its establishment. This decision has been endorsed by the College Corporation.
- 4.9.4 The Governors, staff and parents of St Cuthbert's are opposed to this proposal and have made separate representations to LSC expressing their view that the current provision at the school represents good quality and good value for money. They are also concerned that this would remove local 6th form provision in a Catholic ethos. We believe that the proposal would represent a significant improvement in quality and value for money. The proposal would still provide school-based Catholic 6th form provision in the Borough at Cardinal Langley and provision is also easily accessible in neighbouring areas. The viability and sustainability of the new college is not dependent upon the transfer of students from St Cuthbert's to the new provision. However, we feel that the establishment of the new college would quickly threaten the viability and sustainability of St Cuthbert's provision.
- 4.9.5 The establishment of the new college will potentially impact upon providers outside the Borough. The two largest external providers of academic L3 courses for Rochdale learners are Holy Cross College and Oldham 6th Form College.
- 4.9.6 The impact upon Holy Cross College is difficult to estimate. The proposed reduction in local Catholic 6th Form places could initially increase the number of students accessing provision at Holy Cross although we would anticipate that in the longer term the number of students choosing to go to Holy Cross would reduce.
- 4.9.7 The establishment of the new Rochdale 6th form college will impact upon the number of learners choosing to go to Oldham 6th Form College. Learner consultations indicated that young people in community schools within the borough who currently choose the college would access similar local provision. The Principal of OSFC has been an adviser to the partnership in developing this proposal and is very supportive of it.
- 4.9.8 Overall we believe that the benefits to learners in quality and accessibility of the new centre outweigh the scale of impact upon existing providers. The two colleges most likely to be affected are highly successful and will not be threatened in terms of viability and sustainability. Learner choice will be significantly enhanced and, by removing the necessity for some pupils to endure lengthy journeys, the proposal will reduce the number of learners who drop out of courses.

4.10 Consideration of site

- 4.10.1 4.10.1 A range of alternative sites have been considered whilst formulating this competition response. This options appraisal was conducted by AA Projects on behalf of

the partnership and has primarily focussed on alternative sites on which The Rochdale Sixth Form College could be constructed. The site search identified five possible sites. Two of the sites are subject to orders regarding protection of recreational open space, have potential other uses and are somewhat distant from the town centre. In addition neither site is guaranteed to be available. A third site risks very significant additional costs due to previous land uses and is not sufficiently accessible. A fourth site considered would be subject to planning restrictions and is currently not completely in the ownership of members of the Rochdale Education Partnership. All of these issues would add risk of significant additional cost and would preclude an early opening of the College. This would impact upon the Local Authorities ability to deliver BSF on schedule.

- 4.10.2 The Hopwood Hall town centre campus provides a central location close to the town centre and public transport facilities. It is in a prominent location just off St Mary's Gate which is a strategic corridor through Rochdale and this is therefore a suitable site for a key landmark building. Work would need to be undertaken to improve the linkages to the town centre and in particular the pedestrian crossing facilities across St Mary's Gate.
- 4.10.3 The redevelopment plans of Hopwood Hall College present the opportunity to rationalise the College facilities between the two existing campuses, and to accommodate the new independent 6th Form building as part of an overall redevelopment scheme. The entire redevelopment would effectively create a new 'education quarter' closely linked to the town centre. This would complement the Rochdale MBC Town Centre Renaissance Plan. These physical and functional links with the town centre would need to be enhanced both in terms of pedestrian links and perhaps providing certain public-facing College facilities and training activities (e.g. hairdressing, catering) within the town centre itself. The proximity of this site to the town centre would provide excellent links to the main public transport interchanges, both current and planned. A range of town centre facilities would also be close at hand.
- 4.10.4 The preferred option involves the construction of a new sixth form college of approximately 6500 m² on part of Hopwood Hall College's Rochdale town centre campus. Appendix C contains the masterplan for the proposal which sees the construction of the new institution on the parcel of land situated to the south of River Roch, currently utilised as Hopwood Hall College's car park. The construction of the new sixth form college would come at a time when Hopwood Hall College is part way through plans to redevelop its own estate. Hopwood Hall College's preferred option would involve, amongst other things, the phased redevelopment of the remainder of its town centre campus, north of the River Roch. Inclusion of the proposed sixth form college on the one site would create a vibrant campus where post-16 education can be delivered.
- 4.10.5 The co-location presents challenges for the new college in establishing its distinct and independent nature. However, we believe that these can be overcome by creative design, effective marketing and robust leadership and governance. The college will have a distinct design which is reinforced by the physical separation afforded by the River Roch. All members of the partnership are fully committed to assisting the new college to establish itself as a distinct and innovative institution. As part of the procurement process we would seek to appoint the principal designate at an early stage to ensure this distinct ethos and diversity is maintained and developed.
- 4.10.6 Contained in the pack is a separate document which presents initial considerations for the proposed Rochdale Sixth Form College building.

4.11 Procurement

- 4.11.1 The project will be managed and procured to secure an opening date of September 2010.
- 4.11.2 The Rochdale Education Partnership, in conjunction with LSC representatives will constitute the strategic board for the project. They will appoint experienced project managers who are familiar with LSC and other relevant accountability and regulatory frameworks. The project managers will be responsible for supporting the project board in all aspects including design, legal issues, procurement and tendering.

- 4.11.3 The overall project manager will be responsible for developing and maintaining a detailed project plan and risk register. To ensure that the college has a distinct ethos and identify the project will have a dedicated and independent project team. The costs of recruiting, appointing and sustaining this team will be incorporated into the cost plan for the project.
- 4.11.4 The project is closely inter-linked spatially and in timescales with BSF and the proposed Hopwood Hall College redevelopment. In order to ensure effective co-ordination between all three projects whilst maintaining their distinct nature the partnership will establish a Strategic Co-ordination Panel consisting of the overall project manager for the 6th form college development, the project manager of the Hopwood Hall College site and the LA BSF Project Director. The Rochdale Education Partnership is comprised of the leading organisations in each of these three strategic developments so is best placed to respond strategically and operationally to issues and risks as they arise during project implementation.
- 4.11.5 The implementation Gant chart details this process to secure an opening of the 6th form college in September 2010. (Appendix C).
- 4.11.6 The opening of the college needs to be integrated into and co-ordinated with the LA BSF schedule to ensure that existing providers are not destabilised or suffer significant financial pressures during the transition period. The schedule must ensure that the college is delivered on time for the LA BSF phasing to be viable. The Strategic Co-ordination Panel will be charged with resolving these issues through close co-ordination of the key procurement and implementation plans.
- 4.11.7 The Rochdale Education Partnership in its role as strategic board for implementation will create the following sub-groups:
- Stakeholders group; membership to include schools, community representatives, diocesan representatives, employers, HE, post-16 providers, Rochdale Youth Parliament.
 - Learners and Young People group.
 - Design Group.
- Other groups will be established as required.
- 4.11.8 The Learners and Young People group will be formed from representatives of all school councils and charged with responsibility for communicating between the schools and the partnership. A particular focus in 2007/08 will be on engaging the pupils in Year 8 and Year 9 to raise aspirations and to ensure that they are excited and enthused by the opportunities offered. This group will have a major input into ensuring that the building and curriculum offers a rich educational, social and personal experience.

4.12 Transition

- 4.12.1 All members of the partnership are committed to ensuring that learners and providers should suffer minimal disruption during the transition period but consistent with the necessity of achieving a step change in outcomes.
- 4.12.2 The partnership will serve statutory notices to close the 6th forms on 31st August 2010. This will allow a full cohort intake into Y12 for the schools until 2009 plus any casual admissions as required during the academic year 2009/01.
- 4.12.3 Students who are in Y12 in existing 6th forms in 2009/10 will complete their Y13 in the existing institution and will not transfer to the new college. As a result, the college will operate in the academic year 2010/11 with a single Y12 cohort.
- 4.12.4 An outline timescale for the recruitment process is given in Appendix E. In creating this timescale we have been guided by the experience of those providers who have successfully created similar new institutions elsewhere e.g. Oldham 6th Form College and Haringey 6th Form College.
- 4.12.5 In order to aid planning and ensure a smooth transition it is intended to recruit staff to the

new college as early as possible, The principal designate should be in post by the beginning of the Summer Term 2009 which would require a recruitment process to be conducted in the Autumn Term 2008.

- 4.12.6 The identification and appointment of staff by Easter 2010 creates the opportunity for planning and team building activities in the Summer Term 2010. It will also ensure that a detailed curriculum audit can be conducted to identify the impact on staffing provision for those students who are to complete Y13 with the existing providers and will provide time for customised solutions to be implemented.
- 4.12.7 The appointment of staff to the new college will require an element of front-loading i.e. more staff than would be required just to teach the Y12 cohort on site. This is to reflect the additional curriculum planning and the development of robust systems which will be required in establishing a new institution. It will also reflect the need for additional flexibility in the curriculum in order to support the on-going provision in 6th forms e.g. where a newly appointed member of staff would be made available to fulfil existing teaching commitments to Y13.
- 4.12.8 Inevitably, there will be some disruption and disturbance during the transition period and some limited discontinuity for some learners. However, this must be placed in the context of the overall benefits to be gained. It should also be recognised that some turnover is an irremovable feature of any provision e.g. teachers move on or retire. Our strategy will be to minimise this disruption and we are confident that we can do so effectively.
- 4.12.9 There will be a complex pattern of impact on individual students and hence there will be no single strategic response. The partnership will create a flexible and customised solution to individual issues as they arise for students. However, it is likely that some students will suffer no impact whatsoever: their existing teacher will be available to complete the course as normal. The provision of one-off transitional funding to institutions to enable a small element of overstaffing post-16 where needed may be required in some cases to retain sufficient staff in existing providers to provide this continuity.
- 4.12.10 Where the continuity outlined above is not possible e.g. the teacher has moved to the new college a range of alternative solutions may be required. These are likely to include;
- Transitional joint appointments where a teacher is working in Y12 in the college and Y13 in their previous institution
 - Transport solutions with the agreement of students and institutions where students are able to access the 6th form college facilities with their existing teacher
 - In some cases, it may be educationally beneficial to amalgamate groups where numbers are very small.
- 4.13.11 A key transitional element must be the establishment of the college's identity prior to its opening. This will be delivered through high-quality, high impact design, a unique and strong image which is well-established through effective marketing and the establishment of strong relationships with schools. Key strategies to ensure the development of these relationships prior to opening are;
- The Learner and Young People Group
 - Junior University
 - Student involvement in the design group
 - Student activity and involvement days

When the college is established it will provide strong curricular and pastoral support through the Gifted and Talented Programme and Aim Higher.

- 4.13.12 Inevitably the removal of existing provision will have financial, personnel and estate implications for existing providers. This will be offset to some degree by the opportunities under BSF to transform the curriculum and learning and to significantly remodel their accommodation.

The establishment of the Sixth Form College will create additional learners and job opportunities for teachers post-16 in the Borough which should minimise the potential for negative impact. Further, the establishment in 2010 with full implementation in 2011 allows existing providers sufficient time to plan strategically for the necessary adjustments to finance, staffing and curriculum. Members of the partnership have extensive experience in managing reorganisations and have a very successful track record in establishing new schools and institutions e.g., the LA has in recent years closed over a dozen primary schools in response to falling rolls. No compulsory redundancies have been made and the improvement in KS2 results has been the greatest in the country in 2003-2006.

5 Strand 2 – Improve the opportunities for all young people to secure a full Level 2 qualification by age 19

5.1 Overview

- 5.1.1 The partnership proposes the following strategies to improve the opportunities for young people to secure a full level two qualification by the age of 19:
- Continuing to improve pass rates at KS4
 - Broadening the curriculum at KS4
 - A reduction in the percentage of young people seeking to achieve L2 through resitting GCSE by encouraging them to undertake a vocational course where this is appropriate.
 - The refocusing of Hopwood Hall College on its areas of strength in vocational education especially at L2 and L3 16-18.
 - Increase the percentage of young people who currently seek to repeat 1 in order for them to access a Level 2 course immediately in post-16 provision.
- 5.1.2 The partnership will continue to work to improve pass rates at GCSE. The percentage of pupils achieving 5+A*-C has increased faster than the national rate although the percentage of pupils achieving 5+A*-C including English and Mathematics remains significantly below the national average. In 2004, the rise in the percentage of 5+A*-C grades was the fourth highest in the country. Through the School Improvement Team the partnership has deployed additional consultancy to support schools in increasing the percentage of students who succeed in the core subjects in Maths and English. This will be complemented by additional support from tutors funded through NDC grant.
- 5.1.3 The new 6th form college will further increase the percentage of young people achieving at least a L2 course by age 19. We are committed to ensuring that the college will offer predominantly Level 3 courses but have identified a small target group of students who have the potential to successfully engage in L3 studies but who have failed to secure a full Level 2. The college will offer up to 60 places to support these students through a curriculum which is either a “mixed-level” one i.e. level 3 with some “back fill” level 2 or through offering a 3 year course leading to a L3 qualification by age 19.
- 5.1.4 The opportunities provided by the current competition, the proposed refocusing of Hopwood Hall College and the early implementation of BSF provide a unique opportunity to design a physical and virtual learning environment which is fit for purpose to deliver the 14-19 curriculum. Schools have indicated the areas where they intend to develop the expertise and facilities to offer specialised diplomas in Phase 1 of the Gateway process. The detailed individual school design phase of BSF will draw upon this on-going curriculum planning to create a detailed curriculum map of school-based specialised diplomas implemented through a costed and resourced building plan. This will be complemented by the commitment of Hopwood Hall College to offer all 14 specialised diploma lines at all levels. As well as offering the diplomas through this direct delivery, Hopwood Hall will continue to support schools’ delivery through provision of staff on an outreach basis as well as offering consultancy and capacity building. The proposed review of work-based learning provision (see 6.3 and 6.4 below) will ensure that the partnership will provide a comprehensive, coherent and co-ordinated curriculum delivered through a diverse suite of provision allowing students access to school-based, college-based or work-based learning.
- 5.1.5 An essential element in this strategy is the provision of robust IAG. Currently too many students are dropping out of courses at 17 without progressing beyond the level achieved at the end of KS4. The proposals relating to the management of Connexions and the changes to the contract specification outlined in Strand 3 (Section 6) will provide more robust advice and guidance. A particular area of focus will be to encourage young people who have failed to achieve a full level 2 qualification in KS4 to consider and access alternatives to GCSE resits. Where such resits are offered it is our intention that they should be incorporated into a wider strategic commitment to the student e.g. as “back-fill” whilst the student studies some L3 courses or as a specific pre-course provision with a guaranteed progression on successful completion.

6 Strand 3- Widen participation by attracting and retaining young people in learning including those currently not engaged in education or training

6.1 Overview

6.1.1 The key elements in our strategy are:

- Improving the quality and accessibility of learning opportunities including those for work-based learning
- Improving the range of courses available to young people to better match aspiration to need
- Enhance the management structures to ensure greater focus, coherence and impact
- Implement an effective strategy to reduce the number of young people who are NEET
- Support for transfer and transition
- Enhanced independent advice and guidance
- Prevention of disengagement
- Identify and respond to the needs of particularly vulnerable groups

6.1.2 This is a wide ranging strand which is already a core responsibility and priority for all the members of the partnership and of all members of the educational community. In consequence, there is a great deal of work already being undertaken and these activities will continue. However, the following proposals in the competition submission will specifically impact upon widening participation:

- The appointment of a Participation Manager to co-ordinate collaboration and to lead the response to the NEETs strategy will provide additional capacity and coherence
- The appointment of a LA officer with responsibility for managing the Connexions contract will be supported by a tendering process against an enhanced contract specification for the delivery of the Connexions Service locally.
- Work-based learning provision will be reviewed and developed building upon the individual strengths of the partnership and ensuring more effective employer engagement
- Response to those young people who are classed as NEET will be reviewed and amended by an increased emphasis on prevention, more effective intervention and more support to ensure sustainability.

6.2 Improving the quality and accessibility of learning opportunities including those for work-based learning

6.2.1 The partnership will build upon and extend successful local provision such as Headways and the Activity Agreement Pilot. The implementation of the 14-19 specialised diplomas will be enhanced by the opportunities available through BSF to create high-quality fit for purpose facilities building upon the specialist status of schools and the gateway submissions of the consortium. The significant investment in ICT through BSF will build upon the opportunities for distance, remote and flexible learning that will become available as the LA and its partners respond to the "Harnessing Technology" targets.

6.2.2 The establishment of a local high quality 6th form centre and the refocusing of Hopwood Hall College on vocational areas with a proposed redeveloped estate will provide a better balanced, accessible and attractive provision for all learners.

6.3 Work-based learning

6.3.1 The key issues which we wish to address are:

- Communication between schools, providers and employers which currently present barriers to students seeking to access vocational pathways
- Performance issues with differential performance between providers

6.3.2 We have established an Employer Engagement Forum comprising local work-based learning providers (RADAMA), Greater Manchester Chamber of Commerce, Education

Business Solutions, Kingsway Retail Development Project , Connexions and other local agencies. The remit of this group is to secure access to work-based learning opportunities for Rochdale learners.

- 6.3.3 A marketing campaign to promote participation and vocational pathways is currently being implemented supported by a DVD for learners. Further material aimed at Y9 students is planned for delivery in 2007. We have secured agreement from schools to incorporate this material into all advice and guidance on KS4 pathways.
- 6.3.4 We have established a lead professional in each provider and in each school supported by a member of the senior leadership team. RADAMA has circulated its directories. As a result there is already much greater transparency to those seeking to secure work based learning opportunities.
- 6.3.5 Further benefits will accrue from the improved data transfer following the re-contracting of Connexions.
- 6.3.6 We will establish through the GM Chamber of Commerce an employer engagement launch event followed by a regular series of "Keep in touch meetings" focusing on 14-19 reform.
- 6.3.7 We will develop a co-ordinated curriculum and provider offer for work-based learning drawing upon and reflecting the strengths of the current providers and brokering in additional expertise as required. Hopwood Hall College and RBTS have committed to this process and we will continue to have discussions with employers and other providers through the Employer Engagement Forum.
- 6.3.8 In order to greatly enhance the facilities to develop and deliver work-based learning the LA will purchase a facility in Mellor Street which is close to the college and which will improve progression and retention particularly from E2E to the college.
- 6.3.9 Following the conclusion of the forthcoming tendering for some work-based provision we will be seeking with providers to create protocols and structures to ensure greater coherence in the commissioning of work-based provision.

6.4 Enhance the management structures to ensure greater focus, coherence and impact

- 6.4.1 The proposed activities in this area are:
 - Increased accountability and monitoring of performance and delivery.
 - Enhanced capacity through additional appointments
 - Improved advice, guidance and support
 - Improved data transfer and pupil tracking
- 6.4.2 The partnership will monitor the activities of all partners on behalf of the 14-19 consortium and provide performance reports, outcomes and recommendations to that body.
- 6.4.3 The LA will appoint an officer with responsibility for managing the Connexions contract and ensuring quality delivery against targets. This post will be complemented by the appointment of a participation manager.
- 6.4.4 The LA will issue an Invitation to Tender for the Connexions Service. Specific additional requirements to improve coherence and effectiveness will include a data-sharing protocol to enable all partners to assess performance, identify students at risk and to provide enhanced support for vulnerable students particularly during transition and transfer.

6.5 Implement an effective strategy to reduce the number of young people classed as NEET

- 6.5.1 The responsibility for widening participation is already a statutory responsibility of all members of the partnership and they are accountable through regulatory frameworks. We do not seek to replicate those. The lead organisation for NEETs is the LA.
- 6.5.2 The potential negative impacts upon young people of being NEET for a significant period of time are widely recognised as are the associated social and economic costs which are

generated. Reworking of data from the British Birth Cohort study shows that by the age of twenty one someone who has been NEET for six months is:

- More than three times more likely to have depression and mental health related illness
- Four times more likely to be out of work
- Five times more likely to have a criminal record
- Six times less likely to have any qualifications

There is no single causality here but a complex web of interactions. However, being NEET clearly prevents the young person experiencing a wide range of positive experiences and opportunities to raise self-esteem and aspiration. Conversely, being NEET greatly increases the risk of young people engaging in activities which are harmful.

6.5.3 Our strategy will be built upon three complimentary areas;

- Prevention
- Intervention
- Sustainability

These will be underpinned by restructuring and by the recruitment of additional management capacity to improve co-ordination and communication.

6.5.4 Prevention

The key elements in our strategy to prevent young people disengaging are;

- High quality teaching and learning
- Access to courses which meet the young person's needs, aspirations and interests
- Effective intervention and support as required
- High quality independent advice and guidance
- Support for transfer and transition

6.5.5 Support to develop teaching and learning in the 11-16 phase is delivered through the School Improvement Team which includes officers and consultants supporting the implementation of the Secondary National Strategy for School Improvement. These provide support for teachers in developing their pedagogical skills and in classroom management. A very extensive range of subject support networks is maintained by this team. The appointment of a School Improvement Consultant as a member of the 14-19 team will extend this support for teachers into the post-16 school sector. This is complemented by a programme of professional development delivered through the Rochdale Education and Learning Trust. The part-time secondment of a School Improvement Officer with 14-19 responsibility to assist in co-ordinating and planning this programme will further enhance the quality of training available to teachers, lecturers and other providers.

6.5.6 Securing improvement in the breadth of courses available to young people is detailed in Strands 1,2 and 4 of this bid. However, with specific reference to NEETs the following activities are proposed:

- Provide more community-based access to E2E
- Through Rochdale Borough Training Service and other members of RAMADA develop and implement a more sector-based E2E delivery. The capacity to deliver will be enhanced by the purchase and development of the Mellor Street Centre by Rochdale MBC
- In partnership with employers, develop and implement a programme of support and training for those young people who are currently in jobs without training including those who are employed in family businesses.
- Ensure that Hopwood Hall College and the 6th Form College provide access to courses for vulnerable pupils based on aptitude rather than KS4 results as part of an individual education programme supported by mentoring and multi-agency support.
- Increased emphasis on life-skills and employability skills in pre-E2E, Headways and other re-engagement programmes.

- Review the range and scale of the opportunities for work-based learning provided by members of the Rochdale Education Partnership in their role as employers.

6.5.7 Intervention

Early identification of young people at risk will enable services and providers to be proactive in their responses and to intervene quickly where necessary. Our intervention strategy will be based upon;

- Developing and agreeing with all providers the creation of a register of those young people who are deemed to be “at risk” of disengagement supported by an IEP detailing the support provided.
- Implement an automatic referral to mentors for those young people on the register who are not complying with the requirements of their IEP.
- Implement an automatic referral to a Connexions PA for all young people who drop-out of courses.
- Through the Youth Service and Connexions provide a programme of summer activities to keep in touch with those at risk prior to transfer into FE, employment or training.
- Through BSF we will reconfigure and restructure our provision for pupils with the most challenging circumstances. The Brownhill Special School and the Pupil Referral Service will be reconfigured to provide a more gradual continuum of provision to aid reintegration and to reduce the social and educational dislocation currently experienced by these pupils.
- Through multi-agency teams delivered through the well-established Children’s Trust we will provide personalized response to those facing the greatest challenge challenges e.g. Young Offenders, Teenage Mothers, Children in Public Care.

6.5.8 Sustainability

The key areas of focus are:

- Effective and robust data-sharing arrangements which identify young people at risk
- Access to high quality IAG and with a particular focus on 1 year courses
- Further developing links with employers to create more employer-led and sector-based training and employment opportunities.
- For key target vulnerable groups e.g. Young Offenders, Teenage Mothers, Children in Public Care we will implement the “September Guarantee” which provides a passport to post-16 provision.
- The Information Advice and Guidance Group of the 14-19 strategy has been strengthened by the appointment of a 14-19 development officer who will continue to lead in this area.

6.5.9 There are currently two ways of arriving at a percentage of NEETs in Rochdale. One divides the number of NEETs by the number of 16-19 year-olds in the Borough. This gives a figure of over 9%. The other divides the number of NEETs by the number of 16-19 learners in the Borough (much smaller in Rochdale because of the export to Oldham and Bury) yielding more than 14%. This apparent increase is a purely statistical effect as reducing the denominator inflates the proportion. The former methodology is accurate and 9% meets the targets. The latter exaggerates the issue. We will monitor the impact of our NEETs strategy using both methodologies to ensure that we measure real impact and not statistical adjustments.

7. Strand 4 - Provide support for the delivery of the specialised diplomas.

7.1 The partnership proposal will support the implementation of the specialised diplomas through the following activities:

- Co-ordinated curriculum offer between all members of the partnership
- Collaborative delivery
- Outreach support based upon centres of excellences and specialist schools
- Workforce development

7.2 Co-ordinated curriculum offer

7.2.1 The educational vision for the 6th Form Centre will provide for academic L3 qualifications whilst the vocational offer will be provided by Hopwood Hall College. The new centre will support the implementation of the specialised diplomas by providing direct teaching either in-house or on an outreach basis for students who choose to do a traditional A-level as a component of their general learning.

7.2.2 The curriculum at Hopwood Hall College will be refocused to provide greater emphasis on the vocational offer whilst still fulfilling its role as a GFE college. It will offer all 14 specialised diploma lines at all three levels. Where a student wishes to combine a largely traditional A-level course with some vocational elements the college will support this through access to appropriate courses and/or provision of specialist tuition.

7.2.3 The co-location of the two colleges provides an opportunity for students to benefit from collaboration between them without the additional complications of transport. We believe this can be achieved without in anyway compromising the unique and distinct identify of either.

7.2.4 The schools have currently identified their initial curriculum offer for specialised diplomas through their gateway submission. The partnership will work with the 14-19 consortium co-ordinator to refine this offer with specific reference to training needs, capacity to deliver and access to specialist facilities and staffing. To support this work we will second a 14-19 School Improvement Officer for 1 days per week to work alongside providers in order to identify key professional development needs. These will then be met through a programme of training and support offered by the REAL Trust, expert practitioners locally, consultant trainers and the School Improvement Consultant.

7.2.5 The 14-19 consortium will create a strategic map of the specialised diploma offer. This will be the key driver for creating the appropriate balance and distribution of specialist facilities through the proposed 6th form college, the proposed restructuring of Hopwood Hall and its estate and the remodelling of the schools through BSF.

7.2.6 The partnership will exploit this opportunity to ensure that the borough-wide curriculum offer ensures progression and pathways.

7.2.7 The physical and workforce infrastructure will be supported by a co-ordinated virtual workspace. The partnership, through its component organisations, will be responsible for the strategic development of the Borough wide ICT infrastructure. This will provide a unique opportunity to integrate systems to support multi-site, multi-agency delivery for students. The partnership is uniquely placed to provide this strategic overview supported by the co-ordinated and coherent deployment of key funding streams for the benefit of learners and the community.

7.2.8 The members of the partnership will develop protocols to support the implementation of the Rochdale Guarantee. In particular, the partners will develop "passport" and "gateway" arrangements to ensure smooth and secure transition for students.

APPENDIX A – Viability and sustainability

A Viability and sustainability

- A.1.1 With the same number of learners as that currently being educated within the borough, the new college would be capable of offering the same range of options at lower cost whilst offering significant enhancement to the educational and social experience of the students. However, through more effective deployment and enhanced recruitment and retention, it will offer a substantially broader curriculum within a cost structure that reduces costs to enable more income to be spent directly on learning.
- A.1.2 In 2006, the 4 providers in the township offered a total of 35 courses at A2 level. In order to deliver the courses, 102 teaching groups were created and, as a result, the average group size was very small (6 students per group). Of these 35 courses only 23% had an average group size of 10 or more. The income per group has been estimated using 1/5 of the average pupil cost for each institution to indicate the financial viability of the courses (Unit costs from StAR)*. Using this measure the average income per group is currently £5376. These figures confirm the StAR conclusion that current provision is expensive, dispersed and unsustainable.
- A.1.3 The creation of a single institution would permit the same range of courses to be offered utilising a maximum of 60 teaching groups with no group having more than 18 pupils. Using this model the number of groups having more than 10 pupils increases to 54% and the average group size rises to 10 students. The average income per group on current funding would increase by 68% to £9025 – a figure which is both viable and sustainable. This reflects greater efficiency in deployment through reduced duplication. A further factor is the enhanced capacity for more popular courses to subsidise and support minority areas.
- A.1.4 The funding basis of the college would not reflect current differential levels of funding between the providers. Using StAR figures, if the college is funded at the average level of 6th form schools the average group income would be £9097 representing an increase of 69% on current figures at no additional revenue cost. Funding at the average level for 6th form colleges would generate an average group income of £8479 representing an increase of 58% on current funding per group and providing a revenue saving of approximately £72,000 per year to LSC.
- A.1.5 The model outlined above is not an optimal one. It continues to support the historic pattern of very small groups and is merely used to illustrate the extent to which a centralised provision will of itself generate improvement. However, a number of other factors will enhance the impact on breath and viability.
- A.1.6 The model takes as its baseline provision in Y13 in 2006. This is adversely affected by the current pattern of dispersed provision based on very small cohorts resulting in AS groups which are at or below the borderline for sustainability. Often there is a single AS group per subject within an institution. In consequence, the A2 classes are often very small. This is compounded by a high drop-out rate at 17. The larger scale of the college will generate larger AS cohorts so improving the group size at A2. The college will seek to match current retention levels of 92% achieved by local high performing 6th form colleges. Together, these should ensure that group sizes in Y13 are economically and educationally viable.
- A.1.7 Projections indicate that the proposed college would initially recruit approximately 280-300 students per cohort with the capability to study L3 academic courses. Based on current numbers there is a potential group of 60 further students who are capable of studying L3 courses but require some additional tuition to complete aspects of the L2 award - principally in English or Mathematics. This would create a college initially catering for some 750-800 students but with a potential final size of approximately 1000 students. The growth in student numbers over time will be achieved through some new recruitment e.g. through the Junior University but will mostly be through displacement as students who would have travelled out of Borough choose to remain in the local provision.

Table 1 - Student projections**Projected number of students with 5+A*-C grades by township**

Cohort	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Middleton	231	227	237	218	212	213	225	139	229	212
Catholic sector	313	302	311	314	306	299	316	273	317	309
Rochdale	769	765	745	771	736	741	741	735	726	735
Heywood	162	164	166	150	154	138	162	170	167	155

Model 1**Current recruitment pattern but no transfer from Middleton schools or Catholic schools to 6th form college**

Schools	240	238	237	235	227	225	233	215	231	227
Catholic	160	154	159	160	156	153	161	139	162	158

Model 2**Current recruitment with no transfer from Middleton but 25% transfer from St Cuthbert's to 6th form college**

Schools	258	257	255	253	245	243	251	232	249	245
Catholic	137	133	136	138	134	131	139	120	139	136

Model 3**As Model 2 plus 70 additional learners being recruited in the Borough at the 6th form college**

Schools	328	327	325	323	315	313	321	302	319	315
Catholic	137	133	136	138	134	131	139	120	139	136

Option 4**As Option 2 but recruiting an additional 120 learners within the Borough**

Schools	378	377	375	373	365	363	371	352	369	365
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Appendix B – Exemplar curriculum model

B.1 Curriculum Model

- B.1.1 In line with guidance published by the Learning Skills Council, the size and nature of a Further Education building should be closely linked to the quantity and type of Guided Learning Hours it delivers.
- B.1.2 In this instance there are no Guided Learning Hours established as it is an entirely new entity. In order to progress, therefore, we have created a theoretical curriculum model based on anticipated student numbers from both Hopwood Hall College and across the Rochdale region. It is estimated that the overall student numbers will rise to circa 1000 FTE, 2-3 years following completion of the facility.
- B.1.3 Incorporating a wide variety of A-Level offers, some GCSE provision, enrichment and key skills, the model suggests an annual on-site daytime guided learning hours will be in the range of 738,000, split as follows.

B.2 Curriculum model

Summary

**Total no. of students:
1000**

	total annual GLH
A-LEVEL	540,000
GCSEs	54,000
KEY SKILLS	36,000
ENRICHMENT & TUTORIAL	108,000
GRAND TOTAL	738,000

B.2.1 These GLH have been divided across a range of courses, each being allocated time within a range of space types, relevant to the subject matter. The proportion of each A-Level and GCSE department are noted below.

Department	A-level		
	%age of total GLH	GLH	Course enrolments
Creative and Performing Arts and Media	15%	81,000	450
Business and ICT	20%	108,000	600
Humanities, Social Sciences and Languages	35%	189,000	1,050
Maths, Science, Sports and Leisure	30%	162,000	900
Key Skills	0%	0	0
Totals	100%	540,000	3,000

Department	GCSE		
	%age of total GLH	GLH	Course enrolments
Creative and Performing Arts and Media	0%	0	0
Business and ICT	0%	0	0
Humanities, Social Sciences and Languages	40%	21,600	200
Maths, Science, Sports and Leisure	60%	32,400	300
Key Skills	0%	0	0
Totals	100%	54,000	500

B.3 Space Model

B.3.1 Having established a baseline for the facility's curriculum offer, we have then taken this into a detailed space model in order to develop an understanding of the overall space needs and structure. During this process, a number of assumptions have been made and they outlined below.

B.4 Efficiency

B.4.1 An efficiency of 40% is assumed for general teaching spaces (peaking at 45% for general class and IT rooms), with an assumed efficiency of 30% in all other specialist areas.

B.5 Off-site uses

B.5.1 The model has assumed that no provision for sports space is made within the new build, the students instead will benefit from the excellent facilities offered at the Hopwood Hall Middleton Campus through collaborative arrangements.

B.6 Group sizes

B.6.1 It has been assumed that the average group size for the Sixth Form College is circa 16 students across all spaces other than the Lecture theatres.

B.7 Balance space

B.7.1 This has been assumed at 45% of Gross Internal Floor Area (GIA), although the opportunity to explore synergies of operation with the adjacent Hopwood Hall campus may allow further efficiencies to be made.

B.8 Learning Space

B.8.1 The proposed 'Learning Space' provision is assumed to be provided at 25% of 'Teaching Space', or 11.5% of GIA which reflects the academic nature of the institution and the emphasis this building will place on Information Learning Technologies and Independent Learning methodologies.

B.9 Estimated Building Size

B.9.1 The outputs of the above curriculum model and subsequent modelling assumptions suggests an overall target Gross Internal Floor Area of just below 6,300m².

- B.9.2 At a figure of 9.6m²/mnw +1500m², this sits slightly lower than the theoretical LSC range of 10-13m²/mnw, largely because the synergies of working with Hopwood Hall College negate the need to provide 'space hungry' sports facilities.

Architectural / Masterplanning Matters

B.10. The Site

- B.10.1 The proposed site (Hopwood Hall Rochdale Campus) was previously populated by cotton mills, some of which were subsequently converted into a Technical College in the early to mid 20th century. In the mid 1960s, the site then underwent a wholesale redevelopment, including the diversion of the River Roch, to provide the College Campus as it is largely seen today.

C.10.2 Independently of the Sixth Form competition, Hopwood Hall is currently developing its property strategy in order to place a funding bid with the Learning Skills Council. It is envisaged that with LSC assistance, the campus will once again undergo a wholesale redevelopment with the provision of an entirely new College which would be readily enhanced by the addition of a bespoke Sixth Form.

- B.10.2 Clearly, space is at a premium on the site and the redevelopment works will take place in a phased way to minimise disruption to ongoing curriculum delivery. It is envisaged that the construction of the Sixth Form College will form the first stage of the campus renewal and accordingly it has been positioned on a brown field site (the sports hall shortly to be demolished) with no requirements of decant prior to a start on site.

B.11 The building design

- B.11.1 In its location, along the River Roch, the new Sixth Form will sit at a key 'gateway' site addressing St Mary's Gate and visually connected to Rochdale through framed views towards the stunning Town Hall. In time it will be complemented by an iconic Visual and Performing arts centre across the river, on the site of the existing College theatre.

- B.11.2 The building is designed on sustainable principles, maximising daylight and natural ventilation through the use of atria and shallow plan design. These light-wells and atria offer a dramatic and stimulating; business-like environment for its students, culminating in a rooftop refectory and learning resource centre which offers a secure and exciting external social space in the heart of the town centre.

- B.11.3 Arrival by car will be readily controlled at the point of site entry (this being the existing bridge across the River Roch) with car parking clearly identified and secure to the south of the River in-front of the main entrance.

- B.11.4 Arrival by foot will be by way of the exiting footbridge from the main campus site, along a landscaped Riverside Walk. Ground floor performing arts, exhibition and café spaces offer an active, lively frontage along this route.

- B.11.5 In time, it is envisaged the existing bridge may be replaced by a new structure as part of the overall campus integration strategy. At all times, however, the site master-plan will seek to separate out vehicular and pedestrian routes and encourage arrival by foot.

B.12 Planning Context

- B.12.1 Initial discussions have been undertaken with the Local Planning Authority over the Hopwood Hall Campus redevelopment and in particular the initiative to create a new Sixth Form College as part of that wholesale site renewal. The proposal was met with interest and no objections were made to the principle of a new institution on the site, given that it is already an established education use.

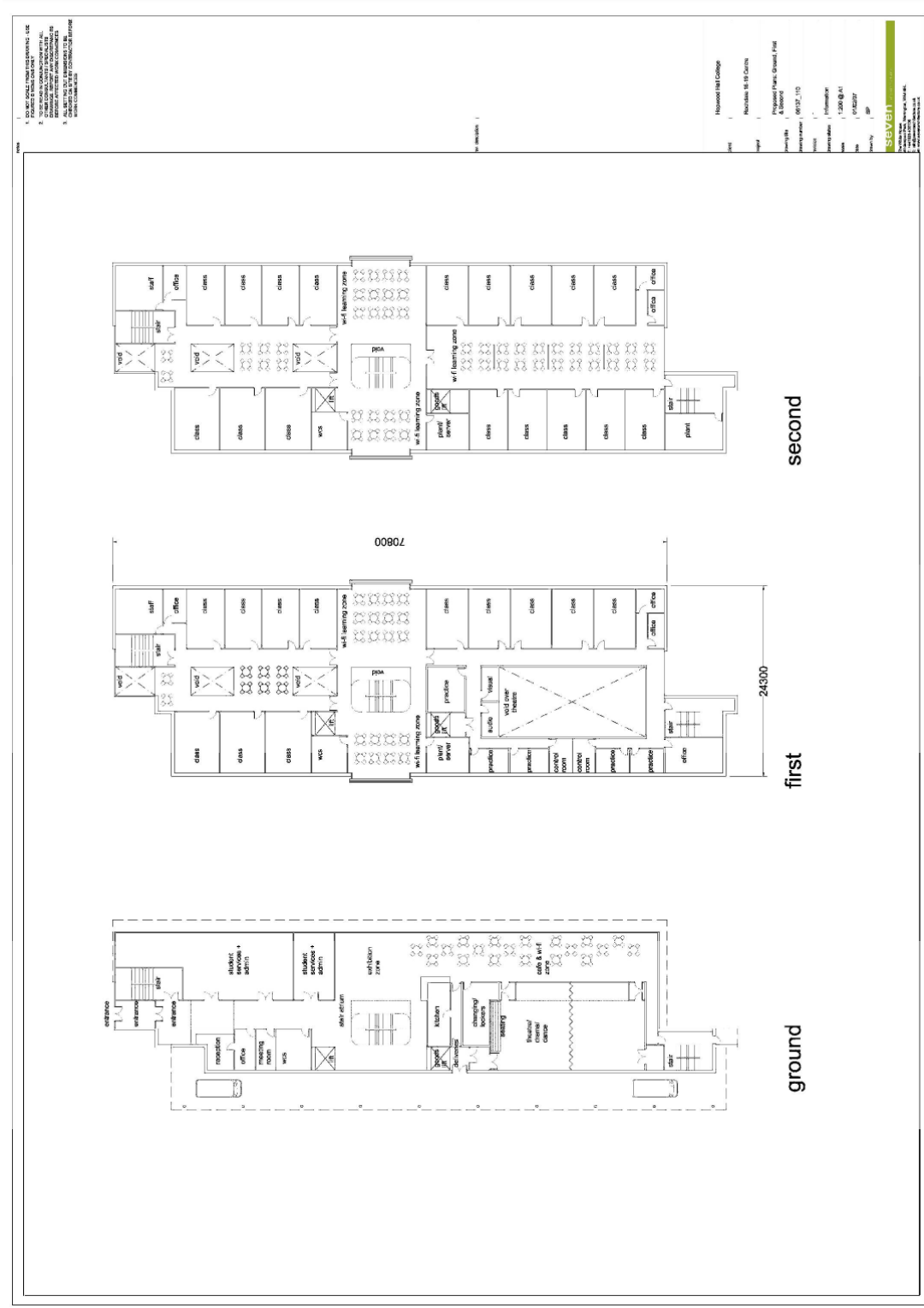
- B.12.12 The Planning Authority concurred with the design approach taken, in that the library junction with St Mary's Gate is an important gateway into Rochdale and consequently is a site which would require a high quality, iconic piece of architecture. It was also agreed that siting the Sixth Form College in this location would offer significant visual presence on the Rochdale townscape.

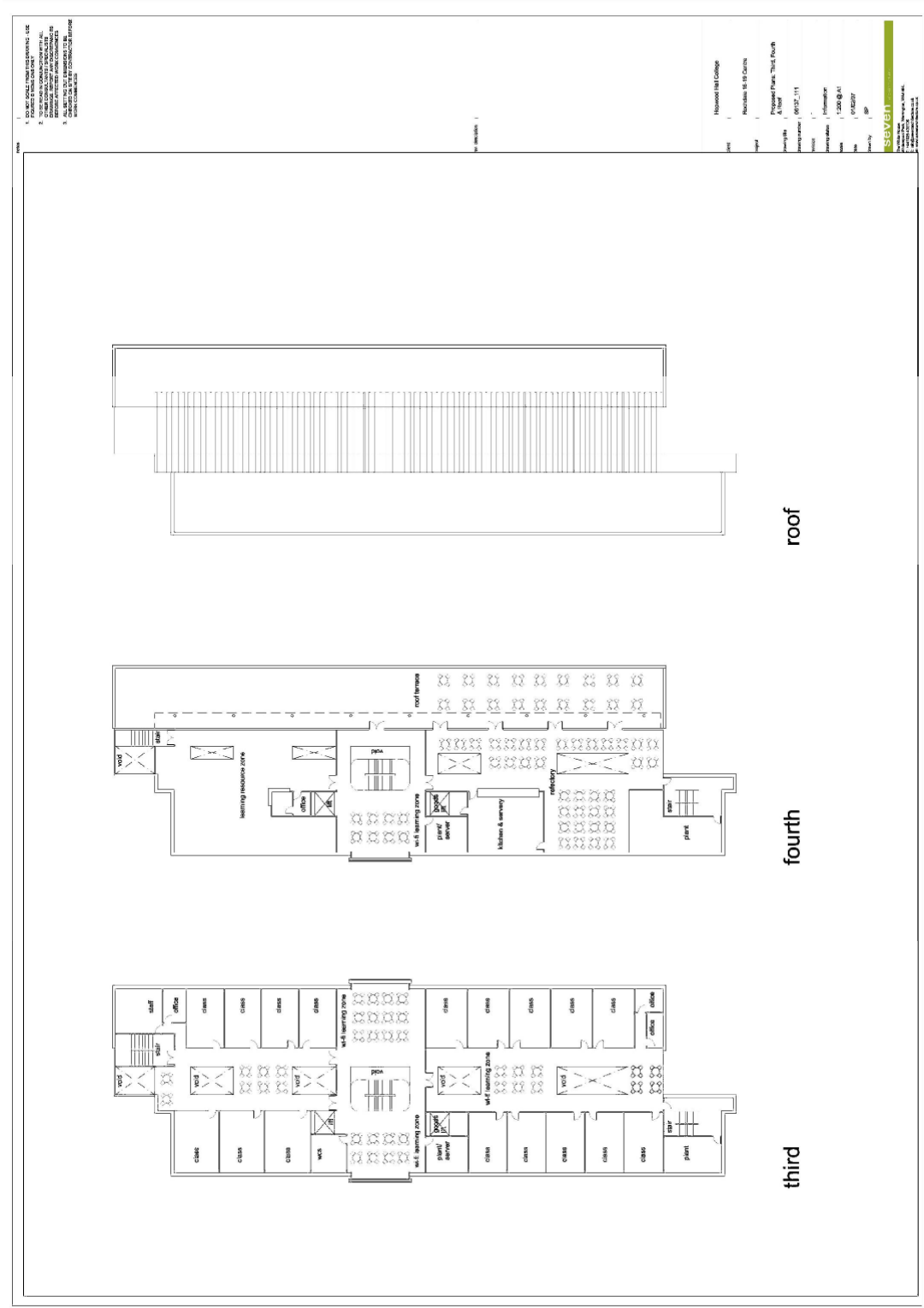
Appendix C – Master Programme

C. **Master Programme**

- C.1.1 The programme demonstrates that the new college would be operational for the beginning of the 20010-11 academic year (September 2010). The programme assumes that the LSC formally announces the competition winner on 17 May 2007 after which there may be a 4 month period of consultation in relation to proposed changes to school sixth form provision. After this date the existing design team develops architectural plans to Royal Institution of British Architects (RIBA) Stage B (feasibility) whilst a Notice is placed in the Official Journal for the European Union (OJEU) for full design team services. It is envisaged that an application for detailed planning permission is submitted to Rochdale Metropolitan Borough Council in June 2008 whilst the statutory period for determination of the planning application has been allowed. At the time of submission of the detailed planning application the college will be in possession of Stage D designs.
- C.1.2 Whilst the planning application is being considered a Notice is placed in the OJEU for main building contractor. This ensures that once planning approval has been secured and Stage D+ design has been reached, the tendering process for the building contractor can commence immediately. It is envisaged that construction of the new college will commence in July 2009 for a period of 55 weeks. A five-week fit-out period has been allowed to ensure that the new college is ready for occupation at the beginning of September 2010.

Appendix D Exemplar Building Designs





1. THE ARCHITECT HAS CONDUCTED VISUAL ACCESSIBILITY AND VISIBILITY ANALYSES IN ACCORDANCE WITH THE BUILDING REGULATIONS 2010 AND THE BUILDING REGULATIONS 2010 (PART M) AND HAS IDENTIFIED AREAS WHERE VISIBILITY AND ACCESSIBILITY IMPROVEMENTS ARE REQUIRED. THESE IMPROVEMENTS WILL BE INCORPORATED INTO THE DESIGN OF THE BUILDING.

Client	Horswood Hill College
Project	Recreation 16-19 Centre
Project Name	Project Name: Third, Fourth & Roof
Project Number	16137_111
Project Date	1.2024 @ 01
Project Location	16137/27
Project Type	SP

SEVEN
 SEVEN CONSULTANTS
 16137/27
 16137/27

Appendix E – Outline Recruitment Timescale

Outline Recruitment Timescale

Term	Activities	Events
September 2010		College opens for Y12 intake
Summer Term 2010	Planning activities for transitional support Staff "top up" recruitment as necessary	Middle leadership team in place Team building Curriculum planning and system development events
Spring Term 2010	Staff recruitment to teacher positions	SLT team in place System design and development
Autumn Term 2009	SLT recruitment process	Vice-Principal(s) take up post
Summer Term 2009	Development of detailed educational vision Design of SLT and leadership structures	.
Spring Term 2009	Recruitment of Vice Principal(s)	Principal Designate takes up post
Autumn Term 2008		
Summer Term 2008	Outline educational vision developed Job description and person specifications for Principal developed Recruitment for Principal Designate	

Appendix F – Project Management Structure

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