



Leading learning and skills

# **Learning and Skills Council**

## **16-19 Competitions**

### **Rochdale**

#### **Statement of Need**

This should be read in conjunction with the findings of the Rochdale Strategic Area Review and the Rochdale Learner Survey

## Introduction

This Statement of Need has been produced in accordance with the Consultation Guidance for 16-19 Competitions, published in August 2005. It sets out the findings of the recent StAR, gives an indication of the amounts and mix of new provision required, which will increase choice, enhance curriculum breadth and better meet the needs of young people in the borough.

## Background

In 2005 the Learning and Skills Council Greater Manchester (LSCGM) undertook a Strategic Area Review (StAR) of the provision available for 16-19 year olds in Rochdale. The review examined the pattern of school, college, and work based learning opportunities open to the learners of Rochdale and also identified key issues facing the borough.

The StAR was to enable the borough to be in a position to deliver the learner entitlement for 16-19 year olds and the particular needs of 16-25 year old learners with learning difficulties and disabilities, including how post-16 learning should be organised and delivered.

The review considered a wide range of data and undertook an analysis of learner numbers, attainment, destination data and institutional performance at and above Key Stage 4.

The major findings of the review were published on 30 September 2005. These are:

- Performance at Key Stage 4 is 49.2%. This is 7.9% below the national average. There is a recent upward trend in attainment.
- The four schools with sixth forms have relatively small or very small numbers of pupils in the sixth form. There is a greater decline in recruitment than population demographics would indicate.
- There is a high drop out rate from courses at 17, especially amongst male students.
- Rochdale is a significant net exporter of young people. 32% of 16-18 learners (around 880 individuals) access Level 3 in Oldham or Bury.
- There is a lower than expected rate of participation in work-based learning including apprenticeships. Success rates for full apprenticeship frameworks are lower than the regional averages.
- Collaborative frameworks and joint working through learning and economic partnerships is evident, but this will need significant strengthening.
- There is a need to increase participation in all modes of learning, improve attainment and progression to higher levels.

Achievement of level 2 at 16 across the borough is weak, despite recent increases in attainment. Too many young people leave secondary education without at least the equivalent of five GCSEs A\* to C. The figure is worse if specific attainment of English and Mathematics are included.

Many young people leaving schools in the borough enter employment without training and significant numbers of 17 year olds drop out of full-time education across all types of learning.

There are also significant proportions of 16-18 year olds Not in Education, Employment, or Training (NEET).

The StAR identified three options for the future configuration of provision based on the key findings. These options were presented to a wide stakeholder group on 30 September 2005, and LSCGM and the local authority embarked on a consultation process ending in February 2006 around these options:

- Option 1 - retain the current configuration of academic post-16 delivery by the four schools with sixth forms and Hopwood Hall College.

This involves utilising the existing provision to address the key findings. A new partnership group would be established to focus on level 3 non-work based provision.

- Option 2 - retain the current configuration of academic post-16 delivery but build on the existing collaboration covering 14–16 education. The 11–16 schools with specialisms could develop post-16 opportunities in their specialist area in a managed process.

This involves identification of a strong institution that can lead the collaboration. Academic Post-16 delivery will continue as at present and the Academy proposal and Sixth Form Presumption for the south of the borough would be considered. Collaboration and sharing of curriculum could lead to limited rationalisation especially where classes are small. A small number of learners would have to travel to other sites out of township to access specialist provision. Institutions would retain their existing governance arrangements.

- Option 3 - create a new, centrally located, 16-19 institution for the delivery of academic level 3 provision providing a broader curriculum with significant added value.

This involves creation of a new 16-19 learning centre for the whole borough created at a central, accessible location. Consideration would be given to the impact on existing school sixth forms in the borough and 'A' level provision at Hopwood Hall College.

There was a limited response to the stakeholder consultation however those who did respond supported further development of options 2 and 3. Option 1 received no support and was rejected.

In 2004 the DfES published the Five Year Strategy for Children and Learners. This set out the Government's view that choice in education and training can be developed by opening up the provider market and giving institutions greater autonomy in serving their communities in order that successful provision can expand. The LSC has decided to invite proposals in response to the need for additional new provision. Before deciding to hold a competition and specifying the numbers of places and types of courses which should be offered, the LSC has consulted fully with the local authority and existing providers.

## **Geographic Area**

A map at Appendix 1 identifies the area, showing wards and the post 16 schools and college. It also provides socio-economic data relating to Rochdale Borough.

## Principles Underpinning the 16-19 Competition

The LSC is the lead planning and funding organisation for post-16 education and training (excluding higher education) in England. Its mission is 'to raise participation and attainment through high quality education and training that puts learners first'. Key objectives in achieving the mission are:

- Raising participation in education and training
- Raising the achievement of young people
- Raising the quality of provision on offer and learner satisfaction.

It is stated Government policy that 16-19 provision should be organised in a way which ensures that in every area each and every young person has access, within reasonable travelling distance, to a wide range of high quality learning opportunities that will meet their interests, aptitudes and aspirations and promote participation and attainment in learning. Five key principles will underpin the provision of new post-16 provision for 16-19 learners in the borough. These are:

- Increased learner choice
- Improved levels of curriculum breadth
- Distinct 16-19 provision which meets the needs of learners
- Sustainability of the provision
- Affordability, value for money and cost effectiveness.

## Conclusions of the StAR

Performance at KS4 is lower than the national average. There is a recent upward trend in attainment.

In 2004, the attainment of 5 GCSE passes at A\*- C (a full level 2 attainment) in Rochdale was 46.7%. The national average in 2004 was 53.7%.

In 2005, this attainment level had risen to 49.2% against a national average of 57.1%.

Therefore, there remains a need to adequately plan to ensure that young people can achieve a full level 2 by the age of 19.

Two of the four schools with sixth forms have fewer than 140 pupils in the sixth form. There is a greater decline in recruitment than population demographics would indicate.

In 2004/05, the four schools with sixth forms have a combined roll of 651 learners at an average of 162.8 per school. The lowest has 118 learners and the highest 235 learners.

The review highlighted serious issues of viability, cost effectiveness, and value for money when value added using the A Level Performance System (ALPS) is included. In curriculum terms, the breadth of offer is narrow, there is duplication of courses and the number of entries to examinations as a proportion of enrolled learners is small. T scores in the ALPS methodology place the majority of providers in the lowest 25% of all institutions. The ALPS T score is a three year average and has been updated from the presentation to stakeholders on 30 September 2005.

	Rank <sup>1</sup>	Entry <sup>2</sup>	UCAS <sup>3</sup>	A Levels offered
St Cuthbert's	586	39	187	27
Wardle High School	523	71	283	22
Oulder Hill	248	109	183	35
Cardinal Langley	493	54	210	28
Hopwood Hall College	523	192	67	36

<sup>1</sup> out of 680 institutions in the national ALPS sample

<sup>2</sup> 2005 entry for A Level examinations

<sup>3</sup> Average UCAS point per candidate – national average is 280

### **GCE and VCE Performance in Rochdale 2003 -2005**

	Av pt Score per student*	National Av pt Score per Student*	Difference
Cardinal Langley			
2003	217	258.6	- 41.6
2004	221.5	269.2	- 47.7
2005	222	277.8	- 55.8
Hopwood Hall College			
2003	128.9	258.6	- 129.7
2004	203	269.2	- 66.2
2005	155.1	277.8	- 122.7
Oulder Hill			
2003	227.3	258.6	- 31.3
2004	232.1	269.2	- 37.1
2005	202.6	277.8	- 75.2
St Cuthberts			
2003	247.8	258.6	-10.8

2004	220.4	269.2	-48.8
2005	204.1	277.8	-73.7
Wardle HS			
2003	278.8	258.6	+ 20.2
2004	275.6	269.2	+ 6.4
2005	274.5	277.8	- 3.3

\* Source DfES School and College Achievement and Attainment Tables

There is a high drop out rate at 17, between Year 12 and Year 13. This is especially noticeable for male learners.

The number of 16-18 year olds is decreasing in the borough as a result of falling birth rates, in addition participation in post-16 education and training as a percentage of the cohort is also falling. The net effect is a rising number of young people falling into the NEET category as a percentage of the population.

In addition to the increase of young people in the NEET category, fewer students progress from Year 12 to 13 in year in the five post-16 institutions than against the national averages.

Rochdale is a significant net exporter of young people. 32% of 16-18 learners (around 880 individuals) leave the borough to access Level 3 in Oldham or Bury.

The Rochdale Learner Survey can be consulted as to reasons given by young people for this.

Whilst learners travelling to provision outside the borough is not necessarily a negative issue due to parental travel to work patterns or institutional choice, the level of learners leaving the borough is a concern.

Institutions outside the borough are reporting increased proportions of Rochdale learners applying for places in 2006. Learners are accessing predominantly Level 3 at 'A' level from Oldham Sixth Form College and Holy Cross College.

It should be noted that some learners from outside Rochdale Borough travel to institutions within the borough for learning, especially Hopwood Hall College.

There is a lower than expected rate of participation in work-based learning including apprenticeships. Success rates for full apprenticeship frameworks are lower than the regional averages.

Few learners as a percentage of the total 16-19 population access vocational education and training or apprenticeships. The existing college and commercial companies offer a narrow range of opportunities and the success rates are lower in general than the regional averages.

## School Pupil volumes

Over the next decade Rochdale pupil numbers are forecast to decrease;

### School Pupil numbers

	Total 11-16
2003/04	13,759
2004/05	13,643
2005/06	13,329

### Forecast\*

	Total 11-16
2006/07	12,980
2007/08	12,770
2008/09	12,616
2009/10	12,437
2010/11	12,217
2011/12	11,995
2012/13	11,723
2013/14	11,561
2014/15	11,656
2015/16	11,754

\* Data provided by RMBC

In 2004-05 there were 2,694 Year 11 leavers from schools in the borough. The corresponding figures for 2003-04 and 2002-03 were 2,784 and 2,682 respectively.

## Associated Targets

It is essential that any new provision secured through the competition process has maximum impact on local aspirations and targets for education and training. Proposals should therefore consider the contribution the provision will make to the following targets:

- Increase the proportion of 19 year olds in Rochdale who achieve at least a full level 2 qualification
- Increase the proportion of 19 year olds in Rochdale who achieve a full level 3 qualification.

- Reduce the proportion of 16-18 year olds in Rochdale who are Not in Education, Employment or Training (NEET)

## **Reasons for the Competition and Provision Needed**

As indicated above, LSCGM conducted a StAR in 2005 which identified significant challenges facing Post-16 learners in Rochdale.

LSCGM are seeking proposals that offer a wider choice to learners and enhanced curriculum breadth and balance which are sensitive to the local population, demographics and learners with learning difficulties and or disabilities. Proposals should focus on the following provision issues:

- High quality academic level 3 provision which, as a minimum, should meet the full learner entitlement for Rochdale Borough. The provision should include suitable links to vocational opportunities and offer an improved learner choice of learning opportunity and mode of learning for all learners.
- Proposals should show how the provision will, wherever possible, work with other providers in the borough to deliver the full learner entitlement. This will include, for example, FE Colleges, schools, and the proposed Academy and Sixth Form Presumption in the south of the borough.
- The proposal should demonstrate how they intend to tackle the poor perception of existing provision, which offers relatively poor added value when measured using the ALPS system, and the linked perception that small, dispersed post-16 provision does not offer a broad curriculum and is not cost effective;
- Increase the opportunity for young people to achieve a full level 2 qualification by age 19, including sub level 2 activity in support of this target. This would need to meet the entitlement, offer a wide choice of provider, learning opportunity and mode of learning. It will also need to tackle the present high drop out rate at 17, for instance by advice, guidance and curriculum or learning issues;
- Provision which attracts and retains young people in learning who are currently not engaged in learning or training, for example, those within the NEET group and disadvantaged groups.
- Proposals should also identify ways in which the new 14-19 Diplomas will be integrated whilst ensuring that the 16-19 entitlement is met within the borough.

It is important to note that each bid is expected to demonstrate how they will be able to deliver against the above, whether singularly or in partnership / collaboration with other providers.

## **Assessment Criteria**

All proposals will be assessed against the national criteria for deciding the outcome of 16-19 Competitions; these can be found in the LSC guidance on 16-19 Competitions which can be found at [www.rochdalereview.info](http://www.rochdalereview.info)

## **Timeline and further information**

All proposals must be received at the address below no later than 17:00 on Friday 9 February 2007. Two identical paper copies are required; an electronic copy may also be submitted in addition.

Proposals should be sent to:

The Partnership Director for Rochdale  
The Learning and Skills Council Greater Manchester  
Arndale House  
Arndale Centre  
Manchester  
M4 3AQ

email:            rochdalereview@lsc.gov.uk  
Telephone:      0161 261 0546

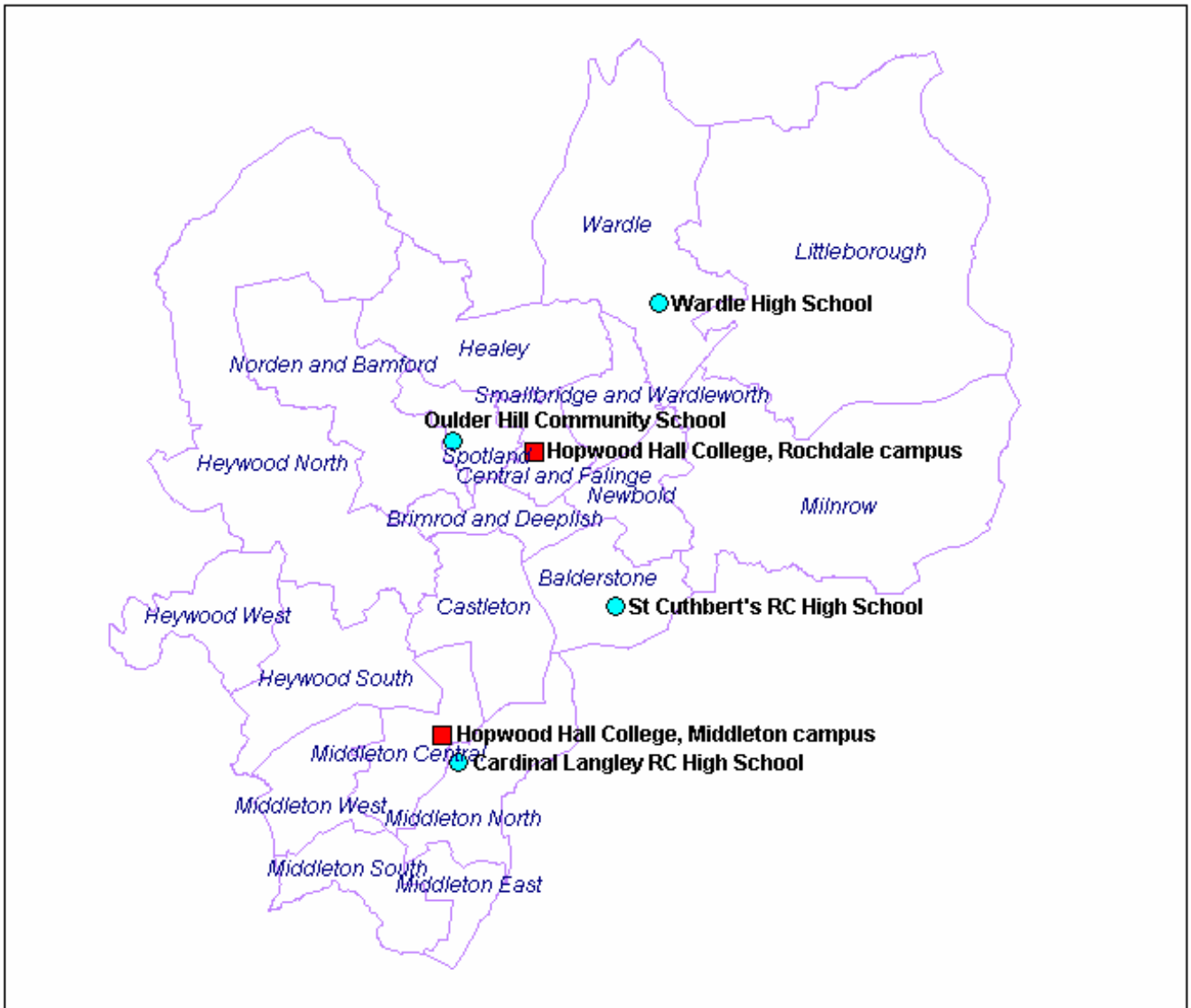
After this date the LSC will publish a summary of all proposals received and there will be an opportunity for comments to be made on the proposals received. This representation period will last for six weeks.

Once all representations have been made, the LSC will decide on the preferred proposal. This will be done within six weeks of the close of the representation period. Within one week of the decision, the LSC will communicate its decision to the proponents in writing.

Full guidance detailing the proposal process is available at [www.rochdalereview.info](http://www.rochdalereview.info)

Further information may also be obtained from the Partnership Director for Rochdale at the address above.

## ROCHDALE BOROUGH COLLEGES AND SCHOOL SIXTH FORMS



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### **The Local Context of Rochdale Borough**

Rochdale Borough comprises 4 Townships, Rochdale, Heywood, Middleton and Pennines. The 2001 Census recorded the Borough's population at 205,355, of which 46,881 (22.8%) of the total population were children aged 0 to 15, 145,068 (70.7%) were adults aged 16 to 74, and 13,408 (6.5%) of people were aged 75 and over.

The population of Rochdale Borough increased by 0.7% from 1991 to 2001, going against the Greater Manchester trend of population decline.

Over the period from 2001 to 2021 the population of Rochdale Borough's 16-19 year olds is projected to fall gradually, from 10,840 in 2001 to 10,240 in 2021. The largest decline in population is projected in the White young people population, which is likely to peak at about 9,770 in 2007, then fall to about 7,200 by 2021. Over the same period however the South Asian population is projected to increase, particularly the Pakistani population from 1,450 in 2001 to 2,050 in 2021.

### **The Local Context in Rochdale Borough; Employment and Economy**

In 2003 there were 4,410 VAT registered businesses in Rochdale Borough. In July 2005 the unemployment level (Job Seekers Allowance claimants) in Rochdale Borough was 3.7%, above the Greater Manchester average of 3.5% and above the national average of 3.2%.

In 2002 the largest sector of employment in terms of employee numbers in Rochdale Borough was manufacturing at 20.8%. Rochdale Borough has a greater proportion of people employed in manufacturing than either the North West (15.1%) or England & Wales (13.5%). A further 18.8% of employment in the borough is provided through wholesale and retail, this is about the same as both the regional (18.0%) and national (18.1%) averages. 13% of Rochdale Borough residents are employed in management or senior professional positions, the same as the Greater Manchester average and less than the national average of 15%. A greater proportion of Rochdale Borough residents are employed in elementary occupations than the regional and national averages (15%, 13% and 12% respectively).

Rochdale Borough is one of the most deprived boroughs in England, and is ranked between 12th and 46th most deprived in the Indices of Deprivation 2004 measures of deprivation at district level. At district level there are six summary measures and Rochdale is in the 50 most deprived districts in England in each of the measures. Overall Rochdale ranks as about the same relative to other districts compared with the Indices of Deprivation 2000. The borough's neighbourhood renewal strategy has identified 22 neighbourhoods which are the most deprived in the borough. Approximately 30% of the adult population live in the neighbourhood renewal areas. Regeneration of the borough is also underway through the Housing Market Renewal programme and the SRB programme in Central Rochdale.

Rochdale Borough has a smaller proportion of the population employed in full time positions (39.47%) than the national average (40.55%), but slightly higher than the regional figure (38.77%). A much smaller proportion of the working age population in

Rochdale Borough are employed in part-time positions, for both males and females than the regional and national averages. A greater proportion of the borough's working age population are unemployed than the regional and national averages (23.90%, 3.63% and 3.35% respectively).

A greater proportion of Rochdale Borough's working age population are economically inactive due to sickness or disablement (8.26%), than in the North West (7.75%) and England & Wales (5.52%). A smaller proportion of the borough's population are economically inactive due to retirement than the regional and national averages.