

# THE 14-19 DEVELOPMENT FRAMEWORK FOR AREA PARTNERSHIP PROVISION

EDUCATION/TRAINING/SKILLS/14-19/NOTTINGHAMSHIRE  
NOTTINGHAMSHIRE LSC SEPTEMBER 2004

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# THE 14-19 DEVELOPMENT FRAMEWORK FOR AREA PARTNERSHIP PROVISION

# FOREWORD

**All the 14-19 education & training providers and key partner agencies across Nottinghamshire are striving together to raise the achievement and long term prospects for young people. New provision for 14-16 year olds is already demanding a radical review of how schools, colleges and private training organisations offer the curriculum. National qualifications and curriculum reforms in future years will extend and establish this work as the norm.**

Across Nottinghamshire, the city, the conurbation and the county, Area Strategy Groups will drive plans to expand opportunities for learners. Their success will depend on a shared vision and commitment, high quality communication and effective planning. The quality and sustainability of courses and programmes is fundamental to the success of Nottinghamshire's strategy. All partners must be able to answer the question:

**WILL OUR LOCAL STRATEGY LEAD TO INCREASED ACHIEVEMENT AND PARTICIPATION FOR ALL?**

The "Development Framework for 14-19 Area Provision" provides some tools to help establish Area Strategy Groups. It will also assist them in analysing local contexts, local strengths and areas for development. Finally it will help groups to develop effective strategic plans for improvement. The framework will be most effective when used in a spirit of encouragement, openness and trust. We hope that it will support our shared objectives by promoting:

- a broad and inclusive curriculum
- self-evaluation and review using quality descriptors which over time will bring about more consistent experiences for young people.

The Framework encourages partners to sign up to a Statement of Partnership. This statement affirms our goal to work together, with a shared agenda for the improvement of provision and an increase in resources.

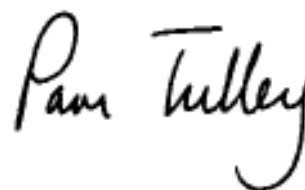
On behalf of our colleagues in the key agencies, who are signed up to its aspirations and objectives, we commend the use of the Framework to all those partners involved in planning and delivering area provision.



LSC Executive Director



Director of Education,  
City of Nottingham LEA



Director of Education,  
Nottinghamshire County LEA.

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## WHAT'S INSIDE THE DEVELOPMENT FRAMEWORK?

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### ACKNOWLEDGMENTS

The framework has been written and compiled by Anne Papatomas, LSC Consultant, with the support of colleagues on the Nottinghamshire Development Framework Working Group and the schools and colleges who are part of the Pilot Review Group. Thanks are due in particular to Brett Kerton, City of Nottingham LEA; Elaine Bonar, West Nottinghamshire College; Stella Maxwell, Nottinghamshire County LEA; Sandra Borrington, Broxtowe College; Chris Payne, Nottinghamshire Network of Training Providers; Jan Richardson, Nottinghamshire Education Business Alliance; Michael Lusty and John Yarham, Nottinghamshire LSC who have provided feedback during the writing process.

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# EXECUTIVE SUMMARY

## THE 14-19 DEVELOPMENT FRAMEWORK FOR AREA PARTNERSHIP PROVISION

### 1. The Purpose of the Framework

**1.1** The 14-19 Development Framework is designed to support the development of good quality collaborative learning provision in Nottinghamshire. It represents the commitment of partners to a coherent approach to area strategic planning and a clear recognition that self-evaluation is a good way to improve and assure the quality of joint provision.

**1.2** An early version was piloted in 2003/04. The pilot concluded that a new version should be launched for Autumn 2004 to fit with the new OFSTED/ALI Area Inspection Framework. This would help promote implementation of the national proposals for 14-19 curriculum and qualifications reform.

**1.3** National policy proposals for 14-19 education and training highlight the need for provision to be delivered through local partnerships. In Nottingham and Nottinghamshire such Area Strategy Groups are emerging as a result of Strategic Area Reviews, building on already established LEA school groupings, IFP Partnerships and Pathfinders. Where such partnerships are operating well they have begun to establish ground rules for membership, planning and review. They are adopting new local 14-19 protocols and are challenging each other to provide effective transitional support for young people as they move onto learning pathways post 14.

**1.4** Where they are less effective, membership is not always appropriate, attendance can be patchy and shared planning and review is very limited. However, consistent practice is necessary if young people are to receive high quality provision. It is therefore essential for these partnerships to be nurtured to become strong networks extending across the entire Nottinghamshire area. Such a process requires support and guidance on their management and operations and this is an important purpose of the framework.

**1.5** OFSTED will ask “how effective and efficient is the provision of education and training across the (an) area in meeting the needs of learners, employers and the community”. Prior to inspection, local areas will be invited to provide a self-evaluation against the 6 Area Inspection strands. Inspectors’ judgements will focus on the adequacy of planning and management to meet the needs of learners and on the degree to which local strategy is effective in promoting further improvement.

### 2. The role of the 14-19 Development Framework in supporting development of Area Provision.

**2.1** The framework represents a set of performance descriptors that will help to specify the standards Nottinghamshire aims to achieve through 14-19 partnership provision across an area. It combines supportive guidance on improvement with a basis for gaining a regular snapshot of progress and for producing the self-evaluation required by OFSTED prior to area inspection.

**2.2** The framework will help providers in establishing Area Strategy Groups. It supports the implementation of

the objectives in the 14-19 Strategy Statement for Nottingham and Nottinghamshire and provides guidance to clarify the structure and operations of Area Strategy Groups.

**2.3** The document is available electronically and in hardcopy file format. It contains:

- OFSTED 14-19 Area Inspection/ALI criteria;
- Development checklists for audit and analysis linked to each OFSTED strand;
- Flow charts and comparative analysis tools;
- A suggested Development Plan format;
- Links to other useful local and national documents.

**2.4** It is suggested that the framework should be used for review at least once a year. It may also be used as a staff development tool; as a detailed agenda for sharing good practice across partnerships; to set specific development targets for 14-19 providers engaged in joint organisation and delivery of provision.

**2.5** The results of the earlier pilot showed that a locally owned toolkit has the potential to support providers and decision-makers through the development phase when culture, structures and resource systems will be challenged. There is a need to strengthen monitoring and the evidence base across Nottinghamshire to show the differences in attainment and motivation that a wider range of accredited routes for young people can bring. Smooth flows of information and data and good quality plans are required.

**2.6** Most important is the combined vision and will of all providers and agencies engaged in planning for improved 14-19 delivery across Nottinghamshire. The framework encourages and supports them to achieve shared objectives for consistency and rigour to benefit all young people.

# GUIDANCE

## ON THE USE OF THE DEVELOPMENT FRAMEWORK

### PRINCIPLES

- Self-evaluation is the most powerful force for improvement
- Continuous improvement should be based on robust evidence
- The responsibility for achieving quality rests with every one of us

### IDENTIFYING GOOD PRACTICE

It is important that the framework is used for confirming good practice, constructively challenging assumptions and not just a means for identifying weaknesses. Partnerships will find it most useful to share the results of their analysis within a climate of openness and trust.

### FORMAT

The main part of the framework has seven sections. The seven sections mirror the key questions (below) relating to the six aspects of provision set out in the OfSTED framework “Area inspection of 14-19 provision.”

#### Strategy for education and training (14-19) in the area

1. How effective are the strategies for education (14-19) in raising achievement and increasing participation in education and training?

#### Achievement

2. How well do learners achieve?

#### Access to and participation in education and training

3. How effective are the curricula and the configuration of provision in meeting the needs of all learners, employers and the community?

#### Quality of education and training 14-19

4. How effective are teaching, learning and training?
5. How do resources affect achievement and the quality of education, training, guidance and support?

#### Guidance and support

6. How well are learners guided and supported?

#### Leadership and management

7. How effective are the leadership and management of the partners in implementing the strategies for 14-19 education and training for the area?

### SECTION LAYOUT

Sections are clearly divided with the first page showing the descriptors at 3 levels from OfSTED’s “Guidance on the characteristics relating to the grades allocated, following 14-19 area inspections.” This page is followed by a series of checklists which exemplify the strand of provision. These are designed to enable partners to identify:

#### WHAT ARE THE STRONGEST ASPECTS OF PROVISION AND WHY?

#### WHAT NEEDS MOST IMPROVEMENT AND WHAT ACTION SHOULD BE TAKEN?

Partnerships wishing to use the first page of each section to evaluate themselves against the guidance will note the links to OfSTED grades.

The words below are provided to further assist the judgements by local partnerships. OfSTED states that not all the characteristics will be required to be present to allocate a particular grade and that inspectors will make judgements based on the OfSTED framework and best fit using the “Guidance”.

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**Good or better** (linking to OFSTED Grades 1 - 2 )  
Provision closely matches the statement;

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**Satisfactory** (linking to OFSTED Grades 3)  
Provision that is sound, with some gaps in quality but where evidence shows that strategies are in place to address shortcomings;

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**Unsatisfactory** (linking to OFSTED Grades 4 -5)  
Provision that only meets a minimal number of the higher level quality indicators and/or where the evidence

base for this area is weak.

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## ANNEXES

These contain a development toolkit set out in 2 sections:

Annex A: Establishing an Area Strategy Group.

Annex B: Monitoring quality and outcomes.

## CHOOSING HOW TO USE THE FRAMEWORK

Partners may wish to:

- audit their provision, practice and outcomes, in whole or in part, to identify areas for improvement
- confirm views and assumptions and identify good practice
- use it as an aid to seeking evidence for future 14-19 projects and funding bids
- support peer review between providers and to moderate evidence
- use it as a regular basis for monitoring, planning and reporting.

## GATHERING AND ANALYSING EVIDENCE

Checklists provide an opportunity to identify sources of evidence. A summary of possible sources is provided at Proforma 8.1 \*, though providers may wish to identify others. A range of techniques may be used to gather evidence and the following are recommended within the framework:

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**Asking** students, parents and staff for their perceptions

**Observing** the classroom practice, students' learning and behaviour, students' coursework and work experience

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**Analysing** numerical data such as results, records of attendance, financial information; written data such as course documentation, policies, assignments, reports

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## USE OF FINDINGS

Findings should be for the use of members of the partnership and will provide useful evidence for reports to governors and external bodies. The framework may be used to prepare for the self-evaluation required by OfSTED prior to 14-19 Area Inspection.

## TIME OF USE

The framework may be used at any time of the year. It may also be used to consider results and trends across previous years. In the autumn it may be used to audit retrospectively the progress of a whole cohort/year's programme. From the spring term onwards it may be used to assess progress and quality of delivery with the current cohort. It will be at its most effective if used to coincide with the regular cycle of school, college, LSC and LEA planning and review. Proforma 8.9 gives details of the local planning cycle for 14-19 developments.

Any organisation involved in further developing 14-19 provision may use it as:

- a means of assessing progress on overall 14-19 strategy
- a means by which partnership responsibilities are further clarified
- an element in LSC/LEA self-evaluation for OfSTED and for Comprehensive Performance Assessment (CPA)
- part of their strategy for promoting self-evaluation and continuous improvement



# STATEMENT OF PARTNERSHIP

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# 14-19 PARTNERSHIP WORKING ACROSS NOTTINGHAMSHIRE

The Partnership Statement on page 8 may be used by any group working together to plan more effectively for area 14-19 provision. In Nottinghamshire the preferred model will be Area Strategy Groups. Annex A sets out guidance for establishing an ASG.

## THE BENEFITS OF AREA STRATEGY GROUPS

- A shared public commitment and responsibility to work together to improve the prosperity of the local community by increasing participation, retention on courses, attendance and achievement 14-19
- Improved planning to meet the education and employment needs of the local context
- Greater ability to respond to 14-19 reforms
- Greater ability to develop 14-19 as a clear phase with its own integrity
- Planning to recognise that no young person learns at the same rate and in the same way
- Sharing the challenge of recovering the persistent 15-20% who tend to be seriously disengaged from learning
- Improved network of contacts with common interests
- Improved cost effectiveness
- Sustained diversity
- Potential for use of networked technology for learning
- Best use of time through shared arrangements for timetabling
- Improved understanding and engagement of students and parents about the coherence of learning programmes.

# STATEMENT OF PARTNERSHIP

The organisations identified below recognise their collective responsibility to effectively plan, manage and deliver high quality education and training opportunities for all young people.

## WE ARE COMMITTED TO THE PRINCIPLES THAT:

- equality of opportunity and the needs of the learner come first
- vocational opportunities should be enhanced, be accessible, meaningful and meet local social and economic needs
- high trust and interdependence is the key to quality partnership

## WE WILL WORK TOGETHER TO PUT THESE PRINCIPLES INTO PRACTICE BY

- developing a shared strategic vision
- using our individual strengths and expertise to extend the range and breadth of learning choices available to young people
- providing and sharing resources and information
- meeting regularly
- acting responsibly and adhering to our shared protocols
- ensuring that membership of our area partnership is representative of the wider community we serve
- producing a challenging and robust area plan which is regularly reviewed
- establishing effective systems to monitor quality across providers in order to ensure consistent practice
- supporting a shared infrastructure of facilities
- operating a timetable which maximises learner options
- ensuring that the interests of our individual organisations do not override the needs of any individual learner.

## WE WILL DO THIS THROUGH:

- providing a comprehensive range of learning pathways and progression routes
- improving the infrastructure and capacity of our collective facilities and resources
- increasing participation and achievement
- providing good quality, relevant and impartial information, advice and guidance

## SIGNATURES OF MEMBERS OF AREA STRATEGY GROUP

Headteachers on behalf of their Governing Body

College Senior Manager(s)

Work Based Learning Provider(s)

Employer(s)

Representatives of external support agencies:

LSC

LEA

Connexions

NEBA

Representatives of other local learning partnerships, voluntary organisations/ local council as appropriate.

(To be adapted as appropriate by the Area Strategy Group. See Annex A1).

# 1

## THE FRAMEWORK

### AREA STRATEGY FOR EDUCATION AND TRAINING 14-19

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**1.1** COMMITMENT AND SUPPORT OF PROVIDERS,  
PARENTS AND THE LOCAL COMMUNITY

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**1.2** STRATEGIC AND OPERATIONAL PLANS

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**1.3** EFFECTIVE STRUCTURES AND PARTNERSHIPS

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**1.4** FORWARD PLANNING

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# USING THE LEVELS AND CHECKLISTS FOR AUDIT AND DEVELOPMENT

You can access the framework (Sections 1-7) in a variety of ways to suit the purposes of the Strategy Group by:

- (i) reading and becoming familiar with the standards
- (ii) carrying out an audit against all or some of the OFSTED characteristics;
- (iii) carrying out an audit against all or some of the checklists;
- (iv) using the sections to support staff development, team and peer review;
- (v) using the sections as prompts for discussion, to compare views, clarify assumptions and to support priority-setting and development planning.
- (vi) Section 8 – Planning Ahead allows you to transfer findings onto summary sheets and to frame priorities and a development plan.
- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**



# STRATEGY FOR EDUCATION AND TRAINING (14 TO 19) IN THE AREA

## OFSTED CRITERIA

Area Inspection Framework: HMI 1779 (Ofsted 2003).

### KEY QUESTION 1: How effective are the strategies for education (14 to 19) in raising achievement and increasing participation in education and training?

GOOD OR BETTER (GRADES 1-2)	SATISFACTORY (GRADE 3)	UNSATISFACTORY (GRADES 4-5)
<p>The strategies for raising standards and improving education and training opportunities for 14-19 year olds across the area are understood and actively supported by education and training providers, parents and employers.</p> <p>The strategic and operational plans of key partners and providers are consistent with the overall strategy for the area, include explicit aims relating to equality of opportunity for all groups of learners, and contribute to the achievement of demanding targets for participation, retention, attainment and progression of learners at all levels.</p> <p>There are effective structures and partnerships which implement the strategies and lead to widening opportunities for all groups of 14-19 year old learners, and lead to high-quality provision and high standards of achievement across the area.</p>	<p>The strategies for raising standards and improving education and training opportunities for 14-19 year olds across the area have been shared and are understood by education and training providers, parents and employers.</p> <p>The strategic and operational plans of key partners and providers address equality of opportunity issues and are contributing to improvement in participation, retention, attainment and progression of most learners.</p> <p>There are structures and partnerships which support strategies for widening opportunities for 14-19 year old learners and for raising standards of achievement across the area.</p>	<p>The strategies for raising standards and improving education and training opportunities for 14-19 year olds across the area are not agreed or understood by education and training providers, parents and employers.</p> <p>The strategic and operational plans of key partners and providers are contributing little to improvement in participation, retention, attainment and progression of significant groups of learners.</p> <p>There are insufficient structures and partnerships to support strategies for widening opportunities for 14-19 year old learners, and for raising standards of achievement across the area. Strategies do not sufficiently lead to improvements in quality of provision.</p>

# 11

## COMMITMENT, UNDERSTANDING AND SUPPORT OF PROVIDERS, PARENTS AND THE LOCAL COMMUNITY

Focus on: Involvement of stakeholders and public relations.

**KEY QUESTION: How far are the strategies of the area understood and actively supported by education and training providers, parents and employers?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group have a strategy for informing and communicating with: education and training providers; employers; the wider community?			How far is it successful in reaching all stakeholder groups?					
Does the group have a strategy for informing parents of the range of learning pathways available to 14-19 year olds?			How far do parents with children aged 11 and above understand and support the new opportunities and qualifications?					
Is the group known to be operating within a broad community base?			How far is the group represented at local community meetings and events?					
Does the group gather the views of stakeholders about area planning for education and training?			To what extent do stakeholders show they are satisfied with local strategy?					
Does the group report on and celebrate the achievements of young people in the area?			How far is the group successful in promoting a collective view of young people's achievement, eliminating institutional competitiveness to the benefit of young people?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 12

## STRATEGIC AND OPERATIONAL PLANS

Focus on the quality of plans, their fit with overall strategy, adherence to protocols.

**KEY QUESTION: How far are strategic and operational plans consistent with the strategy for the wider area, make a clear contribution to the achievement of demanding targets and include explicit aims relating to equality of opportunity for all groups of learners?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the group produced a strategic development plan?			To what extent does the plan analyse local needs and provision over 3-5 years in order to create effective progression routes for all young people?					
Has the group produced an operational plan?			How far does the plan set effective targets for progress in results and key developments over the next 1-2 years?					
Do the plans reflect the overall strategy for 14-19 education and training across Nottinghamshire?			How far does the group actively co-operate with the LSC and LEAs in shaping wider area planning?					
Has the group produced protocols which reflect the Nottinghamshire –wide protocols for 14-19 learners?			How far are the protocols adhered to so that the group is clear about the safety and security of learners and the quality of their provision?					
Do the plans include explicit aims relating to equality of opportunity for all groups of learners?			How far will the current strategic plan address the needs of local minorities/disadvantaged groups?					
Do the plans include targets for participation, retention, attainment and progression of all learners at all levels?			How far are the targets realistic and achievable?					

Tick the appropriate box to show the priority to be given to this area.

A strength  Generally content  Requires attention  Major concern



# 13

## EFFECTIVE STRUCTURES AND PARTNERSHIPS

Focus on area group culture, membership, attendance, willingness to share resources, inclusive policy

**KEY QUESTION: How far do the culture and structure of the area group impact on implementation and lead to widening opportunities for all groups of learners, high quality provision and high standards of achievement?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the culture of the group evolved from dialogue and agreement by all members?			How far is the culture inter-dependant and fully collaborative?					
Is the membership of the group representative of all the providers, local employers, key agencies and minority groups?			How regularly do all members attend?					
Are the members attending the meetings at the right strategic level to be able to support the key decisions to be made?			How smooth are the communication and decision-making arrangements?					
Does the group have shared long term aims clearly focussed on widening opportunities for all groups of learners?			How often does the group review and plan ahead to lift the barriers to inclusion of all groups?					
Does the group have a policy which commits members to sharing resources in order to widen opportunities and improve quality?			To what extent does the group share mainstream resources and grant funding to the benefit of learners?					
Does the group make joint decisions about timetabling, provision of courses and progression opportunities?			How far do all the local providers comply with group policies? For example, do all schools offer a choice of pathways open to all students?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 14

## FORWARD PLANNING

Focus on planning ahead, forging stronger relationships, procurement of resources and facilities, new initiatives.

**KEY QUESTION: How far does the area group seek to capitalise on national and local developments to inform its planning and improve its provision?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the group mapped facilities and provision across the area?			How far do facilities and provision match aspirations in the plan?					
Is the responsibility for resource planning and procurement clear within the group?			To what extent is the group identifying resources to ensure there is less vulnerability to funding changes?					
Does the strategic plan contain a strand for seeking and sustaining increased resources?			How much is the group gaining from being proactive; eg: in seeking to build/adapt further facilities and resources?					
Has the group identified key initiatives to help build provision, such as further COVEs, specialist schools, employer involvement ?			How far is the group benefiting from such initiatives?					
Does the group actively seek to develop and extend good relationships with local employers?			How far are employers involved in supporting the development of occupationally-focused facilities and teaching materials?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 2

# THE FRAMEWORK

## ACHIEVEMENT

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**2.1** STANDARDS OF ATTAINMENT

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**2.2** RECRUITMENT, ATTENDANCE, RETENTION  
AND PROGRESSION

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**2.3** SATISFACTION OF STAKEHOLDERS

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- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 2

## ACHIEVEMENT

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

#### KEY QUESTION 2.

**How well do learners achieve?**

GOOD OR BETTER (GRADES 1-2)	SATISFACTORY (GRADE 3)	UNSATISFACTORY (GRADES 4-5)
<p>The standards achieved by learners are high and prepare them well for further study, training or employment by ages 16 and 19.</p> <p>Many learners make good progress and are successful in achieving their learning goals. Value-added scores are high.</p> <p>Progression rates to higher education, further education and training are high. There are few young people not in employment, education or training.</p> <p>The attainment of nearly all young people meets their needs and the needs of employers. They achieve the skills of literacy, numeracy and ICT (information and communication technology) that enable them to progress and participate effectively in employment.</p> <p>Appropriate, local and national targets, for course completion and progression to further and higher education, employment and training are consistently met by nearly all schools, colleges and work-based training providers,</p>	<p>The standards achieved by learners are at national averages and in line with statistical neighbours, and prepare them appropriately for further study, training or employment by ages 16 and 19.</p> <p>Most learners make at least the progress expected of them, and are successful in achieving their learning goals. Value-added scores are improving.</p> <p>Progression rates to higher education, further education and training have reached national averages and are satisfactory or improving.</p> <p>The attainment of most young people meets their needs and the needs of employers. Learners' skills in literacy, numeracy and ICT are adequately developed and improving.</p> <p>Progress is being made towards the achievement of appropriate, local and national targets for course completion and progression to further and higher education, employment and training. Most schools, colleges and work-based training providers meet these targets.</p>	<p>The standards achieved by learners are low and are not preparing them well for further study, training or employment by ages 16 and 19.</p> <p>Many learners make insufficient progress. They do not achieve their learning goals. Value-added scores are low.</p> <p>Progression rates, to higher education, further education and training are below national averages and are not improving</p> <p>The attainment of many young people is failing to meet their needs and the needs of employers. Their skill levels in literacy, numeracy and ICT are too low and do not enable them to progress.</p> <p>Appropriate local and national targets for course completion and progression to further and higher education, employment and training are not being met for significant groups of learners and/or many schools, colleges and work-based training providers.</p>

# 21

## STANDARDS OF ATTAINMENT.

Focus on use of prior attainment data, progress, results, targets and expectations.

**KEY QUESTION: How far do learners within the area aged 14-19 make good progress and achieve qualifications to meet the targets set locally and nationally?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Have results met local targets?			How far do value added scores show progress in line with or beyond that expected from prior attainment data?					
Have targets for literacy, numeracy and ICT been achieved?			How far are these and wider key skills, work-related skills, independent learning skills and underpinning knowledge demonstrated and accredited?					
Are results improving year on year?			To what extent does the group have a picture of progress for different groups across a 3-5 year span?					
Are targets for attainment appropriate and challenging for all ability groups?			How far will targets meet national expectations?					
Do standards of attainment vary between providers?			How often does the group receive an analysis of results across local providers which enables comparisons with local and national results?					
Do post 16 providers and employers say that local young people are well-prepared for further study, training or employment?			How often does the group survey employers and post 16 providers to monitor the preparedness of the young people?					
Will all groups of learners be able to benefit from improved progression opportunities?			How often will progression routes be reviewed to ensure as many learners as possible make successful progress?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 2.2

## RECRUITMENT, ATTENDANCE, RETENTION AND PROGRESSION.

Focus on successful attendance, retention and progression.

**KEY QUESTION: How far is the recruitment, attendance, retention and progression of young people successful?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Are targets for recruitment to local learning opportunities set?			To what extent are courses and programmes at the right levels and sufficient to meet the needs and aspirations of all individuals?					
Are local targets for attendance set?			How far have providers removed barriers to attendance and ensured maximum opportunities for young people to attend wherever they are studying?					
Is the rate of course completion of learners on work-related programmes meeting local targets?			How often does the group review course completion across providers and follow up any issues that emerge?					
Is recruitment monitored by the partnership to ensure equality of opportunity?			To what extent does the partnership take effective action when recruitment shows a puzzling variation in choices by gender, ethnic group, ability, disability or other behaviour or learning needs?					
Are local targets for progression set?			How far does progression information show that young people from all groups are making good progress into further/higher education, training and jobs?					

Tick the appropriate box to show the priority to be given to this area.

A strength  Generally content  Requires attention  Major concern

# 2.3

## SATISFACTION OF STAKEHOLDERS.

Focus on improvements in attitudes, behaviour, motivation and engagement with learning, satisfaction with learning in a adult environment.

**KEY QUESTION: How far do young people's attitudes demonstrate satisfaction with learning and that their motivation and behaviour are improving?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Do most learners feel that the opportunities available are helping them to achieve their learning goals?			How far do they know about and view the range of locally available learning pathways as a strength?					
Do most learners feel that the opportunities available are improving their day to day engagement with learning?			How far do surveys show that young people are increasing in confidence in their ability to learn and succeed?					
Do most learners feel that they are actively encouraged to attend the right course for their progression ambitions regardless of whether the provider is in school, further education or training?			How far do learners who take the option, value the access they have to occupationally-focused learning, facilities and equipment and a more adult learning environment?					
Do most staff identify that learners' good attitudes and behaviour is a direct result of their learning programmes?			How far does learners' improved engagement support their wider learning?					
Do most employers identify that they are positive about their involvement with young people on training programmes?			How far do employers feel that learners' hands-on engagement in practical activities is helping to consolidate their work-related and key skills?					

Tick the appropriate box to show the priority to be given to this area.

A strength  Generally content  Requires attention  Major concern





# 3

## THE FRAMEWORK

### ACCESS AND PARTICIPATION

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**3.1** LOCAL PLANNING FOR A BROAD CURRICULUM

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**3.2** COLLABORATION FOR ACCESS  
AND PARTICIPATION

---

**3.3** COHERENT PROGRAMMES, ACCESS,  
PARTICIPATION AND PROGRESSION  
FOR VULNERABLE GROUPS

---

**3.4** CURRICULUM – KEY SKILLS

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**3.5** THE ROLE OF WORK EXPERIENCE

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PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

# USING THE LEVELS AND CHECKLISTS FOR AUDIT AND DEVELOPMENT

You can access the framework (Sections 1-7) in a variety of ways to suit the purposes of the Strategy Group by:

- (i) reading and becoming familiar with the standards
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- (iv) using the sections to support staff development, team and peer review;
- (v) using the sections as prompts for discussion, to compare views, clarify assumptions and to support priority-setting and development planning.
- (vi) Section 8 – Planning Ahead allows you to transfer findings onto summary sheets and to frame priorities and a development plan.
- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 3

## ACCESS TO AND PARTICIPATION IN EDUCATION AND TRAINING

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

### KEY QUESTION 3.

**How effective are the curricula and the configuration of provision in meeting the needs of all learners, employers and the community?**

GOOD OR BETTER (GRADES 1-2)	SATISFACTORY (GRADE 3)	UNSATISFACTORY (GRADES 4-5)
<p>The local Learning and Skills Council (LSC), local education authorities (LEAs), schools, colleges and other providers and partnerships respond to the needs of learners and employers, and have ensured a wide range of general, vocational and work-based learning opportunities at suitable levels and locations which meet the needs of all groups of learners.</p> <p>Schools, colleges and other providers collaborate extensively to increase access and participation in further and higher education and training, including by vulnerable and disadvantaged young people.</p> <p>Schools, colleges and other providers offer coherent programmes which provide clear access routes to education and training and support the continued participation and progression of all young people, including those who are vulnerable and disadvantaged.</p> <p>Challenging targets for participation in post-16 education and training, and for progression to employment and higher education are met for all groups of learners.</p> <p>The curriculum meets the needs of learners and employers – for example, it effectively provides for development of the key skills of literacy, numeracy and ICT, provides for effective work-related learning, and enables all learners to explore effectively personal, social, spiritual and moral issues.</p>	<p>Local LSC, LEA(s), schools, colleges and other providers respond to the needs of young people by ensuring an appropriate range of general, vocational and work-based learning opportunities at suitable levels and locations.</p> <p>Schools, colleges and other providers have begun to collaborate to increase access and participation in further and higher education and training for most groups of young people.</p> <p>Schools, colleges and other providers offer an adequate range of programmes which support continued participation and progression of most young people, including those who are vulnerable or disadvantaged.</p> <p>Appropriate targets for participation in post-16 education and training, and for progression to employment and higher education are met for most groups of learners.</p> <p>The curriculum meets the needs of most learners and includes development of the key skills of literacy, numeracy and ICT, offers appropriate opportunities for work-related learning and allows learners to explore personal, social, spiritual and moral issues.</p>	<p>There is an inadequate range of general, vocational and work-based learning opportunities at suitable levels and locations for significant groups of learners. The local LSC, LEA(s), schools, colleges and other providers and partnerships have not accurately assessed the needs of learners, employers and the community in the area.</p> <p>Schools, colleges and other providers are not collaborating to increase access and participation in further and higher education and training. Significant groups of young people are not participating in further education and training.</p> <p>The programmes of study offered in schools, colleges, and by other providers lack coherence and do not support continued participation and progression of significant groups of young people, especially those who are vulnerable or disadvantaged.</p> <p>Targets for participation in post-16 education and training and for progression to employment and higher education are met for only a very few groups of learners.</p> <p>The curriculum is failing to meet the needs of learners – for example, key skills of literacy, numeracy and ICT are not developed adequately to support progression for significant groups of learners. There are inadequate opportunities for work-related learning.</p>

# 3.1

## LOCAL PLANNING FOR A BROAD CURRICULUM.

Focus on quality of area group’s planning for area coverage of curriculum range, breadth, levels.

**KEY QUESTION: How far does the area group respond to the needs of learners and employers, by ensuring a wide range of general, vocational and work-based learning opportunities at suitable levels and locations for all students and groups?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group survey learners’ education and training needs over a 5 year span?			How far can the group identify the levels of ability, learning and progression needs of current and future cohorts?					
Does the group have a clear picture of local employment needs over a 5 year span?			How far can the group identify the needs of local employers and the wider area/ national skills trends to ensure a good fit of provision?					
Does local provision include an appropriate and approved range of general, vocational and work-based qualifications to meet the needs of all young people?			How far are courses linked together to form pathways of progression for all young people?					
Are all providers ensuring that information about opportunities is available to young people at Year 9 options sufficiently far ahead to inform their decisions?			How far has the group adopted an entitlement approach for all students; eg: common formats for advertising courses which clearly show course venues, structures, assessment, mode of study, timing and progression routes?					
Does the group have sufficient places of the right type and quality to meet students’ needs?			How often does the group engage in long term collaborative curriculum planning and quality review?					
Does the group’s strategic plan include a strand to increase the quality and range of facilities?			How far is the group ensuring high quality specialist provision into the long term; eg: COVEs, specialist school facilities, training centres?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 3.2

## COLLABORATION FOR ACCESS AND PARTICIPATION.

Focus on monitoring needs, participation and progression of specific groups, timetabling, creativity and initiatives targeting specific groups.

**KEY QUESTION: How far do the local schools, colleges and other providers collaborate extensively to increase access and participation in further and higher education and training, including by vulnerable and disadvantaged young people?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the group set challenging targets using information gained from monitoring the participation and progression of all groups of learners?			How far has the group established targeted initiatives to increase access, recruitment and progression opportunities?					
Is the group regularly auditing provision in general, vocational and work-based courses to ensure choice and diversity?			To what extent is the group addressing gaps in provision across the area?					
Are all schools working with colleges, training providers and employers?			How far have all providers been creative and flexible, enriching opportunities for learners eg; sharing provision, offering courses at one or other venue to ensure access and choice?					
Are timetables designed so that the recommended guided learning hours can be allocated to vocational and work-related learning?			How far does timetabling prioritise the needs of learners across the area, as opposed to the needs of institutions and organisations?					
Do timetable and transport arrangements ensure that courses and venues are easily accessible for learners?			How far do timetables enable effective coverage of core subjects, no loss of study time and have a clear link to transport arrangements?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 3.3

## COHERENT PROGRAMMES, ACCESS, PARTICIPATION AND PROGRESSION FOR VULNERABLE GROUPS.

Focus on: vulnerable and disaffected groups.

**KEY QUESTION: How far do schools, colleges and other providers offer coherent programmes which provide clear access routes to education and training which support the continued participation and progression of all groups, including the vulnerable and disaffected?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the group produced information, for young people and their parents targeted at vulnerable groups, setting out clearly the range of pathways to progression?			How often do providers make publicity available in community languages, in braille, on tape?					
Does the group regularly review the needs of disaffected and vulnerable groups?			How far does the group make provision at all levels for all types of needs; eg: special needs, the disaffected, the disabled and learners with language needs?					
Do providers ensure special transport where necessary?			How far is personal support in travelling to venues and in maintaining attendance available for vulnerable learners eg: mentoring for the disaffected?					
Are targets being set to progressively reduce the numbers of vulnerable and disaffected learners not participating and not achieving good prospects for progression 14-19?			How far is planning for vulnerable and disaffected groups 14-19 integrated with local LEA planning?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern



# 3.4

## CURRICULUM - KEY SKILLS.\*

Focus on: literacy, numeracy, ICT, work-related learning and personal, social, spiritual and moral issues.

**KEY QUESTION: How far does the curriculum meet the needs of learners and employers – for example, effectively providing for the development of the key skills\* of literacy, numeracy and ICT, providing for effective work-related learning, and enabling all learners to explore personal, social, spiritual and moral issues?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group gather information about learners' needs from surveys and data analysis?			How far does the group's current provision and plan meet the needs of learners?					
Does the group gather information about employers' needs from surveys and labour market information?			How far does the group's current provision and plan meet the needs of employers?					
Does the group set targets for achievement in the key skills* of literacy, numeracy and ICT?			How far does the group's current provision and plan ensure that further development of key skills* are being given sufficient priority?					
Does the group monitor the quality of work-related learning being delivered in schools, and between schools and other providers?			Are all providers satisfied that they are able to deliver good quality vocational or occupational authenticity within vocational courses and qualifications they deliver?					
Does the group monitor the amount of curriculum time given to work-related learning by schools, and between schools and other providers?			How far is the curriculum time given to courses and programmes delivered in collaborative programmes consistent across providers?					
Are schools, colleges, training providers and employers developing students' personal, social moral and spiritual education?			How far is collaborative curriculum planning bringing about consistent learning in all the key skills across the area?					

\*Current OSTED terminology. NB: Will be further clarified through Tomlinson who identifies that mathematical skills, communication and ICT will be part of a common core curriculum. Common skills, often currently known as "essential skills", will be taught through the core and main learning curriculum.

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern



# 3.5

## THE ROLE OF WORK EXPERIENCE

Focus on well-integrated work experience delivered through good organisation and management, supportive forward planning, commitment of employers, understanding of students and employers, development of work-related and personal skills

**KEY QUESTION: How far does work experience contribute to the achievement of young people?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the organisation and management of work experience follow wider area/ NEBA guidelines?			How far do providers and employers plan together well ahead to ensure that there is a sufficient range of work placements across the area?					
Does the group actively seek to raise the awareness of all providers and employers about the criteria for good quality work experience?			How far do employers understand and deliver the objectives of work experience?					
Do most employers report that local learners come to placements well-prepared?			How far is work experience closely linked to learners' coursework and qualifications?					
Is the development of all key skills an integral part of the objectives for all work experience?			How far do employers prioritise key skills development and record the learning outcomes of learners which count towards qualifications?					
Does the group receive information, analysed from student logs and evaluations, about the quality of their work experience?			How far does the group celebrate success in work experience and encourage recording and accreditation of all positive outcomes?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern



# 4

## THE FRAMEWORK

THE QUALITY OF TEACHING, LEARNING AND TRAINING

---

4.1 THE POLICY FOR TEACHING AND TRAINING  
ACROSS THE AREA

---

4.2 PROMOTING ACHIEVEMENT THROUGH THE  
QUALITY OF TEACHING AND TRAINING

---

4.3 PERSONAL DEVELOPMENT THROUGH THE  
TEACHING OF KEY SKILLS

---

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# USING THE LEVELS AND CHECKLISTS FOR AUDIT AND DEVELOPMENT

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- (v) using the sections as prompts for discussion, to compare views, clarify assumptions and to support priority-setting and development planning.
- (vi) Section 8 – Planning Ahead allows you to transfer findings onto summary sheets and to frame priorities and a development plan.
- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 4

## QUALITY OF EDUCATION AND TRAINING 14-19

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

#### KEY QUESTION 4.

**How effective are teaching, learning and training?**

GOOD OR BETTER (GRADES 1-2)	SATISFACTORY (GRADE 3)	UNSATISFACTORY (GRADES 4-5)
<p>Teaching and training across the area effectively meet the learning needs of individual young people. All course and programme requirements are met. High levels of attendance and behaviour are successfully encouraged through high standards of teaching and training.</p>	<p>Teaching and training across the area meet the learning needs of most individual young people. All course and programme requirements are met. Attendance and behaviour are satisfactory and improving.</p>	<p>Teaching and training across the area are failing to meet the learning needs of many young people. Not all course and programme requirements are being met. Appropriate standards of attendance and behaviour are insufficiently encouraged. There are low levels of attendance and behaviour.</p>
<p>Teaching and training promote the progress and achievement of young people. Demanding local and national targets for course completion, achievement and progression are met or exceeded.</p>	<p>Teaching and training promote the progress and achievement of most young people. Demanding local and national targets for course completion, achievement and progression are met for most learners.</p>	<p>Teaching and training is failing to promote the progress and achievement of many young people. Appropriate local and national targets for course completion, achievement and progression are not being met for many learners.</p>
<p>Literacy, numeracy and ICT skills are effectively developed and support the progress and achievement of all learners.</p>	<p>Literacy, numeracy and ICT skills are developed sufficiently to support the progress and achievement of most learners.</p>	<p>Literacy, numeracy and ICT skills are insufficiently developed to support the progress and achievement of many learners.</p>
<p>Learners' needs are assessed, planned for and met by the full range of educational and training providers. Teaching and training promotes equality of opportunity and effectively enhances the personal development of individual learners.</p>	<p>Learners' needs are assessed, planned for and met by most educational and training providers across the area. Teaching and training promotes equality of opportunity and contributes to the personal development of learners.</p>	<p>There is insufficient assessment and planning for learners' needs by educational and training providers across the area. Equality of opportunity is inadequately addressed and promoted through teaching and training.</p>
<p>Teaching and training effectively support, and are successful in enabling, appropriate progress and destinations of young people in relation to their prior achievement and learning programmes.</p>	<p>Teaching and training support, and in most cases enable, appropriate progress and destinations of young people in relation to their prior achievement and learning programmes.</p>	<p>Teaching and training are failing to support appropriate progress and destinations of many young people in relation to their prior achievement and learning programmes.</p>

# 4.1

## THE POLICY FOR TEACHING AND TRAINING ACROSS THE AREA

Focus on: The area group's approach to ensuring high standards, vocational relevance and monitoring of quality.

**KEY QUESTION: How far does the area group actively promote high standards of teaching and training across all providers?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group have a policy for teaching quality, which is aimed at raising standards of progress from prior attainment and improving the potential for successful destinations for all individual learners?			How often does the group monitor, report on and take subsequent action to improve achievement of targets for results and teaching quality across subjects and providers?					
Are the systems for communication & shared monitoring between teaching partners working well?			To what extent does the group expect that student planning and reporting cycles should be aligned between schools and their partners?					
Are all providers ensuring that staff are appropriately qualified and experienced to teach?			How often does the group monitor teaching qualifications and expertise?					
Does the group have a shared policy for staff development which includes joint training, sharing of good practice and training for teaching learners aged 14-16?			How far do plans show that action is taken, as a result of review evidence, to improve specific areas of practice, such as, teaching of key skills, or equality of access to facilities/support and expertise?					
Does the group's teaching policy require employer/ sector skill involvement in vocational courses?			How effective is the partnership between schools and employer/sector skill specialists in ensuring collective awareness of course requirements?					
Does the group require common guided learning hours for courses, by type, across the area?			How often does the group monitor the relationship between outcomes and inputs such as teaching time?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 4.2

## PROMOTING ACHIEVEMENT THROUGH THE QUALITY OF TEACHING AND TRAINING

Focus on: the quality of teaching and teachers. N.B. This checklist to be used in conjunction with Annex B9-B18 - suggested approaches to monitoring the quality of teaching and learning across providers

**KEY QUESTION: How far does the area group require consistent standards, in teaching and of teachers, across all providers?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Do lessons demonstrate that teachers of general vocational courses and specific occupational courses have up to date vocational knowledge and experience?			How far is there an effective strategy in place to ensure that there is sufficient local up-to date subject knowledge and vocational and occupational expertise?					
Do all courses and programmes have good quality, up-to-date schemes of work and lesson plans, including induction and health and safety?			How far do all partners plan course and lesson objectives and delivery approaches collaboratively?					
Are lessons/sessions regularly monitored by group peer providers?			How often are partners required to undertake a shared review of the quality of teaching? See Annex B9-B18 approaches to monitoring area teaching quality.					
Do all providers understand and use prior attainment data – SATs, CATs etc as appropriate, in course and lesson planning?			How far do all learners have targets, set with competent predictions from prior attainment, which are tracked regularly to monitor progress?					
Does the group have a shared policy for assessment for learning?			How far do all teachers give regular, individual student feedback, characterised by up-to-date marking and/or constructive written comment?					
Do all teachers offer varied groupings and approaches, integrating theory with practical activities and supported by good quality teaching materials?			How far do all learners have regular access to ICT, audio/visual aids and benefit from visits, case studies, simulations and problem-solving?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 4.3

## PERSONAL DEVELOPMENT THROUGH THE TEACHING OF KEY SKILLS AND ESSENTIAL SKILLS.

Focus on: opportunities provided through teaching to develop the whole range of key skills.

**KEY QUESTION: How far are the key skills of literacy, numeracy and ICT, as well as the occupational, personal and social skills developed through effective teaching?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Are local area/provider targets for literacy, numeracy and ICT being met?			To what extent is the group collaborating effectively to address improvements in literacy, numeracy and ICT?					
Do schemes of work ensure that all learners will pursue vocational relevance through their courses and programmes?			To what extent is the group collaborating effectively to improve entitlement to vocational relevance for learners through teaching of courses and programmes?					
Do teachers actively incorporate the teaching of study/independent learning skills?			To what extent is the group collaborating effectively to address any unsatisfactory teaching of study/independent learning skills?					
Does teaching promote the development of employability skills?			To what extent is the group collaborating effectively to address any unsatisfactory teaching of employability skills?					
Does teaching allow all learners to develop and extend personal, employability and key skills through the use of high quality, specialist materials eg: numeracy: use of precision tools and equipment?			To what extent does the group have an effective strategy to improve teaching materials and aids in order to extend essential skills such as personal and occupational skills and key skills?					
Do learners develop self-awareness through the use of portfolios and records of achievement?			To what extent has the group adopted extended accreditation of personal skills using the Nottingham Passport, Progressfile or Individual Learning Plans (ILPs)?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern



# 4.4

## MEETING LEARNERS' INDIVIDUAL NEEDS THROUGH TEACHING AND TRAINING

Focus on: The quality of learning and learner support. NB: To be used in conjunction with Annex B8-B16: Suggested approaches to monitoring teaching quality across providers.

**KEY QUESTION: How far are learners' needs for additional support assessed, planned for and met and how far do courses and programmes meet the individual needs of learners?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Is there a shared policy to provide specialist support according to properly assessed learners' needs?			To what extent does the group have an effective plan to ensure equality of access to student support for students who need it?					
Are support staff properly trained and qualified?			To what extent does the group have an effective plan to improve the number of support staff?					
Do teachers share the learning and assessment objectives of their lessons?			How far do learners identify that they are clear about course and lesson objectives and assessment criteria?					
Do schemes of work reflect that teachers place a high priority on improving learners' confidence, enjoyment, motivation, self-esteem, self-discipline and attendance?			How often do all providers survey the views of learners and teachers to discover improvements in the quality of learning? See Annexes B12 and B13: Monitoring learner and staff perceptions.					
Do schemes of work contain aims and activities to improve learners' attitudes, maturity and occupational orientation eg: including constructive discussion and group work to promote good interaction, cooperation, group spirit and good attendance?			How often do all providers share good practice in promoting effective learning and positive attitudes?					

Tick the appropriate box to show the priority to be given to this area.

**A strength**
 **Generally content**
 **Requires attention**
 **Major concern**

# 5

## THE FRAMEWORK EFFECTIVENESS OF RESOURCES TO SUPPORT QUALITY

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**5.1** FUNDING AND VALUE FOR MONEY

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**5.2** THE ADEQUACY OF RESOURCES AND  
ACCOMMODATION TO SUPPORT TEACHING  
AND LEARNING

---

**5.3** THE ADEQUACY AND SUITABILITY OF STAFF  
ACROSS THE RANGE OF PROVISION

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ISSUES

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- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 5

## QUALITY OF EDUCATION AND TRAINING 14-19

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

#### KEY QUESTION 5.

**How do resources, the people, the learning environments and facilities, affect achievement and the quality of education, training, guidance and support?**

#### GOOD OR BETTER (GRADES 1-2)

Learners education training, guidance and support needs are met through the effective and efficient deployment and use of resources provided across the area. Equality of opportunity is promoted through the distribution of resources to support education, training, guidance and support.

Resources and accommodation across the area support and enhance the teaching, training and learning of all young people.

The learning, guidance and support needs of nearly all young people are met through the support of highly trained and knowledgeable staff.

#### SATISFACTORY (GRADE 3)

The education training guidance and support needs of most learners are met through the satisfactory deployment and use of resources provided across the area. Equality of opportunity is promoted through the distribution of resources to support education, training, guidance and support.

Resources and accommodation are adequate to support the teaching, training and learning of most young people.

Staff are sufficiently trained and knowledgeable to meet the learning, guidance and support needs of most young people.

#### UNSATISFACTORY (GRADES 4-5)

The deployment and use of resources across the area hinders the promotion of equality of opportunity and does not adequately support learning for significant groups. Equality of opportunity is inadequately promoted.

Teaching, training and learning are inadequately supported by appropriate resources and accommodation for significant groups of learners.

There are many instances of staff being insufficiently trained and knowledgeable to meet the learning, support and guidance needs of young people.

# 5.1

## FUNDING AND VALUE FOR MONEY

Focus on: allocation of funds to meet needs across the area, sustainability, efficiency, clarity of planning for future needs.

**KEY QUESTION: How far does the area group ensure equality of opportunity and sustainability of provision through shared policy for the distribution of funding?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Has the group established a clear policy for equality and diversity, including principles which guide the distribution of resources between providers to benefit all local learners?			How far does the group's strategic plan identify realistic ways of ensuring equality of opportunity and sustainability of provision for all learners, whatever their needs?					
Does the group know the costs of 14-19 collaborative provision by type of institution and type of course?			To what extent do schools, colleges and other training providers use a combination of mainstream and external funds for collaborative 14-19 provision?					
Does the group carry out an analysis of value for money, measuring outcomes against type of course and mode of delivery? See Annex B6. Monitoring Value for Money.			How far do outcomes indicate good value eg: that the majority of funding is spent on course costs and support rather than co-ordination?					
Does the group know how equitably funding is distributed across different groups of students?			Do plans address inequalities of funding across groups and the area?					
Are any providers withdrawing from the partnership due to lack of funds?			Does the group have an effective strategy to address under participation/ recruitment/ under-representation by certain groups?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 5.2

## THE ADEQUACY OF RESOURCES AND ACCOMMODATION TO SUPPORT TEACHING AND LEARNING

Focus on: availability of specialist resources and facilities, materials and equipment.

**KEY QUESTION: How far are resources, facilities, equipment and materials available to meet the needs of learners and teachers?**

Answer: yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group have plans to ensure a spread of specialist facilities?			To what extent is planning to endorse and extend high quality facilities including COVEs, specialist schools, training centres for the future effective?					
Is there an acceptance that providers will share some resources in order to provide the best possible facilities and experience for learners?			How far do providers plan effectively together in advance to open up use of facilities to the benefit of students; eg adjusting timetables to make specialist workshops available.					
Are provision and facilities available and accessible to all learners, whatever their learning needs or disability?			How far do plans show that the partnership is aiming to extend access to all?					
Do learners benefit from good quality learning resources appropriate to the courses they are studying?			How far do learners have access to the latest equipment and resources, eg: technology and workshop facilities with a distinctive vocational character for specific vocational training; good quality audio/visual equipment, ICT, text books, good online material, clothing and tools?					
Do learners benefit from good access to learning support or EAL support, eg: by including an SEN section on application forms?			How far will the group's plan extend opportunities for these groups?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 5.3

## THE ADEQUACY AND SUITABILITY OF STAFF ACROSS THE RANGE OF PROVISION

Focus on: sufficiency of trained, experienced staff and plans to improve their knowledge, understanding and skills.

**KEY QUESTION: How far are teaching and support staff adequate to meet the needs of learners across the range of providers?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Are staff involved in collaborative provision committed to providing a consistently high quality service for students?			How far does selection of staff for collaborative programmes meet high accepted standards of recruitment?					
Are the majority of staff able to offer knowledgeable advice, guidance and support to students on programmes delivered in partnership?			How far does the area group prioritise training for key staff to increase their knowledge, understanding and skills, in relation to routes to further training and occupations?					
Do staff have a time allocation which enables them to visit each other to collaborate over planning?			To what extent do staff collaborate effectively and gain from shared training over subject/course/specialist expertise and pedagogy, including age-related training and vocational experience?					
Do staff understand the use of data to establish prior attainment, set realistic targets and track progress?			How far do staff collaborate effectively and gain from training in the use of data to support progress including setting of targets, assessment and grading eg: joint course moderation?					
Do staff participate in opportunities to share good practice?			How far does sharing good practice include the range of partners, including employers, in order to strengthen the range and relevance of staff experience?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern





# 6

## THE FRAMEWORK

### GUIDANCE AND SUPPORT

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**6.1** ASSESSMENT AND REPORTING OF LEARNING NEEDS, INFORMATION, GUIDANCE, RECRUITMENT AND ENROLMENT

---

**6.2** THE QUALITY OF INFORMATION ADVICE AND GUIDANCE

---

**6.3** GUIDANCE OF LEARNERS, REFERRAL SYSTEMS AND QUALITY OF ON-COURSE SUPPORT

---

**6.4** MONITORING PROGRESS AND ANALYSING DATA TO IMPROVE

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PHOTO REDACTED  
DUE TO THIRD  
PARTY RIGHTS OR  
OTHER LEGAL  
ISSUES

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER  
LEGAL ISSUES

# USING THE LEVELS AND CHECKLISTS FOR AUDIT AND DEVELOPMENT

You can access the framework (Sections 1-7) in a variety of ways to suit the purposes of the Strategy Group by:

- (i) reading and becoming familiar with the standards
- (ii) carrying out an audit against all or some of the OFSTED characteristics;
- (iii) carrying out an audit against all or some of the checklists;
- (iv) using the sections to support staff development, team and peer review;
- (v) using the sections as prompts for discussion, to compare views, clarify assumptions and to support priority-setting and development planning.
- (vi) Section 8 – Planning Ahead allows you to transfer findings onto summary sheets and to frame priorities and a development plan.
- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 6

## GUIDANCE AND SUPPORT

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

#### KEY QUESTION 6.

**How well are learners guided and supported?**

#### GOOD OR BETTER (GRADES 1-2)

Procedures for the assessment and reporting of young people's learning and support needs are well established and used effectively by educational and training providers.

All young people have access to a full range of impartial information, and receive advice and guidance which are appropriate to their needs. They follow suitable courses and programmes to enable them to achieve their goals for progression to further study or employment.

There are well-established arrangements made across the area by all educational and training providers for effective assessment, referral and on- course support which meet the learning and support needs of young people, and help them to participate and achieve fully in further education, training and employment.

Arrangements for monitoring young people's progress, particularly through key points of transition, are well established in all educational and training providers. Comprehensive and accurate data on young people's destinations are analysed and used effectively by individual educational and training providers, and for the area to inform decisions regarding further education, training and employment.

All young people have access to relevant and effective support on personal issues and are fully assisted in overcoming barriers to progression to FE, HE, training and

#### SATISFACTORY (GRADE 3)

Procedures for the assessment and reporting of young people's learning and support needs are used by some providers and are being developed further for the area.

Most young people have access to some impartial information, advice and guidance appropriate to their needs. Most follow appropriate courses and programmes to enable them to achieve their goals for progression to further study or employment.

Arrangements are in place for assessment, referral and on- course support to meet most young people's learning and support needs, and help most young people to participate and achieve fully in further education, training and employment.

Arrangements are in place to enable the effective monitoring of most young people's progress, particularly through key points of transition. Data on young people's destinations are analysed by some educational and training providers and are used effectively to inform decisions regarding further education, training and employment.

Most young people have access to relevant and effective support on personal issues and are assisted in overcoming barriers to progression to FE, HE training and employment.

#### UNSATISFACTORY (GRADES 4-5)

Procedures for the assessment and reporting of young people's learning and support needs are not established or not used effectively by many educational and training providers.

Many young people do not have access to impartial information, advice and guidance appropriate to their needs, and do not follow appropriate courses and programmes to enable them to achieve their goals for progression to further study or employment.

In many educational and training providers arrangements for assessment, referral and on- course support are not in place, or help very few young people to meet their learning and support needs.

There are no arrangements in place to enable the monitoring of young people's progress, particularly through key points of transition, in many educational and training providers. Data on the destinations of young people are incomplete and not used effectively by educational and training providers to inform decisions regarding further education, training and employment.

Many young people do not have access to relevant and effective support on personal issues, and are failing to overcome barriers to progression to FE, HE training and employment.

# 6.1

## ASSESSMENT AND REPORTING OF LEARNING NEEDS, INFORMATION, GUIDANCE, RECRUITMENT AND ENROLMENT

Focus on: quality of analysis of needs across area, extent of co-ordination of information, recruitment and enrolment

**KEY QUESTION: How far does the area group have systems in place to analyse learner needs, match numbers to courses, and provide timely and effective information and advice to students and parents?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group have an information and guidance policy?			How far is information accurate and based on an offer of places that is realistic ie: is the area group clear that the courses will be funded and that sufficient numbers of places will be available?					
Does the area group co-ordinate recruitment and enrolments?			To what extent has the area group established a shared calendar for recruitment, applications and enrolments, including open events and tasters which is adhered to by all providers?					
Does the group publish a common information booklet?			How far does information set out details and a map of all local progression routes, year 10, and beyond?					
Does the group conduct an annual needs analysis?			To what extent is the analysis based on good quality information from all providers linked to longer term labour market needs?					
Does the group commission a regular evaluation of the quality of guidance and support?			How often does the group receive reports, drawing on the views of learners, parents and providers about how far guidance and support was useful and leads to successful progression?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 6.2

## THE QUALITY OF INFORMATION, ADVICE AND GUIDANCE

Focus on: students' access to a full range of impartial information to follow suitable courses and progression routes.

**KEY QUESTION: How far are learners provided with access to good quality, impartial advice and guidance which supports their decisions about intended destinations?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Do all schools ensure that their options grids at year 9 demonstrate value for a diverse range of opportunities for progression?			How far does the area group promote a positive view and equal value for all routes, including vocational education and occupational training, within information and publicity?					
Do all schools ensure that all learners have good quality tutorial advice and careers education throughout KS3 and in time for options in Year 9?			How far do learners within the area have access to good quality guidance from Connexions advisers, with personal advice as necessary?					
Does the area group ensure that timely, clear information about choices and progression is directed towards parents?			How far do learners and parents benefit from information delivered through a range of media, through shared dates and inputs: eg parents' evenings, taster days, induction activities?					
Does the area group have common standards for the presentation of course information by all providers?			To what extent does all course information set out course structure, mode of study and assessment, timing and progression opportunities?					
Does the group promote common standards for recruitment and selection of learners?			To what extent does review show that learners are guided to a course of their choice, with no evidence of any pre-selection?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 6.3

## GUIDANCE, REFERRAL SYSTEMS AND QUALITY OF ON-COURSE SUPPORT

Focus on: preparation for transition at 14, 16 & 19, criteria for choice matching needs, adequacy of on-course support for learning.

**KEY QUESTION: How far do schools and partner providers ensure effective arrangements for guiding and supporting learners through transition?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the area group advise on criteria for all staff to use when guiding learner choice?			How far do all learners make choices which are realistic, challenging, and which build on their interests, reflect their motivations and career ambitions?					
Have all schools adopted a common approach to preparation for transition at age 14 and 16?			How far do all transition and course arrangements include effective communication about students' abilities and needs, good course induction and on courses, the availability of regular mentoring as necessary?					
Do all providers ensure extra support for literacy, numeracy and ICT to meet individual learner needs?			How effective is provider support for learning and for disaffected and disengaged learners, eg: access to ICT for drafting/revising, good use of learning support assistants and regular mentoring?					
Does the area group have a common application form which includes a section to record information about special needs?			How effectively do providers use the services of key agencies and LEAs for EAL, SEN, behaviour and disability to ensure access for all learners who need it to good quality support?					
Is there an area policy on the quality of teaching and learning support 14-19?			To what extent do teachers and trainers across the area use good practice in learning support eg: keywords, writing frameworks, diagram lists etc?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 6.4

## MONITORING PROGRESS AND ANALYSING DATA TO IMPROVE

Focus on: systems for communicating about students, their progress, results and whether the information is acted on by the area group.

**KEY QUESTION: How far has the area group put effective systems in place to ensure that every provider has sufficient information about learners on transition and are able to make a rigorous assessment of learning needs to inform further planning?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the area group have a comprehensive communication agreement, including the timely passing of learner information and data, which adheres to local protocols for data protection?								
Do all area providers exchange data on the baseline performance of learners, including personal profiles, and exchange end of course reports on recruitment, attendance, completion, and examination results?			To what extent does the agreement ensure that all providers give regular progress reports throughout courses, linking timing of these with school/each other's reporting cycles?					
Does the area group regularly analyse the outcome data on recruitment, attendance and results?			To what extent are partners able to transfer information electronically between each other's organisations?					
Does the group regularly analyse the outcome data to plan progression pathways?			How far does the analysis show that the right choices are being made for the right course at the right level, including evidence that some learners are making non-traditional course choices?  How far does the area strategic planning show evidence of use of data and analysis to inform improvements in progression opportunities?					

Tick the appropriate box to show the priority to be given to this area.

A strength  Generally content  Requires attention  Major concern



# 7

## THE FRAMEWORK LEADERSHIP AND MANAGEMENT

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**7.1** THE ROLE OF THE LSC, LEAS(S) AND KEY AGENCIES IN PROVIDING A WIDER AREA VISION AND STRATEGIC DIRECTION

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**7.2** IMPLEMENTATION OF STRATEGIC PRIORITIES

---

**7.3** ACCURACY AND USE OF DATA FOR MONITORING AND ANALYSIS

---

**7.4** QUALITY ASSURANCE AND QUALITY OF PLANNING

---

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# USING THE LEVELS AND CHECKLISTS FOR AUDIT AND DEVELOPMENT

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- (vi) Section 8 – Planning Ahead allows you to transfer findings onto summary sheets and to frame priorities and a development plan.
- (vii) You can use the checklists to assess progress on policy, largely the questions in the left hand column, and if you have answered “no” to the majority of items, to delve more deeply into what is required in order to develop that aspect of provision. Some checklists contain examples identified by OfSTED as good practice.
- (viii) Using a checklist in full will enable you to analyse the extent to which provision is a strength.

**NB: Overlapping themes arise in each section, for example, in respect of themes related to planning for diversity and inclusion.**

# 7

## LEADERSHIP AND MANAGEMENT

### OFSTED CRITERIA

Area Inspection Framework. HMI 1779 (Ofsted 2003).

#### KEY QUESTION 7.

**How effective are the leadership and management of the partners in developing and implementing the strategies for 14-19 education and training for the area?**

GOOD OR BETTER (GRADES 1-2)	SATISFACTORY (GRADE 3)	UNSATISFACTORY (GRADES 4-5)
<p>The local LSC and LEA(s) communicate a clear vision for 14—19 education and training, support effective and continuing collaboration and effectively lead the development of well- defined strategies for 14—19 education and training in the area.</p> <p>The strategies for improvement are implemented effectively for the benefit of all learners by all educational and training providers.</p> <p>Quality assurance at all levels is based on accurate data and the systematic monitoring and analysis of learners' achievements, learning and support needs. It contributes to the assessment of the overall effectiveness of the strategy and leads to clearly identified priorities and challenging targets for improvement.</p> <p>Partners ensure resources are used efficiently and effectively to achieve the strategic priorities, and achieve high value for money.</p> <p>Aims and measures relating to promotion of equality, especially regarding discrimination against gender, race and disability are successfully implemented at all levels.</p>	<p>The local LSC and LEA(s) are developing a vision for 14—19 education and training, but are not yet effectively leading the development of clear and focused strategies for 14—19 education and training in the area. Arrangements are in place to encourage collaboration between statutory bodies, providers and employer, and community organisations.</p> <p>The strategies for improvement are in place and beginning to benefit learners.</p> <p>Quality assurance contributes to the assessment of the overall effectiveness of the strategy and leads to the identification of areas for improvement.</p> <p>Resources are used effectively, to support the achievement of value for money and the priorities for the area.</p> <p>Aims and measures relating to equality are promoted and are being implemented at all levels.</p>	<p>There is a lack of clear vision and leadership by the local LSC and LEA(s) for the development of 14—19 education and training in the area. Arrangements to support collaboration between statutory bodies, providers and employer, and community organisations are under developed.</p> <p>The strategies for improvement are under developed and not leading to benefits for the learners.</p> <p>Quality assurance is under- developed at many levels. The assessment of performance is insufficiently based on a systematic analysis of learners' achievements, and their learning and support needs.</p> <p>Partners make insufficient effort to ensure resources are used to support the achievement of value for money and the priorities for the area.</p> <p>Aims and measures relating to the promotion of equality, especially regarding discrimination against gender, race and disability are not yet in place or are not implemented for significant groups.</p>

# 7.1

## THE ROLE OF THE LSC, LEA(S) AND KEY AGENCIES IN PROVIDING A WIDER AREA VISION AND STRATEGIC DIRECTION

**Focus on:** The roles of the LSC, LEA(s) and key support agencies in the wider area and the role of the local area group, in encouraging a culture of commitment and motivation amongst members of the area group and the steps they take together to enable sustainability.

**KEY QUESTION: How far do the local LSC, LEA(s) and other key agencies play an effective role with the local area group in promoting a culture which will ensure strong commitment to partnership and long term sustainability?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Do the LSC and LEA(s) have a well-developed local vision, strategy and wider-area protocols for the development of 14-19 provision, shared by all the key partners?			How far does the strategy set out realistic and clear plans for area group structures supported by clarity over long term funding?					
Does the local area strategy group have a shared vision which establishes shared expectations for the progress of young people post 14/16 and aims to provide access for them to general and specialist courses within an alliance of providers?			How far has the group established an effective, sustainable strategy to improve breadth and diversity through joint decision-making and a structure that is fit for purpose?					
Has the local group established a culture of trust and interdependence?			To what extent is the culture exemplified through a shared perception of members' collective community role and real commitment, appropriate representation at Steering Group meetings, regular attendance and clear expectations of each other's roles?					
Is the local group committed to its own sustainability for the benefit of all young people and all the partners?			How far does the group engage effectively in activities aimed at continuous improvement eg: innovation, securing new resources, regular self-review?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 7.2

## IMPLEMENTATION OF STRATEGIC PRIORITIES

Focus on: the potential of the local strategies to improve provision; the efficiency of resource use; whether equalities aims and measures are being implemented and the effectiveness of day to day operational management.

**KEY QUESTION: How far is the area group effective in implementing strategic objectives?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the area group have a shared approach to implementation of the area strategy which is clearly making progress towards the aims expressed in its vision?			How far do strategic implementation plans include development and improvement of local facilities and capacity? Eg: increasing specialist accommodation; widening contact with local employers and industry; improving range of VQs & VGCSSEs?					
Does the area group have a resource strategy which will enable it to meet its objectives and a clearly defined approach which avoids the possibility that some partners will withdraw for lack of funds?			To what extent is there clarity over costs and fees, value for money and allocation of costs to needs such as additional transport, consumables, learning support, funding for start up, visits and innovation? (See Annex B6. Monitoring Value for Money.					
Does the area group's implementation strategy provide evidence of progress towards equality and diversity aims and measures, especially regarding discrimination against gender, race and disability?			How far do institutions compete to retain learners post 16, eg: discouraging some from applying for courses that may be more appropriate to their needs and ambitions?					
Does the group have a fully agreed approach to day to day operational management of collaborative provision, with protocols to cover all the key areas and sufficient time for effective co-ordination across all providers?			How far is day to day management and monitoring effective, eg: smooth communication on student prior attainment, learning support needs, progress and achievement, detailed student progress reports and conformity with all local protocols?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 7.3

## ACCURACY AND USE OF DATA FOR MONITORING AND ANALYSIS.

Focus on: the effectiveness of the area group's monitoring of local strategy; the effectiveness of monitoring student outcomes; the effectiveness of monitoring at programme and course level.

**KEY QUESTION: How far does the area group monitor progress and outcomes regularly and use the data effectively to inform improvements?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group regularly monitor, review and report on progress towards key targets and performance measures and use the outcomes of monitoring to inform planning? See Local survey formats at Annexes B1-B5.			To what extent does the group regularly monitor, survey and share information on the following eg: the coverage, quality, range and diversity of provision; adherence to local protocols; progress compared with wider local and national groups?					
Does the group regularly monitor, review and report on student outcomes and use the data to inform planning by providers? See Local survey formats at Annexes B1-B5.			How often does the group regularly receive reports from all providers on recruitment of all groups, attendance, success rates, achievement of whole qualifications and units towards; and monitor progress compared with neighbours, wider local and national results? See Wider local/National data profile at Annex B3.					
Does the group regularly monitor, review and report on the quality of provision at course level and use the data to inform planning by providers? See Annexes B9-B18. Monitoring Teaching Quality.			How often does the group receive reports and encourage sharing of good practice on the quality of teaching and learning across providers, including the involvement of pre-16 specialists in pre 16 work?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 7.4

## QUALITY ASSURANCE AND QUALITY OF PLANNING

Focus on: the area group's approach to quality assurance; planning at partnership level and course level and planning to improve the quality/experience of staff.

**KEY QUESTION: How far are quality assurance and planning systems in place and effective?**

Answer yes/no, then if appropriate respond to the follow-up question: Very, Reasonably, Partially or Not at all and make any additional comment that may be useful.

QUESTION	Y	N	FOLLOW UP QUESTION	V	R	P	N	COMMENT
Does the group have systems and a cycle of planning and review in place to assure them that their effectiveness and rate of progress is appropriate?			How far does the group support and challenge each other and engage in activities such as shared staff development, peer review of teaching and learning and the sharing of good practice?					
Does the strategic plan for the area group reflect a shared approach to resources and facilities eg: planning for timetables, time allocations for staff, facilities and accommodation?			To what extent is planning for use of resources and facilities effective eg: blocked days for learners attending other venues; coherence in allocation of key roles and responsibilities?					
Does the group have a clear process for course level planning which highlights the need for effective course leadership amongst all providers?			How far does course planning include joint planning and grading moderation, effective monitoring and development of resources and good flows of information between managers and teachers?					
Does the group have a clear plan for improving the quality and experience of staff including qualified teacher status for all teachers and trainers?			To what extent are there plans to ensure all course leaders have the competences and have up-to-date industrial experience as required by the introduction of new VOs and VGCSEs?					

Tick the appropriate box to show the priority to be given to this area.

A strength

Generally content

Requires attention

Major concern

# 8

## THE FRAMEWORK

### PLANNING AHEAD

#### RECORDING FINDINGS

8.1 SUMMARY OF KEY FINDINGS

#### DECIDING ON ACTION

8.2 COMPARING FINDINGS ACROSS PARTNERS

8.3 PROFORMA FOR COMPARING FINDINGS

8.4 ACTION PLANNING SUMMARY SHEET

#### PRODUCING A PLAN

8.5 AREA DELIVERY PLAN –  
NOTES, EXAMPLE AND PROFORMA

#### THE PLANNING CYCLE

8.6 PLANNING AHEAD – A 12 MONTH PICTURE

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# 8.1

## DETAILED SUMMARY OF AUDIT FINDINGS PROFORMA

After carrying out the audit – Sections 1-7, the Area Strategy Group may find it useful to record overall strengths and areas of concern on the proforma(s) below. Use the proforma on the next 2 pages to summarise audit findings, identify evidence and assess the OfSTED level at Good or Better(Grades 1-2), Satisfactory,( Grade 3) or Unsatisfactory, (Grades 4-5).

ASPECT	CHECKLIST	STRENGTH	CONTENT	ATTENTION	CONCERN	OFSTED LEVEL	EVIDENCE
1. Area strategy for education and training 14-19.	1.1. Commitment, understanding and support of providers, parents and the local community.						<ul style="list-style-type: none"> <li>LSC data/maps of the local authority area</li> <li>Strategic Area Review report</li> <li>Local surveys, needs analysis, feedback from parents</li> <li>Area Prospectus</li> </ul>
	1.2. Strategic and operational plans						<ul style="list-style-type: none"> <li>Area Strategic Plan</li> <li>Area Group policies and protocols</li> <li>Connexions destinations data</li> </ul>
	1.3 Effective structures and partnerships.						<ul style="list-style-type: none"> <li>Area Strategic Plan</li> <li>Area Group policies, protocols, notes of meetings and publications</li> </ul>
	1.4 Forward planning						<ul style="list-style-type: none"> <li>Connexions destination data</li> <li>Area Strategic Plan</li> <li>Area Group policies and protocols</li> <li>Published data/OfSTED/STAR reports</li> </ul>
2. Achievement.	2.1 Standards of attainment						<ul style="list-style-type: none"> <li>Published results</li> <li>Local governors' reports</li> <li>Data records, comparative analysis (National sources: See Annex B4)</li> </ul>
	2.2 Recruitment, attendance, retention and progression.						<ul style="list-style-type: none"> <li>Published results</li> <li>Local governors' reports</li> <li>Connexions destination data</li> </ul>
	2.3 Satisfaction of stakeholders.						<ul style="list-style-type: none"> <li>Leamer and provider staff surveys</li> </ul>
3. Access and participation.	3.1 Local planning for a broad curriculum.						<ul style="list-style-type: none"> <li>Strategic Area Review report, Connexions data, LSC data/maps</li> <li>Local prospectus</li> <li>Register of partner providers</li> <li>Area protocols</li> <li>Operational plans, reports, notes of meetings - timetables, transport, facilities development, local initiatives</li> </ul>



# 8.1

## DETAILED SUMMARY OF AUDIT FINDINGS PROFORMA

After carrying out the audit – Sections 1-7, the Area Strategy Group may find it useful to record overall strengths and areas of concern on the proforma(s) below. Use the proforma on the next 2 pages to summarise audit findings, identify evidence and assess the OfSTED level at Good or Better(Grades 1-2), Satisfactory (Grade 3), or Unsatisfactory (Grades 4-5).

ASPECT	CHECKLIST	STRENGTH	CONTENT	ATTENTION	CONCERN	OFSTED LEVEL	EVIDENCE
3. Access and participation.	3.2 Collaboration for access and participation						<ul style="list-style-type: none"> <li>• Register of partner providers</li> <li>• Area protocols</li> <li>• Operational plans, reports, notes of meetings                             <ul style="list-style-type: none"> <li>- timetables, transport, facilities development, local initiatives</li> </ul> </li> </ul>
	3.3 Coherent programmes, access, participation and progression for vulnerable groups.						<ul style="list-style-type: none"> <li>• Local prospectus</li> <li>• Area protocols</li> <li>• Operational plans, reports, notes of meetings                             <ul style="list-style-type: none"> <li>- timetables, transport, facilities development, local initiatives</li> </ul> </li> </ul>
	3.4 Curriculum- key skills.						<ul style="list-style-type: none"> <li>• Local prospectus</li> <li>• Operational plans, reports, notes of meetings                             <ul style="list-style-type: none"> <li>- timetables, transport, facilities development, local initiatives</li> </ul> </li> </ul>
	3.5 The role of work experience.						<ul style="list-style-type: none"> <li>• Register of partner providers</li> <li>• Area protocols</li> <li>• Operational plans, reports, notes of meetings                             <ul style="list-style-type: none"> <li>- timetables, transport, facilities development, local initiatives</li> </ul> </li> </ul>
	4.1 The policy for teaching and training across the area.						<ul style="list-style-type: none"> <li>• OfSTED reports for local schools, colleges, training providers, (LEAs)</li> <li>• Area and provider policies for teaching, learning, staffing, staff development</li> <li>• Reports on teaching and learning quality</li> </ul>
4. The quality of teaching, learning and training.	4.2 Promoting achievement through the quality of teaching and training.						<ul style="list-style-type: none"> <li>• Area and provider policies for teaching, learning, staffing, staff development</li> <li>• Reports on teaching and learning quality</li> </ul>
	4.3 Personal development through teaching of key skills.						<ul style="list-style-type: none"> <li>• OfSTED reports for local schools, colleges, training providers, (LEAs)</li> <li>• Area and provider policies for teaching, learning, staffing, staff development</li> <li>• Reports on teaching and learning quality</li> </ul>
	4.4 Meeting learners' individual needs through teaching and training.						<ul style="list-style-type: none"> <li>• OfSTED reports for local schools, colleges, training providers, (LEAs)</li> <li>• Area and provider policies for teaching, learning, staffing, staff development</li> <li>• Record of staff development events</li> <li>• Staffing profiles</li> </ul>

# 8.1

## DETAILED SUMMARY OF AUDIT FINDINGS PROFORMA

After carrying out the audit – Sections 1-7, the Area Strategy Group may find it useful to record overall strengths and areas of concern on the proforma(s) below. Use the proforma on the next 2 pages to summarise audit findings, identify evidence and assess the OfSTED level at Good or Better(Grades 1-2), Satisfactory (Grade 3), or Unsatisfactory (Grades 4-5).

ASPECT	CHECKLIST	STRENGTH	CONTENT	ATTENTION	CONCERN	OFSTED LEVEL	EVIDENCE
5. Effectiveness of resources to support quality.	5.1 Funding and value for money.						<ul style="list-style-type: none"> <li>Strategic Area Review report</li> <li>Area Strategic Plan - resource plan</li> <li>Provider development plans</li> <li>Reports on value for money, efficiency, sustainability</li> </ul>
	5.2 The adequacy of resources and accommodation to support teaching and learning.						<ul style="list-style-type: none"> <li>Area Strategic Plan - resource plan</li> <li>Provider development plans</li> <li>OfSTED reports for local schools, colleges, training providers, LEA(s)</li> </ul>
	5.3 The adequacy and suitability of staff across the range of provision.						<ul style="list-style-type: none"> <li>Reports on skills requirements, plans to address gaps</li> <li>Reports on externally funded projects</li> <li>OfSTED reports for local schools, colleges, training providers, LEA(s)</li> </ul>
6. Guidance and support.	6.1 Assessment and reporting of learning needs, information, guidance, recruitment and enrolment.						<ul style="list-style-type: none"> <li>Learner and staff surveys</li> <li>Published learning pathways and options: prospectus</li> <li>Profile of staffing for guidance, support and events</li> <li>Information policy and communications strategy</li> <li>Connexions policies and plans</li> <li>Learner support policies</li> <li>Policies and plans for transition, assessment recording and reporting</li> </ul>
	6.2 The quality of information, advice and guidance.						<ul style="list-style-type: none"> <li>Connexions policies and plans</li> <li>Information policy and communications strategy</li> <li>Learner support policies</li> <li>Policies and plans for transition, assessment recording and reporting</li> <li>Provider and Area prospectuses</li> </ul>

# 8.1

## DETAILED SUMMARY OF AUDIT FINDINGS PROFORMA

After carrying out the audit – Sections 1-7, the Area Strategy Group may find it useful to record overall strengths and areas of concern on the proforma(s) below. Use the proforma on the next 2 pages to summarise audit findings, identify evidence and assess the OfSTED level at Good or Better(Grades 1-2), Satisfactory (Grade 3), or Unsatisfactory (Grades 4-5).

ASPECT	CHECKLIST	STRENGTH	CONTENT	ATTENTION	CONCERN	OFSTED LEVEL	EVIDENCE
6. Guidance and support.	6.3 Guidance of students; referral systems and quality of on-course support.						<ul style="list-style-type: none"> <li>• Profile of staffing for guidance, support and events</li> <li>• Information policy and communications strategy</li> <li>• Connexions policies and plans</li> <li>• Learner support policies</li> <li>• Policies and plans for transition, assessment recording and reporting</li> </ul>
	6.4 Monitoring progress and analysing data to improve.						<ul style="list-style-type: none"> <li>• Information policy and communications strategy</li> <li>• Policies and plans for transition, assessment recording and reporting</li> </ul>
7. Leadership and management.	7.1 The role of the LSC, LEA(s) and key agencies in providing a wider area vision and strategic direction.						<ul style="list-style-type: none"> <li>• LSC, LEA and whole area 14-19 policies, strategies, protocols and guidance</li> </ul>
	7.2 Implementation of strategic priorities.						<ul style="list-style-type: none"> <li>• STAR reports, OfSTED reports, LSC data</li> <li>• Equalities policy, strategic plan, partnership protocols</li> <li>• Operational plans, notes of meetings, reviews and reports</li> </ul>
	7.3 Accuracy and use of data for monitoring and analysis.						<ul style="list-style-type: none"> <li>• Data records and comparative analysis</li> <li>• Reports to the Area Group</li> </ul>
	7.4 Quality assurance and quality of planning.						<ul style="list-style-type: none"> <li>• Audit records, summaries of findings, notes of conferences, shared events for monitoring and planning.</li> <li>• Reports to the Area Group</li> </ul>

# 8.2

## COMPARING FINDINGS ACROSS PARTNERS - EXAMPLE

Using the “key findings” summary on page 48, partners may wish to compare perceptions on the same spectrum A STRENGTH to MAJOR CONCERN. To reach a consensus on needs and areas for action partners should bring their audit results, compare, discuss, identify the level of need and reach consensus. Use different symbols to denote provider. This exercise can also be done in relation to more specific aspects of provision.

X = college; 0 = school; ■ = training provider. Transparencies would aid discussion. A blank proforma follows. Example below:

ASPECT	A STRENGTH	GENERALLY CONTENT	REQUIRES ATTENTION	MAJOR CONCERN
Area strategy for education and training	X0		■	
Achievement	■0	X		
Quality of teaching, learning and training.			■0	X

# 8.3

## COMPARING FINDINGS ACROSS PARTNERS - PROFORMA

Use different symbols to denote provider. This exercise can also be done in relation to more specific aspects of provision

X = college; 0 = school; ■ = training provider. Transparencies would aid discussion. A blank proforma follows. Example below:

ASPECT	A STRENGTH	GENERALLY CONTENT	REQUIRES ATTENTION	MAJOR CONCERN
1. Area strategy for education and training				
2. Achievement				
3. Access and participation.				
4. Quality of teaching, learning and training 14-19				
5. Effectiveness of resources to support quality.				
6. Guidance and support				
7. Leadership & management of area strategy group.				

# 8.4

## ACTION PLANNING SUMMARY SHEET - PROFORMA

In relation to an area(s) for development found from the audit, this proforma suggests a format for recording planning discussions.

ASPECT:			
MAIN FINDING:			
What do you want to achieve? Objective(s)			
What actions are required?			

# 8.5

## CREATING THE AREA DELIVERY PLAN - EXAMPLE

Area Strategy Groups are required to provide a Delivery Plan with projected outcomes linking to the targets in the wider 14-19 Strategy. Plans should show evidence of identification of needs and analysis of current provision against the overall objectives in the 14-19 Strategy and OfSTED 14-19 criteria for area provision. Groups may use the aspects of provision set out in this framework as the blueprint for planning. The planning format, provided on this page and the next is recommended. Use one sheet for each aspect of provision. Include detail as shown for year one, and complete one proforma showing outline plans for years two and three.

### AREA DELIVERY PLAN

Area Strategy Group.....

Timescale of plan(1-3yrs).....

Contact.....

**ASPECT OF PROVISION:** Area Strategy for education and training 14-19.

**Objective(s):** (linked to aspect of provision.) Increase knowledge and understanding of all parents of secondary age students in all schools/units in the area..

**Outcome(s):** Increase- %/numbers of young people recruited to vocational and occupational routes.

ACTIONS		BY WHEN	LEAD PARTNER	SUPPORT REQUIRED	EST. TIME/COST/SOURCE	MONITORING ARRANGEMENTS
Produce a leaflet explaining new opportunities for progression and locally available pathways to be ready for options phase January to April 2005.	Dec 2004	School X/ or/ Connexions	Planning & co-ordination time for member of staff.	£600	Progress reports to Steering Group - October 2004.	
			Design and publication costs.	£2000		
			Distribution costs.	£200		
Monitor results in 2005/06 recruitment data to vocational and occupational routes across the area. Produce report for Steering Group.	Dec 2005			1 day	Final report to Steering Group December 2005.	

# AREA DELIVERY PLAN - PROFORMA

Area Strategy Group..... Timescale of plan(1 -3yrs)..... Contact.....

**ASPECT OF PROVISION:**

Objective(s):

Outcome(s):

ACTIONS	BY WHEN	LEAD PARTNER	SUPPORT REQUIRED	EST. TIME/COST/SOURCE	MONITORING ARRANGEMENTS



# 8.6

## PLANNING AHEAD - A 12 MONTH PICTURE

This chart sets out the planning activities and milestones that will enable an Area Group to produce a 3 year delivery plan on a 3 year rolling cycle. The plan will be intended to give a 3 year picture of strategic targets. A more specific view of the group's delivery intentions is possible for Year One. Years 2 and 3 should be shown in outline. At the end of each 3 year phase, a major review will suggest new performance targets

ACTIVITY	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Receive report of recruitment to the new cohorts of learners aged 14,16,19.												
Analysis of results of previous cohorts												
Planning for number of next year's places												
Analysis of destinations of previous cohorts												
Celebrate/report achievements of previous year cohorts												
Open days/parents events for progression at 16 and 19.												
Planning future funding: mainstream and external grants known												
Institutions' resource planning												
Options events for Year 9 learners												
Review provision against the 7 OfSTED criteria -outcomes, facilities, processes												
Draft/ update 3 yr plan												
Submit plan to the appropriate 14-19 Strategy Group												
New plan endorsed by 14-19 Strategy Group												

# A

## ANNEX A

### ESTABLISHING AREA STRATEGY GROUPS

A1 THE ESTABLISHMENT AND REMIT OF ASGS

A2 STRUCTURE FOR PARTNERSHIP WORKING

A3 KEY ISSUES FOR NEW ASGS

A4 PROMOTING THE AREA STRATEGY

A5 STRATEGIES FOR ACHIEVING SUCCESSFUL  
COLLABORATION

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

# A1

## THE ESTABLISHMENT AND REMIT OF AREA STRATEGY GROUPS

Both the LSC's Strategic Area Review and the LEA's 14-19 Strategy outline the need to establish and develop Area Strategy Groups. These will cover the whole of Nottinghamshire and Nottingham City and will enable improved partnership and collaborative working to take place between institutions within a local area. This paper outlines the remit of these groups.

### Purpose

Area Strategy Groups will plan provision to meet the needs of all 14-19 year old learners across a travel to learn area.

This will be achieved by

- mapping existing provision within the area by subject, level and location
- identifying and resolving timetabling and transport issues to remove institutional barriers to students' learning opportunities
- rationalising existing provision to improve cost effectiveness and viability
- identifying 'gaps' in provision and planning new curriculum developments to meet learner need and increase breadth.
- developing a common prospectus for the area as part of a strategy to ensure that all students have access to impartial advice and guidance
- disseminating and sharing good practice
- furthering the professional development of staff through the provision of joint staff development events
- introducing effective quality assurance processes for courses developed in partnership

### Suggested Membership:

- Headteachers of schools
- Senior managers from colleges
- Representatives from external support agencies / organisations (e.g. Connexions, NEBA)
- Representative from Work Based Learning Providers
- Representatives from the LEA / LSC
- Representative from Learning Partnership

### Area Strategy Groups will focus on:

Information, advice and guidance on accessible pathways post 14 and post 16, including specialist support for those with special needs and particular talents;

Curriculum choice that meets and covers a comprehensive range of needs in terms of both levels of study and areas of study within each of these areas.

Each Area Strategy Group will produce a delivery plan with projected outcomes. The plan will be informed by an audit of current and planned provision on offer in the area which will then detail the progressive developments needed to meet the identified needs;

Where appropriate each Area Strategy Group will establish a partnership agreement/ protocol;

New provision will be developed through collaboration with an emphasis on new vocational programmes and Entry Level / Levels 1 and 2 to support participation, retention and achievement. New learning pathways / progression routes should be identified wherever possible utilising specialist schools and COVEs across the area;

Area Strategy Groups should take the Ofsted 14-19 Area Inspection Framework as their blueprint for working together in a collaborative and coherent way across an area for the benefit of all learners and in preparation for an Area Inspection when one occurs.

Area Strategy Groups will normally be chaired and serviced by LSC Nottinghamshire or the appropriate LEA.

**NOTTINGHAMSHIRE LSC, JULY 2004.**

# A2

## MANAGEMENT AND WAYS OF WORKING OF AREA STRATEGY GROUPS

Area Strategy Groups will be free to plan and develop their own structures and ways of working to suit their needs and the context of the local area. They will be expected to work within the broad policy for 14-19 in Nottinghamshire and to adopt local protocols that safeguard the

entitlements, health and safety of all young people.

The following notes recommend ways of working which have ensured effective management of partnership/consortium developments elsewhere.

### STRUCTURE FOR PARTNERSHIP WORKING

**Essential:**

**Key forum for policy and decision-making**

**Strategy Group**

Membership to reflect the range of providers and agencies. To include governors of schools,college(s).

Recommendation from good practice:

Consider involvement of other key stakeholders.

**Optional:**

**Executive Group**

Membership from Strategic and Operational staff. Driving forward development, monitoring and planning.

**Essential:**

**Administrative support**

Serviced by the LSC Nottinghamshire or the appropriate LEA.

**Optional:**

**Operational Group**

Membership drawn from key co-ordinating staff.

Recommendation from good practice:

Consider using secondments of key staff, same day/time to enable involvement.

**Optional:**

**Short-term project teams**

Membership drawn from key staff.

Recommendation from good practice:

Consider use of honoraria, short-term secondments.

# A3

## KEY ISSUES FOR NEW AREA STRATEGY GROUPS

### CLARIFYING THE ROLE OF THE ASG

The Area Strategy Group operates at a strategic level: communicating; clarifying; identifying needs, supporting developments; monitoring, planning and reviewing.

#### Key issues for the group at the outset will be:

- What is the partnership trying to achieve?
- What roles will partners play?
- What are the ground rules for operating?
- Which protocols does it need to operate effectively?
- How will it measure success?
- Who will assess the progress that has been made?
- How will the group manage and resolve differences in culture?
- How will the group manage the implementation of strategy?
- What funding will be available for developments?
- How will the group gather information?
- How will the group communicate information?
- How will the group ensure alignment of planning cycles and calendars?
- Who else should the group involve on a regular basis?

### INTRODUCING THE AREA STRATEGY GROUP TO THE WIDER COMMUNITY

The group will need to play an important role within the further development of the local economy. It will need to make itself known to wider stakeholders.

#### Key issues to address will be:

- What types of communication should be used and how often should communication be maintained?
- How will the group interest and involve young people, staff and key members of the local community?
- How far is there a good understanding and perception of all the providers' roles in delivering: traditional academic courses, vocational and occupational courses and programmes?
- What experience is there of working collaboratively?
- How are the people involved going to build good working relationships?
- What will learners want to know about developments?
- What will parents and carers want to know about new developments?

# A4

## PROMOTING THE AREA STRATEGY

### INFORMATION STRATEGY

The Area Strategy Group should develop an information strategy at the earliest possible stage.

**The main steps to an effective information strategy are:**

- Defining the target audience(s)
- Clarifying and simplifying the messages
- Ensuring good quality printed and electronic material and well-advertised events
- Ensuring maintenance of the strategy after the launch – well-judged, regular, targeted follow-up to maintain interest.

**Key elements will be:**

- A simple script which all partners use to describe the purposes of the Area Strategy and the role of its key groups and people
- As much attention as possible to making any publications attractive – easy to read text and content, well-broken with pictures, diagrams and headings.
- A recognisable style, colours, logo.
- Presenting any statistics simply and in a variety of ways.

The most important vehicle will be a shared prospectus.

### EFFECTIVE FEATURES OF “MINI-GUIDE”. A PROSPECTUS PRODUCED BY THE PARTNERSHIP BETWEEN NORTH HERTS COLLEGE AND SCHOOLS.

- Easy to handle size
- Good quality paper
- Clear titles, with logos of providers, non-bureaucratic appearance
- Good font size – each page contains a different aspect and effectively moves the reader through
- Clear listings of partnership members and the courses they offer 14-19
- Guide for Parents and Guide for Learners at the beginning
- Guide to Centres – simple descriptions of locations with good quality colour photographs showing up-to-date, attractive venues
- Course descriptions all on same format:
  - Introduction
  - Course content
  - Assessment
  - What will I achieve?
  - What can I do in the future?
  - Location
  - Entry requirements
  - Career progression – a simple box on every page giving a coloured route map showing qualifications and all the various occupations and the different levels of achievement required
- Meet our learners – pictures and comments
- Maps to all the centres.

# A5

## ACHIEVING SUCCESSFUL COLLABORATION

### STRATEGIES TO ENGAGE STAFF...

Key themes will be raising awareness, searching for common ground, exploring differences and similarities in culture and activities within:

- An inaugural conference
- Promotion of understanding of the broader progression context and needs of young people in the area
- Striving to understand the language of key partners and agencies
- Joint activities: conferences; training days; seminars; for all staff, planned to fit well with organisations' calendars and commitments
- Regular information exchange
- Involvement of staff at all levels in developing shared principles and processes
- Curriculum mapping of subject areas
- Shared curriculum design, planning and development
- Shared timetable planning
- Sharing different assessment requirements

### STRATEGIES TO ENGAGE STUDENTS AND PARENTS

Key themes will be how changes will benefit them, how options are open to all, how they will be supported in decisions and transitions, how, wherever they study, teachers will know them and what they are doing through:

- Clearly documented details of courses and where they will lead
- A wide menu of choices
- Choices that will be made with help and guidance from knowledgeable and experienced staff
- A range of useful and relevant activities such as work-related conferences, visits and industry days
- Knowing that learning will count and that, if they change their minds, progression routes can be flexible
- Transport arrangements that are efficient and accessible
- Health and safety policy that is well monitored and implemented





# B

## ANNEX B

### MONITORING QUALITY AND OUTCOMES

- B1** RECORDING PERFORMANCE DATA AND MONITORING TRENDS
- B2 - B5** PROFORMAS FOR RECORDING, COMPARING AND ANALYSING PERFORMANCE DATA
- B6** MONITORING SUSTAINABILITY AND VALUE FOR MONEY
- B7** MONITORING NEEDS AND THE LOCAL LABOUR MARKET
- B8** LOCALLY-DEFINED PERFORMANCE INDICATORS
- B9** MONITORING TEACHING AND LEARNING ACROSS PROVIDERS
- B10** PROMPTS FOR MONITORING TEACHING AND LEARNING
- B11** EXAMPLE OBSERVATION PROFORMA
- B12-B14** EXAMPLE STAFF AND LEARNER SURVEYS AND INTERVIEW PROMPTS
- B15-B18** EXAMPLE WORK, COURSE FILE, ILP SAMPLING PROMPTS

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# B1

## MONITORING DATA - RECORDING PERFORMANCE DATA AND MONITORING TRENDS

### 1. KEEPING TRACK OF PERFORMANCE ACROSS THE AREA: USING ANNEXES B2, B3 AND B4

It will be useful for the Area Strategy Group (ASG) to keep track of the performance of the local area in relation to wider local performance. Annex B2 shows the main periods when data is collected or made available. The proformas B3, B4 and B5 enable an Area Strategy Group to compare results year on year and across several years. These proformas are based on the results to be reported in the new performance tables from 2004. They allow a record of all currently reportable statistics. Proforma B4 will be updated annually to reflect the national performance tables format.

\*Sources: National Curriculum Assessments of 7, 11 and 14 year olds in England, DfES, Key Stage 3 tests results, by Local Education Authority and Government Office Region. GCSE/GNVQ RESULTS FOR YOUNG PEOPLE IN ENGLAND, Statistical Bulletin. Statistics of Education: Participation In Education and Training by 16 and 17 Year Olds in Each Local Area in England. (Internet only). DfES. GCE/VCE A/AS EXAMINATION RESULTS FOR YOUNG PEOPLE IN ENGLAND, SFR . NB: LEAs publish a range of reports on achievements 14-19 in November each year.

### MONITORING TRENDS: USING PROFORMA B5.

Proforma B5 enables the Area Strategy Group to drill down to track trends and make comparisons at the level of individual courses, whole programmes, whole cohorts or particular learner groups; eg: ethnic groups, learners with SEN; males; females etc. with the progress of the whole mainstream group. ASGs will be able to further adapt the proforma for specific purposes.

# B2

## AVAILABILITY OF 14-19 PERFORMANCE INFORMATION

For all providers and agencies – all cohorts, academic year 2004/05.

ACTIVITY	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
School census information collected by LEA																
Recruitment 06 leavers																
Confirm completion 04 leavers																
Names and numbers on 06 leaver cohort firmed up by schools & WRL providers.																
Student permission forms signed.																
College/WRL provider individual learner record (ILRs) completed for every new student – sent to LEAs/Cnx.																
Key stage 3 and 4 results to LEAs.																
Connexions collects destinations data from Year 11 leavers.																
Connexions publish destinations data.																
LEAs publish reports on all schools' performance.																
LSC National Data available for 04 leavers																

# B3

## RECORD OF PERFORMANCE DATA - PROFORMA

For all providers and agencies – all cohorts, academic year 2004/05.

KEY STAGE 3											
ENGLISH					MATHS			SCIENCE			
2003/04	City	County	ASG	2003/04	City	County	ASG	2003/04	City	County	ASG
KS3 (% achieving L5 or above)											
GCSE AND OTHER QUALIFICATIONS											
2003/04		% achieving 5+ A*-C grade GCSEs	% achieving 5+ A*-G grade GCSEs	% achieving at least an entry level qualification		Average point score		Number of 15 year olds studying C&G Dip. Voc.Ed; RSA Initial Awards &/or units - approved voc. Quals.		% achieving all qualifications or units studied	
City LEA											
County LEA											
ASG											
PARTICIPATION IN EDUCATION, TRAINING AND EMPLOYMENT OF 16, 17, 18, 19 YEAR OLDS											
Area	Age 16			Age 17			Age 18			Age 19	
	% F/T Education	% Total Educ and Training	% Employed	% F/T Education.	% Total Educ. and Training	% Employed	% F/T Education	% Total Educ. and Training	% Employed	% F/T Education	% Total Educ. and Training
Notts 2000											
Notts 2001											
LSCN											
ASG											

# B3

## RECORD OF PERFORMANCE DATA - PROFORMA

For all providers and agencies – all cohorts, academic year 2004/05.

### PARTICIPATION IN EDUCATION AND TRAINING OF 16 YEAR OLDS

2003/04	%Education and Training	%Full-time education	%WBL Total	%Employer funded training	%Other education and training	% in full-time employment	% not in educ. or training
City LEA							
County LEA							
ASG							

### PARTICIPATION IN EDUCATION AND TRAINING OF 17 YEAR OLDS

2003/04	%Educ. and Training	%Maintained schools	%Independent schools	%FE colleges	%WBL Total	%Other education and training	% in full-time employment	%Not in education and training
City LEA								
County LEA								
ASG								

### ACHIEVEMENTS AT GENERAL AND VOCATIONAL A-LEVELS/AS RESULTS AND KEY SKILLS AT LEVEL 3; ADVANCED EXTENSION AWARDS;

2003/04		A Level; As; AVCE and Key Skills L3		Advanced Extension Awards	
Area	Average pts score per student	Average pts score per entry	Number students entered	% achieved	
City LEA					
County LEA					
ASG					

# B3

## RECORD OF PERFORMANCE DATA - PROFORMA

For all providers and agencies – all cohorts, academic year 2004/05.

### OTHER ADVANCED VOCATIONAL QUALIFICATIONS; INTERMEDIATE VOCATIONAL QUALIFICATIONS

2003/04	Other Advanced VGs inc. BTEC Nat. Dip. or C&G DVE –National level	Intermediate Vocational Qualifications – GNVQ, BTEC First Dip. Or C&G DVE- Intermediate level
Area	No and % of 16-18.yr olds at end of 2 yrs of study achieving an award	No and % of 16-18.yr olds at end of one year of study achieving an award
City LEA		
County LEA		
ASG		

### OTHER ADVANCED VOCATIONAL QUALIFICATIONS; INTERMEDIATE VOCATIONAL QUALIFICATIONS

2003/04	Apprenticeship Completions% of leavers who have completed framework	Young Apprentice Completions% of leavers who have completed framework	NVQ achievements% of all leavers who have achieved at least one NVQ
LSC Area			
ASG			

# B4

## WIDER LOCAL/NATIONAL PERFORMANCE DATA PROFILE

NB: THE PROFILE SHOULD BE UPDATED AND INSERTED INTO THE FRAMEWORK ANNUALLY.

PROFILE FOR PERIOD DATE: 2002/2003

### KEY STAGE 3

2002/3	English		Maths		Science	
	LEA Area	England	LEA Area	England	LEA Area	England
KS3 (% achieving L5 or above)	*45	68	*52	70	*48	68

\*Source: National Curriculum Assessments of 7, 11 and 14 year olds in England, 2003 (Provisional) DfES, Key Stage 3 tests results for 2003, by Local Education Authority and Government Office Region

### GCSE PERFORMANCE

2002/03	% achieving 5+ A*-C grade GCSEs	% achieving 5+ A*-G grade GCSEs	% achieving no passes	Average point score
LEA Area	*35.1	*78.2	*10.6	*26.5
England	52.6	88.6	5.4	34.7

\* Source: GCSE/GNVQ RESULTS FOR YOUNG PEOPLE IN ENGLAND, 2002/03 (PROVISIONAL) SFR 29/2003. 8 October 2003 DfES

### GCSE PERFORMANCE FOR ENGLISH AND MATHEMATICS

2002/03	English % achieving A*-C grades at GCSE	English % achieving D-G grades at GCSE	Mathematics % achieving A*-C grades at GCSE	Mathematics % achieving D-G grades at GCSE
LEA Area	44.47	50.20	31.77	52.92
England	60	39	51	45

(England figures are provisional for 2002/03, and are courtesy of DfES SFR29/2003)

\* provisional 2002 figures

### PARTICIPATION IN EDUCATION AND TRAINING OF 16 YEAR OLDS

2002/03	Age 16		Age 17	
	Full-time Education	Total Education and Training	Full-time Education	Total Education and Training
Notts 1999	63%	78%	47%	64%
Notts 2000	58%	73%	50%	67%
LSCN	63%	78%	53%	72%
East Midlands	69%	82%	57%	74%
England	71%	83%	58%	74%

Source: Statistical Bulletin. Statistics of Education: Participation In Education and Training by 16 and 17 Year Olds in Each Local Area in England 1998 to 2000 (Internet only). DfES. December 2002

# B4

## WIDER LOCAL/NATIONAL PERFORMANCE DATA PROFILE

NB: THE PROFILE SHOULD BE UPDATED AND INSERTED INTO THE FRAMEWORK ANNUALLY.

PROFILE FOR PERIOD DATE: 2002/2003

### PARTICIPATION IN EDUCATION AND TRAINING OF 16 YEAR OLDS

2002/03	Education and Training	Full-time education	WBL Total	Employer funded training	Other education and training	Not in education or training
LEA Area	*	*	*	*	*	*
England	86.8%	72.8%	6.9%	2.9%	4.3%	13.2%

(England figures are for 2002/03, and are courtesy of DfES SFR31/2003)  
Figures for 2002/2003 by LEA area had not been published as of 14/01/04

### PARTICIPATION IN EDUCATION AND TRAINING OF 17 YEAR OLDS

2002/03	Education and Training	Maintained schools **	Independent schools **	FE colleges **	WBL Total	Other education and training	Not in education and training
*	*	*	*	*	*	*	*
England	78.3%	22.0%	5.8%	31.2%	9.0%	5.4%	21.7%

(England figures are for 2002/03, and are courtesy of DfES SFR31/2003)  
Figures for 2002/2003 by LEA area had not been published as of 14/01/04

### ACHIEVEMENTS AT GCE A/AS/AVCE LEVEL

2002/03	Average points score per student	Average points score per entry
LEA Area	245.6	72.6
England	252.4	76.9

Source: GCE/VCE A/AS EXAMINATION RESULTS FOR YOUNG PEOPLE IN ENGLAND, 2002/03 (PROVISIONAL). SFR 30/2003. 8 October 2003. DfES

### TRAINING PROVIDER ACHIEVEMENTS

2002/03	AMA Completions % of AMA leavers who have completed framework	FMA Completions % of FMA leavers who have completed framework	NVQ achievements % of all leavers who have achieved at least one NVQ
LSC Area	24.6	18.9	40.9
England	33	25	41

England figures are for 2002/03 [periods 1-12]. This data is subject to minor change and revision until confirmed in the Learner Outcomes SFR, published annually in July.

\* excludes trainees with providers based outside the borough



# B5

## MONITORING TRENDS - A COMPARATIVE DATA RECORD - PROFORMA

The quality and timing of data is being improved year on year. Every year LEAs and Connexions' reports can give a picture of performance for a local area. Area Strategy Groups will wish to drill down into recruitment, attendance, completion, attainment and progression. Differences in performance between types of course, subject areas, ethnic groups and ability groups will be useful to monitor through use of data summaries such as the one below.

NB: THIS PROFORMA MAY BE ADAPTED TO INCLUDE OR EXCLUDE DATA/GROUPS.

COURSE\* \_\_\_\_\_ PROGRAMME\* \_\_\_\_\_ WHOLECOHORT\* \_\_\_\_\_ LEARNER GROUP\* \_\_\_\_\_  
 \*Delete as appropriate

	YEAR BEFORE LAST	LAST YEAR	THIS YEAR SO FAR	COMPARED TO MAINSTREAM GROUPS	COMPARED TO CITY LEA AREA	COMPARED TO COUNTY LEA AREA	COMPARED TO LSC AREA	COMPARED TO NATIONAL
Performance at KS3 - % L5 or above								
GCSE performance - Average point score(APS)								
GCSE performance - English (APS)								
GCSE performance - Maths (APS)								
No 15 yr olds studying C&G Dip.Voc. Ed; RSA Init. Awards &/or units of approved VQs								
% achieving all quals studied								
Participation of 16 year olds- F/T education								
Participation of 16 year olds – total education & training								
16 yr olds employed								
Participation of 17 yr olds – F/T education								
Participation of 17 year olds- total education & training.								
17 yr olds employed								

\* Will be available in respect of the main groups of learners, including IFP cohorts, from 2004 from LEAs on request from Connexions. More data will be available from 2005.

# B5

## MONITORING TRENDS - A COMPARATIVE DATA RECORD - PROFORMA

The quality and timing of data is being improved year on year. Every year LEAs and Connexions' reports can give a picture of performance for a local area. Area Strategy Groups will wish to drill down into recruitment, attendance, completion, attainment and progression. Differences in performance between types of course, subject areas, ethnic groups and ability groups will be useful to monitor through use of data summaries such as the one below.

NB: THIS PROFORMA MAY BE ADAPTED TO INCLUDE OR EXCLUDE DATA/GROUPS.

COURSE\* \_\_\_\_\_ PROGRAMME\* \_\_\_\_\_ WHOLECOHORT\* \_\_\_\_\_ LEARNER GROUP\* \_\_\_\_\_  
 \*Delete as appropriate

	YEAR BEFORE LAST	LAST YEAR	THIS YEAR SO FAR	COMPARED TO MAINSTREAM GROUPS	COMPARED TO CITY LEA AREA	COMPARED TO COUNTY LEA AREA	COMPARED TO LSC AREA	COMPARED TO NATIONAL
Participation of 18 yr olds – F/T education								
Participation of 18 year olds- total education & training.								
18 yr olds employed								
Participation of 19 yr olds – F/T education								
Participation of 19 year olds- total education & training.								
19 yr olds employed								
Achievements at GCE A/AS/AVCE level – APS per student.								
Other Advanced VQs- % achieved								
Other Intermediate VQs- % achieved								
Training Provider achievements – % at least one NVQ								
% Completion Apprenticeships								
% Completion Young Apprenticeships								

\* Will be available in respect of the main groups of learners, including IFP cohorts, from 2004 from LEAs on request from Connexions. More data will be available from 2005.

# B5

## MONITORING TRENDS - A COMPARATIVE DATA RECORD

The quality and timing of data is being improved year on year. Every year LEAs and Connexions' reports can give a picture of performance for a local area. Area Strategy Groups will wish to drill down into recruitment, attendance, completion, attainment and progression. Differences in performance between types of course, subject areas, ethnic groups and ability groups will be useful to monitor through use of data summaries such as the one below.

NB: THIS PROFORMA MAY BE ADAPTED TO INCLUDE OR EXCLUDE DATA/GROUPS.

COURSE\* \_\_\_\_\_ PROGRAMME\* \_\_\_\_\_ WHOLECOHORT\* \_\_\_\_\_ LEARNER GROUP\* \_\_\_\_\_  
 \*Delete as appropriate

	YEAR BEFORE LAST	LAST YEAR	THIS YEAR SO FAR	COMPARED TO MAINSTREAM GROUPS	COMPARED TO CITY LEA AREA	COMPARED TO COUNTY LEA AREA	COMPARED TO LSC AREA	COMPARED TO NATIONAL
*% Progression* to FE/HE/Training/Job with training at 18.								
* Attendance at 16								
* Attendance at 17								
* Attendance at 18								
* Non-completion of courses at 16								
* Non-completion of courses at 17								
* Non-completion of courses at 18								

\* Will be available in respect of the main groups of learners, including IFP cohorts, from 2004 from LEAs on request from Connexions. More data will be available from 2005.

# B6

## MONITORING SUSTAINABILITY AND VALUE FOR MONEY - PROFORMA

The key measures the ASG will wish to monitor will be progress against targets, efficiency and sustainability. The table below offers an audit process.

PROGRESS AGAINST TARGETS	LOW	ASSESSMENT			HIGH	EVIDENCE
Results of all learners and groups are in line with or above that for the wider area and nationally.	1	2	3	4	Data record.	
Results demonstrate good value added from baseline achievement at key stage 3.	1	2	3	4	Data record.	
Progress towards objectives in the local plan is in line with or better than expected.	1	2	3	4	Evaluations/progress reports to Steering Group	
EFFICIENCY	LOW	ASSESSMENT			HIGH	EVIDENCE
Costs of collaborative provision are in line with those in similar size area groups and within the band expected for the LSC area and nationally.	1	2	3	4	Common Prospectus. LSC reports.	
SUSTAINABILITY	LOW	ASSESSMENT			HIGH	EVIDENCE
Providers are able to continue to fund collaborative provision to meet the needs of young people for progression.	1	2	3	4	Resource plans.	
Grant funding is sufficient to support development activities for the coming 3 years.	1	2	3	4	National/LSC/LEA resource plans. Successful bids for external funding.	

# B7

## MONITORING NEEDS AND THE LOCAL LABOUR MARKET

Area planning for education and training demands up-to-date information from a variety of sources. The table below identifies some of the questions and possible sources of evidence

QUESTION	SOURCE OF EVIDENCE
Where will local learners 14-19 travel to learn train or work? What are the subjects, skills, occupations they choose?	LSC data/maps of the local authority area. Connexions destinations data.
Are there many learners who choose to learn, train or work here from other areas? What are the subjects, skills, occupations they choose?	LSC data/maps of the local authority area. Connexions destinations data.
What are the trends in relation to skills needs for the area?	LSC Local Labour Market surveys.
What are the local issues in relation to planning education provision 14-19? Location and sufficiency of schools, college(s) training providers?	Strategic Area Review report. LEA OfSTED reports.
Do we have access to data showing the % of young people not achieving Level 2 at age 11 and where they are located?	LEA data reports.
Do we have access to data showing the numbers/% of young people entitled to Free School Meals from age 11 onwards and where they are located?	LEA data reports.
Do we have access to data showing the trends in numbers of young people at 16 achieving 5 A*-C at GCSE or equivalent and those who don't?	LEA data reports.
What is the local unemployment rate amongst 16-19 year olds?	Connexions data. Local authority data.
How many, what % age of young people from the area end up in the NEET category according to Connexions data?	Connexions data.
Has the area/any providers, benefited from significant external grants for education and training developments- now or soon to be received?	LSC, LEA.

# B8

## LOCALLY-DEFINED PERFORMANCE INDICATORS - EXAMPLE

Indicators in excess of those required nationally, see Annex B2, should only be adopted if they will support improvements for students in the local area. Ideally, they should be designed to solve a problem that the ASG has collectively identified from surveys of needs.

ISSUE	POSSIBLE INDICATOR
Low numbers learning off school sites	% increase in learners progressing into relevant learning delivered through collaboration with FE providers
Only lower ability learning off school sites	% increase in learners from middle and higher ability groups progressing into relevant learning delivered through collaboration with FE providers
Wide variation in proportions of learners from different schools in the ASG progressing into vocational/occupational options. Surveys show some learners are largely unaware of the opportunities.	% increase in the proportions of learners from each school who are progressing into vocational/occupational options
Take up of Young Apprenticeships and Apprenticeships is low in key subject areas where the labour market has a clear need.	%/number increase in take up of apprenticeship options in key subject areas
A number of young people miss important lessons back at school when studying off site.	Reduction to nil of learners who miss key subjects.
A worrying number of learners having accidents whilst travelling or studying off site.	Number/% reduction in learners having accidents whilst off-site.
Very few training providers in required skill areas willing to take on learners pre 16.	Number/% increase in involvement of training providers
Low numbers of young people progressing to HE at 18	% increase in learners progressing to HE
High levels of drop-out from courses post 16.	% reduction in drop out across all post 16 providers

**Some example performance indicators which may be useful to ASGs. Obviously the questions change depending on the local context.**

# B9

## MONITORING TEACHING AND LEARNING ACROSS PROVIDERS

OfSTED has now set similar and complementary standards for all schools, colleges, training providers and agencies, such as Connexions, working with young people aged 14-19. When an inspection is held for a school, college or training provider, OfSTED will hold that provider responsible for monitoring the quality of teaching and learning for the lessons/sessions held for any young person studying/training on their premises.

**Even so, when provision is established in partnership, it is the responsibility of the institution where the learner is on roll to ensure that the appropriate standards of teaching and learning quality are met.**

Good communication between the partner providers is essential so that monitoring is carried out professionally and sensitively. Effective systems need to be designed to monitor quality across providers in order to ensure consistent practice. Where this happens well, partners establish shared staff development events to ensure a closer understanding of each other's expectations.

**Area Strategy Groups should consider the following questions when determining the monitoring process the partnership should adopt:**

- Should providers undertake the monitoring of partnership provision within their own institutions on behalf of the Area Strategy Group?
- Should the Area Strategy Group identify a sub-group to undertake monitoring across all institutions on behalf of the Area Strategy group?
- Should all providers undertake to monitor the experience of their own learners across the different institutions in the partnership?

**Once the process has been agreed by the partnership, it may be helpful to use the following steps to ensure effective monitoring. This will require agreement to:**

- The elements which will constitute the monitoring process: lesson observations, work sampling, learners interviews, course file sampling, learner surveys, staff surveys, staff interviews, Individual Learning Plan (ILP) sampling.
- The extent and timing of the monitoring activities
- Each partner's involvement in the monitoring activities
- The paperwork to be used for recording the results of monitoring activities
- The procedure and format for feedback and reporting
- The timing and format of a Monitoring Review Meeting to identify strengths, areas for improvement and staff development needs
- The timing and nature of the staff development required
- The procedure for highlighting and dealing with any competence issues

**The following pages may be helpful in supporting Area Strategy Groups' monitoring activities. These include:**

- B10. Prompts for Monitoring Quality of teaching and learning and suggested sources of evidence
- B11. Example Observation Proforma
- B12. Example Learner Survey
- B13. Example Staff Survey
- B14. Example learner interview questions
- B15. Example staff interview questions
- B.16 Example work sampling prompt proforma
- B.17 Example course file sampling proforma
- B.18 Example ILP sampling sheet

# B10

## PROMPTS FOR MONITORING QUALITY OF TEACHING AND LEARNING

Planning, teaching, learning, assessment for learning, learning support and attainment.

Providers are likely to already have tried and tested procedures for observing teaching. LEAs will have recommended procedures for schools. The recent OfSTED report “Increased Flexibility Programme at Key Stage 4: Evaluation of the first year”, HMI 2004, highlighted effective teaching and learning in partnership provision. The following pages include the criteria identified in the report as prompts for monitoring teaching quality which can be used to inform an observer and provide support for the completion of the example proforma at B11, which may be adapted for the use of any provider

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>PLANNING</b>	<b>NB: For the attention of subject/course/faculty leaders.</b>
Planning of schemes of work has been shared between partner providers.	Course files
Teaching contact time(guided learning hours) for every type of course are in line with partnership policy.	Course files
Schemes of work allow time for learner information, guidance and induction.	Course files
Arrangements for shared monitoring of quality have been made in advance.	Area Strategy Group minutes.
Arrangements for regular staff and learner reviews and reporting have been aligned with school cycles.	Area policy for teaching and learning Area policy for assessment, recording and reporting
Staffing meets requirements for qualifications and experience in respect of teaching and support.	Staff CVs in course files
Good use is made of prior attainment information to inform planning.	Individual Learning Plans/Progressfile
Targets for learners' progress, completion and progression have been set.	Individual Learning Plans/Progressfile
The spread of abilities to be taught is appropriate to the course/programme.	Course entry criteria
Plans show good attention to key skills development.	Course files



# B10

## PROMPTS FOR MONITORING QUALITY OF TEACHING AND LEARNING

Planning, teaching, learning, assessment for learning,  
learning support and attainment.

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>TEACHING</b>	
Teacher's subject knowledge.	Lesson observation/ staff surveys and interviews
Teacher's awareness of assessment requirements.	Course files Lesson observation/ staff surveys and interviews
Teaching is well-differentiated and appropriate to the age and ability range.	Course files Learner files Lesson observation
Objectives for the lesson/session are shared with learners.	Lesson observation
Expectations of progress and behaviour are high enough and at an appropriate level for individual learners.	Lesson observation
Quality and availability of specialist resources, equipment and materials.	Lesson observation/ staff surveys and interviews
Working environment is appropriate to the course.	Lesson observation/staff surveys and interviews
The lesson/session shows thorough preparation.	Lesson observation
Methods are planned to create a good mix of input, group and individual activities.	Lesson observation
Teaching promotes appropriate pace, stimulation and challenge	Lesson observation
The teacher is confident in a range of skills – input, classroom management, demonstration.	Lesson observation/staff surveys and interviews
Questions are used effectively to engage and reinforce.	Lesson observation
Clear links are made between theory and practice.	Lesson observation
Good use is made of a variety of teaching aids eg: video, internet, other ICT, specialist equipment.	Lesson observation/ staff surveys and interviews
There is evidence of planning to enhance the learning experience eg: visits, independent learning, simulations, and case studies.	Course files Lesson observation/ staff surveys and interviews
Teaching gives good support and extends knowledge.	Lesson observation
Standards of behaviour are set and reinforced.	Lesson observation
Good quality work is complimented.	Lesson observation

# B10

## PROMPTS FOR MONITORING QUALITY OF TEACHING AND LEARNING

Planning, teaching, learning, assessment for learning, learning support and attainment.

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>LEARNING</b>	
Learners are engaged and motivated to learn.	Lesson observation/learner surveys and interviews
Learners are able to articulate and discuss with confidence.	Lesson observation/ learner surveys and interviews
Learners' behaviour.	Lesson observation/ learner surveys and interviews
Learners' attendance.	Attendance records/class register
Learners' opportunities to develop and extend key, personal and employability skills.	Course files Lesson observation/ learner surveys and interviews
Learners show competent study/independent learning skills.	Lesson observation/ learner surveys and interviews
Learners have the ability to select and use appropriate resources.	Lesson observation/ learner surveys and interviews
Learners' targets are realistic and appropriate.	Individual Learning Plans/ learner surveys and interviews
Learners have opportunities to pursue vocational relevance/specific vocational applications.	Lesson observation/ learner surveys and interviews
Learners show self-discipline and maturity eg: the ability to agree division of tasks, ability to design and problem solve.	Lesson observation/ learner surveys and interviews
The health and safety of students is adhered to.	Lesson observation/ learner surveys and interviews

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>ASSESSMENT FOR LEARNING</b>	
The teacher shares assessment criteria for the course/session.	Course file/lesson observation/learner files.
Learners are clear about where they are in relation to expected progress on the course.	Lesson observation/learner surveys and interviews
Constructive oral feedback is regularly given.	Lesson observation/learner surveys and interviews
Marking is regular, with grading and constructive written comment.	Learner files
Regular reviews of progress take place, shared by both providers, to inform students and parents of progress.	Individual Learning Plans/Progressfile Reports
Assignments, marking and reviews give guidance to learners on how to gain good grades or a pass.	Learner files/learner surveys and interviews.
Assessment methods are appropriate to the course/session.	Lesson observation Course files
Assessment information has been used effectively to inform planning.	Lesson observation Course files

# B10

## PROMPTS FOR MONITORING QUALITY OF TEACHING AND LEARNING

Planning, teaching, learning, assessment for learning,  
learning support and attainment.

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>LEARNING SUPPORT</b>	
Support is appropriate to the needs of the course.	Lesson observation/staff surveys and interviews
SEN support is appropriate to the needs of individual learners.	Lesson observation Individual learning plans
Support staff are deployed effectively.	Lesson observation/staff surveys and interviews
Support staff have good relationships with learners.	Lesson observation/staff surveys and interviews

ASPECT	SUGGESTED SOURCE OF EVIDENCE
<b>ATTAINMENT</b>	
Predicted grades are in line with or exceed that expected from prior attainment	Individual learning plans/Progressfile
Learners' written work indicates standards in line with or exceeding that expected.	Learner files
Learners' oral work is in line with or exceeds that expected.	Lesson observation
Learners' practical work is in line with or exceeds that expected.	Lesson observation
Learners' targets for progression are in line with or exceed that expected.	Individual learning plans/Progressfile

# B11

## OBSERVATION PROFORMA FOR MONITORING QUALITY OF TEACHING AND LEARNING

Planning, teaching, learning, assessment for learning,  
learning support and attainment.

CONTEXT			
Location/Date:		Observer:	
Time:	From:                      To:		
Teacher Observed:		Course:	
		Level:	
Type of learners:	<i>Eg: Pre 16; E2E; Young Apprentice</i>	Focus of Observation (if appropriate)	<i>i.e.:planning; assessment for learning</i>
Student numbers:		No on register:	
Context of lesson/session: <i>Insert details of the place in the overall course; any accommodations/location issues:</i>			
Comments on use of other staff and roles:			
OBSERVATION RECORD			GRADE 1-7
<i>Summary evaluation: Overall judgements should be made about teaching, learning and attainment as follows: the role of the teacher in preparing and delivering an effective lesson; the progress being made by students during that lesson; the standards of work produced by students during that lesson, judged against the standard expected of students at that point of the course, irrespective of starting point.</i>			
Planning:			
Teaching:			
Learning:			
Assessment for learning:			
Learning support:			
Attainment: NB: <i>Attainment will not be able to be judged when the observer is a non-specialist.</i>			
Grading scale: 1 = Excellent; 2 = Very Good; 3 = Good; 4 = Satisfactory; 5 = Unsatisfactory; 6 = Poor; 7 = Very poor.			

# B12

## LEARNER SURVEY

Learner surveys carried out through questionnaire and interview provide useful evidence especially when monitoring quality of teaching and learning. The evidence can be used to support overall audit findings

### LEARNER QUESTIONNAIRE

This questionnaire is asking about how well you feel you have been supported in deciding about what to do after the age of 14. It also asks you about how good you feel your experience has been. Your responses will help us to plan better for the future.

School/college/training base/unit/other: \_\_\_\_\_

You do not need to write your name on this questionnaire but please circle your school year.

9      10      11      12      13

Please indicate:                      M                      F

Do you consider yourself to have a disability?                      Yes                      No

Please go to the survey which starts on the next page and tick as appropriate.  
If you would like to make any further comments about your education and training experience you can do so below:

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Thank you for taking the time to complete this survey.

# B12

## LEARNER SURVEY - PROFORMA

Learner surveys carried out through questionnaire and interview provide useful evidence especially when monitoring quality of teaching and learning. The evidence can be used to support overall audit findings

### 1. INFORMATION AND GUIDANCE ABOUT NEXT STEPS AT 14 AND 16

I am well-supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>• Good advice from teachers and tutors about what is the best route for me to take</li><li>• Early opportunities to see what is on offer eg: open and advice days, visits, tasters, school/industry days;</li><li>• Clear leaflets showing the courses I can choose from with good details of what to expect and where the courses will lead</li><li>• My teachers' who are positive about me taking any route in the future, including vocational or work-based training</li></ul>				

### 2. CHOOSING COURSES AT 14 AND 16

I am well-supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>• Good preparation for applications and interviews</li><li>• being able to find a place on the course(s) and at the place(s) I want</li><li>• Knowing that I have a place for September by June at the latest</li></ul>				

### 3. ARRANGEMENTS FOR MOVING TO THE NEXT STAGE

I am well-supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>• Good induction to courses which gives information and advice on health and safety</li><li>• Knowing who to contact for support and advice</li><li>• Knowing who to contact in an emergency</li></ul>				

# B12

## LEARNER SURVEY

Learner surveys carried out through questionnaire and interview provide useful evidence especially when monitoring quality of teaching and learning. The evidence can be used to support overall audit findings

### 4. THE PLACE WHERE I STUDY OR TRAIN

I am well supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>Place(s) where I learn being easy to get to</li><li>Reliable transport</li><li>The timetable arranged so that I never miss other lessons/sessions</li><li>Pleasant up-to-date classrooms, facilities and workshops, including computers and other technology</li></ul>				

### 5. TEACHING AND LEARNING

I am well-supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>Teachers who know me well</li><li>Teachers knowing the right pace and level for me</li><li>Teachers giving me help, advice and support</li><li>Enjoying the lessons/sessions</li><li>Finding the work interesting and relevant to what I want to do in the future</li><li>Being well-prepared for work experience</li></ul>				

### 6. MAKING PROGRESS

I am well-supported by:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"><li>Being able to discuss my progress with my tutor regularly</li><li>My parents/carers having regular written reports</li><li>Knowing how I am doing and what I have to do to improve</li><li>Having personal targets so that I will get the qualification at the end of the course</li><li>My course helping me to prepare for work and adult life.</li></ul>				





# B13

## STAFF SURVEYS

NB: This example survey is for Area Strategy Groups to use with staff responsible for 14-19 co-ordination and planning. Teaching staff surveys will be more appropriate at institution level.

### A. STRATEGY FOR EDUCATION AND TRAINING 14-19 IN THE AREA

I understand the approach being taken to:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>communicating with other providers about 14-19 strategy</li> <li>communicating with parents about learning pathways 14-19</li> <li>decision-making and planning about what needs to be done</li> <li>gaining and making the most of funding for 14-19 activities</li> <li>building a local range of good quality, specialist facilities</li> </ul>				

### B. THE STRATEGY FOR RAISING ACHIEVEMENT

I feel confident that all local young people gain from:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>Rising achievement in the area year on year</li> <li>Consistent standards of teaching and tutoring wherever they study</li> <li>Being well-prepared for further study, training and jobs at 14 and 16</li> <li>Attending the courses and programmes most suited to their needs and ambitions</li> <li>Attending courses and programmes that engage them and motivate them</li> <li>Experience with local employers who are positive about having young people as trainees</li> </ul>				

### C. ACCESS TO AND PARTICIPATION IN EDUCATION AND TRAINING ACROSS THE AREA

I feel confident that the local strategy takes good account of:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>Identifying the education, training and employment needs of young people</li> <li>Ensuring a range of general, vocational and work-based qualifications to meet the needs of all young people</li> <li>Giving young people unbiased advice and information early enough for them to be able to make decisions</li> <li>Making sure there are enough places for all the young people who want them</li> <li>Timetabling options so that young people do not miss out on core subjects</li> <li>Arrangements for transport as necessary</li> <li>Ensuring the right kind of courses for vulnerable young people</li> <li>Improving the key skills of young people</li> <li>Ensuring work-related learning and work experience is available as appropriate</li> </ul>				

# B13

## STAFF SURVEYS - PROFORMA

NB: This example survey is for Area Strategy Groups to use with staff responsible for 14-19 co-ordination and planning. Teaching staff surveys will be more appropriate at institution level.

### D. THE QUALITY OF TEACHING AND TRAINING ACROSS THE AREA

I am confident that the area strategy is bringing about:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>• Good communication between all the different providers in the area</li> <li>• Support for skills for new 14-19 programmes to be kept up to date</li> <li>• The sharing of good practice and staff development</li> <li>• The involvement of employers in planning and delivering vocational courses</li> <li>• Sufficient time to teach the subjects I am responsible for</li> <li>• Shared policies for teaching, learning, assessment and learning support</li> <li>• Teaching which includes varied groupings and approaches</li> <li>• Teaching that will improve students' confidence, motivation, enjoyment, self-discipline and self-esteem</li> <li>• The further improvement of the teaching of key skills</li> <li>• Effective records of achievement for young people</li> </ul>				

### E. EFFECTIVENESS OF RESOURCES, STAFF AND FACILITIES TO SUPPORT QUALITY ACROSS THE AREA

I feel that all learners and staff benefit from:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>• Good quality specialist facilities</li> <li>• Resources shared between providers</li> <li>• Facilities accessible to all learners, whatever their disability</li> <li>• Good quality learning resources</li> <li>• Good quality learning/language support</li> <li>• Regular time for staff discussion</li> <li>• A good understanding by staff of how data can be used to support learning</li> </ul>				

# B13

## STAFF SURVEYS

NB: This example survey is for Area Strategy Groups to use with staff responsible for 14-19 co-ordination and planning. Teaching staff surveys will be more appropriate at institution level.

### F. LEARNER GUIDANCE AND SUPPORT

I feel that learners benefit from:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>Fair and effective information, advice, recruitment and enrolment</li> <li>Common information showing all the courses available across the area</li> <li>Sufficient places to meet needs</li> <li>Good tutorial support and advice during KS3</li> <li>Good information for parents</li> <li>Good course induction wherever they study</li> <li>A common application process that records all the important information about the student</li> <li>Shared personal information which has their consent</li> <li>Regular sharing of progress between schools and other providers</li> </ul>				

### G. THE LEADERSHIP AND MANAGEMENT BY THE KEY PARTNERS

I feel confident:	Almost Always	Often	Sometimes	Never
<ul style="list-style-type: none"> <li>in the way the local and wider area vision and strategy for 14-19 is being communicated</li> <li>in the trust and mutual support displayed by all the partners</li> <li>that the 14-19 strategy can be sustained long term</li> <li>in the local protocols which safeguard health and safety and professional conduct</li> <li>in the progress the partnership is making towards national and local targets</li> </ul>				

# B14

## PROMPTS FOR USE IN LEARNER INTERVIEWS OR DISCUSSIONS

PROMPTS	KEY POINTS
<p><b>Advice and Guidance:</b></p> <ul style="list-style-type: none"><li>• What are the strengths and weaknesses of the advice and guidance given?</li><li>• How confident were the staff in giving a range of guidance?</li><li>• How do we know?</li><li>• What more can be done to improve advice and guidance?</li></ul>	
<p><b>Choice:</b></p> <ul style="list-style-type: none"><li>• What are the most positive and negative aspects of making choices?</li><li>• What are the greatest barriers to wide choice?</li><li>• What can be done to improve choice ?</li></ul>	
<p><b>Preparing for and assisting transition:</b></p> <ul style="list-style-type: none"><li>• What are the strengths and weaknesses of preparation?</li><li>• How do we know?</li><li>• What can be done to improve preparation and induction?</li></ul>	
<p><b>Accessibility and quality of venues:</b></p> <ul style="list-style-type: none"><li>• What are the most positive and negative aspects?</li><li>• How do we know?</li><li>• What can be done to improve accessibility, timetabling and quality of accommodation/venues?</li></ul>	
<p><b>Quality of teaching:</b></p> <ul style="list-style-type: none"><li>• How far does teaching/training meet the learner's needs<ul style="list-style-type: none"><li>- relevance to future</li><li>- pace, practical support?</li></ul></li><li>• How do we know?</li><li>• What can be done to improve the quality of teaching?</li></ul>	
<p><b>The learning experience:</b></p> <ul style="list-style-type: none"><li>• How far is the learner assisted to gain new knowledge and skills, ideas, understanding and confidence?</li><li>• What are the most positive and negative aspects?</li><li>• What can be done to improve the learning experience?</li></ul>	
<p><b>Progress and achievement:</b></p> <ul style="list-style-type: none"><li>• How far does the learner know his/her progress and what to do to improve or gain the qualification?</li><li>• What are the most positive and negative aspects?</li><li>• What more can be done to improve approaches to promoting progress and achievement?</li></ul>	

# B15

## PROMPTS FOR USE IN STAFF INTERVIEW OR DISCUSSION EXAMPLE

PROMPTS	KEY POINTS
<p><b>Area strategy 14-19:</b></p> <ul style="list-style-type: none"><li>• What are the strengths and weaknesses of the approach being taken to area strategy 14-19?</li><li>• How do we know?</li><li>• What can be done to improve the approach?</li></ul>	
<p><b>Strategy for raising achievement:</b></p> <ul style="list-style-type: none"><li>• What are the most positive and negative aspects of the strategy?</li><li>• What are the main barriers to implementing the strategy?</li><li>• What can be done to improve the strategy?</li></ul>	
<p><b>Access and participation across the area:</b></p> <ul style="list-style-type: none"><li>• How confident are staff in the strategy's success in promoting diversity and inclusion?</li><li>• What are the strengths and weaknesses of accessibility to courses in the area?</li><li>• What are the main barriers to access and participation?</li><li>• What can be done to improve further?</li></ul>	
<p><b>Quality of teaching and training:</b></p> <ul style="list-style-type: none"><li>• How confident are staff in the area strategy to further improve the quality of teaching and training for staff?</li><li>• What are the main strengths and weaknesses of the strategy?</li><li>• What more can be done to improve the quality of teaching and training?</li></ul>	
<p><b>Resources, staff and facilities across the area:</b></p> <ul style="list-style-type: none"><li>• What are the most positive and negative aspects of resources and facilities across the area?</li><li>• What are the main barriers to making the most of resources to the benefit of learners?</li><li>• What more can be done to ensure a good balance of resources and staffing for all types of learners and courses?</li></ul>	
<p><b>Learner guidance and support:</b></p> <ul style="list-style-type: none"><li>• How confident are staff that learners receive good quality, unbiased advice?</li><li>• What are the most positive and negative aspects of learning support?</li><li>• What are the barriers to good quality advice and support?</li><li>• What more can be done to improve guidance and support?</li></ul>	
<p><b>Leadership and management by the key partners:</b></p> <ul style="list-style-type: none"><li>• How confident are staff in the way in which the 14-19 strategy is being implemented across the area</li><li>• What are the main strengths and weakness of leadership and management?</li><li>• What more can be done to improve?</li></ul>	

# B16

## PROMPTS FOR USE IN WORK SAMPLING - PROFORMA

Young people will be undertaking a wide range of course and programmes, some of which will have a strong written component and others which will be balanced towards practical work with portfolio collation.

It will be possible to make judgements about the quality of learners' work using the following prompts drawn from OfSTED criteria.

PROMPTS	YES/NO	COMMENT
Assignments/learner files/portfolios and practical assignments show evidence of:		
Problem-solving and independent thinking		
Learning which builds from one assignment to another		
Use of research skills		
Use of available resources including ICT		
Clear assignment briefs provided in advance		
An even pattern of workload throughout the course/year		
A good balance of individual work and group work		
Timely marking		
Constructive and appropriate marking throughout		
Summary comments that provide help with how learners can improve		
Practical assignments with relevant tasks which aim to develop both skills and knowledge		
A balance of practical and theory work		
Understanding and use of health and safety procedures		
Key skills of communications, numeracy and ICT in practice		

# B17

## PROMPTS FOR USE IN SAMPLING COURSEFILES AND SCHEMES OF WORK - EXAMPLE

Part of judging the quality of teaching, learning and training across the area, is the monitoring of the quality of schemes of work and course files.

The prompts below are drawn from OfSTED criteria and relate to course planning for both more traditional study and practical courses and programmes.

PROMPTS	YES/NO	COMMENT
Schemes of work/course files show evidence of:		
Clearly identified policies for teaching learning assessment and learner support, equality, inclusive education and health and safety		
Clear course information for learners		
Clear course information for staff		
Timetabling which promotes effective access for all learners		
A staffing profile representing the qualifications and experience appropriate to the course or programme		
Planning which promotes the use of a variety of methods, individual, group work, practical work and theory.		
Planning to meet the needs of all learners, including the gifted and talented, those with language difficulties, and or disabilities.		
Effective translation of syllabuses and programme requirements		
Flexibility in learning methods		
Planning for on and off-the job training as appropriate		
Guidance for lesson and training plans		
Information about access to resources appropriate for the course/programme		

# B18

## PROMPTS FOR USE IN SAMPLING INDIVIDUAL LEARNING PLANS

A key element in promoting progress is the quality of planning with and by the individual learner. Young people should be clear about the type of learning they are undertaking and what they have to do to achieve. Young people are entitled to formally record achievement and plan ahead. Most will be using Progressfile or the Nottingham Passport. Individual courses and programmes will require the young person to have clear objectives for improvement and success.

It will be possible to make judgements about the quality of Individual Learning Plans using the following prompts drawn from OfSTED criteria

PROMPTS	YES/NO	COMMENT
Individual learning plans/progress files show evidence of:		
Brief information about the learner's existing aptitudes, key skills achievement and interests in relation to the course		
Brief information about strengths and areas for development in learning		
Information about relevant activities and interests outside mainstream school or college		
Long term aims for learning and work		
Short term objectives for learning and work		
Targets for the course or programme		
Specific targets for current learning session		
Clear link between ILP and course/lesson plans		
Record of individual tutorial/ teacher discussions		



# REFERENCES

## **The following documents were used in the production of the framework:**

The Area Inspection Framework, HMI 1779 (OfSTED, 2003).

Area Inspection of 14-19 Provision. Guidance on the Characteristics relating to the grades allocated, following 14-19 area inspection. HMI 1780. (OfSTED October 2003).

Increased Flexibility Programme at Key Stage 4: Evaluation of the first year. HMI 2074 (OfSTED May 2004).

Increased flexibility programme: improving work experience. HMI 2220 (OfSTED 2004).

Increased flexibility for 14-16 year olds. Guidance for Nottingham City Schools and Pupil Referral Units, City of Nottingham LEA, 2003.

14-19 Judgement Recording Form for secondary schools. County of Nottinghamshire LEA, 2004.

14-19 Strategy Statement for Nottingham City and Conurbation. June 2004

Behaviour and attendance: an initial review for secondary and middle schools. DfES 0207-2003.

Partnerships that Work. Guidance for schools and colleges providing Work-Related Learning for 14-16 year olds. DfEE 2000.

Work-related learning for all at key stage 4. Guidance for implementing the statutory requirement from 2004. QCA 2003.

## **SIGNPOSTS**

### **The following documents will provide additional support to Area Strategy Groups planning 14-19 provision:**

**A Common Prospectus for Work Related Courses for Greater Nottingham, Nottinghamshire LSC, September 2004. From: john.wilson@lsc.gov.uk**

**Directory of Alternative Provision, The Greater Nottingham 14-19 Strategy Group, Nottinghamshire LSC, 2004. From: lynne.richardson@cnxnotts.co.uk**

**Guidance for FE Colleges providing for Young Learners. AoC/LEACAN 2004.**

**Model Partnership Agreement for Nottinghamshire, LSC, 2004. From: john.wilson@lsc.gov.uk**

**Work Related Learning at Key Stage 4 – Advice for Practitioners on Legal Background and Other Areas (DfES/0132/2003)**

**Work Related Learning Guidance for pre 16 students on work related learning placements away from school premises. Nottingham and Nottinghamshire Work Related Learning Partnership. 2004. From: www.neba.org.uk**