



Developing a coherent 14–19 phase of education and training

Better
education
and care

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Executive summary

In summer 2003 Ofsted began a programme of inspections to evaluate the quality of education and training and the effectiveness of strategic planning for 14–19 year olds across local areas. The inspection framework took account of the strategies outlined in *Success for all* and other publications, including *14–19: Opportunity and excellence*, which provided information on government policy on education and training for 14–19 year olds.^{1, 2}

Between summer 2003 and spring 2005, 30 14–19 area-wide inspections were carried out. This report draws on the outcomes of those inspections and a small number of additional visits. It also draws on other relevant Ofsted inspection evidence. It evaluates the progress which has been made in developing a coherent phase of education and training for young people between the ages of 14 and 19.³

Local authorities (LAs) and local learning and skills councils (LSCs) were slow to provide the strong leadership needed to move the 14–19 agenda forward, but this is now improving. They have still focused too little on how well the needs of all young people in each local area are being met. Although a climate of greater collaboration between learning providers has been developing this has rarely led to concerted action as part of clear 14–19 strategies. Whilst there are some examples of bold and successful 14–19 initiatives there is widespread concern about the sustainability of many of the new collaborative ventures.

Many schools have extended the breadth of the curriculum well at Key Stage 4 to include more vocational learning. Links between schools and colleges for 14–16 year olds have been extended well through the Increased Flexibility Programme (IFP). Joint provision at Key Stage 4 between schools remains rare. Little use is made of school specialisms as part of 14–19 strategies. Consortium arrangements for smaller schools' sixth forms are growing but too many small sixth forms continue to provide a narrow curriculum. Colleges have increased the range of provision available at levels 1 and 2 to match the demand better. Access to post-16 vocational courses and work based learning is limited for young people in more isolated areas. Post-16 opportunities for young people with profound or multiple learning difficulties are often poorly developed.

Young people are provided with good personal support to help them succeed on their courses. However, they are not all receiving sufficient impartial and well informed advice and guidance to help them make decisions about what to study. Their understanding about qualifications and settings for learning post-16 is often very limited. Where some of their learning takes place outside their school, for example in a further education (FE) college, too little information on

¹ *Success for all: reforming further education and training*, DfES, 2002.

² *14–19: Opportunity and excellence*, DfES, 2003.

³ For details of evidence base refer to 'Notes' section.

their past achievements or support needs is shared with other learning providers. Effective support has been provided by Connexions personal advisers and others to the most vulnerable young people to keep them in education, employment or training.

Key findings

- ❑ There has been insufficient joint leadership by LAs and local LSCs in developing 14–19 strategies.
- ❑ Strategies to raise achievement and increase participation of 14–19 year olds were unsatisfactory in a third of the areas inspected between 2003 and 2005, though there was a significant improvement towards the end of this period.
- ❑ LAs and local LSCs have succeeded in promoting a climate of greater collaboration between learning providers. However, this has too rarely been translated into concerted joint action and the impact for young people remains limited.
- ❑ Few areas have an effective forum for developing and maintaining oversight of 14–19 strategies which involves senior LA and local LSC officers and an opportunity for appropriate stakeholders to contribute.
- ❑ There has been good progress in broadening the scope of the curriculum at Key Stage 4 for pupils in many of the schools. However joint provision between schools for Key Stage 4 remains rare and there is very limited use of school specialisms within 14–19 strategies.
- ❑ Some areas have adopted a radical approach to extending vocational learning at Key Stage 4 by establishing a specialist skills centre to serve the needs of pupils from many of the schools. These centres have been successful in motivating young people and keeping them in learning.
- ❑ A growing number of collaborative arrangements for schools' sixth form provision are succeeding in broadening the curriculum and improving their cost effectiveness. However, the quality assurance arrangements for these and similar arrangements involving colleges at Key Stage 4 are often poorly developed. The performance of school sixth forms is not adequately monitored or supported.
- ❑ Little concerted action has yet been taken to make available clear progression routes from 14 to 19 for all young people.
- ❑ Post-16 progression routes for many pupils with profound or multiple learning difficulties are poorly developed.
- ❑ The extension of work-based learning is hindered by the poor understanding of its nature and purpose by teachers and parents, and limited access to good quality provision in some areas.
- ❑ There is a lack of impartial advice and guidance to inform young people's decisions at the ages of 14 and 16.

- ❑ There are many useful initiatives to develop a local guide to post-16 learning opportunities. Some of these are making good use of new technology to make the information easily accessible and keep it up to date.
- ❑ Information about learners and their needs is not shared sufficiently between learning providers where learning takes place outside the learner's own school.
- ❑ Connexions personal advisers are providing effective support to the most vulnerable young people to help them remain in learning or move to employment.

Recommendations

The DfES should:

- provide clearer guidance to LAs and local LSCs on their responsibilities for joint working on 14–19 development
- strengthen and make clear the contribution which specialist schools may be expected to make to local 14–19 strategies
- improve the availability of impartial advice and guidance for all young people, to inform their choices throughout the 14–19 phase
- consider how the many successful initiatives for collaborative provision may be made sustainable.

LAs and local LSCs should:

- ensure that they have a clear view of the curriculum and progression routes currently available to 14–19 learners and that gaps, duplication and inequalities are identified and addressed
- continue to build support for a more collaborative approach amongst learning providers and ensure that this is translated into sharply focused action to improve opportunities for learners
- review the provision for 14–19 year old young people with profound or multiple learning difficulties, to ensure there are suitable progression routes available
- ensure that they work in partnership with schools to evaluate data relating to the performance of sixth forms and, where necessary, make arrangements to provide support.

Learning providers should:

- ensure that quality assurance arrangements for collaborative provision are properly designed and thoroughly implemented
- ensure that information about the previous learning and current support needs of young people who are learning outside their home school is provided to other institutions which they attend

Leadership and management

Key findings

- ❑ There has been insufficient joint leadership by LAs and local LSCs in developing 14–19 strategies, but there are significant recent improvements.
- ❑ The lack of a clear framework to guide joint working has been an obstacle to progress.
- ❑ LAs and local LSCs have been successful in promoting a climate of greater collaboration between learning providers.
- ❑ The development plans of LAs and local LSCs for aspects of 14–19 provision are not well enough linked together.
- ❑ Progress in establishing a suitable local strategic forum for 14–19 has been slow.
- ❑ Few areas have clear or detailed strategies for implementing a 14–19 entitlement.
- ❑ There are an increasing number of good collaborative arrangements for school sixth form provision.
- ❑ Quality assurance arrangements for collaborative provision are often poorly developed.
- ❑ The performance of school sixth forms is not adequately monitored or supported.
- ❑ There is widely shared concern about the sustainability of new collaborative initiatives.

The development of joint LA/LSC 14–19 strategies

1. The performance of LAs and local LSCs in developing joint strategies to raise achievement and increase participation for 14–19 year olds has so far been unsatisfactory. In many areas, LAs and local LSCs have been slow to work in partnership in response to the government's 14–19 policy initiatives. Approaches to 14–19 development vary in their breadth, ambition and quality. The strategic partners, LAs and the local LSC, often have their own separate approaches, as do individual institutions, particularly colleges and schools with sixth forms. Too little leadership has been provided by LAs and local LSCs to ensure that the strategies and plans are coherent and meet the needs of all young people.
2. Of the 30 Ofsted area-wide 14–19 inspections undertaken between summer 2003 and spring 2005, strategies to raise achievement and increase participation for 14–19 year olds have been less than satisfactory in 10 areas. They were satisfactory in 10, good in nine and outstanding in only one. However, the second year of inspection indicates that LEAs and

local LSCs are now responding more effectively. Of the 11 inspections undertaken between autumn 2004 and spring 2005 the strategies were unsatisfactory in only one area. They were satisfactory in four, good in five and outstanding in one. At their most effective these strategies are substantially improving the opportunities for young people. For example:

There is an impressive clarity of vision which guides 14–19 strategy development. Its implementation has built momentum and a powerful record of success. This includes the extension of access to vocational courses through individual schools and the collegiate and the introduction of substantial work-based learning within Key Stage 4; overall results at Key Stage 4 improving at a much faster rate than nationally; considerably improved rates of participation in learning at 16 particularly amongst the more vulnerable or disaffected young people; school attendance improving sharply; and a sharp decline in the number of young people not in education, employment or training.

3. In many areas the development and implementation of overarching 14–19 strategies remains at an early stage. In such areas work is often now in progress to ensure that:
 - principles for collaborative working are established between strategic partners and between providers
 - the opportunities and experiences which should be available to all 14–19 learners are specified and agreed widely
 - key issues for 14–19 development are identified
 - specific goals and targets, and the means for achieving them are agreed
 - the plans of strategic partners themselves and all 14–19 providers reflect these priorities and goals.

4. A small minority of the LAs and local LSCs have been quick and effective in taking up the challenge. Strategic partners in these areas have established close, joint working relationships, focused upon analysing and meeting the learning needs of 14–19 year olds. Chief and senior officers meet regularly to consider joint strategic approaches. They have set about creating a vision for the 14–19 phase which learning providers, employers and community representatives can support. Equality of opportunity for all young people to fulfil their potential and continue in learning, regardless of their specific learning and support needs or home institution, commonly underpins such vision. For example:

Following extensive consultation with providers and community organisations, a comprehensive strategy document was published early in 2004. The document sets out a clear vision for 14 to 19 learning that is centred on lifelong learning for all young people. It identifies a number of key challenges for the city and is underpinned by a detailed rationale and needs analysis.

5. Learning providers' respect and support for the strategic partners and clarity about their leadership roles underpin strong development. Open communication and consultation with learning providers by the LA and LSC about their plans and intentions have helped to develop such support. Successful strategic partners have been sensitive to the needs of individual institutions and their autonomy whilst emphasising the areas where collaboration will be essential.
6. The different funding regimes, statutory powers and responsibilities, and relevant national policy imperatives of LAs and local LSCs, have been obstacles to progress in developing a joint 14–19 approach. No clear framework exists to guide joint work on 14–19 issues. In many areas LAs and local LSCs have been reluctant to define their new joint leadership role. Often they have been slow to move beyond a narrow interpretation of their responsibilities for 14–16 year olds and post-16 learners respectively. Where such obstacles have been overcome, and the LA and local LSC are considering the 14–19 phase as a whole, they have attempted to ensure that the responsibilities of each are clearly defined and mutually understood. Diverse resources available to each body are brought together and marshalled carefully to improve provision.
7. Strategic partners have taken a range of approaches to developing 14–19 policy and oversight of its implementation. No single model is particularly successful, although effective senior officers in both the LA and local LSC who have specific responsibility for working together on 14–19 policy contribute to success. A number of areas have designated a 14–19 coordinator, although many such posts have been only recently established. The scope and effectiveness of these posts vary considerably. In areas where 14–19 strategy is not well developed, the role of the coordinator and their lines of responsibility are also often unclear.
8. In many areas, establishing a joint vision for 14–19 education and training has not been a strategic priority. The responses of the LAs and local LSCs have often been piecemeal in reacting to specific national initiatives. For example, the IFP has had some success in extending the opportunities for pupils to participate in work related learning. However, too little leadership has been provided by LAs and local LSCs to analyse the vocational learning opportunities and progression routes available across an area, match them against the needs of young people, and put forward concrete strategies for improvement involving all institutions.
9. Where the LA and local LSC have drawn up a vision statement for 14–19 provision this has been useful in stimulating discussion and focusing stakeholders on the direction new developments should take. Vision statements vary in quality and detail. Some are confined to the means to be adopted in extending opportunities, namely greater collaboration and partnership working. Others establish a broad set of principles and values

to which all learning providers and stakeholders should be committed. The vision is often linked to plans for social and economic re-generation. However, many areas do not yet have any clear shared vision for the 14–19 phase upon which key stakeholders are agreed.

10. Some areas have gone further still and set out a statement of learner or curriculum entitlement 14–19, which should be made available to all young people in the area. They build upon the national curriculum requirements for Key Stage 4 and seek to interpret the new flexibilities with an area wide perspective, leaving room for specific interpretation to institutions or groups of institutions. For example:

The LSC, with partners, has developed a detailed statement of 14–19 learner entitlement. This provides a standard against which current provision may be assessed and a set of aspirations for future development. It is designed to be used flexibly as a core document in the development of 14–19 strategies for local areas. It includes the content and characteristics of the learning programmes which should be available to all young people within a reasonable distance of their home; practical arrangements enabling learners to take up opportunities through more than one learning provider if this will meet their needs; access to high standards of teaching, assessment and feedback; and the availability of impartial information advice and guidance.

11. Where a learning and curriculum entitlement exists, very few areas have yet developed clear and detailed strategies for its implementation. A number have embarked upon an audit of the current curriculum and configuration of providers against the local entitlement statement. Others are using it as a vehicle to promote greater trust and cooperation between institutions and with the LA and LSC, before they embark on changes which may have important consequences for the courses they offer and how they operate. In some areas, where a very broad and general entitlement statement has been published there is complacency about its implementation and it is interpreted liberally as requiring little effective change.
12. There is a lack of clarity between LAs and local LSCs about their roles of monitoring, support, challenge and intervention for school sixth forms. The performance of school sixth forms is not adequately monitored in many areas. Important management information, such as retention rates or value added data, is not routinely gathered or systematically analysed by either the LA or LSC. Too little evaluation has been carried out to determine why significant numbers of young people leave sixth form study at the end of one year and whether they progress into further education, employment and training.

Identifying 14–19 priorities and aligning plans

13. In many areas local LSCs have initiated studies of 16–19 education and training to identify the key areas for development. In some cases this has been related to Ofsted’s 16–19 area-wide inspections; in others it has been in response to a clear and urgent need for change. More recently, analyses of post-16 provision have been conducted in all LSC areas as part of Strategic Area Reviews (StARs) within the *Success for all* initiative. The government’s Green paper *14-19: Opportunity and excellence* has acted as a spur to extend this research to incorporate provision for young people across the whole 14–19 age range. In most areas the process of gathering and analysing the relevant information has made a valuable contribution to the development of local 14–19 strategies.
14. The outcomes of such studies, where they are completely thorough, have provided strategic partners with much valuable information. The best approaches have incorporated a detailed curriculum mapping exercise and the results have been used by LAs and local LSCs to establish key 14–19 priorities. These priorities include addressing curriculum gaps or duplication, improving the effectiveness of collaborative working and providing a greater focus on the needs of specific groups of learners. As a result of the completion of StAR reviews in some areas, the LSC has been able to draw up and consult on options for change, particularly in the configuration of learning providers. Where the StAR process has been less thorough or has moved at too slow a pace, this has inhibited the development of robust, joint plans with the local LA.
15. The production of self-evaluation reports on 14–19 provision for Ofsted inspections has had a positive impact on developments. Most such evaluations have been thorough and largely accurate. The process of producing a joint, critical and open evaluation of progress has largely been regarded as helpful in building relationships between strategic partners and raising the profile of a coherent approach to 14–19 issues amongst learning providers.
16. The development plans of LAs and local LSCs for aspects of 14–19 provision are not sufficiently well linked. Often few steps have been taken to harmonise those activities of the LA and LSC designed to achieve similar goals. In some areas these unconnected plans relate separately to the 14–16 (LA) and 16–19 (LSC) age ranges. In others, one or both partners have their own distinct plans for the 14–19 phase. Whilst the plans of some local LSCs and their StAR analyses have incorporated a ‘travel to learn’ dimension, for others their plans relate to their area as a whole and do not adequately reflect in detail the specific issues and characteristics of localities covered by different LAs.

17. In a minority of areas, where the partners have agreed a set of key 14–19 objectives and strategies, each of their plans reflects these. The contributions of each partner are designed to be complementary and reinforce each other for maximum impact. These implementation plans contain clear measures of success.

14–19 planning structures and the involvement of stakeholders

18. In most areas a 14–19 strategy group of some kind has been created. However, their impact on the extension of opportunities for young people has varied greatly. Progress in establishing an effective 14–19 forum at strategic level, with suitable senior membership, has generally been slow. In the most successful areas, where LAs, local LSCs and Connexions services have sought to create a momentum for change, their chief or senior officers have ensured that there is a 14–19 group with a clear strategic brief and suitable stakeholder involvement. Where such a group exists it provides an effective vehicle to link the LA's and LSC's statutory responsibilities and strategic priorities. Such bodies have also served as a useful springboard for building consensus and support across the area for far reaching proposals. For example, in one area:

All key partners, including elected members, share a very strong commitment to the strategy and its implementation through the collegiate arrangements. The collegiate governance forum, which has wide representation, enables local partners to inform and understand the strategies. The collegiate is an ambitious partnership of key agencies, including the LA, local LSC, community college, the Connexions partnership, training providers, schools and employers, who work together to create a discrete phase of 14 to 19 education.

19. In larger or more diverse areas, a central body is sometimes closely complemented by the work of local collaborative groups, with a key role in contributing to the development of strategy and moulding area-wide approaches to fit specific local circumstances.

One area is building on existing strategic partnerships and development groups where they are working well. The four travel-to-learn groups established in 2003 are based on previously existing associations. They share a clear vision of what needs to be achieved. The groups have representation from schools, colleges, work based learning providers, employers through education business partnerships, the Connexions partnership, school improvement services, the local LSC and other partners from each area. The positive engagement of schools and colleges with the local vision and strategy for 14–19 underpins the changes.

20. However, in many areas such 14–19 bodies have only recently been formed or do not yet exist. Some have imprecise terms of reference or none at all. This makes it difficult for them to build clear and strong relationships with existing collaborative groupings, such as those of secondary headteachers. Where 14–19 forums have been established without appropriate senior officer membership, their focus is often on operational issues or small scale initiatives, rather than the development of clear strategic priorities. Too often a wide range of groups are involved in 14–19 developments without any coherent linkage or direction. They include those arising from a number of national initiatives including the Leadership Incentive Grant, Excellence in Cities, Education Action Zones, the IFP, and the Single Regeneration Budget. The following example demonstrates some of these shortcomings:

The establishment of coherent strategic structures and partnerships for 14–19 provision within the county is in the early stages of development. Key partners acknowledge that much work remains to be done to develop clearer structures and lines of accountability, to consider the weaknesses in configuration and the specific needs of 14 to 19 learners in different parts of the county. The 14–19 strategy group, comprising senior officers and senior managers from the LA and local LSC, now meets regularly, but the group is yet to develop terms of reference with clear objectives. It is unclear how this group links with the young people's committee of the Learning Partnership, the 14–19 special educational needs (SEN) strategic forum, the 14–19 curriculum network and other related groups. The 14–19 curriculum network has yet to include representatives from the colleges.

21. The contribution of Learning Partnerships (LPs) to informing strategic planning has been generally positive. Most have contributed well established collaborative structures or helped to create a climate of cooperation which provides a good foundation for more formal joint planning and development. In a minority of areas there has been a lack of clarity about the LP's role in driving 14–19 developments. Many LPs have successfully focused on a small number of specific collaborative projects or commissioned research on 14–19 issues. However, sometimes LAs and local LSCs have mistakenly regarded these activities as a substitute for proper strategic leadership on their own part in developing a coherent 14–19 phase.
22. Even in the areas where 14–19 developments are moving ahead most strongly, employers have not been adequately involved in the debate about how participation in learning may be extended or how the curriculum may better reflect local employment needs. Many local LSCs have included the greater involvement of employers as a strategic priority but have had limited success in achieving this through consultative groups and events. Some have succeeded in establishing networks of work based learning providers to help inform their own work based learning strategies

and to provide a vehicle for quality improvement. In one area, where employer engagement has been a key priority,

...employers have been directly matched with school and FE managers at headteacher or principal level to improve communication. Work is also aimed at improving the tracking of students who are learning with employers, and strengthening employers' contribution to the development of employability skills.

23. The Connexions service has been involved well in most areas in the discussion of overarching strategies. There are very close links between most local LSCs and local Connexions services and the service is usually represented by its chief executive or area manager in any area-wide strategic group. However, in some areas there is lack of clarity amongst learning providers about the role of Connexions in contributing to local 14–19 priorities.

Promotion of collaborative working

24. Good progress has been made overall in promoting a climate of greater collaboration between learning providers. A number of key factors have contributed to this. They include the IFP, the 14–19 Pathfinders, and the activities of LAs and local LSCs, many of which have identified the generation of greater levels of collaboration as an important precursor to building the 14–19 phase. Many senior officers in LAs and local LSCs have used their roles as leaders of the local education service to begin to build a step change in levels of local joint working, focused on the needs of all young people. Much remains to be done, but a great deal of impetus has been generated. Even where there has recently been a climate of open competition, some good progress has been made in opening up a constructive dialogue about the new 14–19 agenda. In some areas collaboration is now well embedded. For example:

The commitment to collaboration between institutions is promoted strongly through the strategic plans of the LAs and local LSC. Within each federation, schools, colleges and training providers work in collaboration to broaden post-16 provision. The LA and local LSC have given a firm lead to this initiative. The Pathfinder initiatives have promoted effective partnerships for the development of a broader range of provision for young people.

25. However, the nature of collaboration and its impact for young people still varies considerably. In the best practice it has been focused sharply on extending opportunities in local areas and taking decisive joint action to achieve common goals. This has included the establishment of carefully thought out practical consortium arrangements between schools, colleges and work based learning providers. In other areas however, even where collaborative dialogue has increased, there has been very little impact.

Typically, such collaboration is limited to the exchange of experiences and discussion of possibilities, or to implementation of limited projects, with the protection of institutional independence remaining the paramount concern.

26. In some areas, 11–19 schools have been reluctant to become involved in the development of an area-wide 14–19 strategy. This is most acute in areas where a competitive ethos remains, particularly over the recruitment to school sixth forms, the maintenance of which some schools regard as an over-riding priority. A number of schools have cited their understanding of the government's five year strategy for children and young people in support of their independent stance. Such a position has hampered developments. In one area, for example:

Much remains to be done to ensure that the implications of adopting the 14–19 strategy, including the learner entitlement, are fully understood and supported by senior managers in institutions. Some colleges and schools have warmly welcomed it. A number, which have already placed considerable emphasis on educational and social inclusion, reflect the principles of the strategy in their current thinking and planning. However, other senior managers, particularly in some schools, remain unwilling to embrace the more collaborative approach which will be necessary to enable the strategy to succeed. The plans and ambitions of these institutions emphasise independence and a competitive approach. This is inhibiting the pooling of expertise and resources for the benefit of all local learners.

27. The IFP has made a significant contribution to collaborative working in Key Stage 4. Its greatest impact has been in the development of closer links between colleges and a number of individual local schools. This has greatly extended the vocational learning opportunities for large numbers of students. Good use has been made of colleges' expertise and facilities as part of this programme, particularly where they hold Centre of Vocational Excellence status. However, IFP has done little to extend the partnerships between schools. Most IFP partnerships are, in effect, an aggregation of a number of bilateral relationships between the college and a school. There is very little sense of a broader partnership with common goals in most areas.
28. There are an increasing number of good collaborative arrangements for sixth form provision between schools or with colleges, often with good joint management arrangements and successful outcomes for learners. More mature consortia have common subject specifications and entry requirements, common timetables, shared student information and have effective transport arrangements to move students between institutions. In consortia where development has been slower, the more difficult issues of collaborative working relating to raising quality and standards, and reducing duplication of provision have not been tackled.

29. The adoption of proper quality assurance arrangements for collaborative provision has been too slow. In too many cases arrangements have been made only after problems have arisen which have an adverse effect on students. The introduction of the IFP was a notable example of this. Where quality assurance frameworks have been drawn up, many have not been fully implemented. However, some partnerships have given this a high priority. They have drawn upon their own best practice to ensure that high standards are set and maintained. For example:

There has been good progress to establish quality assurance frameworks for collaborative post-16 working between schools. The frameworks have been informed by a clear statement of learner entitlement. Good use has been made of management information, such as that on class sizes and value added data, to help managers prioritise areas for action and determine in which school some subjects should be taught. The data is shared openly between most schools. Protocols have been agreed and implemented within collaboratives on issues such as individual target setting with students and entry criteria.

30. Where such arrangements have been introduced they have helped to allay fears of parents and students themselves that taking part in a course outside the home school may result in lower standards.
31. A number of additional costs of collaborative working have been widely identified by participants. These include start up costs, additional costs of delivering some work related courses and the costs of coordination and management of collaborative activities. In some cases the additional short term costs have been recognised by central government through the provision of temporary additional funding streams. However, many institutions are concerned about the sustainability of innovative joint arrangements, once initiative grants such as those for IFP and 14–19 Pathfinders are exhausted. Even in the short term, for schools in difficult financial positions the additional costs involved have greatly limited access for students to opportunities in other schools or colleges. This has contributed to inequalities across an area. In contrast, some sixth form consortia have found that the efficiencies arising from joint provision outweigh the additional management costs.

Access and participation

Key findings

- Schools in many areas have improved the breadth of the curriculum in Key Stage 4, although wide variations between schools remain.
- Joint provision between schools for Key Stage 4 remains rare and there is very limited use of the specialist status of schools within 14–19 strategies.

- ❑ Radical approaches to establishing 14–16 vocational learning centres have been successful in a few areas.
- ❑ Many small sixth forms now work as part of clusters extending the curriculum available; others continue to provide a narrow range of courses.
- ❑ FE colleges have responded well to the need to improve the availability of courses at levels 1 and 2.
- ❑ The extension of work based learning is hindered by the poor understanding of its purpose by teachers and parents, and limited access to good quality provision in some areas.
- ❑ Little concerted action has yet been taken in most areas to make available clear progression routes from 14 to 19 for all young people. Too little analysis of the existing curriculum has been undertaken and many gaps and inequalities remain.
- ❑ Post-16 pathways for many pupils with special needs are poorly developed.

Breadth of provision

32. In the 30 inspections carried out between summer 2003 and spring 2005, the curriculum and its availability to 14–19 learners was outstanding in one area, good in six others and unsatisfactory in eight areas. There is evidence that this situation is improving as collaboration grows and the curriculum is broadened, particularly for those students unlikely to achieve a level 2 qualification by the age of 16. There was a significant improvement during the second year of inspection. Of the 11 inspections carried out between autumn 2004 and spring 2005 the curriculum and configuration of provision were at least satisfactory in all but one area.
33. Many schools have broadened their Key Stage 4 provision to meet better the needs of all pupils. The IFP, new GCSEs in vocational subjects and other vocational courses have made a valuable contribution to this process of diversification. Such courses have made many 14–16 year olds more aware of vocational progression routes. Students have also responded enthusiastically to particular initiatives to enable them to begin some of these courses in Year 9.
34. There remain, however, marked differences in the range of provision offered by different schools within an area. Not all 14–16 year old learners have sufficient opportunities to follow an appropriate range of vocational programmes. A significant minority of schools, particularly those with large numbers of higher achieving pupils, have been slow to broaden their Key Stage 4 curriculum. Where the interest of pupils in vocational learning is growing most rapidly, some colleges lack the capacity to meet the increasing demand for places on specialist IFP courses. This has placed a

stress on some of their other work, including link courses for disaffected or vulnerable young people. In some cases this work has been curtailed.

35. Joint timetabling between schools for Key Stage 4 remains rare and few pupils engage in learning in other secondary schools. However, there is evidence that an increasing number of schools are exploring these possibilities. For example in one 14–19 Pathfinder area:

The first collaboratively planned Key Stage 4 courses were introduced in September 2004. Borough-wide priority periods were created in the timetable for Years 10 and 11 for options and vocational courses. Friday was agreed as the borough day dedicated to work related experience, particularly for students at risk of exclusion. The Pathfinder unit is carrying out a cross-borough 14–19 timetable feasibility study to underpin planning for 2006 onwards.

36. Some areas have adopted a radical approach by establishing a vocational learning centre for 14–16 year olds attached to an existing school or college, to serve the needs of young people from many different schools. There is substantial evidence that such developments have been successful in extending the curriculum, improving the motivation of young people and increasing post-16 participation in learning. They include the following.

'Quinzone' is having a significant impact on the curriculum available to learners aged 14 to 16 in schools. Originally an education action zone, Quinzone is a community of eight primary, secondary and special schools working in collaboration with a college. The Quinzone Centre is located at one of the secondary schools, but provides courses and other services to schools both inside and outside the Quinzone community. A total of 14 secondary schools are currently buying places for learners aged 14 to 16 at the Centre. The centre provides courses in construction, hairdressing and horticulture for young people as well as courses for adults. Better attendance patterns have resulted amongst young people who are taking courses at Quinzone. The centre celebrates young people's achievements through professionally presented displays, including in the Quinzone Art Gallery.

37. In most areas, specialist schools are not making available their specialist expertise or facilities for the benefit of pupils from other secondary schools, as part of 14–19 developments. The opening up of specialist facilities can be limited by the popularity of courses within the host school and limitations on capacity. Few 14–19 strategies have included a planned distribution of school specialisms designed to match the needs and interests of pupils across the area. There are, however, limited examples of the sharing of specialisms by opening up advanced level courses within sixth form consortia. For example:

One school in the city has specialist Performing Arts status. It has a brand new dance studio, specialist drama studio and music room. As well as leading staff development opportunities in this specialism, the school has made post-16 courses in performing arts available to learners from a number of other schools across the city. This is made possible through joint timetabling arrangements and good communications within and between consortia of schools.

38. The government, through proposals in *14-19: Opportunity and excellence; A new specialist system; transforming secondary education*, its *Five year strategy for children and learners* and the White Paper *14-19 education and skills* increasingly expects specialist schools to plan local education provision together, with each school contributing its individual strengths.^{4,5,6} The current requirements for granting specialist status do not emphasise a school's role in 14-19 collaboration. In fact they require only that such schools will work with one other secondary school to share their expertise. If the potential contribution of specialist schools to the extension of opportunities for young people across an area is to be more fully realised, their responsibilities in this respect will need to be clarified. Government proposals for vocational leading specialist schools may contribute to this process.

39. Some innovative approaches have been adopted to extend 14-19 opportunities in rural areas. They include the use of information and communication technology (ICT) networks, carefully tailored travel arrangements and attempts to take specialist learning opportunities to where learners live. The impact of these has not yet been fully evaluated. They include, for example:

In one area, mobile training units for construction, hairdressing and motor vehicle maintenance have been operating in schools since autumn 2004. The mobile units are based for a morning or an afternoon session on a school site and are accessed by pupils from other 'nearby' schools. In addition, as part of an agreed collaborative approach, some college lecturers travel to local training centres that are more accessible to young people than the college itself.

40. There has been a gradual extension of the use of work based learning within Key Stage 4. This has often been successful in motivating and re-engaging young people who had become disaffected and were at risk of disengaging from formal education. Local business education partnerships have often played an important role in arranging regular placements for young people in the workplace. Some placements involve carefully structured learning, with thorough monitoring of learners' progress. Others

⁴ *A new specialist system; transforming secondary education*, DfES, 2003.

⁵ *Five year strategy for children and learners*, (Cm 6272), DfES, 2004.

⁶ White paper: *14-19 Education and Skills* (Cm 6476), 2005.

are not sufficiently well thought out or planned. In one example of good practice which was having a very substantial impact in the area,

An extensive work based learning programme has been introduced in Key Stage 4 which offers a wide range of vocational options and excellent individual support from a key worker. Extensive preliminary assessment and careers guidance from Connexions enables learners to be placed according to their needs and interests. A high proportion of learners from this programme progress to work based learning at age 16.

41. The quality of teaching for the new range of vocational courses in Key Stage 4 has been improving. However, evidence from the IFP programme suggests that it remains less strong than that for Key Stage 4 as a whole. It is best in colleges where good use is made of the industry standard specialist resources and established links with industry. In some schools the teaching is less strong, particularly where teachers have little recent industrial or commercial experience.
42. Young people who are following the traditional academic route through the 14-19 phase are best served by current post-16 provision. Sixth form colleges and many school sixth forms provide a broad range of GCE A level subjects and Advanced Vocational Certificate of Education (AVCE) courses. Increasingly, the small sixth forms which offer a more limited range of courses at advanced level are working in clusters to improve the breadth of curriculum and its cost-effectiveness. However, other sixth forms with limited numbers on GCE A level courses have not fully recognised the need for change, and some continue to offer an expensive and limited GCE A level curriculum.
43. Those young people who have not gained a qualification at level 2 by the age of 16 are least well provided for, but this situation is now improving. Colleges have responded well in addressing a key issue raised by Ofsted's area-wide 16-19 inspections, namely the shortage of entry level courses and vocational courses at levels 1 and 2. Many have worked closely with their local LSC to review the curriculum at these levels and introduce a range of new courses. Some school sixth forms have also been introducing a broader range of vocational courses, both at intermediate and advanced level. Some have worked closely with local FE colleges to ensure that a broad range of vocational pathways are made available to pupils after Year 11, extending this beyond the scope of those offered by sixth form itself. Others have been more reluctant to develop such partnerships. Here the range of post-16 vocational courses offered to pupils is often limited. Where schools and colleges work closely together some real improvements have been achieved. For example:

In one city, in response to the 16-19 area inspection, schools, the college, work-based learning providers and other local partners have

worked successfully to diversify the curriculum. Together, the schools and the college offer more than 50 AS-level and GCE A-level subjects, 12 AVCEs and a growing range of courses from entry level to level 2. The current balance of courses at the college now meets the needs of learners well. It better reflects the high proportion of young people who have not achieved a qualification and those who do not have five or more GCSEs at grades A–C. The numbers in the school sixth forms and the college have increased by over 20% over the last four years, contributing to a significant growth in post-16 participation.*

44. The number of young people progressing into work-based learning at 16 is often low and is limited by several factors. The availability of work-based learning options varies greatly within and between different areas. Such opportunities are rarely planned systematically through a partnership of the LA, LSC and local employers. The reputation of work-based learning has also been adversely affected by too much poor quality provision, although there are indications of some significant improvement. Ironically, in some areas the local LSC's discontinuing of contractual arrangements with poorer providers has led to some more shortages in the supply of training places. In areas where the availability of places is carefully planned the take-up is good. For example:

Young people have access to work-based training in a broad range of areas of learning. There is good mapping of learners' and employers' needs against labour market trends. Participation rates in work-based learning are high, and high proportions have employed status. Due to the growing demand from young people to follow a work-based route there are now pressures on placements for apprenticeships.

45. In some areas the needs of those learners who are the most vulnerable, or are at greatest risk of withdrawing from learning, have been given a very high priority. The concerted efforts of many partners working together to improve the opportunities for these young people have produced notable successes. For example:

The promotion of social and educational inclusion lies at the heart of the partners' 14–19 programme. A main early objective has been to ensure that as many as possible of the pupils aged 14 to 16 who are vulnerable, disaffected or demotivated have opportunities to learn which are relevant to their needs and interest. The extension of work-related learning opportunities, an entry to employment (E2E) programme with 700 participants, the development of a diverse personalised curriculum at the pupil referral unit and the inclusion of young people with special needs in the collegiate programme reflects this priority in practice.

A full time alternative curriculum programme, NewSteps, has been developed under the banner of a Young People's College for students in Years 10 and 11. A prospectus setting out the curriculum is distributed to

all schools. The programme uses an accredited framework developed by the local FE college, designed to provide appropriate modularised learning from entry level to level 2, with built-in progression and integrated key skills. The LA Gatekeeping Panel receives referrals for the programme from schools and manages transfers to the alternative provision.

46. Many LAs have reviewed how they approach their responsibilities for looked after children and young people in the light of 14–19 developments. A variety of different strategies have been adopted, with increasing emphasis placed not only on raising the attainment of such children by the age of 16, but ensuring that they continue to participate in learning. For example in one area:

There is a 'virtual school' for looked after children which provides a framework for the necessary data collection and analysis, prioritisation and resource allocation. The progress of these children is carefully monitored no matter which school they attend. Individual learning plans are drawn up for all looked after children at age 14 and these are carefully monitored through the 14–19 phase.

Development of clear progression routes

47. Many areas have now carried out some form of 14–19 curriculum audit or mapping. For some LAs and local LSCs this has provided a clear view of where learners' needs are being met well and weaknesses that require attention. For many the exercise has been less thorough and consequently the outcomes are of less value. Often there are gaps in the data collected, such as insufficient detailed information about duplication of post-16 provision, partial information on the breadth of vocational and work-related learning available in schools, or on the opportunities for young people with special educational needs. For example:

Development of the 14 to 19 strategy has been hindered by incomplete information. Much of that which is currently collected refers only to the range of courses which schools and colleges intend to make available rather than detailed data on current patterns of study. Some data on the progression and attainment of young people through the 14–19 phase is also not readily available. This has limited the monitoring of retention rates within school sixth forms and patterns of student movement between providers at age 17.

48. Some partners have found it helpful to incorporate a regular 14–19 curriculum review into the planning cycles of the local LSC and LA. For example:

An audit of curriculum provision is carried out annually. This plots progression through different pathways in each of the four different

areas of the authority for students aged 14–19. This clearly identifies where provision has been expanded, for example the range of alternative provision at Key Stage 4. It also identifies unequal curriculum and progression opportunities in different parts of the city. This information is shared and discussed at meetings of city and area boards, to enable them to plan for the implementation of the curriculum entitlement to be in place by September 2006.

49. However such thorough approaches remain the exception. There has been little systematic attempt by most LAs and local LSCs to develop coherent progression routes 14–19 for all young people. Encouragingly, there has been greater dialogue between schools and colleges involved in the IFP to ensure that courses offered within the programme have clearly identified progression routes. However this approach is not broadly adopted by schools and colleges for the whole range of courses they offer. Consequently there remain widespread inequalities in access to clear learning pathways through to 19. In many areas there are gaps, particularly in the availability of post-16 vocational courses or work based training in specific occupations; or there is poor access to such courses for learners because of where they live.
50. The post-16 pathways for many young people with special needs are poorly developed and are not properly coordinated or planned. The shortcomings are most acute for those with profound or multiple learning difficulties in special schools, and those with emotional, social or behavioural difficulties. Many special schools provide expert support and high quality learning programmes for pupils with severe and complex learning difficulties up to the age of 16 or 19. However, the arrangements for the design and provision of an appropriate individual learning programme which will continue to enable these young people to maximise their full potential are random and often unsatisfactory. In most areas there is insufficient coordination of the programmes offered in special schools and local colleges. Too much is left to the initiative and perseverance of individual staff. Some colleges respond well and match provision to individual needs, but others do not.
51. There have been some encouraging examples of closer working with employers in specific skill sectors through individual initiatives to develop more effective pathways of progression. For example, in one 14–19 Pathfinder area a pilot project has been implemented in construction:

The LA has developed a progression matrix for education and training routes in the sector, which identifies a variety of progression routes from entry level through to level 4 that can be accessed at different ages. It sets out the current provision and its location and new innovative provision, developed with employers. The construction pilot is now offering improved progression pathways for local students. A group of 15 year old students currently involved in the pilot were all planning to

continue in full time education post-16 or enter relevant employment with training. The group included pupils with a broad range of ability, including a student planning to be an architect. Students made decisions to embark upon this pathway as part of their choices for Key Stage 4.

Support and guidance

Key findings

- ❑ Most young people are provided with good personal support within their home institution.
 - ❑ There is insufficient thorough, impartial advice and guidance to inform young people's decisions at key transition points.
 - ❑ Young people's understanding of the whole range of qualifications and settings for study post-16 is often very limited.
 - ❑ Good progress has been made in developing flexible individual learning plans (ILPs) for use through the 14–19 phase, but their use is at an early stage.
 - ❑ There are many useful initiatives to develop a local prospectus of post-16 learning opportunities.
 - ❑ Information about learners and their needs is not shared sufficiently between learning providers, especially in collaborative provision.
 - ❑ Connexions personal advisers are providing effective support to the most vulnerable young people to help them remain in learning or move to employment.
52. The quality of support and guidance for 14–19 year olds is satisfactory overall. Of the 30 area inspections undertaken between summer 2003 and spring 2005 support and guidance was good in 10 areas and unsatisfactory in only one. Most schools, colleges and work-based providers now have well-established and effective approaches to the provision of personal support for their own learners. However, as new approaches to the 14 to 19 curriculum have been adopted, the support and guidance provided for learners moving between institutions has assumed greater importance. Much remains to be done in supporting students who learn outside their home institution, and in enabling them to make well informed choices at points of transition. Most strategies of LAs, local LSCs and Connexions partnerships do not place sufficient emphasis on the need to provide information, advice and guidance for **all** young people on the full range of courses available. Nor do they clearly demonstrate how this might be achieved.

Review and guidance to support transition

53. Current arrangements for guidance around the end of Key Stage 3 fail to ensure that all young people are properly supported to make good choices about pathways of study from 14 to 19. This is inhibiting the proper

implementation of important aspects of the National Framework 11–19 for careers education and guidance. Young people's ability to 'make realistic and informed choices of options post-14', is not currently well developed.⁷

54. The information and guidance at age 14 provided by school staff is often incomplete. It takes little account of learning opportunities and pathways up to 19. It is limited by a lack of understanding by staff involved in careers education and guidance of the range of vocational qualifications and progression paths, including work based learning and E2E. Most schools have not yet begun to carry out the thorough reviews at the end of Key Stage 3 envisaged in *14–19: Opportunity and excellence*.
55. Some good progress has been made in 14–19 Pathfinder projects in developing the use of ILPs to support progression from 14-19. These Pathfinders have generally focused on two elements. First, in acknowledging the existing weaknesses, they have taken steps to improve the information, advice and guidance available from Year 9 onwards. Second, a number of areas have developed and begun to test an electronic ILP, available online, embracing the whole 14–19 phase. This enables young people to record and access the plan easily, and to update it at regular intervals as they move through the phase. The use of such ILPs is at an early stage even in the Pathfinder areas, but they are starting to play an important part in 14–19 developments. In one area, for example:

The development of an online ILP plays an important part in the LEA's strategy for personalised learning. The ILP is in use in some parts of the city from Year 8 and has been well received by young people. It takes the form of a sophisticated document which may be easily updated, with different prompts for each year. It works best where all young people have an individual interview with a guidance professional before it is drawn up.

56. Many areas fail to provide young people with impartial guidance or sufficient information on post-16 opportunities. Again this is failing to match up to the standard set in the National Framework for careers education and guidance, that young people should 'understand the qualifications available post-16 and the similarities and differences between sixth form, further education and work based training'. Many young people make their post-16 choices based on incomplete information. They are confused by the complexity of available routes and as a result some students opt out of further study.
57. Where there is little competition for post-16 students, the arrangements made between schools, colleges and the Connexions service are often well established and serve young people well. However, in other areas there

⁷ *Careers education and guidance in England* (DfES/0163/2003), DfES, 2003.

are many examples of schools with sixth forms restricting the flow of information about opportunities at other schools and colleges. There is also evidence of young people in some areas being recruited into sixth forms onto inappropriate learning programmes, often without a full understanding of the range of courses available locally, or of the nature of programmes at advanced level other than GCE AS and A level.

58. Most Connexions personal advisers are only substantially involved in individual guidance at points of transition for pupils who fall within their 'targeted' category. Where they are involved, this is felt by pupils and schools to make a valuable contribution in supporting initiatives such as ILPs. Other pupils may request a Connexions interview and a number do so. However, the resources allocated to Connexions work within schools do not permit much individual pupil contact beyond that for the targeted group. This has resulted in some serious inequalities in access for pupils to impartial careers advice.

Information on post-16 opportunities

59. A number of collaborative initiatives are improving the quality and availability of information on post-16 opportunities. They help young people and their parents to make clear comparisons and well-informed choices between options. Approaches include the development of an area wide post-16 website; a web-based application process covering groups of institutions; and the production of a course compendium, available through Connexions local centres and through schools and colleges. There is also a new impetus for local 'post-16 fairs'. In one area:

As part of the 14–19 Pathfinder initiative, a CD-ROM has been produced by the local Connexions partnership to inform young people and teachers about the full range of learning options available post-16. It is distributed to all young people through careers conventions and options evenings. The CD-ROM has contributed to the partners' aim of ensuring that young people have a broader understanding of opportunities available across the area. Many school staff have also found it useful in updating their own knowledge.

60. Work-based learning is often poorly promoted to young people in schools. It is seen by many teachers and pupils themselves as an option mainly for the less able or as a last resort. Many local LSCs, together with Connexions partnerships, have included the better promotion of work-based learning as a key priority to increase participation. This has been hindered by the variable quality and availability of provision in some areas. However, there are numerous local initiatives which are beginning to have a positive impact. For example:

A well developed training providers' network, with a full time coordinator, has successfully raised the profile of work-based learning. It has

provided schools with a single point of contact on issues related to work based learning. This has enabled the learning needs of individual students to be carefully matched with opportunities available. It has also been used well to increase the understanding of both students and staff of what work-based learning can offer.

Support for those in greatest need

61. There is insufficient sharing of key information between learning providers at points of transition, or where learning is taking place outside the home institution. Schools, colleges and work-based learning providers do not routinely have access to learners' records of achievement, additional support received or current support needs, or to other information that would be helpful in determining a suitable learning programme. This has been a real weakness in some IFP partnerships.
62. Some learners who move between providers have been subject to repeated diagnostic testing for literacy and numeracy; others have had acute support needs which were not being met and their prospects of success were undermined. For some students, tutors who did not know them well enough had inappropriate expectations of their achievement. Protocols for the sharing of such information are now being developed and implemented by many partnerships. Some Connexions partnerships have also developed protocols to support the sharing of data between agencies on young people receiving or requiring support.
63. Many vulnerable young people, including those who are disaffected or reluctant learners, are being well supported to remain in learning through the work of Connexions personal advisers. The service has contributed strongly to reducing the number who after the age of 16 are not in education, employment or training. A thorough assessment of their support needs and close working between Connexions and other agencies often contribute to the effectiveness of this support. Specialist personal advisers are generally assigned by Connexions to support the transition of pupils with special needs. Where there is continuity of staffing in these arrangements they often work well and are highly valued by schools, young people and their parents. For example, in one area:

Connexions have a specialist team of personal advisers working with pupils with SEN. They work very closely with schools and the college of FE. In one school for students with emotional and behavioural difficulties, there are good arrangements for the students to sample vocational activities at the local college during Years 10 and 11. In Year 12, Connexions records of support are transferred to the college personal adviser when young people join college courses. The school is provided with some funding through the 14–19 Pathfinder to enable school staff to offer continuing support for these students. Students, school staff and

the Connexions service feel that this works very well in enabling the young people to settle into their new environment.

Notes

In its publication, *14-19: Opportunity and excellence* in January 2003 the government outlined its vision for a coherent 14-19 phase of education and training in which:

- all young people can choose from of a wide range of subject and skills from age 14
- they can develop their own mix based on their individual interests and aspirations
- they can easily see how their studies will lead to further education and employment
- all young people can develop essential skills for life and work
- those with special needs or in difficult circumstances are well supported
- regardless of where they learn, young people have access to different types of provision, centres of excellence and other relevant expertise
- schools and colleges are working in partnership to meet the needs of all learners.

A three year programme of 14-19 Pathfinders was established to test various elements of this policy in practice, develop examples of good practice and identify any barriers to a coherent 14-19 phase. Twenty-five projects began in the first year of the programme, and a further 14 began in the second phase. An evaluation by the Universities of Leeds and Exeter of the first year of the Phase One Pathfinders was published in January 2004, and the University of Leeds' evaluation of the second year of the programme, covering Phase One and Phase Two Pathfinders, was published in May 2005. The University of Exeter's report on *Equality and Pathfinders* was published by the Equal Opportunities Commission in June 2005.

The Learning and Skills Council is now well advanced in implementing its *Success for all* strategy designed to 'transform quality and responsiveness across the learning and skills sector'. The strategy includes a programme of Strategic Area Reviews (StARs) in each LSC area. It was designed to develop local strategic plans by March 2005, and establish an appropriate pattern of learning and skills by March 2006. StARs have taken account of the government's policy priority of 14-19 learning.

The Increased Flexibility Programme for 14-16 year olds was introduced in September 2002 to create enhanced vocational and work related learning opportunities. It has led to the creation of 289 partnerships between schools,

FE colleges, training providers and other agencies. An evaluation of the programme was published by Ofsted in May 2005.⁸

Changes have been introduced to the National Curriculum at Key Stage 4 to add greater flexibility. From September 2004 English, mathematics, science and ICT continued to be compulsory, and all students are taught citizenship, PE, RE, careers education and sex education. Schools are no longer required to teach modern foreign languages and design and technology to all students. However, all students have an **entitlement** to take an arts subject, a modern foreign language, a humanities subject and design and technology if they so wish. There is also a new requirement for work-related learning to be provided for all pupils.

The purpose of this survey was to evaluate the progress made so far in developing a coherent 14–19 phase of education and training, to identify the most important issues enhancing or impeding it, provide examples of good practice in addressing these issues, and highlight where difficulties remain which may require further action by providers, strategic partners (LAs and local LSCs) or others.

For the survey, Her Majesty's Inspectors (HMI) analysed the outcomes of the 30 area-wide 14–19 inspections carried out between summer 2003 and spring 2005. In addition, they considered the outcomes from a range of other relevant Ofsted inspections including recent inspections of secondary schools, Connexions, local education authorities and of FE and sixth form colleges. In addition, from autumn 2004 to spring 2005 HMI carried out eight visits to local areas to follow up particular aspects of 14–19 development. Case studies included in this report are drawn from around half the 14–19 inspections and additional visits. Questionnaires and interviews with young people and careers advisers provided further evidence on issues relating to transition at age 16.

Further information

Ofsted

Increased flexibility programme at Key Stage 4 (HMI 2361), Ofsted, May 2005.

www.ofsted.gov.uk

Learning and Skills Council

Strategic Area Reviews (StARs)

www.lsc.gov.uk

Success for all: reforming further education and training, November 2002

www.successforall.gov.uk/index.cfm?pg=38

DfES

14–19 Gateway

www.14-19reform.gov.uk

⁸ *Increased flexibility programme at Key Stage 4* (HMI 2361), Ofsted, 2005.

14–19 Pathfinders

www.dfes.gov.uk/14-19/index.cfm?sid=8

Five year strategy for children and young learners

www.dfes.gov.uk/publications/5yearstrategy/