

November 2002

Bradford Metropolitan District

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Area-wide Inspection of all 16-19 Education and Training Provision

# Action Plan



Learning+Skills Council  
West Yorkshire



# Overview

## Bradford Metropolitan District Area-wide Inspection of all 16-19 Education and Training Provision Action Plan

This Action Plan has been produced through the collaborative efforts of all partners involved in learning within Bradford Metropolitan District. It was submitted to the Department for Education and Skills at the beginning of September 2002, and approval was received from Ivan Lewis, Parliamentary Under-Secretary of State for Adult Learning and Skills, on 6th November 2002.

In his response letter Mr Lewis stated he was "encouraged by the enthusiasm that the partners in Bradford have demonstrated in pulling the plan together". He acknowledged that "there is clearly a will in the area to improve the quality and accessibility of 14-19 learning in the borough" and that he "looks forward to seeing the actions develop into impact for the learners of Bradford" and offered "support and encouragement in driving forward implementation".

Within the letter of approval were a number of areas where the Minister requested regular updates or additional information. These were; the proposed Federations of Providers; targets and performance indicators and availability of entry level provision for young people who had not achieved well at key stage 4, including literacy, numeracy and language provision.

The partners within Bradford Metropolitan District and the Minister recognise there is still much work to be done to make a reality of the vision. This will be achieved through our continued commitment to collaborative working in order to ensure that young people of Bradford Metropolitan District have access to a range of high quality learning opportunities.



**Learning+Skills Council**  
West Yorkshire

# > Foreword

The Government White Paper *Learning to Succeed – A New Framework for Post-16 Learning (June 1999)* sets out the arrangements for area-wide inspections of all 16-19 education and training provision. In January 2002, the Office for Standards in Education (OfSTED) and the Adult Learning Inspectorate (ALI) carried out an area-wide inspection in Bradford Metropolitan District.

The Area Inspection Report raised a number of issues for attention. This Action Plan addresses all of them.

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In addition, there are several existing plans and reports that raise further issues that need to be addressed locally. Amongst others, the recent Green Paper on 14-19 education and learning; the Cantle Report's recommendations on citizenship education; and the comments on social cohesion from the Ouseley Report '*Community Pride Not Prejudice*' have all informed the work that has led to this Action Plan.

Whilst the Area Inspection had as its focus 16 – 19 education, the opportunity has been taken to consider and plan for 14 –19 education, training and learning. This is in line with current thinking at national, regional and local levels. Due regard has been taken of the strategic plans within the district and a reference to the most relevant can be found in Appendix 3 on page 64. National and Regional Strategic Plans that have local impact have also been considered.

Overall, this Action Plan has taken the findings from the Area Inspection and combined them with other issues that have been raised for local attention. The Action Plan recognises that whilst much has been achieved before and since the Inspection Report, more is needed to bring about the step changes required to

improve participation, retention and achievement to levels of which we can be proud. Such a step change will require ongoing collaboration and commitment to action from all partners involved in the planning and provision of 14 to 19 education, training and learning within Bradford Metropolitan District. It is recognised that a fundamental and radical review of provision is required, leading to the consideration of strategic options for reconfiguration. This Action Plan is based in part on the preparatory work already undertaken for reconfiguration, and contains specific actions that relate to it.

The Action Plan also recognises the important part that learning opportunities for young people between 14 and 19 can play in social cohesion, and this is a recurrent theme that is woven in to the strategic objectives and actions that result.

As the partners who have collaborated to produce this Action Plan we commit ourselves to work together to deliver the improvements in the structure, management, provision and delivery of 14-19 education, training and learning that the people of Bradford Metropolitan District deserve.

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# > 1 Introduction

## 1.1 Overview

The Area Inspection Report, published in May 2002, has provided a snapshot of 16-19 provision as it was in Bradford Metropolitan District in the spring of 2002. The Inspection, the subsequent report and the production and delivery of this 14 to 19 Action Plan has given the ideal opportunity to undertake a radical review of education, training and learning as it exists within the district.

The context for the plan, its development and its structure are highlighted here, with greater detail being provided in the relative Appendices, beginning on page 45.

## 1.2 Context

The context for this Action Plan is shaped by local demographics; the economic characteristics of Bradford Metropolitan District; and the current structures that exist to plan, provide and support 14-19 learning provision across the district.

The district is one of the largest metropolitan districts in the country, with a diverse population and geography. It contains extremes of deprivation and poverty; inner city conurbation and

rural hinterland; and a mix of traditional and non-traditional industry sectors.

The district benefits from a wide range of 14-19 learning provision, including a university; three FE colleges; 28 secondary schools with current or planned sixth forms; seven special schools; and 27 providers of work-based learning.

A full review of the context for this Action Plan can be found in Appendix 1 on page 45.

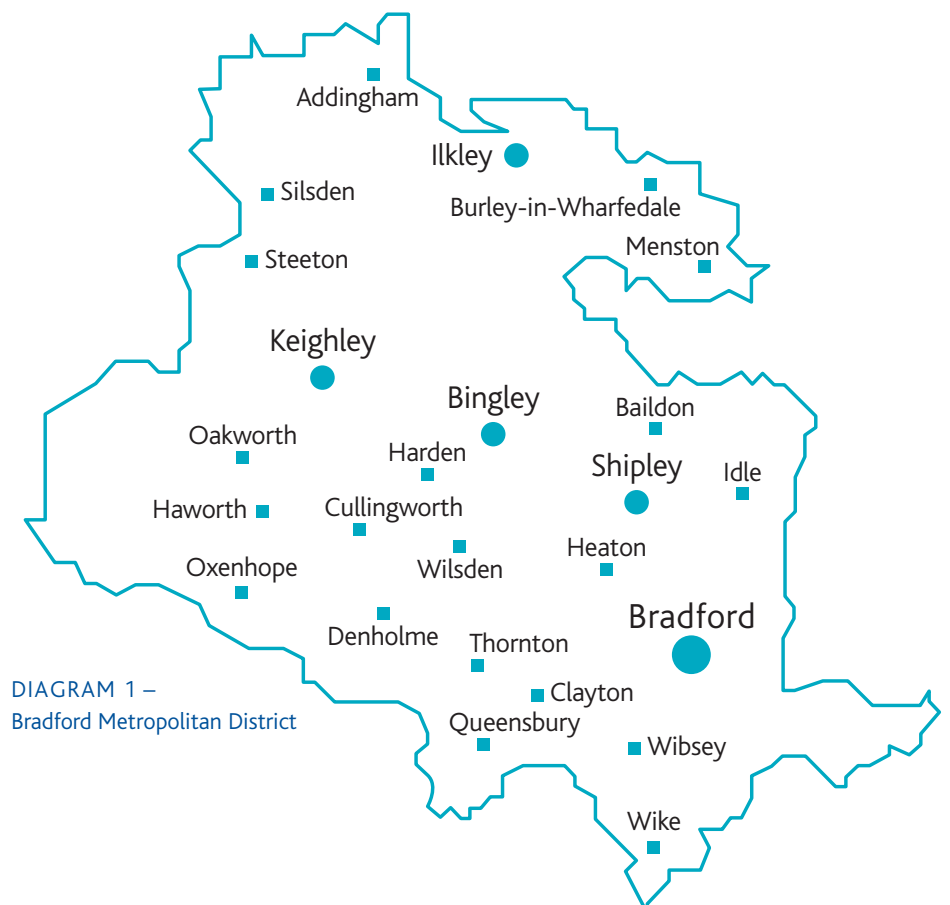


DIAGRAM 1 –  
Bradford Metropolitan District

## 1.3 Development of the Action Plan

At the heart of the development of this plan has been the recognised need for a systematic and fundamental review of provision. The development of this plan has brought together the knowledge and experience of established partners and providers within the district, with the relatively new presence of the Learning and Skills Council for West Yorkshire (LSC); the equally new Education Bradford, the public-private partnership established following an inspection of the Local Education Authority (LEA) in 2000; the Education Policy Partnership (EPP), the stakeholder body which is a key element of the public private partnership; and the developing Connexions West Yorkshire. A full list of those involved in the development of this Action Plan is provided in Appendix 2 on page 51.

Prior to the Area Wide Inspection a Strategy Group was convened by the Learning and Skills Council for West Yorkshire. This group has continued to meet on a regular basis and has been responsible for agreeing the vision, strategic objectives, aims and framework for this Action Plan.

Although there had previously been a history of partnership working by some members of this group, the development of this action plan has had a significant impact on the relationships and level of joint working within Bradford Metropolitan District. Agreement was reached by representatives of all providers of learning in the early stages of developing this plan that the needs of the learner must be paramount. Regular meetings between senior managers of LSC West Yorkshire, Bradford LEA, and Education Bradford have been held to discuss the development and impact of actions within this plan, particularly relating to Federations and the Centre for Excellence. To emphasise this collaboration a joint presentation by LSC West Yorkshire, Bradford LEA and Education Bradford was made to the Education Policy Partnership on proposals included in this plan.

In line with the recognition that the needs of young people are central to improving the delivery of learning better relationships have been forged and increased levels of joint work planned between providers of learning, perhaps the most significant being that between Secondary Schools and the Work Based Learning Provider Network.

The Strategy Group recommended the formation of a Writing Task Group. Members of the Writing Task Group were responsible for developing the drafts of the Action Plan for approval by the Strategy Group.

In addition, Senior Officers from LSC West Yorkshire, Bradford LEA and Education Bradford arranged to meet on a regular basis to work collaboratively to agree the fundamental changes to learning provision that form the basis of this Action Plan. This group, with the Chief Executive of Connexions West Yorkshire, the chair of the Local Learning Partnership and other partners will now form the basis of the new Strategic Planning Group (SPG) for 14-19 education, training and learning in Bradford Metropolitan District (see 4.1.1). Senior representatives of the Learning and Skills Council for West Yorkshire and Education Bradford will continue to meet and form the Strategic Planning Executive (SPE).

All those involved, and their respective constituencies, have agreed in principle to the outline frameworks for reconfiguration, and have stated their commitment to individual action and responsibility. Whilst the Plan reflects the actions still necessary to complete the reconfiguration, the strategic options have been agreed by the Strategy Group and will now be the subject of further consultation.

In addition, full and proper consideration has been given to issues that have arisen from other plans and reports. In particular, partners and commentators within Bradford Metropolitan District have long identified the need for improved social cohesion. The Action Plan integrates this need as a theme that cuts across the more specific objectives and actions. Workshops and meetings have been held involving representatives from all key organisations and stakeholders within Bradford Metropolitan District to ensure that the Action Plan reflects the current and planned activity across the district and draws upon the available expertise of all individuals.

Furthermore, a workshop has been held with representatives of organisations who have a key role to play in the development of provision for young people with Special Needs to ensure that the developments set out in the Action Plan are inclusive and cater for their current and future needs. The fundamental review of provision will need to take into account the specific needs of these young people; the current full SEN review being carried out by Education Bradford; and the Young Person's Entitlement.

## 1.4 Structure of the Action Plan

A **strategic vision** sets out the changes we want to see in 14-19 learning provision in Bradford Metropolitan District during the 5 year life of this action plan.

The **issues** that have arisen from the Area Inspection, from other reports and from National, Regional and local plans have been grouped together. This has given us four **strategic aims**.

These four strategic aims are summarised under the thematic headings of **Planning, Management and Coordination; Participation; Retention and Achievement; and Social Cohesion**.

Each aim is broken down into a number of **strategic objectives**. With each set of strategic objectives there are a number of **actions**, listed in priority order **within the action plan matrix**.

Each action has a *job title, named individual and organisational responsibility; milestones and timescales; resources* required; a defined *monitoring* responsibility; and a cross-reference to *other plans* already in existence (or nearing completion) and to the *issues* identified in the Area Inspection Report.

We have identified **Social Cohesion** as one of the strategic aims, and recognise that the actions to meet such an aim are inextricably linked to the other aims. Therefore, the objectives and resulting actions that relate to Social Cohesion are integrated with the actions that relate to each of the other groups of strategic objectives. In addition, it is recognised that whilst learning makes a fundamental contribution to social cohesion, it is not the only solution to the current problems faced by young people and their families within Bradford Metropolitan District. The structure of the Action Plan is illustrated in Diagram 2, below.

Prior to the detailed matrix of actions, a **summary of targets** is provided, and this is followed by a summary of the **progress** that has been made since the Inspection took place. The Appendices give more detail on certain key elements of the plan and the work that has been done in the District before, during and after Inspection.

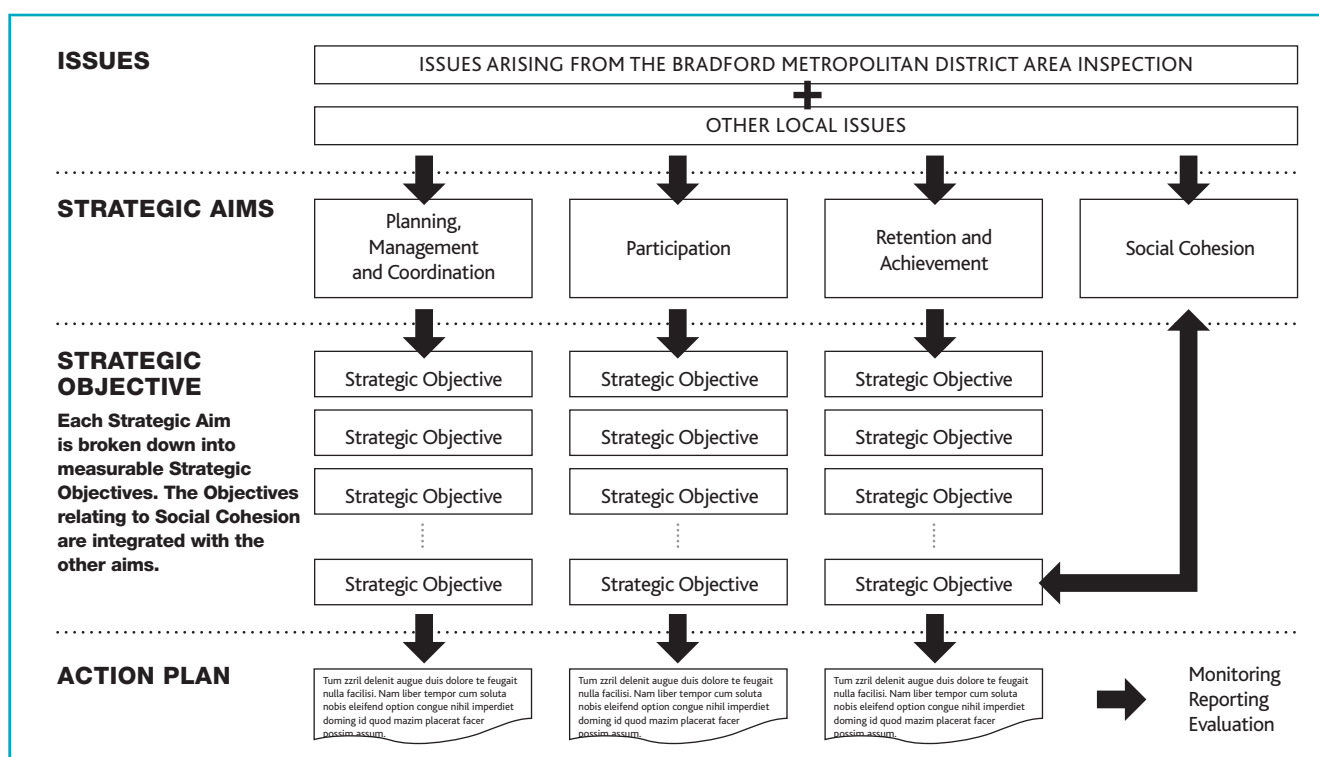


DIAGRAM 2 –  
Structure of the Action Plan



## 1.5 Monitoring, Reporting and Evaluation

The Action Plan matrix beginning on page 22, and supporting sections, detail the processes for monitoring, reporting and evaluation. Each action has an allocated and specific responsibility for monitoring progress. The objectives against each aim are specific and measurable, and therefore the monitoring process will take due account of this detail. In addition, for each strategic aim, the impact on the learner is considered, and specific actions relate to the collection of evidence that can demonstrate positive effect.

It is recognised that an agreed and comprehensive monitoring and evaluation strategy will be crucial to monitor progress and establish the difference this Action Plan is making to young people, their lives and the communities in Bradford Metropolitan District. It is important also that the strategy considers how the expected improvements of learning participation and achievement impact on the social cohesion agenda, and on the local and regional economy and employment.

Central to the monitoring and evaluation strategy will be establishing input and ownership of the strategy from key stakeholders. An early action in the Action Plan is to develop and agree this strategy and to ensure that young people's interests are at the heart of the strategy.

It is important to establish data and information needs. Definitions, processes and timescales for collecting data and information need to be agreed. The strategy must be established on the basis of collecting the same data and information once and using the data many times. Data protection issues will need to be considered and solutions found to enable the sharing of information in order to support the progress of all young people.

One of the first actions included in the Action Plan is work commissioned to establish data needs and definitions; provide baselines; and allow the setting of targets and data collection arrangements for the Action Plan. This work will also contribute to the setting of equality and diversity impact measures that will form an important part of the monitoring of this plan, particularly in relation to Social Cohesion.

The new Strategic Planning Group for 14-19 education, training and learning in Bradford Metropolitan District will ensure the monitoring and evaluation strategy is developed and implemented. Although this will be a priority once the Action Plan is agreed, it will be necessary to establish an interim monitoring arrangement until the strategy is developed.

Progress on implementing the Action Plan will be coordinated by the Area Inspection Manager employed by the LSC. The information will be collected from those named as responsible for the actions in the plan. A report will be presented to the new Strategic Planning Group. The Group will then agree the final report to be submitted by the local LSC to the LSC National Office who in turn will provide an update for the Government Minister.

Two interim progress reports and an Annual Report will be produced each year. The Action Plan will be reviewed at least once each year and updated to reflect any necessary changes.

Arrangements will be put in place to ensure young people; parents, guardians and carers; communities; employers and partners provide regular feedback on, and are informed of, progress of the action plan. This will be achieved in a number of ways including: Annual Stakeholder Survey; Learner Feedback; Youth Parliament; Connexions Young People's Forum and the consultation mechanisms set up as specific actions within the plan.

Following the success of the Focus Groups held with young people during the consultation on the draft Action Plan it is intended to continue such groups to enable the SPG to monitor and gain feedback on the impact that the Action Plan is having on the end user.

The new Strategic Planning Group will ensure that the monitoring and evaluation work on this Action Plan and any subsequent changes are reflected in other relevant plans in the Bradford Metropolitan District.

## > 2 Vision

All 14 to 19 year olds in Bradford Metropolitan District are able to participate in and enjoy the highest quality education, training and learning opportunities. Whatever their age, ability and individual need, these young people can readily access a wide range of stimulating learning opportunities; they are supported to achieve; and they are prepared for the next stage of their own development. As a result, all our communities reap the social and economic benefits that this learning has brought to the district.

To achieve this vision we must devise and implement a strategy that secures a dramatic improvement in the number of young people who take part in learning. We must encourage them to stay in learning for longer, enable them to achieve more qualifications, encourage personal development and ensure that there are clear and coherent routes to further learning and employment.

The needs of the learner are paramount; institutional interests are not. The young people must be offered a range of appropriate learning options – they must have choice, based on sound and impartial information, advice and guidance.

This is a five-year action plan. Within that timescale young people, their parents or guardians, employers and the wider community will influence and be involved in taking this plan forward and be able to recognise the step change that will take place. This plan must not just meet their needs but exceed their expectations.

Our shared vision is for all the young people of Bradford Metropolitan District. It is not acceptable that there are differing rates of participation, retention, achievement and progression across the communities. Learning should be a means by which 'community' in all its guises is explored, valued and celebrated. We are clear that the development and implementation of this action plan must contribute to greater economic success and improved social cohesion and not reinforce some existing divisions and entrenched positions.

# > 3 Issues Arising from the Area Inspection

The Report identified a number of issues that should be addressed in the strategic planning of 14-19 education and training across the district. The report details 23 separate issues for attention, grouped under six broad headings. These are reproduced on page 14 where they are linked to our Strategic Aims and Objectives.

The list of issues captures most of what needs to be addressed within Bradford Metropolitan District. It is used as a basis to draw up the strategic objectives and associated actions found in the detail of the Action Plan (see page 22). Learning issues that have been identified through other planning cycles, consultations and reviews within the district are effectively covered in the list. However, three key areas for attention that are implicit within the list (and within the Inspection Report as a whole) must be given greater prominence. Those are **a fundamental and radical review of provision, strategic planning and collaboration, and social cohesion.**

## 3.1 A Fundamental and Radical Review of Provision

At the heart of realising the vision for Bradford Metropolitan District is a far-reaching, inclusive and radical review of provision. As part of the collaborative process that has led to the production of this plan there has been an agreement from all partners to a framework that will lead to the reconfiguration of the strategic planning, process and provision of learning in the district. The drawing up of the actions needed to achieve the strategic objectives has led to some common strands for the reconfiguration. Each strand is described in more detail in Appendices beginning on page 45. A brief summary of each strand is provided here. Partners understand that the review of provision will take place across and within proposed 'federations of providers' (see opposite), with a potential need for new sites and/or centres of provision, new institutions or changes to existing institutions which enable the young person's entitlement (see opposite) to be met in full.

## 3.2 Strategic Planning and Collaboration

The newly formed **Strategic Planning Group** will drive forward the necessary step changes required to deliver the Vision in this plan. This group will include senior representatives from the Learning and Skills Council for West Yorkshire, Bradford LEA, Education Bradford, Connexions West Yorkshire, the local Learning Partnership and other partners. A clear planning and management structure for 14 to 19 provision, led by a new Strategic Planning Group (SPG), is essential to improve access, achievement and progression and to guarantee quality. Partners are committed to:

- > providing a **Young Person's Entitlement to Learning** that clearly sets out what 14-19 year old learners can expect as a right from education and training providers, and the responsibilities that they will have in return;
- > cost-effective and quality assured **Federations of Providers** that provide a wide range of high quality 14-19 learning opportunities, covering a full breadth and depth of provision within easily accessible geographically defined areas;
- > a **Centre for Learning Excellence** that facilitates radical, innovative and collaborative approaches to all sectors of learning, monitors progress and links federations to share best practice. It will embrace leadership, teaching, training, learning and learning support and guidance as well as contributing to the quality assurance of the provision across the district;

- > a **Higher Education Progression Strategy** that seeks to unite existing initiatives, to build new routes and to influence the nature and type of HE provision. The strategy will be developed during the period to March 2003 as part of the preparation for the HEFCE / LSC initiative 'Partnerships for Progression'.

These commitments are made with full knowledge of, and are linked coherently at a strategic level to other plans and initiatives already developing within Bradford Metropolitan District. All of these will be considered fully as part of the planned fundamental review of provision. They include:

- > Bradford College and the University of Bradford have undertaken to pursue actively a detailed investigation of a potential merger. The Learning and Skills Council for West Yorkshire and the Higher Education Funding Council of England are currently considering outline proposals. The college and the university have recently conducted an evaluation of the effectiveness of different organisational relationships in the delivery of a joint academic strategy for delivering further education and higher education in Bradford. This strategy targets significant improvements in the participation of people of all ages in education and training and in their rates of achievement and progression into further study and employment. The evaluation has demonstrated clearly that a merger provides the best organisational framework for achieving these objectives. Young people in the age range 16-19 years are one of the groups given particular emphasis in the academic strategy and the two institutions expect to make a substantial contribution to the development of practice, performance and participation in relation to this age range. The institutions are currently examining some of the key operational factors which require consideration. They expect to report to the College Corporation and the University Council at the end of October 2002 so that these bodies can reach a final decision on merger. Any decision will be fed into the fundamental review of provision.
- > Proposals from Bradford LEA and Education Bradford for a City Academy, extended schools, special school strategy and specialist schools. These developments will impact on any final reconfiguration and will form an integral part of the Action Plan implementation.
- > Bradford Metropolitan District Council is preparing a major PFI proposal for its schools, to be submitted to DfES in early 2003. A capacity building proposal has already been approved. The detailed planning within the PFI proposal is in its early stages. Addressing the capital implications for schools of the 14 to 19 Area Inspection Action Plan is a strategic priority within the Council's Education Asset Management Plan, which is to be mainly delivered through PFI or other substantial additional capital funding.

### 3.3 Social Cohesion

The Action Plan will only form one part of a much wider approach to improved social cohesion within Bradford Metropolitan District. There is a need to work closely with other organisations, particularly Bradford Vision, the local Strategic Partnership, which has recently supported the draft Community Cohesion Strategy published by the Local Authority.

Links with young people will be extremely important and arrangements will be put in place to ensure young people from the diverse communities of Bradford Metropolitan District have the opportunity to influence developments. Links will be established with beneficiaries of learning through existing networks such as those established through Connexions, Youth Service and providers of Learning. The Youth Parliament, which is holding its first elections in September 2002, will also have an important role to play.

In order to improve the current levels of participation, retention and attainment, and to ensure a coherent approach, working relationships will be developed further with other agencies that are currently engaged with communities and young people such as Bradford Vision, local Learning Partnerships, Connexions West Yorkshire, the Youth Service, Probation Service, West Yorkshire Police and regeneration partnerships.

Examples of good practice can already be found within the current educational system. There has been the merger of post-16 provision of Yorkshire Martyrs and Tong Schools, and of Holy Family and Greenhead Schools. The former have planned a joint delivery programme which has greatly enhanced the range and level of courses on offer to students – especially at foundation and entry level – and a unique 'smart tutoring' system of focussed support. The cultural mix of the new post 16 cohort achieved through this merger will consist of approximately 40% white, 40% British Asian and 20% Black Caribbean or Other (e.g. Chinese). Holy Family and Greenhead schools have been delivering joint provision for a number of years and are able not only to rationalise delivery models but to offer a social/cultural mix which builds on the predominantly white cohort of the Catholic school and the mainly British Asian cohort of the partner school. It is recognised that there is a need to replicate this type of collaborative work within the planned Federations to address the monocultural nature of some secondary schools within Bradford Metropolitan District.

Careers Bradford have, through consultation, prepared and put in place an action plan following Bradford's disturbances in 2001. This addresses identified issues and progress is reported to Government Office on a 3 monthly basis. Their latest report on their Equal Opportunity Audit and Development Plan was produced in June 2002. This describes the wide range of actions and activities to promote and monitor equality and shows

progress made during the first quarter of the current Business Planning Year. Actions included in this work are reflected throughout this plan.

Families and Communities will have an important role to play in the future education of their children and it is important that they become involved within the school environment from an early stage. Some schools and other learning organisations are successful in engaging with parents/guardians and the benefits in terms of learner achievement are evident. It is important that such good practice is shared and replicated wherever possible.

There is recognition that positive influences have a part to play in addressing the low aspiration for many young people in the District. There is a need to develop actions that will address this issue and ensure that those who are disengaged are provided with opportunities to develop their leadership skills and use these to best advantage. The work currently being undertaken through Excellence Challenge, of role models, master classes, positive action (including sponsored trainees and mentoring schemes), needs to be further developed. It must also be reflected in the Young Person's Entitlement and form part of the curriculum offer within Federations. Enhanced programmes for citizenship will form a key element of programmes of learning.

It is recognised that improved social cohesion will require increased involvement of employers and their intermediaries, such as Business Link West Yorkshire. It will be important that all partners work together to increase their understanding of the issues and work to increase employer representation in future developments.

Work in this area is currently being developed and implemented. An 'employer toolkit' has been developed by the Equality Development Team within the Learning and Skills Council for West Yorkshire and is now being used by providers of learning.

The LSC will work to develop Equality and Diversity impact measures (EDIMs) with the work based learning and FE Sector. These will be monitored and action taken as a result of the findings.

In addition the LSC, Careers Bradford and other stakeholders are represented, and support B-EQUAL, a project led by Bradford Council and funded through the EU initiative EQUAL. This project focuses upon perception-based barriers to better inclusion in the world of work. The project will specifically:

- > Develop a systematic approach towards identifying and removing barriers to job access and progression;
- > Identify and focus on the 'unexplained' reasons why ethnic minorities do not achieve adequate representation in the labour market;
- > Develop improved solutions taking account of a sound analysis of current needs and previous activities, and which are capable of demonstrating good practice.

Specific initiatives and programmes of training will be implemented to ensure that staffing better reflects the diversity of Bradford and District. Successful programmes and initiatives will be developed and delivered for new and existing staff to redress the current imbalance. Currently, Governing Bodies of some schools have high vacancy rates, in excess of 25% in some areas. Education Bradford will work to reduce this number and target specific areas for additional recruitment drives. Through working in partnership with the already established Black and Asian Governors forum work will be carried out to ensure Governors better represent the communities in which the schools are based.

Networking with other areas with similar diverse communities will be established. This will allow the identification and sharing of best practice and development of joint solutions to facilitate social cohesion.

Within Bradford Metropolitan District we must value the diversity of culture and recognise the contribution this has to make. Furthermore, Public bodies have general and specific duties under the Race Relations Amendments Act to promote good race relations and to tackle racial discrimination. There is a commitment from all partners to adhere to the principles of equality and diversity.

# > 4 Strategic Aims and Objectives

## 4.1 Aim 1: Planning, Management and Coordination

There will be a coherent, collaborative and well-managed education, training and learning provision for 14-19 years olds in Bradford Metropolitan District which promotes easy access, high attainment and good progression, including Higher Education.

### Objectives

- 1.1 To establish a strategic planning group for 14-19 education, training and learning in Bradford Metropolitan District.
- 1.2 To establish collaborative area-based Federations across Bradford Metropolitan District that consist of all 14 to-19 providers.
- 1.3 To conduct a fundamental review of learning that assesses the ability of each Federation to fulfil the 14 to 19 entitlement for all young people and identifies under and over provision.
- 1.4 Consider the findings of the fundamental review, determine changes to provision, and implement/reconfigure provision as necessary.
- 1.5 For each Federation develop agreed targets, including Equality and Diversity Impact Measures, and agree systems for collecting data, including learner feedback, to monitor performance and inform evaluation of provision and future planning.
- 1.6 To set performance standards for provision within each Federation – in terms of breadth, depth, access, cost-effectiveness and quality – which fulfil the entitlement to education and training for all 14 to 19 year old young people.
- 1.7 To develop funding mechanisms which provide robust incentives for meeting the agreed standards.
- 1.8 To ensure that standards of provision are monitored, good practice shared and action taken where standards are unsatisfactory.
- 1.9 Through ongoing monitoring and evaluation of the Action Plan, determine any further changes to provision that will improve access, standards and progression.

### Evaluation

An evaluation and monitoring strategy will be developed as an early action in this Action Plan. The strategy will include the different levels of evaluation and roles and responsibilities of partners, providers and organisations such as the proposed Bradford Centre for Learning Excellence.

## 4.2 Aim 2 - Participation

There will be a step change in overall participation at 16, and in particular for traditionally low participating groups, by developing a 14-19 curriculum that brings together, promotes equally and values academic, vocational and occupational routes, and meets the needs of individual learners.

All young people in Bradford Metropolitan District will be provided with impartial information, advice and guidance so that they can make informed learning choices.

### Objectives

- 2.1 To agree a Bradford District Young Person's Entitlement to Education, Training and Learning that sets out minimum levels of entitlement to: learning provision; Information Advice and Guidance and Certification.
- 2.2 To enable all young people to have access to, and be able to benefit from the Entitlement.
- 2.3 To increase the involvement of employers in links with education and provision of work experience, Modern Apprenticeship and employment opportunities.
- 2.4 To develop strategies to facilitate social cohesion, address stereotyping and provide access to less traditional opportunities.
- 2.5 To increase the numbers of those leaving statutory education moving into a learning opportunity by providing supported transition and incentives for young people to participate.
- 2.6 To ensure those not in full-time education or training have the opportunity to become engaged in the learning process.
- 2.7 To develop a transport strategy to support participation in learning opportunities.

### Evaluation

Connexions West Yorkshire, using partners and sub-contractors, will accumulate data and information which will culminate in the production of an annual destinations report. Feedback from young people and parents, guardians and carers will be collected from a variety of sources.

## 4.3 Aim 3 – Retention, Achievement and Progression

There will be significant improvements in Post 16 retention rates within learning, in achievement and in progression rates to employment and further learning, including Higher Education.

### Objectives

- 3.1 To ensure Bradford and District Young Person's entitlement for learning provision, guidance and certification is provided for all young people from the age of fourteen.
- 3.2 To formulate this agreed plan to manage improved learner performance across Bradford Metropolitan District.
- 3.3 To establish a Centre for Learning Excellence that will be a developing state-of-the-art leadership, staff development, curriculum advancement and best practice centre.
- 3.4 To increase retention and improve achievement by improved methods of initial assessment, attendance monitoring, progress review, learner support and interventions to assist learners at risk of non-completion.
- 3.5 To apply a common system of value added throughout Bradford Metropolitan District with a view to improving learner support, teaching, training and achievement and to benchmark locally, and where possible nationally.
- 3.6 To increase the progression rates of learners into further learning and employment according to individual needs, aptitudes and aspirations, and to the labour market, by ensuring young people are tracked through the 14 to 19 period and provided with guidance and support to progress to further learning and/or employment.
- 3.7 To adopt models of good practice and maximise the impact of Excellence Challenge to secure improvements in learner retention, achievement and progression to HE and other learning.
- 3.8 To equip learners with the skills to be effective citizens in a multi cultural society.

### Evaluation

An evaluation and monitoring strategy will be developed to examine the success of this plan in delivering the vision. Equality and Diversity Impact Measures will be agreed as part of this process.

The Excellence Challenge monitoring will cover progression rates into higher education, in addition to participation, retention, completion and achievement.

Common learner follow-up will be used to evaluate the match with learner needs and aspirations, and the range and quality of provision.

Providers of learning will demonstrate significant progress towards their retention, achievement and progression targets in order to secure continuing federal membership, and associated funding.



## 4.4 Aim 4 – Social Cohesion

That learning will be a vehicle for increased understanding and co-operation between learners from the many communities represented in Bradford Metropolitan District and promote economic success.

There will be a step change in the rates of participation, retention, achievement and progression to Higher Education and further learning for students from disadvantaged and underachieving groups.

### Objectives

- 4.1 To ensure that young people from all communities in Bradford Metropolitan District have the opportunity to influence the development and implementation of this plan.
- 4.2 To further develop working relationships with other agencies that are currently engaged with communities and young people such as Connexions West Yorkshire, the Youth Service, Probation Service, West Yorkshire Police and regeneration partnerships and thus ensure a coherent approach.
- 4.3 To establish networks with other areas with similar diverse communities. To share and celebrate examples of good working practice, and to seek ways to replicate success.
- 4.4 To increase the levels of participation, retention, achievement and progression for disadvantaged, underachieving and under-represented groups.
- 4.5 To raise the low aspirations and self esteem of many young people in the District by providing opportunities to develop their leadership skills.
- 4.6 To increase the involvement of employers and intermediaries, such as Business Link WY to ensure all work together to increase their understanding of equality issues and work to increase employer representation in future developments.
- 4.7 To develop Equality and Diversity impact measures (EDIMs) with the work based learning and FE Sector. These will be monitored and action taken as a result of the findings.
- 4.8 To continue the support of, and involvement in, regeneration initiatives and projects such as B-EQUAL that work towards better inclusion in the workplace.
- 4.9 To ensure that staffing within learning providers and corporate and Governing Bodies represent more closely the communities in which the organisations are based.

### Evaluation

The specific actions that meet the objectives of this Aim are all integral parts of the other three Aims. **To ensure that social cohesion will be monitored and evaluated effectively, the relevant actions highlighted in Section 7 will be extracted and form the basis of any progress and impact assessment of this plan on Social Cohesion.** That said, in many ways all of the actions in the plan will have some indirect impact on social cohesion.

## 4.5 Inspection Issues Linked to Strategic Aims

how the issues arising from Inspection link to Aims and Objectives		1	2	3	4
<b>AI 1 Access and participation</b>					
AI1.1	increase the overall rates of participation in post-16 education and training.		✓	✓	
AI1.2	raise participation levels, especially of white students in education and of minority ethnic students in apprenticeships.		✓		✓
AI1.3	raise attainment at Key Stage 4 (KS4).	✓	✓	✓	
AI1.4	increase students' awareness of work-based learning options at all levels.	✓	✓	✓	
<b>AI 2 Standards achieved and progression</b>					
AI2.1	improve completion and pass rates.		✓	✓	
AI2.2	increase rates of progression to Higher Education (HE).			✓	
AI2.3	develop effective strategies to address underachievement.	✓	✓		✓
<b>AI 3 Curriculum and programmes offered</b>					
AI3.1	improve opportunities for progression for students with low attainment at KS4.			✓	
AI3.2	reduce some of the duplication of courses, particularly at Level 3.	✓	✓	✓	
AI3.3	increase the ranges and breadth of learning opportunities at foundation level in work-based learning.	✓			✓
<b>AI 4 Teaching and learning</b>					
AI4.1	ensure good practice is disseminated in order to improve the quality of teaching and learning in schools, colleges and work-based learning providers.	✓		✓	
AI4.2	increase the proportion of suitably qualified teachers and trainers in work-based learning.	✓		✓	
AI4.3	ensure greater equity in the access of sixth form students to resources, including ICT.	✓		✓	✓
AI4.4	improve the quality of accommodation used for sixth forms, including libraries and facilities for private study.	✓	✓		
<b>AI 5 Support and guidance</b>					
AI5.1	improve the quality of information, advice and guidance to school leavers and their parents.		✓	✓	
AI5.2	improve the promotion of work-based learning to young people and their parents.		✓	✓	
AI5.3	improve the careers advice in school sixth forms, particularly for those students who are not progressing to HE.		✓	✓	✓
<b>AI 6 Management, collaboration, liaison and cost effectiveness</b>					
AI6.1	develop further and strengthen the necessary collaboration between institutions.	✓			
AI6.2	set targets for achievement, retention and cost-effectiveness for work-based learning.			✓	
AI6.3	implement systematic quality assurance of work-based learning and improve the rigour of quality assurance processes in schools.	✓		✓	
AI6.4	increase the involvement and representation of minority ethnic groups at all levels of work-based learning, including learners, providers and strategic partners.	✓			✓
AI6.5	improve value for money in underperforming courses on work-based learning.	✓		✓	
AI6.6	improve arrangements for assessing the value added to students' achievements by their courses.	✓		✓	✓

TABLE 1 – Inspection Issues

## 5.1 Developing Meaningful Baselines and Targets

During the development of this action plan and in particular the setting of targets and performance indicators, it became apparent that there was a need to improve the understanding and collection of data relating to all young people in the 16-19 age group. All main providers of learning currently collect data, but it is clear that definitions, measurement dates, baselines and current targets are inconsistent.

The Strategy Group agreed to commission consultants to carry out a study that would agree the data requirements to address issues highlighted within the Bradford Area Inspection Report. By definition this will include young people with Special Education Needs. There will be four different aspects to this work:

- > Identifying appropriate performance indicators to monitor and review performance against the Area Inspection Action Plan;
- > Provide a clear and common definition of the proposed indicators;
- > Establish baseline indicators and targets for the Action Plan;
- > Agree the process for data collection and dissemination in the future, considering data sharing issues.

It has been agreed that in order to be useful indicators need to be:

- > Measurable – they need to be specific and quantifiable;
- > Practical – they need to be clearly linked to the Action Plan in order to show the impact of activities;
- > Appropriate – to measure progress of the Action Plan rather than data that is easy to collect;
- > Relate to actions over which the partners can have some influence;
- > Avoid duplication and where possible work with existing data and timeframes.

This work will need to take account of National Targets and current developments within the LSC National Office, LSC West Yorkshire and Connexions Service. Part of the remit of the consultants will be to ensure these inform the final report. There is a need to recognise that, following the final reporting of the study in order to ensure that definitions will be clearer, baselines set and resultant targets modified.

Additional Performance Indicators will also be set and included in any update of this Action Plan.

Without wishing to pre-empt the findings of the study it is anticipated that additional targets will be set in the following areas:

- > Retention and achievement by level within all sectors of learning;
- > Progression to further learning (not just progression to HE).

Given the above it is recognised that this plan must include targets when being submitted for approval. To this end interim targets have been included at Table 5. These include targets for Participation, Retention, Achievement and Progression and are based on existing targets set by LSC West Yorkshire, Bradford LEA, Education Bradford and Careers Bradford. In addition, LSC West Yorkshire is piloting Equality and Diversity Impact Measures (EDIMs) and those that are appropriate to this action plan have been included within the table.

Detailed figures as known in June 2002 are set out in Appendix 1 on page 45.

## 5.2 Area-Wide Targets

The Learning and Skills Council for West Yorkshire has agreed area-wide targets for 16-18 participation and achievement of Levels 2 and 3 by age 19 with its National Office. Using these targets, the LSC has calculated baseline figures for Bradford Metropolitan District and has suggested targets for 2004, bearing in mind the contribution the District needs to make to the West Yorkshire targets. These targets have then been extrapolated to 2007, to cover the 5-year span of this Action Plan.

For each target, the following principles have been applied to each local authority district in West Yorkshire:

- > Increase all districts by a minimum percentage based on the level of increase required in West Yorkshire, whilst ensuring that:
  - > no district target is set at an unacceptably high level; and
  - > no district that exceeded the West Yorkshire average in 2000 has a target that is below the West Yorkshire target in 2004.
- > Close the gap by two thirds for any district that was below the West Yorkshire average in 2000.
- > Districts below the West Yorkshire average by less than 2% should have a target in line with the West Yorkshire target.

### 5.2.1 16-18 Participation Rates

National Target is 80% by 2004 (75% in 2000)

	West Yorkshire (WY)	Bradford (BMD)
% 16-18 participating (2000)	77%	79%
% point difference between BMD and WY		+2%
Estimated population 16-18; Office of National Statistics (ONS) (2004)	84,493	18,588
LSCWY Target (2004)	83.0%	83.0%
	70,179	15,428
Increase required by 2004	7,915	4%
Target for 2007		86%

TABLE 2: 16-18 Participation Rates

### 5.2.2 Achievement of Level 2 by Age 19

National Target is 85% by 2004 (75% in 2000)

	West Yorkshire (WY)	Bradford (BMD)
% achieving (2000)	69.6%	58.7%
% point difference between BMD and WY		-10.9%
Estimated population aged 19 ONS (2004)	28,768	6,329
Agreed LSCWY Target	76.7%	71.9%
	20,318	4,550
Increase required by 2004	1,881	13.2%
Target for 2007		78%

Table 3: Achievement of Level 2 by Age 19

### 5.2.3 Achievement of Level 3 by Age 19

National Target is 55% by 2004 (51% in 2000)

	West Yorkshire (WY)	Bradford (BMD)
% achieving (2000)	40.7%	32.8%
% point difference between BMD and WY		-7.9%
Estimated population aged 19 ONS (2004)	28,768	6,329
Agreed LSCWY Target	46.5%	42.0%
	12,319	2,658
Increase required by 2004	1,531	9.2%
Target for 2007		48%

Table 4: Achievement of Level 3

## 5.3 Interim Targets

		BASELINE	2002/3	2003/4	2004/5	2005/6	2006/7
<b>Participation</b>							
1.	% of year 11 leavers not engaged in either learning or employment with training	24.6%	18%				
2.	% of Year 11 leavers for whom there is 'no response' in the year they leave school	4.7%	3.9%	Targets still to be set			
3.	% of Year 11 leavers participating in Work Based Learning	7.2%	8%	9%	10%	11%	
4.	% of Ethnic Minority Young People in Framework Provision	13.9%	15%	17.5%	21%	25%	
<b>Retention</b>							
5.	Early Leavers within 1st 3 months within Work Based Learning	24.4%	20%	18%	16%	14%	
6.	Early Leavers from FT College Courses	Baselines and Targets still to be set					
<b>Achievement Work Based Learning</b>							
7.	Frameworks Completed	10%	17.5%	25%	35%	50%	
<b>EDIMS (Equality and Diversity Impact Measures)</b>							
8.	Framework Completions by Ethnic Minority Young People	5%	10%	22.5%	35%	50%	
9.	FE level 2 achievement by males	Baselines and Targets still to be set					
10.	FE achievement of Pakistani and Bangladeshi groups	Baselines and Targets still to be set					
<b>Schools Achievement at GCSE</b>							
11.	Year 11 pupils achieving 5+ GCSE A*-C	34.3%	45%	50%	Targets still to be set		
12.	Year 11 pupils achieving 5+ GCSE A*-G including English and Maths	84.8%	98%	99%	Targets still to be set		
<b>Achievement at GCSE by Ethnicity/Gender</b>							
13.	White	37%					
14.	White Boys	Targets still to be set					
15.	White Girls	Targets still to be set					
16.	Indian	45.4%					
17.	Pakistani	22.2%					
18.	Bangladeshi	28.7%					
19.	Black Caribbean	29.2%	Targets still to be set				
20.	Black African	28.6%					
21.	Chinese	62.5%					
22.	Other/NC	50%					

TABLE 5: Interim Targets (continued overleaf)

## 5.3 Interim Targets (cont)

		BASELINE	2002/3	2003/4	2004/5	2005/6	2006/7
<b>Achievement at Year 13</b>							
23	Narrow the gap between the national average point score and that achieved in Bradford	Baselines and Targets still to be set					
<b>Progression</b>							
24	% of young people progressing into Higher Education at Year 13	Baselines and Targets still to be set					
25	% of young people leaving the Learning Gateway into both learning and other positive outcomes		40%	Targets still to be set			
<b>Attendance</b>							
26	% of half days missed in secondary schools		1%	0.8%	Targets still to be set		

TABLE 5: Interim Targets

- |    |  |         |   |
|----|--|---------|---|
| 1. | Baseline and Source: Bradford Careers 2001 Destinations Report               | 10.     | No baseline currently available   |
| 2. | Baseline and Source: Bradford Careers 2001 Destinations Report               | 11.     | Baseline and Source: Bradford LEA 2001  |
| 3. | Baseline and Source: Bradford Careers 2001 Destinations Report               | 12.     | Baseline and Source: Bradford LEA 2001  |
| 4. | Baseline and Source: LSC WBL database as at 22.3.02                          | 13 – 22 | Baseline and Source: Education Bradford actual achievement 2001   |
| 5. | Baseline and Source: LSC WBL database based on data April 2001 to March 2002 | 23.     | Post 16 targets within Schools are currently being negotiated with the council around the area of narrowing the gap between the national average points score and that achieved in Bradford. It is likely these will be agreed by the end of September/beginning of October 2002, and, once agreed will form part of the targets included in the first update of this plan. |
| 6. | No baseline currently available  | 24.     | No baseline set   |
| 7. | Baseline and Source: LSC WBL database April 2001 to March 2002 achievement   | 25.     | No baseline set. Target source: Careers Bradford  |
| 8. | Baseline and Source: LSC WBL database April 2001 to March 2002 achievement   | 26.     | Baseline and Source: Education Bradford   |
| 9. | No baseline currently available  |         |   |

# > 6 Progress Since Inspection

## 6.1 Strengths to Build Upon

The Area-wide Inspection of 16 to 19 learning provision in Bradford Metropolitan District identified several strengths on which to build this action plan. There exists a diverse range of learning opportunities across all post-16 provision, including some effective consortium and partnership arrangements and a sufficient range of occupational work based learning.

Over half the teaching observed was 'good or better' and it was noted that there were some excellent specialist learning resources in the colleges. Good collaboration and partnership at a strategic level between those involved with work based learning was reported. Good access to information and advice on post-16 opportunities was highlighted, as was the support that schools received from the careers service.

## 6.2 Other Progress

### 6.2.1 Collaborative Working:

The changing environment and main findings from the inspection have prompted schools across the district to consider how they can work together to improve provision and outcomes. There have been discussions within groups of schools and more widely, supported by Education Bradford's desire to secure agreement about how 14-19 provision can be improved. These discussions have resulted in:

- > agreement by the Excellence in Cities secondary partnership about the distribution of specialist schools in Bradford;
- > increased collaboration between individual school sixth forms for 2002/03;
- > increased collaboration between Secondary schools and providers of work-based learning;
- > a collective agreement in the Shipley/North Bradford Commonwealth cluster, including Shipley College, about 14-19 access and provision;
- > understanding amongst all providers that the status quo, which is characterised by individual institutional autonomy, is not providing for all learners' needs and is not cost-effective.

The outcomes of this collaborative work will be built on and contribute to the formation of the Federations of Providers.



## 6.2.2 Work Based Learning

Prior to inspection, partnerships were beginning to be forged between work based learning providers and schools. This has been strengthened further since January 2002 with the formalising of arrangements and applications for funding being sought to widen participation and improve retention and achievement. Examples of genuine 'working together' can be seen in the collaborative bids to the Local Initiatives Fund and European Co-Financing through the Learning and Skills Council for West Yorkshire. In each case partners include schools, colleges and work based learning providers, working together with other agencies to offer more meaningful, extended work experience and tasters, as well as bringing disaffected young people back into learning.

A national pilot has commenced in West Yorkshire, based in Bradford, recruiting young people from diverse communities into the Youth Offending Teams on an Advanced Modern Apprenticeship programme. The pilot is managed by a work based learning provider and working in partnership with organisations such as the Community Justice National Training Organisation, the Youth Justice Board, the Probation Service Assessment Centre and the five Local Authorities in West Yorkshire. A transitional technical certificate is being developed by Sheffield Hallam University and achievement of the full Advanced Modern Apprenticeship framework will afford access (and some possible exemptions) to the degree course being offered in Higher Education.

The recent introduction of the Standards Fund monies for work based learning providers has already had a positive impact on quality within the sector as has the extension of the Learning and Skills Development Agency role to offer staff development opportunities. Previously providers had no seed funding or capital budget for development work.

The Learning and Skills Council for West Yorkshire has commenced a rigorous quality monitoring cycle, covering all work based learning and FE providers. This grades the provision (in all areas of activity) and the impact on the learner. Through this regular review of performance the Learning and Skills Council for West Yorkshire will be better placed to monitor the quality of provision on offer; and to work with providers of learning to produce and agree development plans, with agreed actions within set timescales, that will be subject to close monitoring. The Learning and Skills Council for West Yorkshire is committed to continuing to work in partnership with work based learning and FE providers but will impose sanctions for those Providers who fail to improve. This plan will build on the work and extend quality monitoring to all provision.

Connexions West Yorkshire will also provide feedback mechanisms from its clients to both advocate on their behalf and to provide young people's views on the quality of provision.

For some time there has been a strategic group looking at work based learning issues. Building on this strength, a website is being developed for all West Yorkshire providers to share best practice and for marketing and communications.

Strategies to address poor retention and achievement include the appointment of co-ordinators to work with providers, disseminating best practice and promoting collaborative solutions to improved retention and achievement.

## 6.2.3 Value Added

Value-added is about raising standards. It is our intention to apply a common system of value-added throughout our Bradford Metropolitan District providers. This will enable us:

- > to compare results, year on year
- > to benchmark locally, and nationally where possible
- > to monitor the entry qualifications of our learners and agree realistic goals with them
- > to measure the difference we are making to our learners' - successful achievement and progress
- > to give focus to personal tutorials, allowing us to match individual learner's progress against predicted outcomes, on a regular basis
- > to motivate learners
- > to identify under-achievement

The Learning and Skills Council for West Yorkshire has pioneered the Value Added project with the colleges and the secondary schools. This project compares learners' GCSE results at the start of level 3 Advanced courses to results at A level and at Advanced Vocational level.

All results and analysis are now available for colleges and secondary schools in Bradford Metropolitan District. All secondary schools have been made aware of the findings of the project and, as a result are better able to measure and compare results.

Currently providers use a variety of value added approaches. The Action Plan will propose a shared, comprehensive system that allows both quantitative measures of "predicted", "operating" and "final" grades and the development of "soft indicators" for achievement. The system will include achievement at Entry level, Foundation, Intermediate and Advanced levels across academic, vocational and occupational programmes.

# 7 The Action Plan – Aim 1: Planning, Development and Coordination

## Aim

There will be a coherent, collaborative and well-managed education, training and learning provision for 14-19 years olds in Bradford Metropolitan District which promotes easy access, high attainment and good progression, including to Higher Education.

## Objectives

- 1.1 To establish a strategic planning group for 14-19 education, training and learning in Bradford Metropolitan District.
- 1.2 To establish collaborative area-based Federations across Bradford Metropolitan District that consist of all 14 to 19 providers.
- 1.3 To conduct a fundamental review of learning that assesses the ability of each Federation to fulfil the 14 to 19 entitlement for all young people and identifies under and over provision.
- 1.4 Consider the findings of the fundamental review, determine changes to provision, and implement/reconfigure provision as necessary.
- 1.5 For each Federation develop agreed targets, including Equality and Diversity Impact Measures, and agree systems for collecting data, including learner feedback, to monitor performance and inform evaluation of provision and future planning.
- 1.6 To set performance standards for provision within each Federation – in terms of breadth, depth, access, cost-effectiveness and quality – which fulfil the entitlement to education and training for all 14 to 19 year old young people.
- 1.7 To develop funding mechanisms which provide robust incentives for meeting the agreed standards.
- 1.8 To ensure that standards of provision are monitored, good practice shared and action taken where standards are unsatisfactory.
- 1.9 Through ongoing monitoring and evaluation of the Action Plan, determine any further changes to provision that will improve access, standards and progression.

## Evaluation

An evaluation and monitoring strategy will be developed as an early action in this Action Plan. The strategy will include the different levels of evaluation and roles and responsibilities of partners, providers and organisations such as the proposed Bradford Centre for Learning Excellence.

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
1.	Establish a formal structure, systems and communication arrangements for the management of 14-19 learning provision with defined terms of reference	Clear decision making structure with defined roles and responsibilities for planning, funding, monitoring of learning provision for 14-19 with identified links to other groups and partners	Strategic Planning Group established (SPG) of funding, planning, and monitoring bodies: LEA/EB/LSC/, and including Connexions West Yorkshire and the local Learning Partnership and other partners  Advisory and management structure established	Sep 02  Oct 02	LSC Executive Director	Time + Standards Fund £105k per annum	LSC West Yorkshire Chair	EDP LSC CWY	A16.1	1.1 1.2 1.8
2.	Conduct a fundamental area review of learning provision to deliver the 14 to 19 Young Person's Learning Entitlement (see Appendix 9)	A detailed assessment of the range, quality of provision and resources to meet the needs of the learner, employers and the current and future labour market	External consultants commissioned  Review  Report	Oct 02  Nov to Jan 03  Feb 03	SPG Chair, with project management support from LSC  Quality Improvement Manager	Standards Fund £150k	LSC Director of Quality	EDP LSC	A13.2 A13.3 A14.3 A14.4 A16.6	1.3
3.	Agree specification, commission consultants and agree reporting arrangements	Ensure review takes into account the delivery of Young Person's Entitlement and any options put forward include recommendations that include the delivery of minimum requirements	Specification agreed  Consultants commissioned  Interim report  Final report	Sept 02  Oct 02  Dec 02  Feb 03	LSC Quality Improvement Manager  Consultants	LSC Education Bradford Bradford LEA Connexions WY  Time	SPE Chair	EDP LSC	A13.2 A13.3 A14.3 A14.4 A16.6	1.3
4.	Ensure fundamental review takes into account the full SEN review currently being undertaken by Education Bradford and alternative curriculum being developed by Bradford Youth Service and Bradford College	Needs of learners with severe/complex needs and mental health, emotional and behavioural difficulties are not overlooked	Included in specification  Implementation of review	Sep 02  Sep 04	SPG Chair + Education Bradford	LSC Education Bradford Bradford LEA Connexions WY  Time	Education Bradford Director of Strategy	EDP LSC	A13.2 A13.3 A14.3 A14.4 A16.6	1.3

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
5.	Agree data requirements that will allow target setting to address issues highlighted in the Area Inspection Report and better measure improvements in provision within all sectors of learning	Performance Indicators identified that will monitor and review performance against the Action Plan, the impact actions have had on young people, and feed into the planning and monitoring of federations	Consultants commissioned Research and consultation Final report Performance Indicators and targets set	Aug 02 Sep – Nov 02 Dec 02 Feb 03	LSC Planning Manager	£24.5k LSC LIF	LSC Director of Quality	LSC EDP CWY	A15.1 A15.3 A16.2	1.5 1.6
6.	Reach final decision on potential merger between Bradford University and Bradford College	Impact on fundamental review of provision	College Corporation and University Council reach final decision. Decision feeds into review	Oct 03	College Corporation University Council LSC WY Chair	LSC Time	LSC WY Executive Director		A16.1	1.3
7.	Determine options for consultation following fundamental review	Specific choices, setting out the benefits of change, available for consultation with young people, providers and others	Meetings of SPG, Learning Partnership, Providers	March 03	LSC WY Chair, with advice from SPG	Time	LSC Executive Director		A11.1 A11.2 A13.2 A13.3 A14.3 A14.4 A16.6	1.4
8.	Consult on fundamental review options and recommendations	Views obtained from providers, young people, their parents / guardians / carers, and interested parties	Consultation completed	April 03	LSC Executive Director	Standards Fund £55k	LSC WY Chair		A13.2 A13.3 A14.3 A14.4 A16.6	1.4
9.	Agree and implement any necessary reconfiguration of provision/infrastructure changes	Better provision for learners; improved educational and training standards	May 03 onwards	To be completed by 2007	LSC WY Chair	DfES via LSC & LEA Substantial PFI Bid – amount to be determined following fundamental review. Additional capital funding may be required if review and consultation result in new build or modifications to existing infrastructure.	LSC WY Executive Director	EDP SOP LSC	A12.3 A13.2 A13.3 A14.3 A14.4	1.4

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
10.	Agree Federation models, including any required co-ordination / management structure for each individual Federation	Allow planning to take place. All providers of learning aware of the new structure and able to commence collaborative working	Models for Federations agreed  Co-ordination / Management structure agreed	May 03  Jun 03	SPG Chair	LSC Education Bradford Bradford LEA Staff time	SPG Chair	EDP LSC	A12.3 A13.2	1.2
11.	Identify gaps in existing provision within Federations. Additional provision negotiated and contracted for	Ensure all Federations are able to offer at least a defined curriculum. All young people able to access provision that meets the Young Person's Entitlement	Gaps identified as part of review and necessary additional provision negotiated post consultation  Contracts negotiated and implemented	May 03  Aug 03 – Dec 03	LSC Director of Programmes	LSC Education Bradford Existing funds	SPG Chair	EDP LSC	A13.1 A13.3	1.4
12.	In preparation for the Federal model increase collaborative working across the district	Allow increased collaborative working providing better choice for young people	Agreement on collaborative areas  Development work carried out  Collaboration starts  Plans for ongoing increased collaboration agreed	Jan 2003  Jan – July 03  Sep 03  Feb 03	Federation Manager	LSC Education Bradford Existing funds + Standards Fund £75k	Federation Management Group Chair	EDP LSC	A13.1 A13.2 A16.1	1.2
13.	Report on collaborative working on a termly basis to inform full implementation	Identify best practice and areas for development that is able to inform the planning process	Reports received and feed into planning process for full Federal model	Dec 02; Mar 03 Jul 03 Dec 03	Federation Manager	LSC Education Bradford Existing Funds	Federation Management Group Chair	EDP LSC	A14.1 A15.2 A16.1	1.2 1.5
14.	Agree and distribute Commissioning document for Federations.	Ensure all Federations are aware of the minimum quality, breadth and depth of provision required for contracting and thus ensure better choice for young people	Commissioning Document agreed by SPG Oct 03	Oct 03	SPG Chair	LSC Education Bradford Bradford LEA Connexions Standards Fund £20k	LSC Director of Programmes	EDP LSC	A13.1 A13.2 A13.3 A14.3 A16.1 A16.2 A16.3 A16.5 A16.6	1.2 1.6 1.7

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
15.	Develop Bradford Metropolitan Council's capacity to manage and implement major PFI proposal	PFI proposal drawn up following extensive consultation and reflects outcome of strategic review that will result in improved accommodation within schools for young people	Team in place by end of September 2002. Proposals developed by February 2003 Implemented (subject to approval by DfES)	Sep 2002 ----- Feb 2003 ----- Apr 2004	Director of Education	£200k already secured from DfES	Assistant Chief Executive	EDP BMDC	A14.3 A14.4	1.4
16.	Proposals for Federations received, negotiated and approved	Federations able to plan and agree timetabling, staffing	Proposals received ----- Agreed	Dec 03 ----- Jan 04	Federation Manager ----- SPG Chair	LSC Education Bradford Connexions Staff time	Federation Management Group Chair ----- LSC Director of Programmes	EDP LSC	A13.1 A13.2 A13.3 A14.3 A16.1 A16.2 A16.3 A16.5 A16.6	1.2
17.	Ensure that proposed provision is reflected within a prospectus produced for young people that meets the Entitlement [see 34]	All young people have the necessary information on which to base their choices at 16+	Prospectus developed and agreed ----- Distributed to young people	end Jan 04 ----- Feb 04	See 34	LSC Connexions [see 34]	See 34		A11.1 A11.4 A13.1 A15.1 A15.2	1.2 1.6
18.	Establish fully Area Federations that are able to fulfil the requirements of the Bradford Young Person's Entitlement and offer the minimum agreed core curriculum to an agreed standard	A broad range of quality provision available to all young people that meets the needs of all young people and the labour market	Through work commissioned by the SPG	Sep 04	SPG Chair	LSC Connexions Education Bradford Bradford LEA Standards Fund £70k p.a.	LSC Director of Programmes	EDP LSC CWY	A16.1	1.2
19.	Establish published performance standard and value-added targets for provision by individual institutions within a Federation model	Improvement in standards of provision by licensing providers leading to better learning experiences for young people and therefore improved levels of participation and achievement	Through work commissioned by the SPG	Jan / Jun 03	LSC Director of Programmes	LSC Connexions Education Bradford Bradford LEA Time Standards Fund £30k	SPG Chair	EDP LSC LP	A11.3 A16.2 A16.5	1.4 1.5 1.7

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with...	
									Action Plan Issues	Obj.
20.	Establish and publish clear funding mechanism and criteria	Funding linked to providing at least a minimum level in performance standards but designed to encourage providers to strive for excellence	Through work commissioned by SPG Funding model agreed	Sep 03	LSC Director of Programmes		SPG Chair	LSC EDP	A16.5	1.6
21.	Review current use of and further develop a Quality Assurance mechanism across the District using Provider Performance review as a basis for work based learning and FE provision. Set minimum quality threshold levels Agree sanctions for those providers of learning who fail to meet the required standard within a set timescale	Will give a clear steer to the quality required in the new system and ensure quality enhancement. District wide framework established, improved standards of teaching and training and better learning experiences for young people	Through work commissioned by SPG	Sep/Dec 02	LSC Quality Improvement Manager (Training & Development)		LSC Director of Quality	EDP LSC	A12.3 A13.1 A16.3	1.5 1.7
22.	Develop an evaluation and monitoring strategy for the Action Plan and set up an interim reporting system	Will provide a strategy to ensure plan is contributing to making the step change needed to deliver the vision and improving the experiences for young people	Through work commissioned by SPG	Sep/Dec 02	SPG Chair		LSC Director of Planning	LSC EDP	A12.3 A16.1	1.4
23.	Establish links, agree joint work and share best practice with other areas with similar diverse communities	Will provide the opportunity to share best practice and develop joint solutions to commonly identified issues	Contacts established and plan in place	Dec 02	LSC Equality Development Manager		LSC Director of Quality	LSC	A11.2 A12.3 A16.5	1.4 1.7
24.	Reduce the number of governing bodies with a vacancy rate in excess of 25% by targeting recruitment in specific areas. Ensure that representation on all governing bodies better reflects the diversity within Bradford Metropolitan District	Governing bodies better represent the local communities. Better governance of local schools	Local recruitment drives by Education Bradford working in partnership with Black and Asian Governors and other Governors' bodies	Sep 02 – Apr 03	Education Bradford		Education Bradford Director of Strategy	EDP	A16.4	

## 7 The Action Plan – Aim 2: Participation

### Aim

There will be a step change in overall participation at 16, and in particular for traditionally low participating groups, by developing a 14-19 curriculum that brings together, promotes equally and values academic, vocational and occupational routes, and meets the needs of individual learners.

All young people in Bradford Metropolitan District will be provided with impartial information, advice and guidance so that they can make informed learning choices.

### Objectives

- 2.1 To agree a Bradford District Young Person's Entitlement to Education, Training and Learning that sets out minimum levels of entitlement to: learning provision; Information Advice and Guidance and Certification.
- 2.2 To enable all young people to have access to, and be able to benefit from the Entitlement.
- 2.3 To increase the involvement of employers in links with education and provision of work experience, Modern Apprenticeship and employment opportunities.
- 2.4 To develop strategies to facilitate social cohesion, address stereotyping and provide access to less traditional opportunities.
- 2.5 To increase the numbers of those leaving statutory education moving into a learning opportunity by providing supported transition and incentives for young people to participate.
- 2.6 To ensure those not in full-time education or training have the opportunity to become engaged in the learning process.
- 2.7 To develop a transport strategy to support participation in learning opportunities.

### Evaluation

Connexions West Yorkshire, using partners and sub-contractors, will accumulate data and information which will culminate in the production of an annual destinations report. Feedback from young people and parents, guardians and carers will be collected from a variety of sources.



ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
25.	Develop an agreed Bradford District Young Person's Entitlement to Education, Training and Learning (See Appendix 4)	It will set out minimum entitlement to provision, guidance and certification for all young people including those with special needs	Developed through the Federation Management Group	Draft Sep 02	Federation Manager	Time Standards Fund £15k	Federation Management Group Chair	EDP CWY LSC LP	A11.1 A11.4 A12.1 A12.3 A13.1 A15.1 A16.1	2.1
26.	Carry out further consultation with Young People and relevant partners and stakeholders	Ensure Young Person's Entitlement meets the needs of young people and is embedded in plans of partners and stakeholders	Widely consulted upon Results of consultation feed into final agreed Young Person's Entitlement to be produced	Sep to Nov 02 Dec 02	Federation Manager	Standards Fund £25k	Federation Management Group Chair	EDP CWY LSC LP	A15.1	2.1
27.	Pilot Young Person's Entitlement. Refine Young Person's Entitlement in view of Pilot	Allow for monitoring and review to ensure findings inform plans for implementation	Ensure feedback received from young people, parents and stakeholders Results from feedback fed into review by LP 14-19 Strategy Group	June 03 Jun – Sep 03	Federation Manager	Education Bradford Connexions WY LP Time initially	Federation Management Group Chair	CWY LSC	A11.1 A11.4 A12.3 A13.1 A15.1 A15.2	2.1 2.2
28.	Develop Monitoring and Review Arrangements (including links to development of /production of annual specification of provision within Federations)	Young Person's Entitlement continuously reviewed and refined as necessary. Specification for Federations meets the requirements of Young Person's Entitlement	Annual Review of delivery using: Learner Feedback Youth Parliament Report from Careers Bradford and Connexions WY	Annually from Jan 04 onwards	Federation Manager	Education Bradford Connexions WY LP Time initially	Federation Management Group Chair	LSC EDP CWY LP	A11.1 A11.4 A12.1 A12.3 A13.1 A15.1 A16.1	2.1 2.2
29.	Young Person's Entitlement fully implemented across Bradford Metropolitan District	All young people within Bradford Metropolitan District have the opportunity to access information, advice and guidance and participate in learning provision to a defined standard	Entitlement distributed via Information, Advice and Guidance, within schools	Oct 03	Federation Manager	Connexions WY time	Federation Management Group Chair			

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
30.	Establish and implement the Connexions Service in Bradford providing access to impartial information, advice, guidance and support, and developing initial assessment for post 16 that links pre and post 16 providers	Improved support for young people aged 14 to 19, including at key points of transition, to help young people stay in learning and prepare for their future  Young people have clear contact details for Connexions Service  Increase in contact with young people identified as vulnerable of dropping out of learning  Increase in participation in learning on a year on year basis	Implement Connexions West Yorkshire delivery plan for Bradford Metropolitan District  Connexions West Yorkshire established  Staff and premises secured  Contracts and partnership agreements established with sub contractors including Careers Bradford, schools, colleges, other providers  Contract monitoring arrangements developed and established  Contracts monitored in line with monitoring plan  Marketing Strategy established and implemented  Regular meeting of Bradford Local Management Committee for Connexions  Appointment of Connexions Partnership Manager for Bradford.	Oct 02 onwards  Oct 02  Sep 02  Sep 02 onwards	Connexions WY Chief Exec  Connexions WY Chief Exec  Connexions WY Chief Exec  Connexions WY Director of Operations	Connexions WY  Connexions WY  Connexions WY  Connexions WY	Connexions WY Chair  Connexions WY  Connexions WY  Connexions WY Chief Executive	CWY  <i>NB: Currently Connexions West Yorkshire are re-negotiating their Business and Delivery Plans. It is not possible to align costs with individual actions until the plans have been finalised. At this stage it is anticipated that their budget for Bradford (estimated at £5 million) will accommodate the costs of the actions in this plan.</i>	AI1.1 11.2 11.3 11.4 12.1 12.2 12.3 5.1 5.2 5.3	2.2 2.5 2.6

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
31.	Develop and produce a prospectus of learning opportunities	Young people have clear and relevant information relating to all learning options and are therefore able to make better informed choices, leading to increased participation and retention	Develop and produce prospectus of learning opportunities	Nov 02	LSC Marketing Manager Connexions Partnership Manager for Bradford	£75k LSC / Connexions WY	LSC Director of Development Connexions Director of Development	LSC CWY	A11.1 A11.2 A11.3 A11.4 A15.1 A15.2 A15.3	2.1 2.2 2.5
32.	In conjunction with the Connexions Delivery Plan, provide resources, information, training and support to allow key staff, providers of learning and parents/guardians to support young people in decision making and meet Bradford Young Person's Entitlement	Improved information and advice for young people through better facilities and informed and qualified teachers, tutors, trainers and parents/guardians	Develop and deliver training and development for key staff	Nov 02 onwards	Connexions Partnership Manager for Bradford (lead) LSC EB	Standards Fund £50k	Connexions Director of Operations	CWY LSC EDP	A11.1 A11.2 A11.4 A13.1 A13.3 A15.1 A15.2 A15.3	2.1 2.2 2.4 2.5
33.	Development of a cross provider post 16 initial assessment and individual learning plan framework	Learners able to access more appropriate learning opportunities and have individual learning plan	Establish a task group Arrangements to be in place Monitoring plan established and implemented	April 03 May 04 May 04 onwards	Connexions Development Manager	Time initially Standards Fund £150k	Connexions Director of Development	LSC EDP CWY	A11.1 A11.2 A11.4 A12.1	2.4 2.5 2.6

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
34.	Consult young people and their parents / guardians on developments in this Action Plan and also their experiences of learning provision, guidance and support arrangements	The views of young people, parents, guardians and carers on the impact the action plan has made on the provision of learning, learner support and guidance and will inform later developments	Parent governors to be involved on this Action Plan implementation groups when established.  Formal links with the Youth Parliament established  Focus Groups held with young people involved in pilot activities  LSC West Yorkshire customer feedback plan established and implemented  Connexions West Yorkshire establish plan of regular meetings with young people to obtain feedback  Arrangements in place to ensure feedback influences young people's future experience	Sep 02  Nov 02  Jun 03  Sep 02  Sep 02  Sep 02	SPG Local Management Committee for Connexions WY Chair	Time  Standards Fund £3k  LSC WY Existing budgets  Connexions WY Existing budgets  LSC Connexions WY time	Area Inspection Manager	LSC	A11.1 A11.3 A12.1 A12.2 A12.3 A15.1	2.2 2.4 2.5
35.	Develop a transport strategy to aid participation in post 16 provision taking into account new Federal learning delivery structure	Easy and cost effective transport to appropriate provision	Local Education Authority to ensure the strategy is developed and implemented	Sep 03	Education Bradford Director of Strategy	Bradford Education Time initially	Director of Education	BMDC	A11.1 A11.2	2.7
36.	Build on the work of Bradford Youth Service and Bradford College in offering alternative curriculum and entry/level 1 and 2 for those young people currently excluded from mainstream provision. Ensure this provision is available via the Federation	Better provision for those young people 14+ who are currently excluded from the education system Promote flexible provision with clearly identified progression routes	Share good practice and resources in developing joint entry level programmes.  Train all first tier workers to support young people with mental health / emotional and behavioural difficulties	Nov 02 onwards  Jan 03 onwards	Federation Manager	LSC existing funds BMDC  Standards Fund £75k	Federation Management Group Chair	BMDC LSC EDP	A11.1 A11.2 A13.1 A13.3 A16.1	2.4

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
37.	Develop arrangements to track young people during 14-19 learning	Young people's progress will be monitored, early action taken to support them within the learning environment, thus reducing early leavers	Through Bradford local delivery plan for Connexions. Plan agreed and LSC West Yorkshire's customer feedback strategy. Plan agreed June 2002	Aug 02	Local Management Committee for Connexions WY	Connexions WY Education Bradford LSC	Connexions Partnership Manager for Bradford	CWY LSC EDP	A11.1 A11.3 A12.1 A12.2 A12.3 A15.1	2.2 2.4 2.5
38.	Develop a workforce development strategy that better promotes learning in the workplace, that engages employers in the development of young people from all social and racial backgrounds, and that emphasises the benefits of succession planning and ongoing training of employees	Improved Education Business Links, and more opportunities for young people on work experience, increased numbers of MA places available, better retention, higher achievement and more progression to higher level qualifications	The LSC will work with appropriate partners such as Education Business Partnership, Business Link West Yorkshire and the Chamber of Commerce to develop strategy  Strategy implemented and monitored	Apr 03  May 03 onwards	LSC Workforce Development Manager	LSC and partners  ESF Co Financing £250k	LSC Director of Development	LSC BL RES EBL	A11.1 A11.2 A11.4 A12.4 A16.4 A16.5	2.3 3.4 3.6
39.	Promote the business benefits of diversity to small, medium and large organisations. Encourage organisations to employ a workforce from a wide range of different backgrounds and with different experiences	A programme of activity that will include: Sharing of best practice, awareness raising of positive action initiatives, increased employer involvement in Modern Apprenticeships, findings and joint promotion of B-Equal	LSC Planning Group established  Programme planned  1st event held	Sep 02  Oct 02  Nov 02	LSC Equality Development Manager BMDC	LSC Workforce Development Budget £30k	LSC Quality Director	LSC	A11.2 A12.1 A13.1 A13.3 A16.4	
40.	Review current support arrangements for young people such as Education Maintenance Grant, childcare, training allowances, wages	Identification of potential disincentives to participation in learning and removal of barriers to ensure more young people can participate in learning	Commission the Learning Partnership to explore findings  Influence learner support arrangements	Apr 03  Sep 03 onwards	LSC Inclusive Learning Manager	Learning Partnership LSC Local Initiative Fund £40k	LSC Director of Programmes	LP EDP LSC	A11.1 A12.3 A13.1	2.2 2.6

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
41.	Develop promotional and marketing strategy covering young people, parents/guardians & employers	More young people in learning overall, including more young white males staying in education and more ethnic minority young people joining Modern Apprenticeships and employment	Development and implementation of a segmented marketing strategy that includes identification of role models, positive action programmes to suit young people & employers with different needs	Apr 03	LSC Marketing Manager	LSC £200K	LSC Director of Development	LSC CWY	A11.1 A11.2 A11.4 A15.1 A15.2 A15.3 A16.4	2.2 2.3 2.4 2.5
42.	Develop initiatives to attract young people currently underrepresented in programmes	More young people in learning overall, including more young white males staying in education and more ethnic minority young people joining Modern Apprenticeships and employment	Map current local initiatives targeted at underrepresented groups and identify those that are successful in helping young people go into learning. Extend successful initiatives.	Apr 03	LSC Inclusive Learning Manager	ESF Co Financing Local Initiative Fund £150K	LSC Director of Programmes	LSC BVCCS CWY EDP	A11.1 A11.2 A11.4 A15.1 A15.2 A15.3 A16.4	2.2 2.4 2.5 2.6
43.	Increase the number of young people, particularly those from ethnic minority groups, who participate in work based learning	Reduction in the number of young people who do not participate in learning. Work based learning participation better reflects the demography of Bradford Metropolitan District	Identify good practice in other areas and consider implementing locally  Targets set by LSC for year on year growth	Sep 03  Annually within contract year	LSC Equality Development Manager  LSC Work Based Learning Manager	Time initially  LSC Connexions Work Based Learning Providers Time	LSC Director of Quality  LSC Director of Programmes	LSC CWY	A16.4	2.4

# 7 The Action Plan – Aim 3: Retention, Achievement and Progression

## Aim

There will be significant improvements in Post 16 retention rates within learning, in achievement and in progression rates to employment and further learning, including Higher Education.

### Objectives

- 3.1** To ensure Bradford and District Young Person's entitlement for learning provision, guidance and certification is provided for all young people from the age of fourteen.
- 3.2** To formulate this agreed plan to manage improved learner performance across Bradford Metropolitan District.
- 3.3** To establish a Centre for Learning Excellence that will be a developing state-of-the-art leadership, staff development, curriculum advancement and best practice centre.
- 3.4** To increase retention and improve achievement by improved methods of initial assessment, attendance monitoring, progress review, learner support and interventions to assist learners at risk of non-completion.
- 3.5** To apply a common system of value added throughout Bradford Metropolitan District with a view to improving learner support, teaching, training and achievement and to benchmark locally, and where possible nationally.
- 3.6** To increase the progression rates of learners into further learning and employment according to individual needs, aptitudes and aspirations, and to the labour market, by ensuring young people are tracked through the 14 to 19 period and provided with guidance and support to progress to further learning and/or employment.
- 3.7** To adopt models of good practice and maximise the impact of Excellence Challenge to secure improvements in learner retention, achievement and progression.
- 3.8** To equip learners with the skills to be effective citizens in a multi cultural society.

### Evaluation

An evaluation and monitoring strategy will be developed to examine the success of this plan in delivering the vision. Equality and Diversity Impact Measures will be agreed as part of this process. The Excellence Challenge monitoring will cover progression rates into higher education, in addition to participation, retention, completion and achievement. Common learner follow-up will be used to evaluate the match with learner needs and aspirations, and the range and quality of provision. Providers of learning will demonstrate significant progress towards their retention, achievement and progression targets in order to secure continuing federal membership, and associated funding.

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
44.	Raise attainment at Key Stage 4 to ensure 50% of young people in Bradford Metropolitan District achieve at least 5 GCSE's A*-C by 2004. (see targets in section 5)	Young people's aspirations raised and improved opportunities for further development of young people to reach their potential	Through the Education Development Plan year on year improvement	Aug 03 onwards	Education Bradford Managing Director	LSC 14-16 Flexible Funding (need to work out Bradford Share) LEA Excellence in Cities/Excellence Challenge	Director of Education	EDP 14-16 FP EIC EC	AI1.3 AI2.1 AI2.2	2.6
45.	Raise attainment at post – 16 to narrow the gap between the national average point score and that achieved by young people in Bradford Metropolitan District	Young People better able to make the move to further and higher education	Targets to be agreed between Bradford Council and Education Bradford	Oct 03	Education Bradford Managing Director	EDP Excellence Challenge	Director of Education		AI2.1 AI2.2 AI2.3	
46.	Reduce the number of young people who leave work based learning before completing their full framework, particularly within the first 3 months (see Targets section 5)	Increased numbers of young people achieve full FMA/AMA framework Better value for money Improve national targets	Targets agreed with individual providers on an annual basis for reduction in early leavers and framework completions  Appointment of Retention Co-ordinator	Sept 02 onwards	LSC Work Based Learning Manager	LSC £25k p.a.	LSC Executive Director		AI2.1 AI6.2 AI6.5	
47.	Increase the support for young people within employer placements to assist them to reach their learning aims through the development of supported learning environments	Increased numbers of young people achieve full FMA/AMA. Increased numbers of employer staff trained in coaching and mentoring	LSC West Yorkshire to work with Work Based Learning Provider Network and Business Link West Yorkshire to develop, promote and deliver a programme of training for employers and their staff  Programme evaluated  Programme extended	Nov 02  Jul 03  Sep 03	LSC Workforce Development Manager	LSC West Yorkshire ESF Co-financing £200k	LSC Director of Development	LSC EBP	AI 2.1 AI 2.3	2.3



ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
48.	Develop common additional learning support framework that will include increased support to young people leaving lifeskills and moving into mainstream education and training	Better retention achievement and progression for young people who require additional support. Increased progression from lifeskills, better retention rates and more young people engaged in mainstream learning	Developed via National Working Group by LSC National Office. Consultation ends Nov 02. Support implemented from Aug 03	Nov 02 Aug 03 onwards	LSC Director of Programmes	LSC funding Staff time	LSC Executive Director	LSC	A11.1 A12.3 A13.1 A16.1	
49.	Develop the Bradford Centre for Learning Excellence	Improved quality of leadership, teaching, training and learning provision. A vehicle for sharing and developing best practice Quantifiable targets will be identified during business plan development	Task group established to oversee work Specification developed and tender list established for feasibility study Results of feasibility study considered by SPG and agreement reached on way forward Business plan work commissioned and completed Consultations completed Implementation plan agreed by SPG	Sep 02 Jan 03 Jun 03 Sep 03 Nov 03 Feb 04	SPG Chair	Standards Fund DFES via LSC and LEA Providers £210k for Feasibility Study/Business Plan/Consultation Up to £20 million for build/set up	LSC Director of Quality	LSC EDP	A12.1 A12.3 A14.1 A14.2 A15.1 A15.3 A16.1	3.3

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
50.	Ensure all providers work with young people to effectively identify: a) young people's on programme support needs from initial assessment b) any further learners' support needs from individual on programme monitoring c) learners' progress d) targets linked to Value Added	Provide timely interventions to support all learners, including vulnerable groups, which results in high quality individual action plans, access to appropriate support, improved attendance, retention, completion and achievement rates	Framework for Initial Assessment developed including arrangements for individual action plans that include individual support needs  Review on programme support and ensure findings influence support arrangements  Review current attendance and learner review arrangements, identify best practice  Development of coherent value added approach, including possible use for Progress File with all learners. Level 3 project  Development of arrangements across all provision  Full implementation across all provision  Deliver LSC 14 to 16 Flexibility Funds projects and LSC Level 2 & 3 Fighting Fund projects	May 04  Sep 03  Mar 03  Mar 03  Mar 03 onwards  Apr 04  Aug 03	Connexions Partnership Manager for Bradford  LSC Inclusive Learning Manager  LSC Inclusive Learning Manager  LSC Quality Improvement Manager  LSC Quality Improvement Manager  LSC Quality Improvement Manager  LSC Quality Improvement Manager	Standards Fund £150k  Learning Partnership LSC LIF £40k  LSC LIF 02 £75k 03 £40k Time  LSC level 2 & 3 Fighting Fund LSC 14 – 16 Flexible Funds LSC LIF 03 £20k	Connexions Chief Executive  LSC Director of Programmes  LSC Director of Quality  LSC Director of Quality	LSC EDP LP CWY	A11.1 A11.3 A12.1 A12.3 A13.1 A14.1 A16.1 A16.5 A16.6	3.1 3.2 3.4 3.5 3.6 3.7 3.8

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
50. (cont)			Identify models of best practice, including from projects above, which support retention and achievement, and disseminate via the Centre of Learning Excellence	Sep 03	LSC Quality Improvement Manager	LSC Time initially	LSC Director of Quality			
			Develop and implement district wide strategies such as managing learner behaviour, basic skills and support for those at greatest risk to support improved retention and achievement	Apr 04	LSC Quality Improvement Manager	LSC Time initially Standards Fund £150k	LSC Director of Quality			
51.	Develop full implementation Plan to include: Development, Production and distribution of Prospectus / Entitlement to Young People.	Ensure all young people are aware of options available to them.	Distribute prospectus and Entitlement to all Young people in Bradford and District	Sep 03	SPG Chair	LSC Education Bradford Connexions WY LP Staff time	SPE Chair	CWY LSC EDP	A11.1 A11.2 A11.4 A13.1 A13.3 A15.2	2.1 2.21
52.	Equip parents of South Asian origin to better understand education and improve their self confidence and use of English, Maths and IT	50 parents of South Asian origin able to better support their children's learning	Implement a 'Parents into University' programme	September to end December 02	University of Bradford's Head of Access and Widening Participation	£67k ESF £82k University of Bradford	Dean of Lifelong Education and Development, University of Bradford		A11.1 A11.3 A12.1 A12.2 A15.2 A16.4	
53.	Develop the curriculum to ensure learners are able to participate in a culturally diverse environment	Young people with an improved understanding of different cultures	Explore opportunities to pilot TILE citizenship programmes in pre-and post-16 provision and address social cohesion issues, global awareness and increased awareness of individual responsibilities	Apr 03	SPG, supported by Learning Partnership Manager	LSDA Neighbourhood Renewal £40,000  Education Bradford £40k	Local Learning Partnership Chair	LP EDP LSC P4P	A16.1 A16.4	3.6 3.7 3.8

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
54.	Ensure young people, who choose not to progress to higher education receive guidance and relevant support to progress to further learning and/or employment at 18	Improved opportunities and an increase in participation of young people going onto other learning and employment post 18 where Higher Education is inappropriate	Develop partnership arrangements between relevant parties such as Connexions West Yorkshire, Careers Company, Jobcentre Plus and Further Education providers  Map current position, identify baseline and develop targets. Establish in mapping what is working successful and consider for future strategies	Apr 03  Sep 03	Local Learning Partnership Manager	Local Learning Partnership Connexions LSC  LIF / Standards Fund / Connexions  £50k	Learning Partnership Chair	LSC CWY  LP	A11.2 A12.2	3.4 3.5 3.6 3.7 3.8
55.	Further develop initiatives and programmes of training that promote recruitment and development of staff from under represented groups within all learning provision	The staffing within learning provision better reflects the diversity of Bradford Metropolitan District, providing more role models and influencers of young people	Develop strategies to assist young people at 18 into employment and other learning for those where higher education is not appropriate.  Initiatives and programmes developed. Use of community groups and current networks (such as LSC West Yorkshire Equality Network) to market and recruit. Existing staff encouraged to further develop. Training programmes in place	Apr 04  Nov 02 onwards	Education Bradford LSC Training Provider and FE Network University of Bradford Federation Manager lead	Existing Standards Fund Education Bradford LSC University of Bradford	Federation Management Group Chair	LSC EDP UB	A16.4	
56.	Identify learners' progress and on course support needs, based on initial assessment and individual monitoring to include adjusting support to meet their needs and targets linked to Value Added	Provide timely interventions to support all learners including vulnerable groups and improved retention, completion and achievement rates.	Development of coherent value added approach, including possible use for Progress file with all learners Full implementation across all provision	Sep 03	LSC value added project steering group Will possibly become a responsibility of the Bradford Centre for Learning Excellence	LSC Local Initiative Fund £75,000 2002	LSC Director of Quality	LSC EDP LP CWY	A12.1 A12.3 A13.1 A16.5 A16.6	3.1 3.2 3.4 3.5 3.6 3.7

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
57.	Develop alternative qualification framework for Entry and Foundation level provision, increase basic skills support and any further provision identified following fundamental review Promote new provision to young people and parents/guardians	More young people able to access learning appropriate to their needs	Initially deliver the 14 to 16 Pathfinder projects and Fighting Fund Plans Plans agreed  Review	Oct 02  Mar 03	LSC Work Based Learning Manager	LSC Fighting Fund for L2 & 3 LSC 14 16 Flexibility Funds 02 – 03 £1.2 million	LSC Director of Programmes	LSC Regeneration Plans EDP LP	A11.1 A11.3 A11.4 A12.1 A12.3 A13.1 A13.3 A15.2 A16.4	3.1 3.2 3.4 3.5 3.6 3.7 3.8
58.	Develop a Higher Education Strategy that complements the preparatory work for HEFCE/LSC initiative – Partnerships for Progression and broadens the current activity delivered through Excellence Challenge	The number of young people entering Higher Education from Bradford Metropolitan District matches the National Average by 2007	Produce a detailed delivery plan to include: raise aspirations of young people to study both full and part time within HE. Include use of Student Mentors, Visits, Info Days, Parental involvement, Parental Mentorship Schemes. Provide pre entry support to raise attainment of young people who have decided to progress to HE to include masterclasses, summer schools, revision classes and homework clubs	Jan 03	Dean of School of Lifelong Education and Development University of Bradford (lead) Excellence Challenge Co-ordinator Excellence Challenge Co-ordinators within schools and colleges	Excellence Challenge Funding £1.479 m 02/03 Partnership for Progression £120k University of Bradford £80k	SPG Chair	EC LSC BU	A12.1 A12.2 A12.3 A15.3	
59.	Develop a framework through which work based learning is more clearly understood as a route into and through Higher Education	Increased opportunities and participation in HE of young people in vocational learning.	Map a work based learning route, identify skill/knowledge gaps, develop a bridging programme and establish an appropriate HE curriculum.  Pilot in one occupational area  Review pilot and agree other occupational areas for development	Mar 03  Aug 03  Apr 04	Dean of School of Lifelong Education and Development University of Bradford	Standards Fund £100k University of Bradford £35k	SPG Chair	BU	A11.4 A12.2 A15.2	

ref	What will we do?	What will the impact be?	How will we do it?	When will it be done?	Who will ensure it is done?	What will it cost; who will pay?	Who will check it is done?	Other Plans	Links with... Action Plan Issues	Obj.
60.	<p>Pilot 14-16 Increased Flexibility Programme (IFP) through a Partnership approach led by the 3 FE Colleges in Bradford Metropolitan District</p> <p>Ensure the IFP is taken into account in the Fundamental Review of Provision and is included in the curriculum offered through Federations</p>	<p>150 young people involved in 2 year programmes of learning that lead to vocational GCSEs</p> <p>Federations include within their curriculum Vocational GCSEs</p> <p>Young people involved in pilot increase their skills and gain at least one GCSE in a vocational subject at Level 2</p>	<p>Targets for attainment, retention and attendance agreed</p> <p>Pilots delivered</p> <p>National and Local monitoring and evaluation</p>	<p>Sep 02</p> <p>Sep 02 – Jul 04</p> <p>Sep 02 – Jul 04</p>	LSC Director of Programmes	£300k over 2 years for Pilot DfES funding secured	LSC Executive Director	LSC EDP	A11.3 A11.4 A16.1	
61.	Develop district wide strategies such as managing learner behaviour, motivational interviewing and support for those at greatest risk to support improved retention and achievement	More learners completing their course and gaining qualifications	Identify models of best practice to support retention and achievement	Sep 03	Bradford Centre for Learning Excellence	LSC Education Bradford Providers Time initially	LSC Director of Quality	LSC EDP LP	A12.1 A12.3 A14.1 A16.5	3.5 3.6 3.7 3.8

# 7 The Action Plan – Aim 4: Social Cohesion

## Aim

That learning will be a vehicle for increased understanding and co-operation between learners from the many communities represented in Bradford Metropolitan District and promote economic success. There will be a step change in the rates of participation, retention, achievement and progression to Higher Education and further learning for students from disadvantaged and underachieving groups.

## Objectives

- 4.1 To ensure that young people from all communities in Bradford Metropolitan District have the opportunity to influence the development and implementation of this plan.
- 4.2 To further develop working relationships with other agencies that are currently engaged with communities and young people such as Connexions West Yorkshire, the Youth Service, Probation Service, West Yorkshire Police and regeneration partnerships and thus ensure a coherent approach.
- 4.3 To establish networks with other areas with similar diverse communities. To share and celebrate examples of good working practice, and to seek ways to replicate success.
- 4.4 To increase the levels of participation, retention, achievement and progression for disadvantaged, underachieving and under-represented groups.
- 4.5 To raise the low aspirations and self-esteem of many young people in the District by providing opportunities to develop their personal and leadership skills.
- 4.6 To increase the involvement of employers and intermediaries, such as Business Link WY to ensure all work together to increase their understanding of equality issues and work to increase employer representation in future developments.
- 4.7 To develop Equality and Diversity impact measures (EDIMs) with the work based learning and FE Sector. These will be monitored and action taken as a result of the findings.
- 4.8 To continue the support of, and involvement in, regeneration initiatives and projects such as B-EQUAL that work towards better inclusion in the workplace.
- 4.9 To ensure that staffing within learning providers and corporate and Governing Bodies represent more closely the communities in which the organisations are based.

## Evaluation

The specific actions that meet the objectives of this Aim are all integral parts of the other three Aims. As such, all evaluation will be as part of that for the whole of the Plan. In itself, social cohesion will not be evaluated – the impact of the actions on improved social cohesion will be evaluated through the success achieved against each action and in the meeting of the specific objectives. In some way, all of the actions in this plan will impact on social cohesion.

	Objectives for AIM 4 – SOCIAL COHESION	Specific Actions that link to AIM 4 – SOCIAL COHESION (key actions listed in bold)
4.1	To ensure that young people from all communities in Bradford Metropolitan District have the opportunity to influence the development and implementation of this plan.	8; 22; 26; 28; 29; 33; 37
4.2	To further develop working relationships with other agencies that are currently engaged with communities and young people such as Connexions West Yorkshire, the Youth Service, Probation Service, West Yorkshire Police and regeneration partnerships and thus ensure a coherent approach.	33; 35; 42; 52
4.3	To establish networks with other areas with similar diverse communities. to share and celebrate examples of good working practice, and to seek ways to replicate success.	23; 52
4.4	To increase the levels of participation, retention, achievement and progression for disadvantaged, underachieving and under-represented groups.	2; 4; 12; 17; 18; 19; 20; 35; 36; 39; 40; 43; 44; 45; 46; 47; 48; 49; 50; 51; 53; 58; 61; 62
4.5	To raise the low aspirations and self-esteem of many young people in the District by providing opportunities to develop their personal and leadership skills.	33; 51; 55; 57; 62
4.6	To increase the involvement of employers and intermediaries, such as Business Link WY to ensure all work together to increase their understanding of equality issues and work to increase employer representation in future developments.	41; 42; 50
4.7	To develop Equality and Diversity impact measures (EDIMs) with the work based learning and FE Sector. These will be monitored and action taken as a result of the findings.	5
4.8	To continue the support of, and involvement in, regeneration initiatives and projects such as B-EQUAL that work towards better inclusion in the workplace.	42
4.9	To ensure that staffing within learning providers and corporate and Governing Bodies represent more closely the communities in which the organisations are based.	24; 53; 59



## Context

### 1.1 Socio-Economic Context

The Bradford Metropolitan District conurbation has a population of 486,000. Most people live in the Bradford conurbation, and there are also major centres in Shipley, Ilkley and Keighley. The area also contains many smaller rural communities in the hills which surround the main towns. Road travel between the centres is slow, although there is a good rail network linking the main towns with Bradford.

The district has a stimulating and ethnically diverse heritage. Minority ethnic groups make up 19% of the population overall and one third of the school population. The majority are British Muslims of Pakistani or Bangladeshi origin.

The Government ranks the district as one of the top 10% most deprived areas in the country, with deprivation typically focused in the inner-city wards of Bradford and in parts of Keighley.

It is a district that has many deep-rooted challenges and issues to manage, and the disturbances and riots in 1995 and 2001 demonstrate the complexity and volatility of the district.

Structural changes to the local economy have seen both a reduction and diversification of the manufacturing sector, and the growth of the service sector with a vibrant cultural industries sector. A low skills base is however limiting economic growth. Hence, a priority for the local strategic partners is the regeneration of the district with a particular emphasis on education, training and skills. The long-term strategy for 14 to 19 education, training and learning and this Action Plan is to address issues identified in the Inspection Report are crucial to the regeneration strategy.

The unemployment claimant rate is almost a third higher than the national average, although the highest rates are concentrated in certain wards and among specific ethnic groups. In particular, ethnic minority unemployment is disproportionately high and unemployment among young people at 7.9% is more than double the average for the region.

Over the next 20 years the population of the Bradford Metropolitan District is expected to grow to half a million, with a relatively large proportion being under 30 years old. In addition, ethnic minority communities will grow as a proportion of the population, and especially as a proportion of those under the age of 19.

This dynamic combination of youth and diversity presents a great opportunity for enhanced competitiveness, innovation and economic growth in the future.

The structural changes already experienced by the local economy are set to continue with manufacturing consolidating and an expansion of the service sector, including cultural industries. Manufacturing will however continue to be an important

element of the local economy and its relative success will continue to be an indicator of local prosperity.

Technology will be a key economic driver for the future and will play a significant role in facilitating the development of both manufacturing and service sectors in the local economy.

### 1.2 Urban Regeneration

Bradford Vision, the local strategic partnership has developed the District's 2020 Vision. This is economically driven and aspires to create a high-wage, high skill, knowledge based economy, which will provide appropriate jobs for everyone, creating a wealthier population with greater spending power. The initial focus is to regenerate the city centre of Bradford by establishing an Urban Regeneration Company (URC) which will tackle the under-performance of the property market, develop a more targeted and co-ordinated approach to city centre development, improve the retail and leisure sector within the city centre both of which will have an impact on job creation. The URC will provide a new and dynamic approach to private sector engagement with a clear focus on raising investor confidence in the city. It is anticipated that there will be an increase in demand for labour for construction jobs in Bradford city centre over the coming years.

Bradford Vision as the local strategic partnership is also setting up an economic partnership for the District which will be private sector led and linked firmly to the URC as well as other economic delivery arms in the District.

The district is experiencing a range of regeneration programmes, which are aimed at reducing unemployment, reducing crime, improving health, housing and education.

Capital schemes include the Broadway development in the city centre, the demolition of Provincial House on 01st September 2002 and a new contemporary development in its place by December 2003, the development of Listers Mill, which will lead to the multiple use of the Mill and the redevelopment of Little Germany.

Bradford Vision as the Local Strategic Partnership launched the District's Neighbourhood Renewal Strategy (NRS) in April this year. The emphasis in the strategy is a bottom up approach where local communities play an active role in identifying priorities for their area. The long-term impact of the District's NRS should be the change in the way services are provided for local communities and a greater involvement of communities in service provision.

The District's bid to become European Capital of Culture in the year 2008, if successful will lead to a significant boost to its economy and particularly an increase in tourism in the District.

It is anticipated that there will be a huge impact on education, training and jobs in the District. The process to compile the bid and run the campaign has already involved children and young people through schools, colleges and the University of Bradford.

Since the launch of the Ouseley Report in Bradford in July 2001, there has been much work done to develop a Youth Parliament for the District. An effective Youth Parliament will lead to a greater influence by young people to be involved in the decision-making processes in the District and it is likely that areas such as education and training will experience the benefits of the Youth Parliament.

### 1.3 Education and Learning Provision

The District suffers from poor educational attainment with the GCSE pass rate being two-thirds of the national average. We are committed to improving the situation and our local strategic partnership, Bradford Vision, has as one of its five key performance indicators: "to increase the percentage of pupils obtaining five or more GCSEs at grades A to C (or equivalent) to at least 38% by 2004"

Bradford Metropolitan District also suffers from low levels of basic skills, with 29% of the population aged 16 to 60 years having low to very low numeracy skills and 28% have low literacy skills (Basic Skills Agency, 2000). The survey did not include those who could not speak fluent English or those who had not been educated or partly educated in England.

The District benefits from a wide range of educational provision, including a university, three FE colleges, 28 secondary schools with current or planned sixth forms, including a city technology college, seven special schools and 27 providers of work based learning.

Schooling in Bradford was reorganised between 1999 and 2001 from a three tier to a two-tier system. The reorganisation did not review sixth form provision; 26 of the secondary schools have sixth forms at present and the remaining two have plans in place for post-16 learners from September 2004. Some effective partnerships have been established between schools, and between schools and colleges. Where these exist, they provide a wide range of cost-effective options for learners. This is not the case in most areas, and there is no coherent strategic plan across the district.

As a result of a critical inspection of the Local Education Authority in 2000, a private contractor, Education Bradford, which began operating in September 2001, now provides most of the functions of the LEA. The Council has retained responsibility for buildings and the planning of places and provision, as well as monitoring the effectiveness of the contractor. The Education Policy Partnership (EPP) includes representatives from all the main stakeholders involved in education within the district. The EPP advises Bradford Metropolitan District Council on all aspects of education policy and ensures the accountability of the new education strategic partnership arrangements. It is too early to assess the impact of this new arrangement on pupils' achievement, although challenging targets exist, notably for pupils' achievement at Key Stage 4 and for increased participation post-16.

The following tables illustrate the situation as known at June 2002.

### 1.4 Bradford Education Statistics 2001 – 2002

No. / phase Schools	No. Pupils
207 Total	89,339
7 Nursery	613
12 Special*	967
3 Pupil Referral Units	72
157 Primary	52,410
27 Secondary	34,217
1 City Technology College	1,060
*including 2 Community Nurseries	

Table 6: school population  
(source: Education Bradford website)

	Percentage of Pupils with SEN at early stages of assessment		
	Bradford District	Yorks. & Humber	England
Secondary	16.34	17.1	18.1
Overall (all schools)	17.78	19.9	20.7
	Percentage of Pupils at Stage 5 (i.e. with a statement of SEN)		
Secondary	2.45	2.8	2.5
Overall (all schools)	2.07	1.0	1.1

Table 7: Pupils with Special Educational needs 2001  
(source: Education Bradford)

	Secondary	
	Bradford District	England
Bangladeshi	2.01	0.92
Black African	0.13	1.16
Black Caribbean	0.66	1.38
Black Other	0.00	0.79
Chinese	0.14	0.38
Indian	2.94	2.57
Pakistani	25.65	2.36
White	67.24	86.02

Table 8: Minority Ethnic breakdown - %  
(source: Education Bradford)

	Sixth Form numbers are 2001 – 2002 actual figures; Numbers of courses and learners per course are September 2002 estimates	Sixth Form numbers	% minority ethnic pupils in 6th Forms	L3	L3 av	L2	L2 av	L1	L1 av
<b>Bradford</b>									
1.	Belle Vue Boys' School	107	98	14	7	2	15	2	12
2.	Belle Vue Girls' School	212	99	15	13	5	17	2	11
3.	Bradford Cathedral Community College	45	29	0	0	2	9	1	7
4.	Buttershaw High School	175	42	19	17	3	12	4	8
5.	Carlton Bolling College	348	97	17	17	3	30	2	17
6.	Challenge College								
7.	Feversham College	50	98	2	8	1	2	-	-
8.	Grange School	262	98	22	22	3	23	3	15
9.	Hanson School	378	20	26	28	4	20	-	-
10.	Immanuel CE Community College	20	10						
11.	Laisterdyke High School								
12.	Parkside School								
13.	Queensbury School	138	16	19	24	2	10	0	0
14.	Rhodesway School	233	82						
15.	St Bede's Catholic Grammar	124	7	26	13	2	15	0	0
16.	St Joseph's Catholic College	164	11	21	21	4	5		
17.	Thornton Grammar	226	46	24	18	5	11	3	9
18.	Tong School	280	56						
19.	Wyke Manor School	67	33	17	10	2	7	0	0
20.	Yorkshire Martyrs Catholic College	162	35	23	26	6	22	4	15
<b>Keighley</b>									
21.	Greenhead High School**	208	83	30	23	4	22	2	7
22.	Holy Family Catholic School**	120	7						
23.	Oakbank School***	267	12	28	17	3	11	1	8
<b>Shipley and Bingley</b>									
24.	Beckfoot School	236	26	21	21	3	10	0	0
25.	Bingley Grammar School	318	5	32	23	5	6	0	0
26.	Nab Wood Grammar	164	83	16	11	2	14	0	0
27.	Salt Grammar School	205	5	22	16	5	15	2	10
<b>Wharfedale</b>									
28.	Ilkley Grammar	294	3	23	31	2	5	0	0

Table 9: Bradford Schools: Year 12 Figures (where known)

- \* whole school percentage
- \*\* combined data
- \*\*\* includes partnership courses with Keighley College

Key to table	
Sixth	Number of learners in years 12 and 13
Eth %	Percentage of minority ethnic learners in school
L3; L2; L1	Number of courses at Level 3; Level 2; Level 1
L3 av; L2 av; L1 av	Average number of learners per course at Level 3; Level 2; Level 1 Excludes General Studies, GCSE, Key Skills

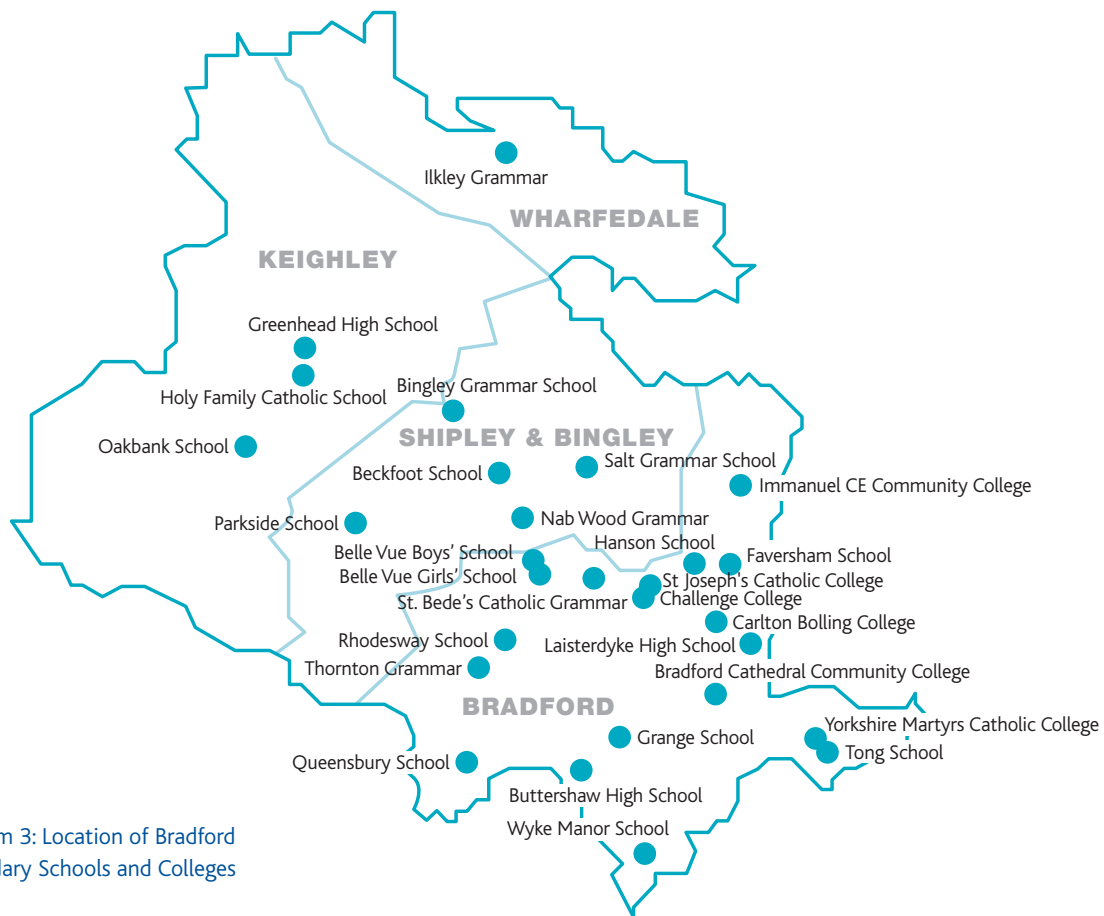


Diagram 3: Location of Bradford Secondary Schools and Colleges

- > **Bradford** covers Allerton, Bolton, Bowling, Bradford Moor, Buttershaw, Clayton, Eccleshill, Frizinghall, Great Horton, Greengates, Heaton, Idle, Little Horton, Low Moor, Manningham, Queensbury, Ravenscliffe, Thornbury, Thornton, Tong, Undercliffe, Wibsey, Wyke.
- > **Wharfedale** covers Addingham, Burley, Ilkley and Menston.
- > **Keighley** covers Cullingworth, Eastburn, Haworth, Keighley, Laycock, Lees, Oakworth, Oldfield, Oxenhope, Riddlesden, Silsden, Stanbury and Steeton.
- > **Shipley and Bingley** covers Baildon, Bingley, Cullingworth, Denholme, East Morton, Eldwick, Harden, Shipley and Wilsden.

## 1.5 Colleges

		Bradford	Keighley	Shipley	totals
Level 3	Courses	63	40	26	129
	Students	1,102	419	403	1,924
	Average	17	10	16	15
Level 2	Courses	27	28	20	75
	Students	538	317	276	1,669
	Average	20	11	14	22
Level 1	Courses	37	7	10	54
	Students	665	110	171	946
	Average	18	16	17	18

table 10: Forecast student numbers and average students per course

## 1.6 Work Based Learning

Listed below are the average in learning figures for 2002/2003 for the providers who were included in the area inspection. Where providers operate across geographical boundaries an estimate has been made for the Bradford Metropolitan District learners.

Provider	Average in learning 2002-2003
A&R	156
Airedale NHS	56
BDTS	80
Best	182
Bradford Foyer	7
Bradford NHS Trust	30
BMDC Regen	52
Bradford YMCA	12
Bradford Youth Service	15
BTAL	129
Business Training Co	8
Cathedral Centre	12
Christopher Paul	172
City	650
General Physics	87
ITM	35
Kadtal	93
Keighley College	200
Rathbone	229
Shipley College	120
Protocol Skills	184
TLC	60
Age Concern	86
Total:	2,655

Table 11: Work Based Learning Providers

# > Appendix 2

## Development of the Action Plan

### 2.1 Contributors to the Action Plan

The following individuals, as representatives of the organisations listed, have contributed to the development of this Action Plan.

			Area Inspection Strategy Group	✓	
			Area Inspection Writing Task Group		✓
Mr Hamayun	Arshad	Black and Asian School Governor Association		✓	
Mr Javed	Bashir	Black and Asian School Governor Association		✓	
Mr Simon	Bray	Learning and Skills Council for West Yorkshire			✓
Mrs Margaret	Coleman	Learning and Skills Council for West Yorkshire		✓	
Mrs Angela	Dobson	Learning and Skills Council for West Yorkshire		✓	✓
Ms Heather	Esiri	Youth Service		✓	
Mrs Sandy	Finnigan	Careers Bradford		✓	
Mr Mark	Foster	Bradford Metropolitan District Council		✓	
Ms Cristina	George	Learning and Skills Council for West Yorkshire		✓	✓
Mr Phil	Green	Bradford Education		✓	
Mr Doug	Hardaker	Keighley College		✓	
Mr David	Gates	Keighley College		✓	
Mr Alan	Hodgson	Bradford and District Learning Partnership; Bradford College		✓	
Mr Steve	Housden	Careers Bradford			✓
Mr Peter	Hunt	Learning and Skills Council, National Office		✓	
Mr Ayub	Ismail	Asian Trades Link			✓
Mr Arshad	Javed	Asian Trades Link		✓	
Mr Dave	Johnston	Bradford Education (Client team)		✓	✓
Dr Seva	Kalsi	Consultant on Social Cohesion			✓
Mr John	Lambert	Consultant			✓
Prof Geoff	Layer	University of Bradford		✓	✓
Dr Gordon	Lakin	Bradford College			✓
Ms Jacqui	Lewis	Government Office for Yorkshire and the Humber		✓	
Mr Mike	Lowe	Learning and Skills Council for West Yorkshire		✓	
Ms Jean	McAllister	Shipley College		✓	
Mr David	Mallen	Education Policy Partnership, chair		✓	
Ms Barbara	Miles	City Training Services			✓
Ms Hilary	Morrison	Special Schools Representative		✓	
Ms Sandy	Needham	Bradford Chamber of Commerce & Industry		✓	
Mr John	Patterson	Bingley Grammar School		✓	✓
Mr Mark	Pattison	Education Bradford		✓	
Mr Gary	Rae	Learning and Skills Council for West Yorkshire		✓	
Mr John	Robertshaw	West Yorkshire Learning Providers; BTAL (UK) Ltd		✓	
Mr David	Scougall	Bradford Asian Business Association		✓	
Ms Stephanie	Shields	Shipley College		✓	✓
Ms Sharon	Smith	DfES		✓	
Mr Richard	Smith	Connexions West Yorkshire		✓	
Mr Tony	Thorne	Bradford Secondary Heads Association		✓	
Mr Tony	Thornley	Education Bradford		✓	✓
Ms Jackie	Walters	BMDC Strategic Support for Education Office of CEO		✓	

*With special acknowledgement and thanks to the  
14-19 District-wide Strategy Group and all the other individuals  
and organisations who have contributed to this Action Plan*

## Other Related Plans and Initiatives

### 3.1 Connexions West Yorkshire in Bradford

The establishment of Connexions West Yorkshire with the approval of the business plan to commence from September 2002 provides a real opportunity to make a major contribution with partners to driving forward the quality of services and provision in Bradford.

Connexions West Yorkshire is a new organisation established to lead the Connexions strategy with and on behalf of young people to maximise their opportunities for success. There are powerful local partnerships across the sub-region which are now being drawn together and harnessed at the West Yorkshire level to secure all means of effective support to fulfil the potential of all our young people in the most appropriate ways.

At a local level, the delivery plan for the Connexions Service is being developed by an inclusive Local Management Committee and will be managed by a Connexions Partnership Manager for Bradford in concert with that management committee. It is recognised that cultural changes are required in all partners to deliver the strategy successfully from the development of effective Connexions networks in schools and colleges alongside the Connexions curriculum promoted in the 14-19 green paper, to multi-agency delivery arrangements in the community embracing the totality of necessary support for young people at all stages of their development. The business plan and local delivery plan are a reflection of the beginning of a significant journey driven by the needs of young people.

Young people in Bradford have already been heavily involved in the establishment of these new arrangements. With support, they have developed the vision statement, the draft Youth Charter, made constructive comments on the business plan, been involved in the recruitment of the Chief Executive, Directors and Connexions Partnership Manager and have demonstrated a huge commitment to shaping that which they see as their service.

The Connexions strategy promotes the effective coming together of partners to deliver services to best effect. Partnership development is neither quick nor easy but Connexions West Yorkshire will be looking to maximise the personal adviser resource available to young people throughout the full range of statutory and voluntary partners. The Connexions West Yorkshire brand will be a symbol of quality whether it marks a multi-agency Connexions Centre or access via the smallest voluntary sector provision. Young people will know that they can trust the brand and organisations will be supported to both attain and retain that brand.

Through collaboration, subcontracting and partnership agreements, Connexions West Yorkshire will work with schools, colleges, work based learning providers, Careers Bradford and the youth, community and voluntary partners to drive up both the quality and quantity of appropriate young people centred guidance and support. This will support targets to improve attainment, increase retention and reduce the numbers not in education employment or training. Services provided will be available to all, differentiated according to need. Support will be given to improve the quality, availability and accessibility of guidance and support in multi-disciplinary networks which will operate to quality standards. Connexions West Yorkshire will also provide feedback mechanisms from its clients to both advocate on their behalf and to provide young people's views on the quality of provision.

### 3.2 Education Development Plan

The Local Education Authority's Education Development Plan (EDP) is currently being revised. Priority 3 addresses provision for 14-19 year olds. The main proposed activities are:

1. To continue to develop effective leadership and management by:
  - > improving the capacity of middle managers;
  - > promoting strategies to improve school self-evaluation;
  - > improving the collection, analysis and use of individual pupil and school-level data
2. To improve the quality of teaching and learning by:
  - > increasing opportunities for pupils to learn about and from the world of work;
  - > sharing good practice in teaching and learning 14-19, including the use of alternative styles and methods, and the development of independent learning;
  - > introducing an enhanced citizenship curriculum to promote social cohesion, mutual understanding and tolerance.
3. To improve the rate of progress for underachieving pupils by:
  - > encouraging the use of alternative curricula and accreditation;
  - > promoting links between special schools and other agencies;
  - > maximising inter-provider collaboration through Excellence in Cities;
  - > extending opportunities to learn outside normal school hours.
4. To narrow the attainment gap by:
  - > raising standards in English, mathematics and science.



5. To improve the use of ICT to support the raising of attainment by:

- > sharing ICT practice of effective independent learning and to stimulate and motivate pupils;
- > establishing a virtual learning environment pilot and promoting ICT as a tool to support teaching and learning across the curriculum.

6. To improve and extend collaboration within the 14-19 sector, in the light of the area-wide inspection, by:

- > establishing collaborative groups of all providers;
- > developing progression routes, in conjunction with other providers;
- > supporting the development of vocational GCSEs;
- > creating bridging activities to improve transition to all post-16 settings;
- > improving personal support and guidance for pupils through effective collaboration between Connexions West Yorkshire, learning mentors, school pastoral staff and Education Bradford's multi-professional teams.

### 3.3 Bradford City Academy

An expression of interest has been submitted to the Secretary of State to develop a City Academy through a merger of Dixons CTC and Bradford Cathedral Community Church of England College. The parties to the submission are: Bradford Church of England Diocese, Bradford Cathedral Community College, Dixons City Technology College, Bradford Metropolitan District Council and Education Bradford. The proposed academy when full will cater for about 2000 pupils aged 11-18 on the sites of the existing schools in South Bradford. The proposal includes sixth form provision at the Academy, but the Expression of Interest notes: "The Academy proposal as it stands does not conflict with existing secondary and post-16 provision and is unlikely to conflict with the outcomes of the strategic review. The partners will take account of the emerging 14 to 19 action plan during the development phase of the proposal."

### 3.4 Re-organisation of Secondary Schools

As part of the secondary re-organisation between 1999 and 2001, three new secondary schools were planned to have sixth forms from September 2002 or 2004. These schools, Challenge College, Laisterdyke High School and Parkside School, are working within their respective local groups of providers to ensure that their new sixth forms operate within the agreed federation rules and complement the existing provision.

## 3.5 Other Plans

This Action Plan is further supported by the development plans of the individual partners, strategies and related initiatives. These include:

*Community Pride Not Prejudice - Making Diversity Work in Bradford*  
Sir Herman Ouseley identified the drift towards self-segregation, and the role of education in the Bradford District in arresting and reversing this process, in tackling ignorance and bigotry, and making diversity work. The thinking, findings and recommendations within this report have been central to the development of this Action Plan.

*The Bradford Race Review*

*Bradford Metropolitan District Council Corporate Plan*

*Draft Community Cohesion Strategy*

*2020 Vision*

*Neighbourhood Renewal Strategy*

*The LEA Education Development Plan*

*The West Yorkshire LSC Strategic Plan*

*The Bradford and District Learning Partnership Strategic Plan*

*Yorkshire Forward's Regional Economic Strategy*

*Integrated Children's Service Plan*

*Education Maintenance Allowance*

*"The Guarantee" – the service level agreement between the LSC and Careers Bradford*

*The Connexions West Yorkshire Business Plan*

*Bradford Approved Training Organisations' strategic statements*

*The Educational Action Zone Plan*

*Excellence in Cities and Excellence Challenge*

*The Bradford District Colleges' Strategic and Development Plans*

*The Fighting Fund*

*Sure Start*

*The Junior University*

*Uniformed Services Consortium – Employment Initiative*

*West Yorkshire Police Youth Projects*

*Bradford Minority Ethnic Communities (MEC) – Connecting Communities – Towards More Representative Services*

*Bradford Youth Team Initiative*

*Bradford Bulls Community Development Programme*

*Schools Organisation Plan*

*Partnerships for Progression*

## Bradford District Young Person's Entitlement to Education, Training and Learning

All young people in Bradford Metropolitan District, together with their parents, guardians and carers, are entitled to accessible learning provision, information, advice and guidance that recognises and respects the diverse nature of the district, individual needs and the contribution that these future citizens will make to the economic and social fabric of the area. The Bradford District Young Person's Entitlement to Education, Training and Learning will be delivered within a framework that recognises the diversity within Bradford Metropolitan District.

**In the preparation of this entitlement, young people themselves have been consulted and have contributed to the content that follows. A wider consultation process will take place from September to November 2002.**

*All young people are entitled to learning provision that:*

- > is accessible and applicable to their individual needs and abilities;
- > offers an appropriate quality assured range and choice, including Entry, Levels 1, 2 and 3, Foundation, Intermediate and Advanced;
- > is bespoke, and that may include single-sex provision on selected programmes;
- > has clear and informed choices of pathways and progression routes that can lead to further training, education and employment;
- > makes clear the level and content of the qualification that is available;
- > includes induction, with the opportunities for relocation to another relevant programme;
- > takes account of the diversity of cultures within Bradford Metropolitan District;
- > includes learning to learn, study support and study facilities;
- > offers key skills and Personal, Social Health and Citizenship Education, which includes global awareness, social cohesion issues and an increased awareness of individual responsibilities and rights;
- > has work-based and work-related training integrated into the learning programme;
- > is accessible, in terms of location and timing;
- > is realistic and informed by labour market information;
- > is assured to National Quality Standards;
- > has workload and coursework deadlines that are planned and negotiated;
- > includes provision of communal recreational and rest areas;
- > is monitored, reviewed and evaluated;
- > follows consultation with the individual;
- > is supported by clear complaints procedures and processes;
- > begins with an initial assessment to determine appropriate course, level of entry and degree of support required by the individual learner to succeed.

*All young people are entitled to Information, Advice and Guidance that:*

- > is available to all, including those not actively seeking support who may need to be sought out;
- > is sensitive to and mindful of the rich diversity within the District;
- > is supported by a prospectus that lists all the learning opportunities available in the Area;
- > includes information on progression routes;
- > covers learning opportunities in education institutions, work based learning, employment, the voluntary sector and combinations of these;
- > is impartial, covering the full range of learning and careers options, pathways, progression and providers;
- > includes an annual exhibition to showcase post 16 opportunities offered by schools, colleges, training providers and employers;
- > explains personal development opportunities and how to access them;
- > includes information about financial support;
- > includes Compact support for progression to Higher Education;
- > allows full access to the Connexions Charter for Young People
- > personal support according to need (including learning difficulties and/or disabilities) to overcome barriers to learning and progression;
- > allows access to a Personal Adviser;
- > provides an Individual Learning Plan that includes aspirational and realistic targets linked to ensuring progress;

- > offers available specialist advice, particularly careers advice;
- > is impartial, and provides information, advice and guidance:
  - into provision including application
  - on induction
  - during programme and at crisis points
  - about time management
  - on exit and progression
- > is quality assured impartial information, advice, guidance and advocacy from appropriately qualified:
  - Connexions Personal Advisers
  - Careers Advisers
  - Careers Co-ordinators in institutions
  - Teachers, trainers and lecturers
  - Personal tutors, student support staff, pastoral staff and other institution staff
  - Employer, peer, school and other Learning Mentors
  - Employers
  - Other appropriate individuals

*All young people are entitled to Certification that:*

- > is accredited and recognised nationally or by the Learning and Skills Council;
- > recognises the widest range of young person's accomplishments;
- > is understood by young people, providers, employers and parents / guardians;
- > is supported by a Progress File to record planning, target setting, achievement and progression;
- > enables a young person to develop a skills based CV.

*The young person has responsibilities and is expected to:*

- > participate actively in the formulation of their own Learning Plan;
- > meet the requirements of the agreed Learning Plan;
- > attend;
- > respect others and conduct themselves responsibly;
- > contribute and engage;
- > strive for success;
- > complete work;
- > plan to progress;
- > prepare for the next step;
- > ask for support.

*Parents / guardians (of young people up to age 19) are entitled to:*

- > information about learning, funding and progression opportunities;
- > feedback on behaviour, punctuality, attendance, performance and progression;
- > effective communication that recognises the diversity of Bradford Metropolitan District;
- > support for young people aged 14+ including parenting for progression programmes.

**The Individual Learning Plan will activate funding to providers based on the level of provision each makes to meet the needs of the individual young person.**

## Federations of Providers

### 5.1 Background to Federations

Bradford Metropolitan District requires a structure of post-16 providers which caters for all 16-19 education, training and learning needs effectively and efficiently, which encourages collaboration and which reinforces the 14-19 continuum. It needs to take account of the local context where many learners are unwilling to move institution at 16 and tend to choose easy, safe options such as staying at school, sometimes on inappropriate courses. It needs to be a vehicle for raising standards and aspirations, not only in schools and colleges post-16, but in work-based learning and pre-16. Finally, it needs to provide the basis for improved understanding and collaboration of learners from all social groups and of all different ethnic origins.

The current situation is the consequence of individual institutional autonomy which, by its nature, tends to lead to decisions which are best for the institution but not necessarily best for the learner or the District. But the District is too large and diverse to have a single, centrally controlled structure. Such a structure would not respond to local need and would be inflexible, stifling initiative.

### 5.2 Principles

A new structure should:

- > put learners' needs first and enable the Learning Entitlement to be provided
- > promote social cohesion
- > impel collaboration between providers
- > provide for local autonomy and devolved decision making, within agreed guiding principles
- > build on existing strengths and specialisms, tackling existing weaknesses
- > provide incentives to meet needs, to collaborate, to set high standards and to innovate
- > provide checks and balances, including penalties for non-compliance
- > promote high standards, progression and alternative curriculum experiences pre-16, and promote progression and lifelong learning post-19
- > ensure every learner has an identified base institution which is responsible for ensuring the Entitlement is provided
- > avoid moving learners between providers unless this is easy,

manageable and educationally justifiable (but encourage the sharing of teachers, lecturers and trainers where this will provide higher quality, professional development and/or better access for learners)

- > be cost effective: economic to operate and avoiding unnecessary duplication

### 5.3 Practice: area-based Federations

We will set up a series of local Federations, each of which will provide a wide range of 14+ courses, covering all levels of provision and with easy geographical access. Each Federation will normally consist of its partner schools, a college, representatives of the work based learning providers, guidance and support services, and possibly of the LSC, the LEA and Education Bradford. Each Federation would be represented on the local Learning Partnership. No 14-19 provision would be funded other than through a local Federation. Federations will have local autonomy to determine how it provides the Entitlement – this could include partnerships between providers, e-learning links with other Federations or beyond and the sharing of staff. It is recognised that further joint work needs to be undertaken during the coming months to set out the framework for management and monitoring of Federations.

To ensure that provision in each Federation can meet the 14 to 19 Bradford District Young Person's Entitlement to Education, Training and Learning, a fundamental review of provision across Bradford Metropolitan District will be conducted to identify areas of under- and over-provision. The outcomes of this review may require new building or adaptation of existing buildings or provision.

Each Federation will be required to:

- (a) provide a minimum range of options within an agreed framework, based on an annual commissioning document. The document will set out minimum standards relating to quality of provision and performance targets. This will be developed and issued by the Strategic Planning Group (SPG), which will contain at a minimum, representatives of the Local LSC, the LEA, Education Bradford, Connexions West Yorkshire and the local Learning Partnership.
- (b) submit an annual plan within an agreed timescale and in line with the commissioning document, to the SPG. This will review the effectiveness of provision in the past year and provide a plan for the coming year of:

- > the intended provision and its cost;
  - > any potential gaps, with recommendations how these might be filled;
  - > targets.
- (c) determine, with its constituent providers, who provides what within the framework to fulfil the commission from the SPG. Provision should build on existing strengths (for example, specialisms and specialist facilities). Staff would continue to be employed by individual providers, but may operate across the Federation and may also work for the Bradford Centre for Learning Excellence. The Federation would be required to respond promptly to any quality assurance issues raised with it by the SPG or outside agencies.
- (d) promote collaboration between its partners for pre-16 education, giving all learners a wide range of opportunities which include college and work based experience. This will enable learners to make better informed post-16 decisions, encourage them to move from their "home" pre-16 institution where appropriate, and provide better progression. It also matches the intentions of the 14-19 Green Paper.
- (e) promote links with other relevant provision – e.g. Adult and Higher Education;
- (f) publish a local guide to courses offered in the Federation, and include courses not offered by the Federation which are available elsewhere in the District. This should include quality assurance and value added information;
- (g) manage admissions to post-16 provision within the Federation;
- (h) promote race equality, citizenship and ethnic understanding through collaborative activities between its partners.

## 5.4 Example Federal Structure

These groupings reflect existing Excellence Challenge cluster groups with minor modifications. The Excellence in Cities proposals for specialist schools are also shown.

Federation	Specialism Proposals	
	Subject	Start date
<b><i>SOUTH BRADFORD</i></b>		
Buttershaw High School	Enterprise and Business	03
Bradford Cathedral Community College	Performing Arts	(Bradford City Academy plan)
Tong School	Sports -joint	(to 8/05)
Wyke Manor School	Science	03
Yorkshire Martyrs Catholic College	Sports -joint	(to 8/05)
Bradford College		
Work Based Learning Providers		
<b><i>Bingley, Keighley &amp; Ilkley</i></b>		
Bingley Grammar School		(Beacon to 03, supporting Wyke Manor)
Greenhead High School		
Ilkley Grammar School	Technical	04
Oakbank School	Sports	(to 8/04)
Parkside School	Performing Arts	05
The Holy Family Catholic School	Modern Foreign Languages	(to 8/03)
Keighley College		
Work Based Learning Providers		
<b><i>SHIPLEY (N Bradford Commonwealth)</i></b>		
Beckfoot School	Technical	(to 8/04)
Nab Wood School		
Salt Grammar School	Maths/ICT	03
St Bede's Catholic Grammar	Science/Engineering-joint	04
St Joseph's Catholic College	Science/Engineering-joint	04
ShIPLEY College		
Work Based Learning Providers		
<b><i>BRADFORD NORTH</i></b>		
Carlton Bolling College		
Challenge College	Maths/ICT/Technology	03
Feversham College	Science	05/06
Hanson School	Technical	(to 8/04)
Immanuel CE Comm College		
Laisterdyke High School	Enterprise and Business	04
Bradford College		
Work Based Learning Providers		
<b><i>SOUTH WEST by WEST</i></b>		
Belle Vue Boys School		
Belle Vue Girls School	Modern Foreign Languages	03
Grange Technology College	Technical	(to 8/05)
Queensbury School	Maths/ICT	03
Rhodesway School	Visual Arts	(to 8/05)
Thornton Grammar School	Sports	(to 8/04)
Bradford College		
Work Based Learning Providers		

TABLE 12: Federation Model

The specialist school proposals were agreed by the Excellence in Cities partnership at its meeting on 4th July 2002 for submission as an associated proposal to the Department for Education and Skills by Education Bradford.

Special schools are yet to be allocated within the Federations model.

## Bradford Centre for Learning Excellence

The Bradford Centre for Learning Excellence will enable providers and Federations to develop collaborative approaches, to monitor progress and to link Federations so that excellence in one cluster can help develop excellence in others and support continuing professional development of staff.

The Centre For Learning Excellence will be a developing, state-of-the-art staff learning, development and best practice centre, also with the potential for use by students and others as a centre for learning how to learn. Though based in Bradford Metropolitan District, it will have the potential to develop into a centre for the whole of West Yorkshire.

The Centre will provide opportunities for staff from across the district to develop teaching, training and learning techniques and specific programmes. It will help to attract the best staff to Bradford Metropolitan District. It may also have nationally or internationally recognised experts "in residence" for short periods.

The Centre will also specialise in leadership, the single most important critical success factor in determining the success of learning providers.

The Centre will have an important role in contributing to quality assurance of teaching, training and learning in Bradford Metropolitan District.

The Centre will be funded and governed by the institutions and other partners and will be managed by professional staff appointed by the partnership.

The aims of the Centre will be to:

- > develop excellence in 14-19 teaching and learning programmes, with initial emphasis on post-16
- > develop leadership programmes for senior managers
- > enable all staff (teachers, trainers, advisers, counsellors, mentors etc.) to work together across Federations to achieve optimum performance
- > ensure the skills, knowledge, understandings and attitudes required to meet the Entitlement to Education and Training are developed by all staff
- > develop as a high-tech, state of the art learning/best practice centre with developing outreach and income potential
- > develop high levels of skill in teaching, training and learning techniques, e.g. ICT-based, accelerated learning, distance learning, critical skills development, brain-based learning
- > develop specific packages to improve young people's learning abilities at all levels
- > provide learning to learn programmes for staff of institutions and organisations
- > link with initial and continuing teacher and other training to engage potential staff for Bradford Metropolitan District
- > undertake cross-District studies, evaluation and research programmes, e.g. value-added studies, and develop a data warehouse for the partnership
- > attract staff to Bradford and assist with recruitment and retention

## Higher Education Strategy

The new structures and collaborative work within Federations will provide a framework for increasing progression into Higher Education that will address the current imbalances and also contribute towards achieving the Government target of 50% of all 18-30 year olds participating by 2010.

To achieve a quantum shift in participation rates, the Strategic Planning Group will seek to agree a Strategy and delivery framework for increased participation within Higher Education. The HE strategy will be developed over the period up to the 31st March 2003 as part of the preparation for the HEFCE/LSC initiative, Partnerships for Progression. This will provide the opportunity to bring together the learning from the various freestanding initiatives, which currently exist across the District and West Yorkshire. Key factors influencing the strategy will be that more students are choosing to study locally and the need for Higher Level Skills within the local economy.

This strategy will have three key objectives:

1. To promote and facilitate progression for young people into Higher Education through bringing together Excellence Challenge initiatives across the district, particularly with West Yorkshire Higher Education providers. This objective will focus on enhancing current Excellence Challenge targets as a result of increasing the scale of activity through the proposed Partnerships for Progression Initiative.
2. To develop routes from work-based learning into Higher Education.
3. To influence the nature of Higher Education provision within the sub-region to ensure that the demand requirements of local people and the local economy are met.

The framework for delivery will focus on a student lifecycle approach as recommended by the HEFCE Good Practice Guide on Widening Participation and be delivered in partnership with Excellence Challenge, and therefore include, as a minimum, the following strands of activity:

### Aspiration Raising

Bringing together the best practice across the partners to develop a strategic approach with a detailed delivery plan to raise aspirations of studying within HE. This strategy will be broader than that within the Excellence Challenge, as it will also specifically focus on progression to part-time HE, as well as the more traditional model. This approach will involve the use of student mentors, visits, information days, parental involvement and other activities. The strategy will link with the West Yorkshire HEIs partnership to ensure a richer mix of activity.

### Pre-Entry Support

This stage of the lifecycle focuses on learners who have decided to progress to HE and will involve activities to support the raising of attainment through masterclasses, summer schools, revision classes and homework clubs, along with a compact scheme which attracts UCAS points on successful completion.

The other stages of the lifecycle focus on activity within HE itself through:

- > Transition
- > On-course support
- > Employability

The framework will seek to influence those aspects within each HE provider through securing access to the Widening Participation and Learning and Teaching Strategies, and establishing a dialogue and review process with the providers.

A specific development within the HE Strategy will be to develop a framework through which work-based learning is more clearly understood as a route into and through HE. This initiative will seek to map a WBL route, to identify skill/knowledge gaps, develop a bridging programme and to establish an appropriate HE curriculum, as well as providing access to more traditional HE.

A key aspect of the HE Strategy will be to contribute to the move from a provider led to a demand led approach. In this case, demand relates not only to student choice, but also the social, economic and cultural needs of the District.

This will include an increase in the provision of HE opportunities. The Bradford College / University of Bradford Feasibility Study is seeking a 7% increase in HE student numbers. This will be achieved through new curriculum areas relevant to the Regional Economic Strategy such as supporting the digital cluster and other shortage areas, such as expanding teaching training provision in association with Education Bradford. Other key new provision areas will focus on Foundation Degrees, which address employment gaps within the District.

The development of the delivery framework will be overseen by an appropriate group within the District wide body and will involve regular consultation and review through each federation and the University.



## Action Plan Consultation

The production of the Action Plan has involved ongoing consultation between members of the Area Inspection Strategy Group and the constituencies they represent.

Via the Area Inspection Strategy Group, key stakeholders received the OFSTED/ALI report (or the summary) within 48 hours of publication. Members of the Area Inspection Strategy Group agreed to update their colleagues on the development of the Action Plan following each Area Inspection Strategy Group meeting (prescheduled every fortnight).

Once submitted to National Office the Draft Action Plan was subject to consultation and distributed widely to key partners and stakeholders for comment. Representatives of the Strategy Group attended meetings of policy and partnership groups to discuss and gain feedback on the draft plan. In addition every effort was made to ensure the wider community had the opportunity to comment on the main proposals included in the Action Plan. A document was produced that detailed the main proposals for improving learning within the District and provided the opportunity for comment via a range of feedback mechanisms. This was circulated to all households in Bradford Metropolitan District and made available within community venues.

To ensure this process was inclusive the document was translated into Punjabi and Gujarati and distributed via local Community Centres.

The draft plan was generally well received by all partners and stakeholders, although there was concern about the timing of the consultation over the summer period. In the main comments received in response to consultation was the need to clarify the different phases in the plan, be clearer as to the age range, i.e. 14-19 or 16-19 and strengthen the Social Cohesion and Special Needs elements of the plan.

**Two Focus Groups were held with Young people and the consultation document distributed to candidates for the Youth Parliament. The outcomes of the focus groups emphasises the need for real change in all forms of learning in Bradford and the need to ensure that young people are involved in developments and kept informed of progress during the lifetime of this action plan.**

**The response from young people was perceptive and focused, some excerpts from the report on the focus group are given below:**

*"If there's something bad in the news, it'll be from Bradford"*  
*"The police hate young people"*  
*"My uncle's been to uni and he's made me want to go"*  
*"My teacher used to be a prison warden and he told me all about it and how good it was – I'm going to be one"*

*"I've got a Saturday job at Tesco and there's a student there from Warwick Uni. He's told me all about it and now I'm going there"*

*"You get written off too quickly if you're no good at English or maths"*

*"I don't even have the opportunity to learn because everyone on my class mucks about"*

*"Teachers need to be switched on, know what the real world is like"*

*"The bad ones won't bother to change"*

*"That's just going to add to the segregation and racism. Some people would say that ethnic minorities are getting better treatment"*

*"Why white boys – they have it the easiest!"*

*"Sometimes the pressure really gets to you because you think that if you fail, that's it"*

*"Teachers don't treat everyone the same"*

Respondents were asked what they felt were the issues facing young people in Bradford. Three major areas of concern were identified:

- > 'Inequality';
- > Feeling 'unrepresented';
- > 'Uncertainty'.

In relation to the Inspection and Action Plan:

- > Someone was 'bothering' to find out what was going on in Bradford;
- > Young people are not usually asked for their opinions;
- > It is an opportunity for problems to come to light;
- > Respondents wanted to know whether the Inspection – and being asked for their opinions – would continue in the future;
- > It was suggested that a 'Young Person' friendly version could be printed, the idea being that respondents would keep a copy and 'check' that the proposed changes took place;
- > There was some cynicism re: delivery and execution of the Action Plan.

'Learning, education and training' were viewed in relation to school and college. There was very little awareness within the groups of work based training courses or other options outside of GCSEs, A-levels and AS-levels. The idea of different training and education 'working together to improve standards' was liked in theory.

However, the perceived inequalities in facilities and teaching quality, combined with the issue of segregation led some to question how this would work in practice. Some were concerned that standards would be driven down because the majority of provision was poor.

The proposal to rationalise provision to ensure that courses are not duplicated was strongly disliked. Respondents were worried that this would mean having to go to a provider with a poor reputation or one at which they would not be accepted because it was the only choice for a particular course.

Positives associated with the Centre for Excellence were:

- > Somewhere for teachers to learn how to teach or to improve teaching skills. Not surprisingly, this was seen as a good idea, providing that the training was not conducted by current teachers and/or it was monitored by central government.
- > 'New' or different subjects
- > It was suggested that the Centre could train or teach what were perceived as 'modern' and/or non-school related subjects such as 'high level IT' and business skills.

The negatives or concerns about the Centre related to the perception that 'Learning Excellence' related to formal, classroom based teaching and was for 'academics-only'. As such, there were concerns that the Centre would lead to further segregation, this time on academic ability.

Perceptions of higher education were mixed. Very few respondents knew anyone who had gone on to university and generally, the perceived negatives outweighed the positives.

The perceived positives were:

- > The experience gained;
- > Increased opportunities in terms of career prospects;
- > A great social life;
- > (Perhaps) a better job;

The negatives were:

- > Debt (which may not be possible to pay back as the job situation is uncertain);
- > University was only for the 'very academic';
- > Moving away to the 'unknown' (some respondents had never been far from their home town).

Listed below are the Conclusions & Recommendations from the focus group:

- Perceived problems with education, training and learning in and around Bradford;
- Some issues felt to be Bradford-specific; others, 'the differences between kids and teachers/school';
- Top issues relate to inequality/segregation, uncertainty and having nowhere to turn;
- Potential to get Young People on board – essence of Action Plan welcomed;
- Necessary to communicate practical benefits of Action Plan in light of issues raised;
- Further explain some aspects and reasoning behind them;
- Use 'Young Person – friendly' language;
- **Young People's Entitlement To Education, Training & Learning**
  - Bit wordy – YP' Right, Charter?
  - View that everyone has 'Entitlement' anyway – needs

to be explicit that it incorporates 'the very best' and is open to everyone

- Necessary to widen definitions (most assume relates to school/college)
- Must include access to information and choices
- Expectations high; question marks over responsibilities in return

#### • Federations Of Providers

- Uncertainty over 'providers'
- Worries over streamlining provision

#### • Centre For Learning Excellence

- Not thought to be for 'Young People'
- Concerns over academic segregation but like idea of including learning of other skills like leadership, IT

#### • A Higher Education Strategy

- Again, positive in theory but why choose HE?
- Need to communicate benefits, address concerns
- Important to convince parents as well as kids

#### • Communication

- Keep it real
- Wide range of YP case studies but also use well established local business-people
  - Their experiences/views, what they look for in an employee
  - Potential to raise profile of Bradford
- Emphasise link between potentially higher earnings and education
- Target parents
- Ensure careers teachers are aware of the different 'non-school' options and that they are willing to promote them
- Creative distribution!

Further formal consultation will take place on the proposals contained within the plan. This must be a genuine consultation exercise that invokes the following principles and values:

- > it is representative and based on honesty, trust and openness;
- > ownership - a commitment to act and to change, not only from the statutory bodies, but from those consulted;
- > a high degree of coordination and collaboration at strategic, tactical and operational levels;
- > timescales are clear;
- > is inclusive and takes account of learners and their parents, guardians and carers.

The role of the Area Inspection Strategy Group in the ongoing consultation builds on what has already been achieved by the Group:

- > analysing the challenges;
- > taking ownership;
- > sharing knowledge;
- > tackling hard issues;
- > exploring solutions;
- > commitment to action.

## Consultation Timetable

Key Actions	Who?	When?	Version
Plan sent to LSC National Office	LSC Marketing Manager; covering letter from ED	16/07/02	Full
Verbal briefing of Local MPs	ED + Directors + Corporate Affairs Manager	12/07/02	Working draft summary
Plan + briefing to LSC Management Team	Corporate Affairs Manager	17/07/02	Full
Plan and briefing to LSC staff	Corporate Affairs Manager	17/07/02	Summary
Plan to all members of Strategy Group	Executive Secretary to Director of Quality	17/07/02	Full
Plan to members of Writing Task Group (not included above)	Executive Secretary to Director of Quality	17/07/02	Full
Plan to Chief Executive's Office, Bradford Metropolitan District Council	LSC ED's Office	17/07/02	Full
Plan to Cllr Ward, executive member for education	LSC ED's Office	17/07/02	Full
Plan to local MPs	LSC ED's Office	17/07/02	Full
Alert LSC National Press Office	LSC Press Officer	15/07/02	Briefing
Plan placed on LSC website	Marketing assistant	19/07/02	Full
Alert Local LSC Council Members	Corporate Affairs Manager	15/07/02	Briefing
Plan to LSC Advisory Group members (non Council)	LSC Executive Secretaries	17/07/02	Full
Plan to Jackie Walters EPP – by hand	LSC Admin Support	17/07/02	Full
Plan to Cynthia Richardson LLP – by post	LSC Admin Support	17/07/02	Full
Plan to Bradford Vision – by hand	LSC Admin Support	17/07/02	Full
Plan to Eddie Rodgers, Business Link West Yorkshire	LSC Admin Support	17/07/02	Full
Bradford Breakthrough – by post	LSC Admin Support	17/07/02	Full
Yorkshire Forward West Yorkshire team - by post	LSC Admin Support	17/07/02	Full
Plan to Local LSC Council Members (Council Meeting)	LSC ED's Office	18/07/02	Full
Plan to relevant media	LSC Press Officer; Corporate Affairs Manager	19/07/02	Full + media release
Media briefing	LSC ED	22/07/02	Briefing
Plan to Y&H LSCs	LSC – ED's Office	22/07/02	Full
Meeting of Bradford Education Policy Partnership	LSC Director of Quality LSC – ED's Office	25/07/02	Full
Meeting of Bradford Metropolitan District Council Executive Committee	LSC Director of Quality	30/07/02	Full
Meeting of Bradford Learning Partnership	LSC Director of Quality	08/07/02	Full
Bradford Vision Executive	LSC Director of Quality	13/08/02	Full
Meeting of Connexions West Yorkshire's Local Management Committee	LSC Director of Quality	20/08/02	Full
Deadline for views and feedback from Public Consultation	-	21/08/02	-
Meeting with Secondary Heads, Colleges and Work-based Learning providers	LSC Director of Quality	09/09/02	Special briefing document

## Draft Proposal for Review of Provision

The purpose of the review of provision is to recommend options for the learning infra-structure and **federal structures** in Bradford Metropolitan District which will best fulfil the young person's 14 to 19 entitlement to education and training, taking account of:

- > learners' prior attainment;
- > learner demand and mobility;
- > employment and higher education opportunities;
- > projected demographic and educational changes;
- > **existing provision, facilities resources and any proposed developments.**

### Any proposals should:

- > meet performance targets against agreed criteria such as participation, retention, achievement and value added;
- > build upon current target measures and performance standards;
- > take account of the need for benchmarking information and data collection;
- > promote social and racial cohesion;
- > contribute to raising standards, particularly for identified underachieving groups;
- > enhance 14-19 continuity and the promotion of high standards pre-16 and post 16;
- > improve progression;
- > take account of other relevant developments including specialist schools, proposed Further Education / Higher Education closer links, **for instance the work exploring merger plans between Bradford College and the University of Bradford**, extended schools, City Academy proposal, PFI proposals, Centres of Vocational Excellence, **proposed new 6th forms and the changes to Modern Apprenticeships**;
- > meet the needs of special groups of learners, including those with special needs and with specific gifts and talents;
- > be cost-effective and ensure good value for money;
- > be affordable within the resources which are likely to be available;
- > reinforce collaboration and continuity within Federations of providers;
- > promote links with other post-16 provision (for example, regeneration projects, adult education).

### The recommendations should:

- > incorporate a ten year costed plan for provision to meet Young Person's 14 to 19 Learning Entitlement, with incremental milestones;
- > include alternative options where appropriate;
- > **suggest the most appropriate federal structure of learning providers.**

## Draft Planning, Delivery and Monitoring Structure to Support Bradford Area Inspection Action Plan

A new structure should:

- > put learners' needs first and enable the Learning Entitlement to be provided
- > promote social cohesion
- > impel collaboration between providers
- > provide for local autonomy and devolved decision making, within agreed guiding principles
- > build on existing strengths and specialisms, tackling existing weaknesses
- > provide incentives to meet needs, to collaborate, to set high standards and to innovate
- > provide checks and balances, including penalties for non-compliance
- > promote high standards, progression and alternative curriculum experiences pre-16, and promote progression and lifelong learning post-19
- > ensure every learner has an identified base institution which is responsible for ensuring the Entitlement is provided
- > avoid moving learners between providers unless this is easy, manageable and educationally justifiable (but encourage the sharing of teachers, lecturers and trainers where this will provide higher quality, better access for learners and/or professional development for staff)
- > be cost effective: economic to operate and avoiding unnecessary duplication

Set out below is a suggested structure for the decision-making, delivery, monitoring and reporting for the Bradford Area Inspection Action Plan. The remit of the groups will need to be further developed once agreement is reached on the outline structure, however it is envisaged that the Strategic Planning Group will be responsible for policy and strategic decisions. The local Learning Partnership is to be asked to review its structure in the light of these developments. The current Area Inspection Strategy Group and task group, established to develop the Action Plan, will cease to exist.

Initially, it is envisaged three staff including a Federation Manager will support this structure.

### Strategic Planning Group

Suggested representatives:

- Executive Director (chair) - LSC West Yorkshire
- Director of Programmes - LSC West Yorkshire
- Director of Quality - LSC West Yorkshire
- Director of Education – Bradford LEA
- Director of Strategy – Education Bradford
- Chief Executive – Connexions West Yorkshire
- Director of Lifelong Education and Development University of Bradford
- Chair – Learning Partnership
- Employer Representative with economic regeneration experience
- Parent Governor
- Youth Parliament Representative
- Representatives of each Federation (reflecting the different types of learning provision)

To meet around six times each year.

### Strategic Planning Executive

The LSC West Yorkshire, Bradford LEA and Education Bradford will continue to meet together on a regular basis to ensure the Area Inspection Action Plan and the organisations' three plans are being coherently taken forward.

### Joint Federal Committee

It is proposed this committee will be established with three representatives from each Federation representing college, school and work based learning providers. The Strategic Planning Group will appoint the chair. Where relevant this committee will help to deliver, monitor and report on the actions in the Action Plan. It will also provide a regular dialogue between the federations.

## Example Five Federations

We will set up a series of local Federations, each of which will provide a wide range of 14+ courses, covering all levels of provision and with easy geographical access. Each Federation will normally consist of its partner schools, a college, representatives of the work based learning providers, guidance and support services, and possibly of the LSC, the LEA and Education Bradford. Each Federation would be represented on the local Learning Partnership and Strategic Planning Group. No 14-19 provision would be funded other than through a local Federation. Federations will have local autonomy to determine how it provides the Entitlement – this could include partnerships between providers, e-learning links with other Federations or beyond and the sharing of staff.

Each Federation will include all secondary schools in the area, the relevant college representation and work based learning providers. Current thinking is they will be similar to the existing Excellence Challenge clusters. The role of Special schools will need to be considered. The Fundamental Review will examine the appropriateness of these particular groupings. Current thoughts are:

- > South Bradford
- > South West by West Bradford
- > Bradford North
- > Bingley, Keighley & Ilkley
- > Shipley (North Bradford Commonwealth)

Each Federation will be required to:

- > provide a minimum range of options within an agreed framework, based on an annual commissioning document. The document will set out minimum standards relating to quality of provision and performance targets. This will be developed and issued by the Strategic Planning Group (SPG).
- > submit an annual plan within an agreed timescale and in line with the commissioning document, to the SPG. This will review the effectiveness of provision in the past year and provide a plan for the coming year of:
  - the intended provision and its cost;
  - any potential gaps, with recommendations how these might be filled;
  - targets.

- > determine, with its constituent providers, who provides what within the framework to fulfil the commission from the SPG. Provision should build on existing strengths (for example, specialisms and specialist facilities). Staff would continue to be employed by individual providers, but may operate across the Federation and may also work for the Bradford Centre for Learning Excellence. The Federation would be required to respond promptly to any quality assurance issues raised with it by the SPG or outside agencies.
- > promote collaboration between its partners for pre-16 education, giving all learners a wide range of opportunities which include college and work based experience. This will enable learners to make better-informed post-16 decisions, encourage them to move from their “home” pre-16 institution where appropriate, and provide better progression. It also matches the intentions of the 14-19 Green Paper.
- > promote links with other relevant provision – e.g. Adult and Higher Education;
- > *publish a local guide to courses offered in the Federation, and include courses not offered by the Federation which are available elsewhere in the District. This should include quality assurance and value added information and will be used to produce a prospectus at District level;*
- > manage admissions to post-16 provision within the Federation;
- > promote race equality, citizenship and ethnic understanding through collaborative activities between its partners.

# > Appendix 11

## List of Post Holders as at September 2002

Post	Post holder September 2002
Area Inspection Strategy Group Chair (Group to be replaced by Strategic Planning Group)	Margaret Coleman
Bradford Metropolitan Council Assistant Chief Executive	Mark Carriline
Connexions Chief Executive	Richard Smith
Connexions Partnership Manager for Bradford	Gerry Hudson
Dean of Lifelong Education and Development University of Bradford	Geoff Layer
Director of Education	Phil Green
Education Bradford Managing Director	Mark Pattison
Federation Management Group Chair	Vacant
Federation Manager	Vacant
Local Learning Partnership Chair	Alan Hodgson
Local Learning Partnership Manager	Cynthia Richardson
Local Management Committee Chair for Connexions West Yorkshire	Mark Foster
LSC Director of Development	David Hodges
LSC Director of Planning	Andrea Ingham
LSC Director of Programmes	Mike Lowe
LSC Director of Quality	Angela Dobson
LSC Education Manager	Jill Weatherill
LSC Equality Development Manager	Lucille Ingham
LSC Executive Director	Margaret Coleman
LSC Inclusive Learning Manager	Sheila Slater
LSC Marketing Manager	Simon Bray
LSC Quality Improvement Manager (Education)	Colin Forrest
LSC Quality Improvement Manager (Training and Development)	Anne Craven
LSC West Yorkshire Council Chair	Clive Leach
LSC Work Based Learning Manager	Liz Butcher
LSC Workforce Development Manager	Clive Howarth
Strategic Planning Executive Chair	Vacant
Strategic Planning Group Chair (Group to replace Area Inspection Strategy Group Chair)	Vacant
University of Bradford's Head of Access and Widening Participation	Nadira Mirza

# > Appendix 12

## Glossary

ALI	Adult Learning Inspectorate
AMA	Advanced Modern Apprenticeship
BMD	Bradford Metropolitan District
BMDC	Bradford Metropolitan District Council
CBL	Careers Bradford Limited
CEO	Chief Executive Officer
CWY	Connexions West Yorkshire
DfES	Department for Education and Skills
EB	Education Bradford
ED	Executive Director
EDP	Education Development Plan
EiC	Excellence in Cities
EPP	Education Policy Partnership
ESF	European Social Fund
FE	Further Education
FMA	Foundation Modern Apprenticeship
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
GOYH	Government Office for Yorkshire and the Humber
HE	Higher Education
HEFCE	Higher Education Funding Council of England
ICT	Information and Communications Technology
IFP	Increased Flexibility Programme
LAD	Local Authority District
LEA	Local Education Authority
LIF	Local Initiatives Fund(ing)
LLP / LP	Local Learning Partnership
LSC	Learning and Skills Council
LSCWY	Learning and Skills Council for West Yorkshire
MA	Modern Apprenticeship
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
PFI	Private Finance Initiative
SEN	Special Educational Needs
SPE	Strategic Planning Executive (Group)
SOP	Schools Organisation Plan
SPG	Strategic Planning Group
VFM	Value for Money
WBL	Work Based Learning

Abbreviations used in Action Plan under 'Links to Other Plans'	
14-16 FP	14 - 16 Flexible Plan
BL	Business Link
BMDC	Bradford Metropolitan District Council
BU	Bradford University
BVCCS	Bradford Vision Community Cohesion Strategy
CWY	Connexions West Yorkshire
EBL	Education Business Links
EBP	Education Business Partnership
EC	Excellence Challenge
EDP	Education Development Plan
EIC	Excellence In Cities
LP	Learning Partnership
LSC	Learning and Skills Council for West Yorkshire
P4P	Partnerships for Progression
RES	Regional Economic Strategy
SOP	Schools Organisation Plans
UB	University of Bradford



# > Appendix 13

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**Learning+Skills Council**  
West Yorkshire