

October 2002

## Leeds Metropolitan District



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

# Action Plan



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 February-March 2002 the Office for Standards in Education (OfSTED) and the Adult Learning Inspectorate (ALI) carried out an area-wide inspection in Leeds.

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

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In addition the recent Green Paper on 14-19 education and learning and the recent review of Secondary Provision within Leeds have informed the work that has led to this Action Plan.

We have made this plan complementary to other strategic plans for Leeds; these are listed in Appendix 3. National and Regional Strategic Plans that have local impact have also been taken into account.

The development of this Action Plan has therefore been used as an opportunity to take a radical approach to addressing the underlying weaknesses identified by OfSTED and ALI, to build on existing good practice and to improve the life chances for 14-19 year old young people in Leeds. We are confident that through the production of the Action Plan the foundations have been laid for the major improvements in participation, retention, achievement and progression needed to fulfil our aspirations for Leeds to be a world class city.

# > Contents

Contents .....	1
1 Introduction.....	2
2 Strategic Partnerships in Leeds.....	3
3 Production of the Action Plan.....	5
4 Structure of the Action Plan .....	6
5 Arrangements for Implementation, Monitoring and Review .....	7
6 Vision.....	8
7 Issues Arising from Inspection .....	9
8 Strategic Aims and Objectives ...	11
8.1 Strategy and Collaboration	
8.2 Access and Participation	
8.3 Retention, Achievement and Progression	
8.4 Quality of the Learning Experience	
9 Targets .....	14
10 Progress Since Inspection .....	17
11 Action Plan .....	19

## Appendices

1 Context	41
2 Production of the Action Plan	44
3 Other Related Plans and Initiatives	45
4 Key Areas to Support Change	47
5 Draft Proposal for Fundamental Review of Provision	51
6 Excerpts from OFSTED Inspection Reports	53
7 Action Plan Consultation	55



# > 1 Introduction

## 1.1 Overview

Following the Area Wide Inspection, that took place in February and March of 2002 a report was published in June 2002. This report included the findings of the inspection and set out a number of issues for attention that have been used as the basis for developing this Action Plan. The context within which this plan is set, together with its structure, are set out below, with greater detail being provided in the Appendices, beginning on page 41.

## 1.2 Context

Leeds is the second largest Metropolitan District in England, covering 562 sq km and with a population of nearly 740,000. The Leeds Metropolitan District includes the City of Leeds, outlying towns such as Otley, Wetherby, Morley and Garforth, as well as substantial areas of countryside.

It has the third most diverse economy of any GB city and has enjoyed a sustained period of employment growth and low unemployment. A thriving commercial, industrial and manufacturing city, Leeds is not dependent on a limited number

of sectors or companies; between 1996 and 1999 more employee jobs were created in Leeds than any other major city and it is expected to provide 40% of the region's additional jobs between the years 2000 and 2010.

Leeds is also the second largest metropolitan local education authority in the country and is home to 2 universities, 2 colleges of higher education, 8 further education colleges, 43 secondary schools, 10 special schools, 241 primary schools and 3 pupil referral units. There is also a strong independent sector. Leeds is a regional centre of the Open University and has a network of 38 independent training providers.

# > 2 Strategic Partnerships in Leeds

The Area Inspection Report identified that there were an extensive range of effective strategic partnerships established in Leeds, including the Learning Partnership 14-19 Strategy Group. However, through the production of this plan it has become apparent there is a need to review the current groups and partnerships that influence this area of work and ensure that roles, remits and relationships of these groups are revised to provide clarity of purpose, reduce duplication and better meet the needs of the individual learner not the individual organisation or institution. This work will be carried out as part of the fundamental review of provision.

## 2.1 The Leeds Initiative

The 'Leeds Initiative' is the recognised Local Strategic Partnership for Leeds. Via its 'Vision for Leeds' it drives a network of strategic and operational groups seeking to 'achieve the simultaneous ambitions of economic prosperity, social equality and environmental protection'.

The Leeds Initiative Board and Executive work through 6 strategic groups, allied to the vision themes, one of which is the local Learning Partnership. The Learning Partnership Board operates through 7 sub groups to take forward key learning issues and developments.

The sub groups are

- > 14-19 Strategy
- > Widening Participation
- > Workforce Development
- > Learner Support
- > Connexions Local Management Committee
- > Excellence in Cities
- > Early Years

## 2.2 Leeds Learning Partnership

The Leeds Learning Partnership is the group charged with driving forward an agenda for Lifelong Learning and through the 14-19 Strategy Group provided much of the detailed briefing for the Area Inspection, the quality of which was commented upon positively by the inspection team.

The 14-19 Strategy Group provides a forum where all the key providers, funders and influencers of learning are represented.

Its terms of reference include curriculum needs, entitlement, collaboration, links with regeneration and advising the Partnership Board. Individual members of the group are responsible for informing and seeking views from the group(s) they represent.

Both the Learning Partnership and the 14-19 Strategy Groups have played a key role in the development of the Post Inspection Action Plan through representation on both the Area Inspection Strategy and Writing Task Groups, and will have an important part to play in its implementation.

## 2.3 Other Related Groups

Other groups operate in Leeds, closely allied to, and represented on, the Learning Partnership and supportive of its work.

The eight Further Education Colleges joined together in 2001 to form the **Leeds Federation of Colleges**. Its mission is 'To provide an excellent and comprehensive further education service for Leeds' and its establishment acknowledges that a better and more coherent service can be achieved through co-operation, sharing and working together.

There is a Leeds **Training Provider Network**, which consists of 38 providers from a wide range of occupational sectors delivering programmes ranging from Advanced Modern Apprenticeships to NVQ1 and Life Skills. It is recognised that this group requires further development to ensure the work based learning provider network is able to fully engage in future collaborative work.

The **Secondary Heads Group** that represents head teachers of secondary schools meet on a regular basis, as do the **Heads of Special Schools**.

## > 3 Production of the Action Plan

The Action Plan was produced through the collaborative efforts of all the key influencers of learning in the City of Leeds. This has included Education Leeds, Leeds City Council including the LEA, the Learning Partnership, Secondary School Heads, Leeds Careers Guidance, Connexions West Yorkshire, the Federation of Colleges, Higher Education, the Training Provider Network, Employer representative and the Learning and Skills Council West Yorkshire.

The Action Plan builds on the shared visions of existing organisations and partnerships to provide education, learning and training that is world class. It will form a cornerstone of future collaborative developments, putting the learner first, not only meeting the needs of young people but exceeding their expectations.

The development of the plan was led by a Strategy Group and supported by a Writing Group who produced the plan under the guidance and leadership of the LSC West Yorkshire. (Membership of these groups is shown in Appendix 2).

The Strategy Group systematically reviewed the findings of the Inspection Report, agreed the vision statement and strategic objectives, determined the key areas for development which shape the plan, the targets for improvement and the contribution which each partner will make to the implementation of the plan.

Members of the Strategy Group are clear that the learner will be at the centre of all their joint activities and are committed to collaborative effort to enhance learning opportunities and outcomes for all young people in Leeds.

This Action Plan provides a focus for collaboration and co-operation and the partners agree that it will be necessary to review activities and update the plan on a regular basis in order to ensure that it remains focussed on actions that will achieve step change improvement, and enhance the life chances, of all young people in Leeds.

During the development of this Action Plan the LSC West Yorkshire, Education Leeds and the LEA have established a close working relationship, and, along with Connexions West Yorkshire will meet together as the primary funding bodies to discuss and agree elements when taking forward the actions included in the Post Inspection Action Plan.

The draft Action Plan was subject to extensive consultation with key partners and stakeholders', including young people, their parents and carers. Feedback from the consultation process has been taken into account when finalising details of this plan.

## > 4 The Structure of the Action Plan

This Action Plan includes the **strategic vision**, that has been agreed by all partners, and reflects the changes that will be seen as a result of its implementation over the 5 year lifetime of this plan.

The **issues** that were highlighted in the Area Inspection Report have formed the basis for the development of this Action Plan. When addressing these issues there were four key areas of work identified as being central to our actions, these were: infrastructure developments; the need to set out a defined Learning Entitlement for Young People; improved engagement with employers and the further improvement in the quality of the learning provision.

These key areas have informed the four **strategic aims** that provide the framework for future developments and actions. Each aim has a number of **objectives**, which the partners agree will result in the achievement of our shared aims of improved strategy and collaboration, increased participation in learning, raised levels of achievement and progression into further learning, including higher education and the world of work, and the improved quality of the learning experience.

The **Action Plan tables** provide detail of *what is to be done*, names the *lead body and individual* who is responsible for taking individual actions forward, lists partners who will contribute to individual actions, sets out *milestones* with indicative *timescales*, sets out the *outcomes and targets* and gives details of the indicative *cost and budget* for each action.

A summary of **targets** is provided that will measure the impact of this Action Plan on the individual learner. This section is followed by a summary of the progress that has been made since the inspection took place, and has been set out in such a way that it can be easily linked to the strategic aims of this plan.



# > 5 Arrangements for Implementation, Monitoring, Review and Evaluation

It has been recognised earlier in this plan that there is a need to review the current groups and partnerships that impact on the 14-19 learning agenda within Leeds. The review will take into account the need to implement, monitor, review and evaluate the actions included in this plan and will ensure that the most appropriate group has, as part of its remit, the responsibility to carry this plan forward.

Until such time as the review has been completed the following arrangements will be put in place:

The Strategic Group that comprises representatives of those organisations responsible for funding and planning of learning provision, i.e. LSC West Yorkshire, Education Leeds, Leeds LEA and Connexions West Yorkshire, will, formally meet every three months, to provide strategic direction and receive recommendations from the Area Inspection Strategy Group.

The Leeds Area Inspection Strategy Group will, for the time being, be the body that provides the key collaborative mechanism for implementation, monitoring and reviewing overall progress against the Action Plan through reports received on a termly basis from its membership, which includes senior representatives of all the sectors providing education and training in Leeds.

Members of this group will:

- > Produce and receive monthly and termly reports
- > Review key targets, outcomes and progress against success criteria
- > Re-assess the plan regularly to inform future planning
- > Report and make recommendations to the Strategic Group
- > Commission evaluation of the Action Plan

The Area Inspection Manager at LSC West Yorkshire will be responsible for reporting to the DfES via LSC National Office, the Strategic Group and Area Inspection Strategy Group of overall progress against the plan. This reporting will be informed by the monitoring and reviewing processes set out above.

## > 6 Vision

All young people of Leeds will experience and benefit from education and training that is world class – provision that reflects cultural strength and economic reputation of the city. Their learning will in turn further strengthen the economic and social development of the city.

To achieve this vision we will devise and **implement a strategy** that secures a **dramatic improvement in the number of young people who take part in learning** and ensure that no young person is excluded from learning. We will encourage them to stay in learning for longer, enable them to **increase the level and number of qualifications they achieve** and ensure that there are clear coherent, accessible pathways to higher education, further learning and the world of work.

Our strategy will put the learner first, not the institution. This plan must not only meet their needs but also exceed their expectations. We want **all providers of education, learning and training to be of high quality**, working at the heart of local communities. By working together, providers of learning will learn from each other, be able to co-ordinate and collaborate on planning the offer to be made to young people and, as a result, strengthen the quality and relevance of their provision, remove barriers to learning caused by deprivation and meet the needs of the diverse communities in the City.

This will require the further development of the Strategic Partnership between the Learning and Skills Council for West Yorkshire, Leeds City Council, Education Leeds and Connexions West Yorkshire, more effective engagement of employers in learning issues and, above all, the continuation of the broad based partnership approach between all providers of 14-19 learning and other interested parties, that has contributed so much to the development of this Action Plan.

# > 7 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 24 separate issues for attention, grouped under seven broad headings. These are reproduced on page 10 where they are linked to our Strategic Aims and Objectives.

It has been agreed by all partners that this list reflects the current issues relating to the provision of learning within Leeds Metropolitan District and has been used as a basis for the development of the actions included in this plan. However, other issues have been identified through the development of this and other ongoing planning within the City. These issues, and others identified through consultation, have been addressed through the actions included in this plan.

**Therefore, in arriving at our response to issues raised from the inspection and agreeing the strategic objectives included in this plan four key areas to support change have been identified.** These key areas are outlined below with further detail being provided on each of the four themes in the appendices to this plan.

- > **Future Infrastructure developments** that will be informed by a **Fundamental Review** of all existing and planned learning provision within Leeds Metropolitan District. The results of this review will inform the **development of a strategy for students with learning difficulties and/or disabilities**, increased **collaboration** between all providers of learning together with the necessary **capital investment plan** to support these developments.
- > The development of a **Learning Entitlement for Young People**, which will support improved access and participation, achievement and progression. This entitlement will build on the Connexions Charter and will set out what young people can expect in terms of **Information, Advice and Guidance** and the **support** that will be available for the individual learner. It will also ensure the development of **Routes and Pathways** that reflect the emerging developments within 14-19 learning and meet the needs of the individual.

- > **The engagement of employers** is seen as central to any future developments. Currently there are a number of groups and initiatives that interface with employers, including the recently formed Education Leeds Business Alliance. There is a need to **build on the good practice** that already exists in successful education/business links across the city, that have brought considerable gains for both school and business communities. The diversity of the Leeds business community is an enormous resource that can **support and enhance the learning opportunities** for the young people of our city. Success will lead to **improved pupil motivation and achievement** that will be reflected in a community with enhanced knowledge and skills. As a starting point we will carry out an **audit** of employer engagement activities. Providers of learning, intermediaries and the LSC workforce development team will work with employer representative groups to **develop a cohesive interface** with employers, develop **quality standards** that can be applied to work related learning and **improve support** arrangements to employers and learners in the workplace. It will be important to ensure **employers are represented** on partnerships and have the opportunity to **influence curriculum** developments to ensure they take account of local skills needs.
- > **Further develop the quality of learning provision** through improved performance monitoring and review, and subsequent **programmes of support** for the development of providers of learning. The LSC West Yorkshire will also develop and communicate widely sanctions that will be applied to those providers who do not meet the required quality threshold. There is also an identified need to **further develop quality standards**, particularly those for collaborative work and to **identify benchmarks and additional performance indicators/targets** to measure progress.

	Issue identified in the Inspection Report	Links to Strategic Objectives
<b>Access and participation</b>		
1	raise attainment at Key Stage 4, especially for boys and Black, Pakistani and Bangladeshi groups	3.1-2
2	improve rates of participation	1.7; 2.1-6
3	increase the proportion of minority ethnic pupils who enter training	2.5
4	increase the proportion of pupils with additional learning and/or support needs who enter training	1.5
5	ensure that the number of places on life skills programmes meets demand	2.3
<b>Standards achieved and progression</b>		
6	improve retention, completion and pass rates in the poorer performing schools, colleges and training providers	3.2-3
7	improve framework completion rates on modern apprenticeships	3.2-3
8	increase the proportion of students who progress to HE	3.4
<b>Curriculum and programmes offered</b>		
9	improve access to an appropriate range of subjects and courses at 16	2.3; 4.5
10	improve the flexibility of access to training programmes	2.4
<b>Teaching and learning</b>		
11	improve the teaching of the most and least able students, and of off-the-job training by training providers	4.2-3
12	improve the teaching of key skills by training providers	4.3
13	address the high turnover of trainers and the shortages of trainers in some providers	4.4
14	improve library and ICT resources in some schools	1.3; 4.5
<b>Support and guidance</b>		
15	improve Key Stage 4 pupils' knowledge and experience of work-based training and college courses	2.5
16	improve tracking arrangements in training providers to ensure that funded additional support is provided	2.2
17	improve support arrangements for students with learning difficulties and/or disabilities in colleges	1.5; 2.3
18	ensure that information about individual learners is shared appropriately between providers	2.2
<b>Management, collaboration and liaison</b>		
19	enhance the rigour of quality assurance systems in some providers	4.1
20	establish a common database which measures key 16-18 performance indicators for the area's young people which is capable of comparison with national standards	1.6; 4.1
21	continue to develop the consortia arrangements to ensure appropriate choice for all students	1.4
22	develop further links and collaboration between providers	1.4; 4.3
23	establish an agreed area-wide strategy for special education	1.5
<b>Cost effectiveness and value for money</b>		
24	improve the efficiency of a minority of sixth forms	1.1

# > 8 Strategic Aims and Objectives

## 8.1 Aim 1: Strategy and Collaboration

Develop and implement a coherent strategy for enhancing and developing the learning opportunities available to young people aged 14-19 in Leeds that increases participation, retention, achievement and progression, and is facilitated through increased collaboration and partnership between providers of learning, employers and other key stakeholders.

### Objectives

- 1.1 Conduct a fundamental review of all learning provision that builds on recent developments the results of which will inform the further development of a coherent 14-19 strategy in Leeds
- 1.2 Undertake a review of all existing networks, partnerships and initiatives in order to improve the strategic management of 14-19 learning, provide clarity of purpose and reduce duplication
- 1.3 Improve the 14-19 learning environment and increase the range of learning opportunities for young people through investment in infrastructure changes
- 1.4 Further develop local collaboration and partnership working between learning providers to increase the range of learning opportunities available to young people across Leeds
- 1.5 Develop an area wide strategy for young people with special education needs that will provide increased opportunities for learning in mainstream settings
- 1.6 Establish a common framework for data collection and analysis in order to develop common performance indicators
- 1.7 Develop a strategic framework for engaging employers in 14-19 learning that will result in improved experiences within work based/related learning for both young people and employers
- 1.8 Establish a co-ordinated mechanism for consultation with young people to ensure their views are considered in future developments and the delivery of this plan

## 8.2 Aim 2: Access and Participation

Increase the participation in all forms of learning through the development of accessible and available provision, which meets individual needs and through the provision of impartial information, advice and guidance help young people make informed learning and career choices.

### Objectives

- 2.1 Ensure the coherent development and implementation of existing and new initiatives focused on increasing post-16 participation of under-represented groups
- 2.2 Ensure the effective implementation of the Connexions West Yorkshire Business Plan across the full range of relevant organisations in Leeds to ensure improved support, information, advice and guidance for young people
- 2.3 Ensure the availability of learning opportunities, including lifeskills and foundation/entry level programmes, meets demand
- 2.4 Develop and implement strategies to improve the flexibility of access to education and training programmes that will remove barriers to participation
- 2.5 Raise awareness, knowledge and experience of work-based learning to increase participation in post-16 training, in particular for minority ethnic pupils and pupils with additional learning/and or social support needs
- 2.6 Develop a post-14 transport strategy to support access and participation in learning opportunities

## 8.3 Aim 3: Retention, Achievement and Progression

Improve post-14 retention and achievement in all forms of learning, and develop pathways that encourage progression into further learning, including higher education, to meet the aspirations of the individual young person and to support the economic development of the City of Leeds.

### Objectives

- 3.1 Implement initiatives focused on raising attainment at Key Stage 4, especially for boys, Black Caribbean, Pakistani and Bangladeshi groups, and in inner city wards
- 3.2 Develop and implement a range of initiatives focused on improving retention and achievement rates across all providers
- 3.3 Improve framework completion rates in Modern Apprenticeships
- 3.4 To secure improvements in the rate of progression to Higher Education through maximising the impact of initiatives such as Excellence Challenge and Partnerships for Progression

## 8.4 Aim 4: Quality of the Learning Experience

Provide a high quality learning experience for all young people, which is appropriate to their needs and delivered through a network of quality assured learning providers.

### Objectives

- 4.1 Develop and implement strategies to support rigorous quality assurance systems, that include a quality framework, benchmarks and value added arrangements underpinned by a funding strategy that covers all learning provision across the City
- 4.2 Form appropriate links between college/work-based learning Centres of Vocational Excellence and specialist schools and develop their role in supporting excellence in teaching and learning across the city and better meet employer needs
- 4.3 Develop a framework for joint staff development and the sharing of good practice, focused on the teaching of the most and least able learners, and the teaching of key skills
- 4.4 Ensure all sectors implement an effective strategy for the recruitment and retention of teaching/training staff
- 4.5 Develop high quality e-learning resources across all providers of learning, and library resources within schools, to improve the learning experiences of young people in Leeds

# > 9 Targets

## 9.1 Developing Baselines, Targets and Performance Indicators

As was the case in Bradford, during the development of this Action Plan, and in particular in the setting of baselines, 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.

The Leeds Area Inspection Strategy Group has agreed that work should be commissioned to address this issue, which builds on the work that is currently taking place as a result of the Bradford Area Inspection Plan, (the findings of which are due in December 2002). This will ensure there is a common approach across the two districts and will allow for comparisons to be made on the effectiveness of actions in each of the plans. Set out below are the main features of this work.

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. There is a need to ensure that outcomes from this action result in: definitions that are clearer; the setting of baselines and modification of targets. Additional Performance Indicators will also be set and included in any update of this Action Plan.

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 in the Table at 9.2. These include targets for Participation, Retention, Achievement and Progression and are based on existing targets set by LSC West Yorkshire, Leeds LEA, Education Leeds and Leeds Careers Guidance. 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.



## 9.2 Interim Targets

		BASELINE	2002/3	2003/4	2004/5	2005/6	2006/7
<b>Participation</b>							
1.	% of year 11 leavers engaged in either learning or employment with training	81.4%	83%				
2.	% of Year 11 leavers for whom there is 'no response' in the year they leave school	4.25%	2.5%				
3.	% of Year 11 leavers participating in Work Based Learning	8.3%	9%	10%	11%	12%	
4.	% of Ethnic Minority Young People in Framework Provision	5.4%	6%	7%	8%	9%	
<b>Retention</b>							
5.	Early Leavers within 1st 3 months within Work Based Learning	24.55%	20%	18%	16%	14%	
6.	Early Leavers from FT College Courses						
<b>Achievement Work Based Learning</b>							
7.	Frameworks Completed	10.3%	17.5%	25%	35%	50%	
<b>EDIMS (Equality and Diversity Impact Measures)</b>							
8.	Framework Completions by Ethnic Minority Young People	4.5%	10%	22.5%	35%	50%	
9.	FE level 2 achievement by males						
10.	FE achievement of Pakistani and Bangladeshi groups						
<b>Schools Achievement at GCSE</b>							
11.	Year 11 pupils achieving 5+ GCSEs A*-C	42.5%	49%	49%	52%		
12.	Year 11 pupils achieving 5+ GCSEs A*-G including English and Maths	85.4%	88%	89%	92%		
<b>Achievement of 5 GCSEs at A*-C by Ethnicity/Gender</b>							
13.	White	45.4%		50%			
14.	White Boys	39.9%					
15.	White Girls	51.2%					
16.	Indian	59.9%		63%			
17.	Pakistani	25%		43%			
18.	Bangladeshi	30.8%		46%			
19.	Black Caribbean	11.2%		35%			
20.	Black African	52%		49%			
21.	Black Other	33.3%		34%			
22.	Chinese	59.3%		80%			
23.	Other/NC	45.1%		50%			

## 9.2 Interim Targets (cont)

		BASELINE	2002/3	2003/4	2004/5	2005/6	2006/7
<b>Achievement at Year 13</b>							
24	Narrow the gap between the national average point score and that achieved in Leeds	Baselines and Targets still to be set					
<b>Progression</b>							
25	% of young people progressing into Higher Education at Year 13	Baselines and Targets still to be set					
26	% of young people leaving the Learning Gateway into both learning and other positive outcomes		50%	Targets still to be set			
<b>Attendance</b>							
27	% of half days unauthorised absence in secondary schools	1.9%		Targets still to be set			

# > 10 Progress Since Area Wide Inspection Report

Since the Area Wide Inspection took place Education Leeds and five of the Further Education Colleges have received individual inspection reports from OfSTED excerpts from these reports are included at Appendix 6.

Building on the strengths identified within the Area Wide Inspection Report good progress has been made through collaborative work and by individual partners in Leeds. These are set out below and linked to the 4 Strategic Objectives included in this plan.

## 10.1 Strategy and Collaboration

Through the commitment of all partners to work together agreement has been reached for the need to carry out a fundamental comprehensive review of all learning provision, networks, groups, partnerships and initiatives in order to ensure that there is a more cohesive, learner centred approach to the delivery of education and training in the City and the implementation of this plan.

There has also been recognition that providers of learning cannot work in isolation, and, that to ensure a broad based, high quality curriculum is made available to young people there is a need to work collaboratively and place the learner first. It was pointed out in the area wide inspection report that the work based learning network needs to be more actively involved in these activities and work has already been undertaken to reach agreement on actions that will ensure they are more effective in collaborative work and are able to benefit from best practice of other sectors.

The Education Leeds Secondary and Post-16 Review Team has been established since February 2002, initially comprising of seconded staff with support from consultants. The 14-19 Curriculum Co-ordinator joined this team in May 2002.

A partnership between schools and colleges has been formed to participate in curriculum planning in preparation for the first cohort of students starting vocational GCSEs in September 2002. Six of the FE Colleges secured funding via Pathfinder bids to DFES to deliver these qualifications in partnership with specified secondary schools. Some of the developments linked to this will

involve use of ICT and on line delivery. Funding has been secured for the Learning and Skills Development Agency to monitor and evaluate these projects across Leeds.

There has been agreement between partners to develop an area wide strategy for young people with special education needs and review the existing and proposed committee and forum arrangements for this provision to be led by Education Leeds. There is also a proposal in train to increase the capacity within one of the FE Colleges to enable increased participation of students with learning difficulties and/or disabilities within mainstream provision.

## 10.2 Access and Participation

In October 2002 Connexions West Yorkshire began operations. This will make a significant impact in the areas of advice, guidance and support of individual learners, both pre and post-16 and be key to engaging with and supporting young people who do not currently progress into post-16 education, training or employment with training. Leeds City Council, the voluntary sector, the Leeds Careers Guidance and LSC West Yorkshire are represented on the Leeds Connexions Local Management Committee and will work together to ensure the service is tailored to meet the needs of the young people of the city.

Additional places on Lifeskills provision were made available through the LSC West Yorkshire contracting for additional places with learning providers in Leeds from August 2002. This has addressed an issue raised within the area wide inspection report, which identified insufficient places to meet demand.

Park Lane College is planning a further building on the main site to replace unsatisfactory accommodation and improve co-ordination of some subject provision. This will improve facilities for AS/A2 students and increase the space available to meet the growing demand for vocational education for school age pupils.

Joseph Priestley College is planning a new building to replace the Alec Beevers Centre, to support additional Level 1 vocational provision and to improve access for students with learning difficulties and disabilities. It is linked with South Leeds Primary Care Trust so there will also be a primary care facility on site. This development will also facilitate the expansion of the South East Leeds Partnership and support the 14-19 Pathfinder bid.

## 10.3 Retention, Achievement and Progression

Excellent progress is being made with GCSE attainment across the city and in 2002 the 5 GCSE A\*-C achievement rate was 42.5%, which is a 3.1% improvement on the previous year. This is still below the national average of 48.4%, but the gap between the Leeds and National average has closed significantly on the previous year. Attainment in the inner city schools which have an average 5 GCSE A\*-C rate of just 14% is still a major cause of concern. 5 A\*-G achievement is also making good progress and is 85.4% in 2002, up 2.4% against the previous year.

Funding has been made available through LSC National Office for the Level 2 and 3 Initiative, in order to improve levels of retention and achievement. The results of this initiative are expected to have an impact on National Targets for 2004. Co-ordinators have already been appointed to work with providers, disseminating best practice and promoting collaborative solutions to improved retention and achievement.

## 10.4 Quality of the Learning Experience

The recent introduction of the Standards Fund monies for work based learning providers has already had a positive impact on quality within this sector. Added to this the Learning and Skills Council for West Yorkshire has implemented the changes to Provider Performance Review, and the new, more rigorous quality monitoring cycle, that will cover all work based learning and FE Providers, will be implemented in October 2002.

A website has been developed for all West Yorkshire providers to share best practice on a range of delivery issues and for communication and marketing purposes.

It has been recognised within this Action Plan that good progress has been made within the FE College sector through a LIF funded project that focused on quality. There are actions included in the plan to ensure this continues and the findings are disseminated to other learning providers in the City. This will ensure a more collaborative approach to quality issues and promote additional joint work between sectors.

The LSC West Yorkshire 'Value Added Project', which is seen as being key to raising standards, has commenced in Leeds since the Area Wide Inspection. The project compares learners' GCSE results at the start of level 3 Advanced Courses to results at A2 level and at Advanced Vocational Level.

Data has been collected and analysed for the FE College network, and has been collected and is currently being analysed for school sixth forms.

This work will enable LSC West Yorkshire, Education Leeds and individual providers of learning to:

- > Compare results year on year
- > Benchmark locally, and nationally where possible
- > Monitor the entry qualifications of learners and agree realistic goals with them
- > Measure the impact we are making to learners
- > Give focus to personal tutorials through the ability to match individual learner's progress against predicted outcomes
- > Motivate learners
- > Identify under achievement

# 11 The Action Plan – Aim 1: Strategy and Collaboration

## Aim

Develop and implement a coherent strategy for enhancing and developing the learning opportunities available to young people aged 14-19 in Leeds that increases participation, retention, achievement and progression, and is facilitated through increased collaboration and partnership between providers of learning, employers and other key stakeholders.

## Objectives

- 1.1 Conduct a fundamental review of all learning provision that builds on recent developments the results of which will inform the further development of a coherent 14-19 strategy in Leeds
- 1.2 Undertake a review of all existing networks, partnerships and initiatives in order to improve the strategic management of 14-19 learning, provide clarity of purpose and reduce duplication
- 1.3 Improve the 14-19 learning environment and increase the range of learning opportunities for young people through investment in infrastructure changes
- 1.4 Further develop local collaboration and partnership working between learning providers to increase the range of learning opportunities available to young people across Leeds
- 1.5 Develop an area wide strategy for young people with special education needs that will provide increased opportunities for learning in mainstream settings
- 1.6 Establish a common framework for data collection and analysis in order to develop common performance indicators
- 1.7 Develop a strategic framework for engaging employers in 14-19 learning that will result in improved experiences within work based/related learning for both young people and employers
- 1.8 Establish a co-ordinated mechanism for consultation with young people to ensure their views are considered in future developments and the delivery of this plan

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.1.1	Carry out a fundamental review of existing provision, that takes into account the outcomes of the recent Secondary and post-16 review and other developments. This will be used as a basis to develop a strategic plan which will improve the coherence of 14–19 learning across Leeds, inform the planned transformation and refocusing of Special Schools and ensures that learning provision better matches young people's needs, provides quality learning provision that is accessible to all learners, meets the needs of employers and provides value for money  (See Appendix 5 for draft proposal)	LSCWY Executive Director M Coleman	All Partners	Specification agreed and consultants commissioned  Audit and map current provision, networks, partnerships and initiatives  Report received with recommendations  Recommendations reviewed and options for consultation agreed  Consultation on review options and recommendations  Taking into account outcomes from consultation, agree any necessary reconfiguration of provision/infrastructure changes  Strategic Plan developed and agreed by Partners	Nov 02  Dec 02- Feb 03  Mar 03  April 03  May 03  July 03  July 03	Comprehensive strategic plan, which is cost effective, promotes collaboration, improves the quality of provision, drives up standards, provides better choices, meets the needs of all learners and supports the local economy  More young people staying in learning, better retention and achievement of qualifications	£150k AP Standards Fund
1.2.1	As part of the review ensure the effectiveness of all current networks, partnerships and initiatives are evaluated to ensure they provide a coherent structure that supports the development of learning across the City	LSCWY Executive Director M Coleman	All Partners	Ensure this element is included in specification  Strategic Plan developed and agreed by Partners	As above	More effective networks, partnerships and initiatives that are learner focused, provide better structures and reporting mechanisms that support more effective planning, increased collaboration and co-ordination between partners	Included in above
1.2.2	Develop a framework to support the effective implementation, monitoring, review and evaluation of the Action Plan	LSCWY Executive Director M Coleman	All Partners	Arrangement for support framework developed by Leeds Area Inspection Strategy Group  Staff appointed/seconded to support the framework	Dec 02  Jan 03	Effective implementation and further development of the Leeds Area Inspection Action Plan. Improved collaboration between partners	£50k per annum AP Standards Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.3.1	As a result of the Education Leeds Secondary and post-16 review process rationalise and improve Secondary Provision through new investment to create fewer but larger and better resourced secondary schools in the inner city	Education Leeds Deputy Chief Executive D Hibberd	Secondary Schools LSCWY Leeds City Council	Designated schools to work together to establish new institutions  Undertake statutory consultation on proposals with key partners, stakeholders, and the general public  Outline business case for PFI funding submitted to DfES  Full proposals developed and submitted to DfES  Implementation phase	2002-2005  Nov/Dec 02  Nov 02  July 03  2003-2005	Three new schools to replace six existing schools  All schools to have at least 25% of pupils gaining five or more GCSEs at grades A* - C by 2005/6  By 2005/6 all schools to have 60% or more of their pupils progressing to further education or training at age 16	Leeds City Council capital costs plus £40-45m PFI Funding
1.3.2	As a result of the Education Leeds Secondary and post-16 review process establish a Young People's Academy in Harehills Regeneration Area focusing on state-of-art 16-19 provision in partnership with schools, FE colleges work based learning providers and employers	Education Leeds Deputy Chief Executive D Hibberd	Schools Colleges WBL Training Providers LSCWY Employers	Undertake statutory consultation on proposals with key partners, stakeholders, and the general public  Outline business case for PFI funding submitted to DfES  Full proposals developed and submitted to DfES  Implementation phase  Develop YPA curriculum in partnership with other post-16 providers of learning by the secondment of staff from schools, colleges and WBL training providers	Nov/Dec 02  Nov 02    2003-2005  Jan 03 onwards	New YPA building to open Sept 2005 400 students enrolled by Sept 2005, growing to 900 students after 3 years largely through internal progression	£15-20m PFI Funding       £50k AP Standards Fund
1.3.3	Establish a "City Academy" in East Leeds to replace Agnes Stewart and Braim Wood schools	Diocesan Director of Education I McKenzie	DfES Inter-City plc Education Leeds Leeds College of Building	Initial Planning and Development Phase commences  Post 16 offer planned jointly with the College of Building and YPA  Construction and the built environment developed with partners as the specialism	Aug 02  Jan 03  To be completed Sept 2005	Completion of building by Sept 2005  900 students enrolled by Sept 2005	DfES £250k  £20m Government Inter-City Diocese Funding

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.4.1	Develop Federations and Partnerships of schools, particularly those who have been identified as being in challenging circumstances to raise levels of achievement and promote social inclusion	Education Leads Assistant Chief Executive R Absalom	Schools Colleges LSC DfES	Use existing partnerships as a basis to develop 'Federations' of schools  Define and agree the types of support to be made available, and delivery mechanisms  Identify experienced and successful secondary head teachers to deliver support  Agree differential levels of support required within each 'Federation'  Implement support programme  Review and evaluate programme and revise accordingly	Sept-Dec 02  Sept-Dec 02  Sept-Dec 02  Sept-Dec 02  Jan 03  Sept 03	All schools to achieve at least 20% GCSE passes at Grades A*-C by 2004  All schools to achieve at least 25% GCSE passes at grades A* – C by 2006	Education Leeds Standards Fund £450k
1.4.2	Further develop existing local consortia and establish new local consortia-based partnerships across the city that further develops and promotes cross sector joint development, planning and delivery of the 14-19 curriculum	LSCWY Executive Director M Coleman	Education Leeds Schools Colleges WBL Training Providers HEI's	Agree a 14-19 curriculum entitlement and model for consortia based partnerships  Following comprehensive review of provision agree infrastructure for partnerships, ensuring partnership is able to offer the agreed 14-19 curriculum entitlement.  Ensure these developments form part of consultation  Agree funding models for consortia activity  Appointment of Partnership Co-ordinators  Pilot delivery through consortia arrangements  Review pilot activity, use findings to further develop consortia  Fully implement consortia approach	Oct 02 to Jan 03  Mar 03  April 03  Feb 03  April 03  Sept 03 onwards  Dec 03- Jan 04  Sept 04	All young people to have a guaranteed curriculum entitlement that meets their needs and aspirations delivered through a city-wide network of collaborative partnerships	Staff Time  £150k per annum AP Standards Fund



ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.4.3	Further develop the work-based learning provider network in order to respond to the increasing demands for strategic planning and collaborative working	LSCWY Director of Programmes M Lowe	WBL Providers	Appointment of Network Co-ordinator  Working groups established on Quality; Equal Opportunities and Staff Training  Federation of Colleges to disseminate good practice and establish mechanism to support work-based learning providers  Agreement on new developments Strategic Plan Developed	Jan 03  Sept 03  Jan 03 onwards	Increased input from work based learning provider network in collaboration and curriculum development. Increased awareness of work based learning within schools and the wider community leading to increased participation, particularly of young people from ethnic minority groups	£40k AP Standards Fund
1.4.4	Build on the South Leeds Partnership to develop the concept of a multi-sited YPA through a 14-19 Pathfinder proposal to the DfES	Education Leeds Chief Executive C Edwards	Joseph Priestley College South Leeds schools South Leeds City Learning Centre	14-19 Pathfinder Proposal submitted Proposal approved  Project commences  Dissemination of findings	Sept 02  Dec 03  June 03 onwards	South Leeds Partnership to develop models of good practice that can be replicated across the city	DfES Funding £396k to be confirmed
1.4.5	Further develop the Federation of Colleges established in 2001 and secure capacity to continue and ensure sustainability through: Co-ordination of information, Audit & research, Contribution to partnerships, Co-ordination of developments & funding opportunities, Sharing good practice	Federation of Colleges Chair K Thomas	LSCWY Leeds Learning Partnership	Specific projects on the co-ordination of information, audit & research, and funding opportunities  Sharing of good practice across Federation and with work-based learning providers	Nov 02 onwards  Jan 03 onwards	A strategic approach across the Federation to key areas of development  Sharing of good practice across the colleges and with work-based learning providers	£20k AP Standards Fund
1.5.1	Develop and Area-wide strategy for Special Education Needs (SEN) provision and review existing and proposed co-ordinating committee forum arrangements for Special Education Needs provision in order to establish clear lines of communication and appropriate representation	Education Leeds Assistant Chief Executive G Nethercott	LSCWY Special Schools SILCS Colleges WBL Training Providers LCG Connexions	Establish an over-arching Planning and Implementation Group for young people with learning difficulties and/or disabilities  As a result of Fundamental Review develop an area-wide strategy for SEN provision	Mar 03  June 03	SEN Planning and Implementation Group established as a sub group of the Leeds Learning partnership	£20k AP Standards Fund  Staff Time

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.5.2	As a result of the fundamental review of provision, and in line with the new area wide strategy for young people with special educational needs, transform and refocus the work of special schools to ensure that pupils from 14 years upwards undertake as much learning as possible in mainstream settings (school, college, YPA, work-based training or community) and that the provision offered improves their employability	Education Leads Assistant Chief Executive G Nethercott	Schools Colleges WBL Training Providers YPA Social Services Health Authority Leeds Careers Guidance	In light of findings of area review develop plans to establish Specialist Learning Centres (SILCs)  Propose geographical locations that ensure maximum opportunities for collaboration with mainstream providers  Undertake partnership work to develop curriculum opportunities with mainstream providers  Undertake consultation on proposals with key partners, stakeholders, and the general public, including consultation with Leeds Careers Guidance and Job Centre Plus on employability skills of special needs young people at transition from learning to employment  Following consultation reach agreement on plans for the establishment of the SILCs and arrangement for learning in mainstream settings	July 03  July 03  Sept/Oct 03	All SILCs operational by 2006  50% of those with learning difficulties/disabilities to access a mainstream setting full-time  A further 25% to access a mainstream setting part-time	Staff Time  Staff Time  £20k AP Standards Fund  (Costs will be dependant on the findings of the review and consultation. This may include capital costs for new build)
1.6.1	Building on work already undertaken as part of the Bradford AI Action Plan explore and develop existing data collection arrangements of partners, identifying needs of/for data collection, sharing of protocols, sharing information across providers and using information with young people  Develop common system for the measurement of participation, retention and achievement to be established across all partners. Agree Performance Indicators and targets to monitor progress against this Action Plan, measure its impact on young people and inform future planning of provision	LSC WY Director of Planning A Ingham	All Partners	Review of existing data collection arrangements  Report on existing arrangements  Performance indicators agreed and targets set  Modification of data collection arrangements in-light of review  Partnership agreements on the sharing of data across all partners in place	Jan 03  Mar 02  May 03  July 03  Nov 03	Performance Indicators identified that will monitor and measure the impact of this Action Plan on young people  Targets set for individual providers of learning that will address issues highlighted in AI report  Comprehensive and accurate data collected and collated with access available by partners	£15k AP Standards Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
1.7.1	Develop a more strategic approach to engaging employers with 14-19 learning, exploiting and enhancing existing links and interfaces with both large companies and SME's	Education Leads Assistant Chief Executive M Viner	LSCWY Education Leads Business Alliance FE Colleges Schools WBL Providers Chamber of Commerce Employer Rep Groups Yorkshire Forward Business Link	Official launch of recently established ELBA  Building on this work, key partners and intermediaries to agree a strategy for future developments, that includes targeting and support for companies within Leeds	Oct 02  Mar 03	Improved links with, and increased involvement of, employers resulting in improved learning opportunities for young people	Staff Time
1.8.1	Develop a more co-ordinated mechanism for consultation with young people by reaching agreement with partners on common approach through discussion with Youth Parliament and across partners	Connexions West Yorkshire Chief Executive R Smith	All Partners  Leeds City Council Youth Service  Youth Parliament	Develop formal links with the Youth Parliament  Draw up strategy for consultation and inclusion of young people  Focus Groups held with young people involved in Connexions West Yorkshire pilot activities  Connexions West Yorkshire establish plan of regular meetings with young people to obtain feedback  Evaluate and review effectiveness with young people and partners  Further develop consultation mechanisms	Nov 02  Jan 03  June 03  Sept 02  Sept 03  Sept 03	More co-ordinated approach developed  Information on young people's opinions shared amongst partners and used to shape Action Plan developments	LSCWY Local Initiative Fund £15k

# 11 The Action Plan – Aim 2: Access and Participation

## Aim

Increase the participation in all forms of learning through the development of accessible and available provision, which meets individual needs and, through the provision of impartial information, advice and guidance, help young people make informed learning and career choices.

## Objectives

- 2.1 Ensure the coherent development and implementation of existing and new initiatives focused on increasing post-16 participation of under-represented groups
- 2.2 Ensure the effective implementation of the Connexions West Yorkshire Business Plan across the full range of relevant organisations in Leeds to ensure improved support, information, advice and guidance for young people
- 2.3 Ensure the availability of learning opportunities, including lifeskills and foundation/entry level programmes, meets demand
- 2.4 Develop and implement strategies to improve the flexibility of access to education and training programmes that will remove barriers to participation
- 2.5 Raise awareness, knowledge and experience of work-based learning to increase participation in post-16 training, in particular for minority ethnic pupils and pupils with additional learning/and or social support needs
- 2.6 Develop a post-14 transport strategy to support access and participation in learning opportunities

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
2.1.1	Implement Excellence Challenge Curriculum Enrichment Package through the delivery of a range of programmes aimed at encouraging young people to continue in education post-16	Education Leads Assistant Chief Executive M Viner	FE Colleges Curriculum Network LCG Connexions	Programme of planned activity arranged to include: Science week Construction week ----- Summer Schools in Public Services, IT & Multi Media	July 03	1500 young people participate in excellence challenge programme  Increased numbers of young people participate in post-16 learning	Excellence Challenge Funding
2.1.2	Develop initiatives to raise awareness of careers and academic progression in a range of occupational areas linked to key employment opportunities within Leeds	Education Leads Assistant Chief Executive M Viner	Excellence Challenge Leeds Teaching Hospital Trust FE Colleges WBL providers Leeds Careers Guidance Employers	Action Plan agreed and shared by partners to pilot programme within Health and Associated disciplines ----- Programme evaluated and reviewed ----- Other key occupational areas identified and engaged in development of future programmes	Sept 02  June 03  July 03 onwards	150 year 10-12 students to participate in Vocational Awareness and Work Experience programmes within Health sector  Increased levels of understanding of young people resulting in higher levels of participation and achievement in all post-16 routes	Existing Excellence Challenge Funding
2.1.3	Develop learning from existing Widening Horizons, Under-achieving Boys, and Alternative Work Experience projects – including use of positive role models, confidence building activities, challenging occupational stereotypes, tasters, and visits plus individual advice, guidance and support	Leeds Careers Guidance Chief Executive S Higginbotham	Schools Colleges Training Suppliers Employers LFF University of Leeds	Develop learning materials aimed at under-achieving boys ----- Pilot delivery of materials in 10 schools/colleges	July 03	Increased % of year 11 leavers entering learning opportunities	£30k AP Standards Fund
2.1.4	Development of cross-sector post-14 work-related opportunities based on individual student need and give pupils access to specialist facilities and training resources and facilitate progression to training post-16	LSCWY Director of Development D Hodges	Federation of Colleges Leeds Further Forward Education Leeds 14-16 Vocational Skills Group Leeds City Council Training Department Cape UK	A city-wide partnership formed to produce a strategy and programme encompassing all 14-16 work-related learning in Leeds ----- Needs analysis undertaken ----- Programme developed and funding secured ----- Directory of opportunities produced ----- Programme implemented ----- Review of current KS4 work experience arrangements to maximise the learning experience	Sept 02  Nov 02  Feb 03  Sept 03  Mar 03	2000 year 10/11 pupils to be engaged in work-related learning leading to increased achievements and progression to post 16 education, training and employment  Quality work experience opportunities undertaken by all year 10/11 pupils	£300k LSC Local Initiative Fund  £40k Learning Partnership  £20k Standards Fund (AP)  Bid to be made for ESF Co-financing

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
2.2.1	Establish and develop the Connexions Service in Leeds providing access to impartial information, advice, guidance and support, and developing initial assessment for post-16 that links pre and post-16 providers	Connexions West Yorkshire Chief Executive R Smith	Leeds Careers Guidance Schools FE Colleges WBL Providers	Implement Connexions West Yorkshire delivery plan for Leeds Metropolitan District  Contracts and partnership agreements established with sub contractors including Careers Leeds, schools, colleges, other providers  Contract monitoring arrangements developed and established  Marketing Strategy established and implemented	Oct 02 onwards  Sept 02 onwards  Sept 02 onwards  Sept 02	Improved support for young people aged 14-19, 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	Staff Time
2.2.2	As part of 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	Connexions West Yorkshire Chief Executive R Smith	WYLS Leeds Careers Guidance Education Leeds	Develop and deliver an agreed training and development programme for key staff across all learning providers	Nov 02 onwards	Improved information and advice for young people through better facilities and informed and qualified teachers, tutors, trainers and parents/guardians	Connexions West Yorkshire Budget*
2.2.3	Develop and produce a prospectus of learning opportunities for Year 10 and 11 pupils that clearly sets out Routes and Pathways in post-16 learning	Connexions West Yorkshire Development Manager B Crabtree	Leeds Careers Guidance LSCWY Education Leeds WBL Providers FE Colleges Schools	Agreement on format and content  Information collected and collated  Publication of materials Website developed	Jan 03  Mar-Jul 03  Aug 03	Young people have clear and relevant information relating to all learning opportunities and are therefore able to make better informed choices, leading to increased participation, retention, achievement and progression	Connexions West Yorkshire Budget*
2.2.4	Ensure that young people are tracked through 16-19 period, and provided with information, advice, guidance and support to further their learning and/or employment	Connexions West Yorkshire Chief Executive R Smith	Leeds Careers Guidance Schools FE Colleges HEIs Excellence Challenge WBL Training Providers	Partnership agreements with schools, colleges and work based learning providers	From Oct 02    Aug 02	Targeted information and advice for learning and employment with training	Connexions West Yorkshire Budget*

\* Connexions West Yorkshire budget is not, at this time broken down for individual actions. It is however, expected that 31% of the total budget for this sub region will be expended in Leeds

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
2.3.1	Through contracting process ensure the availability of learning opportunities within lifeskills provision meets demand	LSCWY Director of Programmes M Lowe	WBL Training Providers FE Colleges	Contracts in place August 2002 and reviewed thereafter on an annual basis	Aug 02	Life skills programmes available for all young people who need this type of provision	Within current LSCWY Work Based Learning Budget
2.3.2	Build the capacity to ensure the availability of vocational provision for students with learning difficulties/disabilities and Level 1 programmes meets identified demand	LSCWY Director of Programmes M Lowe	Federation of Colleges Education Leeds	Finalise the proposal for capital investment in Joseph Priestley College Decision expected Review the further need for SLDD & Level 1 provision in the light of the fundamental review	Nov 02 Jan 03 April 03	Provision for students with learning difficulties/disabilities and Level 1 programmes meets demand	LSC Capital Funding Joseph Priestley College £2.1m
2.4.1	Improve the flexibility of access to training programmes to improve availability to young people throughout the year	LSCWY Director of Programmes M Lowe	WBL Providers Network Employers FE Colleges	Providers to audit provision and identify opportunities for increased roll-on/roll-off access Increase the use of flexible learning and Information Learning Technology materials to enable flexible attendance	Feb 03 Mar 03	20% increase in number of programmes available on a flexible basis	Staff Time
2.5.1	Target communities with little or no learning culture to raise their understanding of benefits of learning	WYLS Director of Development D Hodges	Voluntary Sector Leeds City Council Connexions LCG WBL Providers Excellence Challenge	Use available data to identify communities to target Establish links with informal and community based learning providers Develop pro-active marketing approaches for under represented and disadvantaged groups Develop targeted outreach work using a number of outside agencies i.e. LCG, Voluntary and Community Sector	Jan 03 Feb 03 onwards Mar 03 Mar 03	Increased number of young people from ethnic minority groups and under represented groups participating in work based learning	ESF Co-financing £100k
2.5.2	Improve the level of understanding of learning opportunities available through the work based learning employer placement network, through improved information that reflects the range of opportunities available to young people aged 14 upwards	WBL Training Provider Network Chair S Scott	Employers LCG Schools	Information gathered and portfolio developed on opportunities Materials disseminated to young people within schools and community settings	June 03 Sept 03	Improved information on work based learning available leading to increased numbers of young people undertaking vocational training	Staff Time

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
2.5.3	Develop the Learning Provider Equality network and its sub groups to improve work with employers and provide related staff development	LSCWY Director of Quality A Dobson	Providers of Training & Learning	Launch event Employer toolkit piloted Staff development initiatives in place	Sept 02 Aug 02 Dec 02	Increase in number of ethnic minority young people participating in work based learning	LSC Budget
2.5.4	Set targets with individual providers to increase ethnic minority participation	LSCWY Director of Quality A Dobson	WBL Training Providers	Pilot Equality and Diversity Impact measures Fully mainstreamed	During 02/03 contract year In 03/04 contract year	Increased % of ethnic minority young people participating in work based learning	LSC Staff Time
2.5.5	Improve KS4 pupil's knowledge and direct experience of work related/based learning and college courses through Excellence Challenge Curriculum Enrichment Programme and FE Taster Days	Education Leads Assistant Chief Executive M Viner	FE Colleges WBL Providers Connexions LCC Employers	Delivery of a range of programmes including: Vocational Awareness Roles within Health Service Girls into Sport Boys into Sport Asian students Travel and Tourism Year 12 Work Experience	Sept 02 – July 03	650 learners involved in programmes Improved participation and retention in work based learning and FE College courses	Existing Excellence Challenge Funding
2.6.1	Develop a cost effective post-14 transport strategy to support access and participation in learning opportunities	Education Leads Deputy Chief Executive D Hibberd	LSCWY West Yorkshire Passenger Transport Executive Federation of Colleges	Establish planning group to develop strategy Transport strategy developed, taking into account developing consortia arrangements Strategy implemented	Nov 02 Mar 03 Sept 03	Cost effective transport arrangements in place that gives young people access to a range of learning opportunities	Staff Time



# 11 The Action Plan – Aim 3: Achievement and Progression

## Aim

Improve post-14 retention and achievement in all forms of learning, and develop pathways that encourage progression into further learning, including higher education, to meet the aspirations of the individual young person and to support the economic development of the City of Leeds

## Objectives

- 3.1** Implement initiatives focused on raising attainment at Key Stage 4, especially for boys, Black Caribbean, Pakistani and Bangladeshi groups, and in inner city wards
- 3.2** Develop and implement a range of initiatives focused on improving retention and achievement rates across all providers
- 3.3** Improve framework completion rates in Modern Apprenticeships
- 3.4** Secure improvements in the rate of progression to Higher Education through maximising the impact of initiatives such as Excellence Challenge and Partnerships for Progression

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
3.1.1	Further develop a range of initiatives which focus on raising attainment at Key Stage 4, especially for boys, Black Caribbean, Pakistani and Bangladeshi groups and in inner city wards	Education Leads Assistant Chief Executive M Viner	Excellence Challenge Schools	Report of 2002 programme produced and disseminated  Briefing for institution based Excellence Challenge co-ordinators  Agreement with the providers on the delivery of future programmes  Easter revision programme agreed and delivered  Key Stage 3 summer school programme agreed and delivered	Nov 02  Dec 02  Dec 02  Easter 03  Summer 03	Delivery of revision programme in 6 subjects to 650 students in 30 schools  20 Black/ethnic minority students complete summer school programme  Improved attainment at KS4 by those groups identified as currently underachieving	Existing Excellence Challenge Funding
3.1.2	Build on existing project focusing on underachievement of boys in specific subjects and geographical areas of the City	Education Leads Assistant Chief Executive M Viner	Leeds University Connexions LCC	20 schools and individual departments identified	Sept 02	By July 2004 the gap between boys and girls achievement in target schools/subjects narrowed	£15k AP Standards Fund
3.1.3	Monitor, challenge and support schools in their use of ethnic minority achievement grant and devolved Education Leeds ethnic minority achievement funding to raise standards for target groups	Education Leads Assistant Chief Executive R Absalom	Schools	Develop and disseminate good practice guidelines on raising standards of attainment of target groups  Annual Report on achievement data produced and disseminated to School Managers and Black Minority Ethnic communities	Nov 02 onwards	5 A*-C Targets: Bangladeshi 46% Pakistani 43% Black Caribbean 35% Black Other 34%  All ethnic minority groups to be making progress at least on a level with average progress for all Leeds pupils by 2007	EMAG Grant £1.5 million Education Leeds Standards Fund
3.2.1	Further develop and enhance mentoring programmes in colleges and schools by the recruitment of additional mentors from the business community to ensure more young people benefit from this support system	Education Leads Assistant Chief Executive M Viner	Excellence Challenge Schools FE Colleges Employers	Recruitment programme for additional mentors  Training, support and guidance of mentors  Additional mentoring opportunities available	April 03  June 03  Sept 03	1,200 mentoring partnerships in place leading to improved achievement  All 8 colleges and 43 secondary schools involved in the programme	£60k AP Standards Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
3.2.2	Develop and implement a common core initial assessment framework, that will include identification of basic and key skill needs, and that will effectively identify the correct level of programme, with the required level of support for young people	Connexions West Yorkshire Chief Executive R Smith	LSCWY All Providers Leeds Careers Guidance	Framework for initial assessment developed, including arrangements for individual Action Plans that include identified individual support needs  Initial assessment included in Provider Performance Review Process  Develop a good practice guide to initial and ongoing assessment of key/basic skills and models for occupational areas	April 03  Oct 03  Sept 03	Increased levels of retention and achievement	AP Standards Fund £25k
3.2.3	Provide support to pregnant/young mothers prior to taking GCSE English and extended support post-16	Education Leeds Assistant Chief Executive M Viner	Leeds Teenage Pregnancy and Parenthood Initiative Excellence Challenge Schools Colleges	Action plan for initiative completed  Appointment of an English teacher  Programme Reviewed	Sept 02  July 03  July 03	15-25 students participating in the programme 2002/03  Ongoing support programme available for pregnant/young mothers  Increased achievement for this group of young people	Existing Excellence Challenge Budget
3.3.1	Develop systems that will ensure reduction in drop out rates from work based learning that will result in increased retention/achievement and better value for money, through a range of actions that include the development of ongoing monitoring and review processes that will identify potential barriers to achievement and build on the common core initial assessment process	LSCWY Director of Programmes M Lowe	Connexions Training Provider Network LCC	Framework for monitoring and review arrangements developed, that build on individual Action Plans and include identification of any ongoing individual support needs  Research project commissioned into reasons for early drop out from work based learning  Findings made available  Strategy and Action Plan developed to address research findings  Training Provider Network to follow up all Modern Apprenticeship early leavers	April 03  Jan 03  Mar 03  May 03  Nov 02 onwards	Ongoing early identification of potential dropouts & intensive follow up by Connexions advisers & work based learning providers that results in a reduction in drop out rates and increased levels of achievement in Modern Apprenticeships  Increase in number of full frameworks achieved	LSCWY Level 2 Fighting Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
3.3.2	<p>Ensure effective delivery and assessment of key skills within work based learning</p> <p>Training provider Network to undertake a local evaluation of provider Key Skills needs and develop a provider support network for Key Skills</p>	LSCWY Director of Quality A Dobson	WBL Training Providers	<p>Introduction of key skills builder</p> <p>Monitor use and effectiveness and identify any additional training needs to support provider staff</p> <p>Evaluate impact on achievement</p>	<p>July 02- April 03</p> <p>Oct 02</p> <p>June 03</p>	<p>Increased numbers of young people achieving full MA framework</p> <p>Quality of delivery improved leading to better Inspection Grades improved</p>	LSC Standards Fund £8k
3.3.3	<p>Pilot the development of supported learning environments within employer placements for work based learning to increase the level of understanding and support for young people that will assist them in achieving their learning aims</p> <p>Promote qualifications for employer staff in training, coaching and mentoring</p>	LSCWY Director of Development D Hodges	<p>Training Provider Network</p> <p>Business Link West Yorkshire</p> <p>Connexions LCG</p> <p>Excellence Challenge ELBA</p> <p>Leeds Mentoring</p>	<p>Pilot programme developed and implemented</p> <p>Evaluation of programme</p> <p>Programme extended</p>	<p>Nov 02</p> <p>July 03</p> <p>Sept 03</p>	<p>Improved retention, completion and pass rates</p>	LSC Workforce Development Budget
3.4.1	<p>Introduce a range of initiatives within schools and FE Colleges to increase the proportion of students who progress to higher education, particularly from inner city wards including the development of a programme of training on admissions to HE in place for post-16 tutors</p>	Leeds Metropolitan University S Molloy	<p>Schools</p> <p>FE Colleges</p> <p>HEIs</p> <p>WBL Providers</p> <p>Excellence Challenge</p>	<p>Excellence Challenge Student Support Package and Excellence Challenge Curriculum Enhancement Package in place and delivered within schools and FE colleges across the City</p> <p>Programme of training developed and delivered for post-16 tutors and trainers</p>	<p>Sept 02 onwards</p> <p>June 03</p>	<p>1000+ young people involved in programmes and initiatives to raise awareness and understanding of Higher Education</p> <p>14% increase on baseline of HE Applications</p> <p>60 tutors and trainers to undertake training</p>	<p>Existing Excellence Challenge Funding</p> <p>£1,500</p> <p>AP Standards Fund</p>
3.4.2	<p>Further develop widening participation projects that complement the preparatory work for HEFCE/LSC Partnership for Progression bid and promote and expand non-standard entry routes for young people in Leeds into the local Higher Education Institutes</p>	Leeds University C Nursaw	All Partners Other HEI's in West Yorkshire	<p>Review courses currently available</p> <p>Programme of activity agreed and Delivery Plan produced</p> <p>Promotional information produced</p> <p>Revised programme of activity commences</p>	<p>Nov 02</p> <p>Jan 03</p> <p>June 03</p> <p>Sept 03</p>	<p>Increased numbers of young people progress to HE, including numbers of young people progressing into non-standard routes</p>	<p>Existing Partnership For Progression Funding</p>

# 11 The Action Plan – Aim 4: Quality of the Learning Experience

## Aim

Provide a high quality learning experience for all young people, which is appropriate to their needs and delivered through a network of quality assured learning providers.

## Objectives

- 4.1 Develop and implement strategies to support rigorous quality assurance systems, that include a quality framework, benchmarks and value added arrangements underpinned by a funding strategy that covers all learning provision across the City
- 4.2 Form appropriate links between college/work-based learning Centres of Vocational Excellence and specialist schools and develop their role in supporting excellence in teaching and learning across the city and meeting employer needs
- 4.3 Develop a framework for joint staff development and the sharing of good practice, focused on the teaching of the most and least able learners, and the teaching of key skills
- 4.4 Ensure all sectors implement an effective strategy for the recruitment and retention of the teaching/training staff
- 4.5 Develop high quality e-learning resources across all providers of learning and library resources within schools to improve the learning experiences of young people in Leeds

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
4.1.1	Further develop the Provider Performance Review process to ensure this is embedded across the provider network and local LSC  Advise and support providers to make rigorous objective assessments of their performance in annual SARs and ensure effective development plans are produced to address issues of performance and staff development	LSCWY Director of Quality A Dobson	WBL Provider Network FE Colleges	New PPR process in place  Training programme in place for internal and external staff	Oct 02	Improved quality assurance systems that will result in focussed staff development programmes resulting in improved inspection grades	LSCWY Staff Time
4.1.2	Using information from PPR and results from ALI/OfSTED inspections review the performance of LSC funded activity, prioritise interventions, develop and implement strategies to raise the quality of the learning experience for young people and cease to fund poor quality provision that continues to fail learners	LSCWY Executive Director M Coleman	WBL Providers FE Colleges	Agree strategy for prioritisation of interventions  Agree sanctions and develop protocol for those providers where significant improvement is not shown within an agreed period	Dec 02  Mar 03	Better quality of delivery of learning to young people  Increased efficiency and better value for money	LSCWY Staff Time
4.1.3	Agree common system of calculating value added across all schools and colleges in order to enable target setting for individual students and monitor effectiveness of delivery of individual programmes at levels 2 and 3	LSCWY Director of Quality A Dobson	All Partners	First set of data analysed for secondary schools and colleges to provide benchmark  Schools and colleges to submit data to the LSC for analysis  Value added report produced for individual institutions  Development of value added system to encompass all major qualifications	Nov 02  Mar 03  June 03	Common system of annual reporting of value added data used by all partners to allow comparison and enable identification and dissemination of best practice	LSCWY Local Initiative Fund £14k
4.1.4	Develop a quality assurance framework that is capable of measuring the quality and effectiveness of collaborative working across sectors, in line with the common inspection framework	LSCWY Director of Quality A Dobson	Education Leeds Leeds LEA Connexions West Yorkshire	Draft framework agreed with partners  Framework piloted and evaluated within one local partnership  Framework revised and refined  Quality framework in place	Mar 03  Mar 04  June 04  Sept 04	Improved quality of learning experience for young people, partnership and collaborative activities delivered effectively and to required standard	Staff Time

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
4.1.5	Further develop the existing FE College Quality Project to promote quality improvements in a range of areas across the Federation of Colleges Focus on identified areas for improvement, identify good practice and disseminate outcomes to other providers of learning	LSCWY Director of Quality A Dobson	Federation of Colleges Schools WBL Providers Education Leeds	Agree scope of activity to include: areas with below benchmark achievement, progression issues and diversity and inclusion  Production of reports and dissemination of findings	Nov 02  July 03	Improved OfSTED/ALI inspection grades Increased levels of achievement, progression and social inclusion	AP Standards Fund £50K
4.1.6	Increase the effectiveness of all learning providers within the district by increasing the take up and recognition of IIP within organisations	LSCWY Director of Development D Hodges	Business Link West Yorkshire	Develop a plan of action to target providers of learning	Nov 02	All providers of learning to be working towards or have achieved IIP by end of 2005	Existing LSC Workforce Dev Budget Individual Providers Budget
4.2.1	Establish appropriate links between FE College/work based learning Centres of Vocational Excellence (CoVEs) and specialist schools and ensure a co-ordinated approach to the development of future CoVEs and specialist schools  Using the existing approved FE College and work based learning Centres of Vocational Excellence and Specialist Schools identify and disseminate best practice in the delivery of learning	LSC Director of Programmes M Lowe	FE Colleges WBL Providers Specialist Schools Employers	Development of curriculum links between CoVEs and specialist schools  Establish strategy for the coherent development of new CoVEs/Specialist Schools	Mar 03  June 03	Meeting CoVe/specialist school targets  Promote excellence in teaching and learning across the City	Staff Time
4.3.1	Further improve the skills of provider staff through the implementation of a coherent framework of training and development that will focus on the following areas: key skills; management and leadership; teaching and learning; diversity and inclusion; e-learning and curriculum developments that will result in improved delivery in all forms of teaching and learning  Ensure that future activities in this area are linked to, and benefit from, the proposed Centre for Excellence in Teaching and Learning in Bradford	LSCWY Director of Quality A Dobson	Education Leeds Connexions All providers of learning National Leadership College	Develop programmes and delivery frameworks based on OfSTED/ALI findings, Training Needs Analysis with staff from all sectors	April 03	Increased numbers of young people staying in learning, retention and achievement rates improved  OfSTED/ALI Inspection Grades improved	LSC and Education Leeds existing Standards Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
4.3.2	Develop a working group to identify and disseminate good practice for off the job training within the work based training provider network, the results of which will be included in the recently introduced LSCWY website for providers of learning	Training Provider Network Chair S Scott	WYLSC	Quality Working Group convened  Good Practice identified  Case Studies produced and effective materials shared  Mentors identified and programme of training in place	Jan 03  Feb–April 03  May 03  Feb 03	Improved Inspection Grades	Staff Time
4.3.3	Implement strategies that will require work based learning providers to improve the skills and qualifications of their staff that will result in an increase in the number of appropriately qualified teachers and trainers within work based learning, including FENTO standards (Further Education National training Organisation)  Investigate possibilities of including minimum standards for staff qualifications as part of assessment criteria for contracting	LSCWY Director of Programmes M Lowe	WBL Providers	Agree minimum levels of qualifications for WBL provider staff  Undertake a comprehensive mapping exercise of staff qualifications  Ensure shortfall identified and addressed and development plans in place	Dec 02  Mar 03  May 03	Increase in the numbers of WBL staff with necessary qualifications to improve teaching and learning within work based learning, leading to increased levels of retention, achievement and progression  Improved inspection Grades	Standards Fund
4.3.4	Improve the teaching of the most able students through a range of initiatives and programmes aimed at young people and their teachers, that result in programmes of learning that better meet individual needs	Education Leeds Assistant Chief Executive M Viner	Excellence Challenge Excellence in Cities Gifted and Talented Co-ordinators HEIs Villiers Park	Linkages made with the University of Leeds for the delivery of 'Villiers Park' Advanced Teaching Skills for gifted and talented students  Evaluate and further develop existing training programme and support within schools  In partnership with Higher Education Institutes develop and implement master classes for year 12/13 pupils  Production & dissemination of programme	Sept 02  Oct 02  Nov 02  Jan 03 onwards	10 teachers to attend the course  Training programme attended by 50 staff in 2002-03  50% of Year 13 target group registered for Master classes	Existing Gifted and Talented and Excellence in Cities Budgets



ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
4.3.5	Improve the teaching of the least able through the recruitment of additional advanced skills teachers who can offer support to those staff teach the least able	Education Leads Assistant Chief Executive R Absalom	Schools	Recruitment of additional Advanced Skills Teachers  Continue to establish and support good practice networks	02-03 onwards  Sept 03	Recruitment of 20 Advanced Skills Teachers in 2002-03  All staff to have access to appropriate good practice networks  Improved achievement levels at KS4	DfES Education Leads Existing Funding
4.4.1	Identify reasons for high turnover of staff within some work based learning providers and develop plan to address this issue	Training Provider Network Chair S Scott	WBL Training Providers LSCWY	Survey undertaken to ascertain where and why high turnover takes place  Put systems in place to conduct exit interviews with staff who leave to establish/identify common reasons  Produce Action Plan to address identified issues	Nov 02- Jan 03  Nov 02  Mar 03	10% decrease in staff turnover by 2004	AP Standards Fund £10k
4.4.2	Develop and implement a strategy to address issues of teacher recruitment and retention	Education Leads Chief Executive C Edwards	Schools Teacher Supply Agencies	Strategy developed  Strategy implemented	Aug 02  Sept 02	Increase in recruitment and retention of teachers	Existing Education Leeds Funding
4.5.1	Further develop existing e-learning resources and initiatives to improve access for young people to a range of vocational and other specialist provision	Federation of Colleges Chair K Thomas	Schools Employers WBL Training Providers	Identify and review existing successful models for use of ICT in vocational and specialist subjects  Produce plan that further develops e-learning resources, targets subjects, key providers and technology tools  E-learning resources for 5 subject areas prepared  A further 7 subjects available to young people	Jan 03  Feb 03  Sept 03  Sept 04	Increased numbers of young people access high quality range of ICT resources  Increased flexible delivery of programmes of learning leading to increased participation and achievement	£50k AP Standards Fund

ref	ACTION: What is to be done?	Lead Body & Contact	Partners	Milestones	Timescale	Outcomes/Targets	Indicative Costs/ Budgets
4.5.2	Develop the use of ICT to improve communications and collaborative working within individual schools by devising methods for curriculum innovation; alternative teaching and learning strategies and delivery of on-line training and support to young people	Education Leads Deputy Chief Executive D Hibbard	Schools City Learning Centres FE Colleges LMU	Review existing use of ICT and e-learning available within the schools sector ----- Following review offer a range of ICT consultancy packages dependant on identified need ----- Develop and implement strategy to increase the numbers of young people accessing ICT based learning and support, to include a range of out-of-hours on-line learning	Nov 02 onwards	Increased numbers of young people within schools access ICT based learning and support resulting in increased levels of achievement	Existing Excellence in Cities Funding
4.5.3	Improve the learning environment for young people post-16 through a programme to ensure all School 6th Forms have state of the art library and IT resources	Education Leeds Chief Executive C Edwards	Schools	Following review of provision develop a rolling programme of investment to upgrade library and IT resources in existing schools ----- Ensure all new provision has state-of-the-art library and IT resources	Sept 03 onwards	Rolling programme implemented 2003/04 financial year  New facilities in operation Sept 2005 onwards	Education Leads PFI DfES Diocese Capital Funding

## Context

Leeds is the second largest Metropolitan District in England, covering 562 sq km and with a population of nearly 740,000. The Leeds Metropolitan District includes the City of Leeds, outlying towns such as Otley, Wetherby, Morley and Garforth, as well as substantial areas of countryside.

It has the third most diverse economy of any GB city and has enjoyed a sustained period of employment growth and low unemployment. A thriving commercial, industrial and manufacturing city, Leeds is not dependent on a limited number of sectors or companies; between 1996 and 1999 more employee jobs were created in Leeds than any other major city and is expected to provide 40% of the region's additional jobs between the years 2000 and 2010.

The service sector, as a whole, employs 80% of all employees and Leeds has the second largest sector, outside London, for finance and business services. There is also a considerable retail sector. Perhaps more surprisingly, Leeds is still the third largest centre for manufacturing with around 2,200 companies employing 56,000 people. The largest sub-sectors are engineering, printing and publishing, food and drink and chemicals.

Over the next decade, employment growth is projected to grow faster in Leeds than for the region or the UK, while the growth in the resident workforce will be lower.

As with any major city, however, Leeds has challenges to ensure that prosperity and opportunities are open to all its residents. There are areas of the city where unemployment is high, there is physical dereliction and social and economic disadvantage, set against other areas of relative prosperity. It is acknowledged therefore that Leeds is seen as having a two speed economy. Of the thirty-three council wards, eight are ranked in the top thousand of wards in the national *Indices of Multiple-Deprivation*. Unemployment is over 10% in these areas and the population has low skill levels in employment terms. The challenge will be to enable the people living in these areas to access the increasing number of job opportunities in the city, particularly as they will be in competition with a large pool of labour from the surrounding districts.

### Ethnic origin

The *Census of Population*, 1991 shows that 94.2% of the Leeds population are White. People from other ethnic backgrounds make up 5.9% of Leeds residents, those of Indian and Pakistani extraction being the largest sub-groups. The ethnic minority communities are not evenly distributed throughout Leeds, with seven of the electoral wards having an ethnic minority population of 9% or more and 67.6% of ethnic communities living in inner city wards. In 1991, 2.0% of Leeds residents spoke English as a second language, which may reflect the need to additional support to be provided to enable them to reach their full potential.

## Employment in Leeds in 2000

### Sectors

There are nearly 387,000 employed in Leeds, with 49,500 employed in Manufacturing, 315,600 in various Services Occupations and 19,000 in Construction. These proportions are close to the national picture. Key areas of the service sector are Banking, Finance & Insurance, Public Administration, Education & Health and Distribution, Hotels & Restaurants. Leeds is still a principle centre for call centres. Around 66,000 people in Leeds are employed in small businesses (<10 employees) and 178,287 are employed in medium-sized businesses (11-199 employees). A total of 142,462 are employed by only 279 large organisations.

### Occupations

There have been substantial increases in Associate Professional and Technical occupations in Leeds between 1994 and 2001 (10,000 jobs or 29.4%) and in Managerial jobs (7,000 or 15.2%). Interestingly, there has been a drop in professional jobs (7,000 or -17.9%), which is against the national trend of an increase of 22.9%.

There is also a strong labour market for Personal & Protective, Sales and Clerical occupations, all of which show upward trends higher than both the national and sub-regional figures.

Although there is an increase of 13.3% for unskilled occupations, it is still roughly the same proportion of the working population as in 1994. Clerical (68,000/18.2%) and Managerial (53,000/14.2%) are the largest occupational areas within the Leeds workforce.

## Employment prospects between 2002 and 2015

According to the *Cambridge Econometrics Local Economy Forecasting Model for Leeds 2002*, employment in Leeds has the potential to grow by a further 10.4% (44,677 jobs) between 2002 and 2015. Leeds may then see a workforce of 473,000.

Professional Services, (which includes real estate, renting and other business activities), and Business Services, (including legal and accounting activities), and to a lesser extent Retail, will make these sectors the largest job creators in Leeds between 2002-2015. Taken together, the Business and Finance sector are expected to expand by upwards of 33,600 jobs or 34% and will account for 75% of net employment growth. Manufacturing employment could decline by nearly 8,000 jobs between 2002 and 2015 – an annual loss of over 1%.

Employment growth is predicted to be dominated by Managerial/Professional occupations, as in the 1990s. There are also expected to be increases in Sales, the Caring occupations and Clerical jobs. Skilled, Operative and Elementary occupations will continue to decline, which suggests that there will be less opportunities for those who are less equipped to compete in the labour market.

## Unemployment in Leeds

Using the unemployed claimant count, unemployment in Leeds dropped by -0.7% to 3% between January 2000 and January 2002, a reduction of 2,952 on the unemployment figures. Over the year to January 2002, Leeds had consistently lower unemployment than any other local authority district in West Yorkshire. With the exception of only one ward (Moortown), all wards in Leeds have shown a decrease of registered unemployed over the last two years.

## Inner-city residents

Many of the disparities raised above are greatly magnified in inner-city areas. As previously mentioned, Leeds has been termed a 'two-speed city'. Although many people have benefited from the booming economy, others have not, and many of these are residents in the inner-city areas. According to the *2000 Index of Deprivation*, which ranks local authority districts, Leeds is placed 146th in terms of occurrences of deprivation throughout the city, but it is ranked only 78th on the Local Concentration Rank, which measures local 'hot spots' of deprivation. There is an improvement on the 1999 ranking when the figures were 145 and 70 respectively. 21% of Leeds wards are in the worst 10% nationally but in the inner city this figure rises to 58%, which would make this area the 12th most deprived location in the country. Overall, seven Leeds wards are in the worst 10% nationally.

## Education and training in Leeds

### Education infrastructure

Leeds is the second largest metropolitan local education authority in the country and is home to two universities, two colleges of higher education, eight further education colleges, 43 secondary schools, 10 special schools and 241 primary schools. There is also a strong independent sector. Leeds is a regional centre of the Open University and has a network of independent training providers.

### Schools in Leeds

Following the inspection of the LEA in February 2000 the City Council established, in April 2001, Education Leeds, a company wholly owned by Leeds City Council. Education Leeds has a clear remit to address standards and provision in the Secondary sector and has recently carried out a review of Secondary and Post-16 education in Leeds, the finding of which will be implemented during the lifetime of this Action Plan.

The 43 High Schools, 38 of which have sixth forms cater for 42,142 pupils aged 11-16 and 5,111 in sixth forms.

The 'two-tier economy' division is evidenced in Leeds schools where there is a wide differential between schools in pupil attainment. Overall, educational achievement by the age of sixteen is lower than the national average and for comparable communities (42.5% of Year 11 leavers achieving five or more passes in GCSE at grade C and above compared with 48.4% nationally for similar schools). Educational disadvantage is allied with social and economic disadvantage and low aspiration and expectation. While underachievement affects the majority of pupils in certain areas of the city, underachievement is also of particular concern for boys for whom higher grade pass rates are 10% less than girls and similar underachievement is measured amongst some pupils from some minority ethnic groups, for example, Black Caribbean, Pakistani and Bangladeshi pupils.

Pass rates in the eight inner city schools, which have one third of the Year 11 cohort, and include most of the minority ethnic students, average 16%.

Overall, 85.4% of pupils achieved five or more passes at A\* to G grades in 2001 compared with 86.3% nationally.

## Work Based Learning

The average numbers of young people with Leeds postcodes who were in Work Based Learning in Leeds in 2001-02 (taken from an average of the monthly 'snapshots') was 2668. However the Area Wide Report recognises that 4% of Year 11 leavers entered employment without training.

The Government has recently extended the concept of Centres of Vocational Excellence (CoVEs) beyond the FE sector to Work Based Learning providers and one of the five pathfinder companies has just been announced as NG Bailey & Co of Leeds, a 60 year-old private construction company. The company employs between 100-150 new trainees each year and will be a CoVE for electrical and mechanical engineering. It will receive funding to enhance the quality and quantity – particularly at level 3 standard and above – of their teaching provision, and it is hoped that these centres will inspire and support the development of further work based centres.

## Further Education

Leeds has a rich infrastructure of further education colleges, ranging from the general to the very specialised. They are: Joseph Priestley College; Leeds College of Art & Design; Leeds College of Music; Leeds College of Technology; Park Lane College; Thomas Danby College; Notre Dame Sixth Form College and Leeds College of Building. Two of the Leeds colleges have been awarded Centres of Vocational Excellence (COVE) status; Leeds College of Technology is recognised for Print Media and Leeds College of Building for Construction.

According to recent research carried out by the Responsive College Unit for Leeds Federation of Colleges, collectively the colleges are the tenth largest employer in Leeds with over 3,250 people employed, 82% from Leeds.

In the year 2000-2001, 11,041 students aged 16-18 years used the FE sector in Leeds, producing an overall retention rate of 83% (as against the national benchmark of 81%) and an achievement rate of 73% (the benchmark rate is 72%). Over 2,100 people study some type of Higher Education course at the Leeds FE colleges.

# > Appendix 2

## Production of the Action Plan

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

				Strategy Group	✓	
				Writing Task Group		✓
Mr	Brainard	Braimah	Leeds City Council Department of Training			✓
Mr	Keith	Burton	Leeds LEA	✓		
Mr	Neil	Clephan	Leeds Secondary Heads	✓	✓	
Ms	Pat	Cochrane	VOICE UK	✓		
Mrs	Margaret	Coleman	Learning and Skills Council West Yorkshire	✓		
Mrs	Angela	Dobson	Learning and Skills Council West Yorkshire	✓		
Mr	Chris	Edwards	Education Leeds	✓		
Mr	Paul	Forbes	Leeds City Council Department of Training	✓		
Mrs	Cristina	George	Learning and Skills Council West Yorkshire	✓	✓	
Mr	Alan	Gill	Employer Link	✓		
Mr	John	Heald	Leeds Secondary Heads	✓	✓	
Ms	Deborah	Hibberd	Education Leeds	✓		
Mr	Steve	Higginbotham	Leeds Careers Guidance	✓		
Mr	Peter	Hunt	LSC National Office	✓		
Mr	John	Lambert	Consultant	✓		
Ms	Jackie	Lewis	Government Office for Yorkshire and the Humber	✓		
Mr	Mike	Lowe	Learning and Skills Council West Yorkshire	✓		
Dr	Jim	McWilliams	Leeds College of Technology	✓		
Mr	Gary	Milner	Education Leeds			✓
Dr	Steve	Molloy	Leeds Metropolitan University	✓		
Ms	Jean	Morgan	Work Based Learning Provider Network			✓
Ms	Ruth	Morris	Federation of Colleges			✓
Cllr	Tom	Murray	Leeds Learning Partnership	✓		
Ms	Ceri	Nursaw	Leeds Universities	✓		
Mr	John	Paxton	Leeds City Council Youth Service	✓		
Mr	Clive	Robinson	Leeds Learning Partnership			✓
Ms	Sue	Scott	Work Based Learning Provider Network	✓		
Mr	Richard	Smith	Connexions West Yorkshire	✓		
Miss	Sharon	Smith	DfES	✓		
Ms	Kath	Thomas	Federation of Colleges	✓		
Mrs	Hilary	Thornton	Consultant			✓
Mrs	Caroline	Todd	Parent Governor	✓		
Mr	Terry	Walsh	Leeds Careers Guidance			✓
Mr	Mohsin	Zulfacar	Education Leeds			✓

## Other Related Plans and Initiatives

### Connexions West Yorkshire in Leeds

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

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 Leeds in concert with that management committee. It is recognised that cultural changes are required by 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 Leeds 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, Leeds Careers Guidance 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.

### Education Leeds secondary and post-16 review

Education Leeds has proposed as one element of its Secondary and post-16 review a reorganisation of provision in the centre of the City. This will impact across the sector and have direct effects on the pattern of provision.

Initially three new 11-18 schools will be created from partnerships of six existing schools, who will work together in pairs. Each partnership will be serviced by a project manager responsible for co-ordinating the transitional planning and implementation of the process. Project Managers will work with Steering Groups, representing the schools' staff and governing bodies, to develop new models of service delivery. Two of the new schools will move in 2005/6 to new buildings funded through PFI and one will be established in newly extended premises on an existing site.

A further new secondary school is planned for east Leeds. This is the City Academy sponsored jointly by the Anglican Diocese and Intercity Construction plc. This Academy proposes to specialise in Construction and the Built Environment and sponsors have already contacted the College of Building to request their assistance in developing an integrated curriculum and to plan the most effective joint use of specialist facilities.

In addition Education Leeds has already carried out some consultation on proposals relating to their recent review of secondary and post-16 schools provision, the purpose of which was to:

- > rationalise and improve provision by creating fewer, better resourced secondary schools in the inner city
- > establish a Young People's Academy
- > develop new consortia-based partnerships for the delivery of the 14-19 curriculum across Leeds

This review will expand into a statutory consultation exercise in Autumn 2002 and feed into the review of provision.

## Young Persons Academy

The concept of the Young Persons Academy (YPA) was proposed by Education Leeds and has been developed further with the help of the Learning Partnership 14-19 Strategy Group.

The current thinking on the YPA embraces both an institution, which both delivers learning at various levels on site and also guides learners to other more suitable routes and pathways. The YPA will be an institution with a physical site for learners and an appropriate virtual network.

The YPA will, by its nature, sit at the centre of the network of learning provision in which it is based. It will have an ethos which encourages and supports young people to pursue the learning pathway which best meets their needs, interests and aspirations regardless of where it is delivered and which provider delivers it.

There are a number of operating principles that form part of the current work to develop the YPA model.

These include commitments to deliver:

- > a range of advanced, intermediate, foundation and entry level courses and programmes
- > key skills and basic skills programmes
- > short courses and taster programmes for year 10 and 11 learners
- > suites of computers in learning centres allowing electronic access to virtual workshops, off site teachers and trainers and 'super teacher' broadcasts
- > a mix of on-site, off-site and virtual delivery
- > vocationally related programmes including work based and work related programmes

There is still a great deal of work to do on refining the YPA concept before it ultimately becomes one of the key components in the world class learning infrastructure envisaged in this plan. However, the commitment of partners is heartening and the pace of progress has met early planning targets.

Funding arrangements for pupils within the context of this 14 – 19 agenda are already under discussion between Education Leeds and the LSC.

**In addition the following plans have informed actions included in this Action Plan:**

- Leeds Metropolitan Council Corporate Plan
- Neighbourhood Renewal Strategy
- The LEA Education Development Plan
- The LSC West Yorkshire Strategic Plan
- The Leeds Learning Partnership Strategic Plan
- The Educational Action Zone Plan
- Excellence in Cities and Excellence Challenge Partnerships for Progression



## Key Areas to Support Change

### 4.1 Infrastructure

Collaborative working and partnerships in the post-16 sector are currently being developed across Leeds as a way to ensure the best possible response to student and employer needs. The Government's 14-19 Green Paper, recent DfES support for 'Federations of Schools', local partnerships such as that in South Leeds and the development of Young People's Academy, all suggest models for increased collaboration, developing joint management and sharing of responsibilities.

The LSC West Yorkshire has agreed to lead, on behalf of strategic partners, a fundamental and comprehensive audit and review of existing provision within Leeds as a basis to develop a strategic plan, which will increase collaboration and improve the coherence of 14-19 learning across Leeds to ensure it better matches the needs of young people.

The scope of the review will include all the main providers of 14-19 learning, (secondary schools, Further Education Colleges and work based learning providers), together with other providers of learning such as the voluntary sector and Family Learning Centres. The review will also map the current specialist provision in Leeds Metropolitan District, such as specialist schools, FE colleges and CoVEs.

This review will need to take into account the large number of existing networks, initiatives and partnerships within the Leeds area that impact on 14-19 education and learning that are funded through a variety of sources. A review of these will allow the opportunity to investigate the possibilities to rationalise and co-ordinate existing initiatives and partnerships and to take a more co-ordinated response to future issues.

Of equal importance to the review is the fact that, at the present time there are a number of developments planned within individual sectors, and some emerging collaborative arrangements between certain sectors. However, it is acknowledged by partners that much of this work is not sufficiently inclusive. The findings and recommendations of the review of provision, together with actions included in this plan will be used as a vehicle for developing a coherent strategy to take forward increased collaborative/consortia arrangements.

The findings of the review of provision, together with its recommendations, will be subject to consultation with stakeholders, particularly parents and prospective students. The results of the study will be published in a final report by April 2003. West Yorkshire Learning and Skills Council will then work with partners to agree the way forward on the production of a

comprehensive strategic plan that includes all sectors and further develops collaboration to meet the needs of all learners.

### Special Schools/Special Education Needs

Education Leeds, together with relevant partners, has already begun planning a strategy to transform and refocus the work of special schools within Leeds that will ensure that pupils from 14 years upwards undertake as much learning as possible in mainstream settings. In order to ensure that this developing strategy is in line with other developments within the 14-19 sector it is important that Special Education Needs provision forms an integral part of the fundamental review. This will ensure a cohesive approach to future developments and collaboration with other providers of learning and result in increased access to mainstream provision for young people with learning difficulties/disabilities.

### Specialisms

There are a number of existing providers of learning within the city with specialist status, (specialist status schools, FE and work based learning Centres of Vocational Excellence and specialist FE Colleges). The fundamental review of provision will consider the impact of the current specialist mix within the city and, as a result, the LSC West Yorkshire, together with Education Leeds, will develop a strategy for the further expansion of specialist provision.

### 4.2 Entitlement for Young People

In order for this Action Plan to make a significant impact on the participation, retention, achievement and progression of young people it has been agreed by all partners that the needs of learners must be put first.

As part of this process all young people in Leeds, together with their parents/guardians/carers, will have access to high quality, independent and impartial information, advice and guidance that recognises and respects individual needs, and allows them to make informed choices about their future learning and employment options at 16 and beyond. This information, advice and guidance must take into account the complex and diverse nature of the city, and the contribution that individuals can make to its economic and cultural development.

In order to achieve this an entitlement framework will be developed, based on the Connexions Charter that covers access

to information, advice and guidance; sets out the young person's responsibilities; details information that is available to parents/guardians/carers and sets out the minimum level of learning provision that will be made available to young people. There is a commitment within this plan to ensure that young people are involved in the actions needed to agree this entitlement framework.

This entitlement framework will be supported by a range of other activities, including:

- > the developing 14-19 curriculum, offering a wide range of routes and pathways
- > the proposed national framework for careers education and guidance
- > the implementation of Connexions, through which, young people will be supported by Personal Advisers throughout the learning process
- > the development of the Youth Parliament

In order to achieve this an entitlement framework has been developed, which will be supported by:

- > the developing 14-19 curriculum, offering a wide range of routes and pathways
- > the proposed national framework for careers education and guidance
- > the implementation of Connexions, through which young people will be supported by Personal Advisers throughout the learning process

## Draft Entitlement Framework for Young People

All young people will have access to Information, Advice and Guidance that:

- > is available to all, including those not currently seeking support who may need to be actively engaged
- > is independent and impartial, covering the full range of learning and careers options, pathways, progression and providers
- > is sensitive to and takes account of the diversity of young people
- > includes routine assessment of need and access to specialist assessment as appropriate
- > is supported by information resources about all the learning opportunities available in the area
- > includes information on progression routes

- > covers learning opportunities in education institutions, work-based learning, employment, and the voluntary sector
- > 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 support for progression to Higher Education
- > allows access to specialist support according to need (including learning difficulties and/or disabilities) to overcome barriers to learning and progression
- > allows access to a Connexions Personal Adviser
- > contributes to each Individual Learning Plan, that includes aspirations and realistic targets linked to progress
- > is timely and appropriate, including access at key points
- > at transition into provision (including application)
- > during induction
- > during programme and at any crisis points
- > on exit and progression
- > is quality assured
- > is delivered by appropriately qualified careers advisory staff

The young person has responsibilities and is expected to:

- > participate actively in the formulation of their own Learning Plan
- > strive to meet the requirements of the agreed Learning Plan
- > attend
- > respect others and conduct themselves responsibly
- > contribute and engage
- > aim for success at each stage in the learning process
- > complete work
- > ask for support

Parents/guardians/carers (of young people up to age 19) will have access to:

- > information about learning, funding and progression opportunities
- > feedback on careers decisions and progression
- > effective communication that recognises the diversity of cultural diversity

### All young people will have access to learning provision that:

- > offers key skills and Personal, Social Health and Citizenship Education, which includes careers education and guidance
- > has clear and informed choices of pathways and progression routes that can lead to further training, education and employment
- > is realistic and informed by labour market information
- > begins with an initial assessment to determine appropriate course, level of entry and degree of support required by the individual learner to succeed
- > has work-based and work-related training integrated into the learning programme

## 4.3 Engagement of Employers

All partners involved in the development of this Action Plan agree there is a need to develop a strategy for a more co-ordinated approach to the engagement of employers in Leeds. It is recognised that their input is critical to increasing the employability of young people and the competitiveness of businesses in the City. The diversity of the Leeds business community is an enormous resource that can support and enhance the learning opportunities for the young people of our city. Success will lead to improved motivation and achievement that will be reflected in a community with enhanced knowledge and skills. To achieve this employers need to be better represented on the groups that influence curriculum and infrastructure developments in Leeds to ensure future developments take account of their needs.

At the present time learning provider interface with employers is patchy. Traditionally Work Based Learning Providers and FE Colleges have had close contact with employers but this strength has not been built on. The level of involvement, commitment and understanding of both employer and provider varies enormously but there are individual examples of good practice within all sectors. It will be important to identify the current good practice and replicate this with increased numbers of employers and across all providers of learning.

It is also acknowledged that current Education Business Link activity and work experience placements within Year 10 and 11 within the schools sector are insufficiently co-ordinated. This Action Plan will address this issue.

Work has already been undertaken to improve the current situation through the formation of Education Leeds Business Alliance (ELBA), a powerful partnership between Leeds Chamber of Commerce and Education Leeds. ELBA is building on the good practice that already exists in successful education/business links

across the city, that have brought considerable gains for both school and business communities. Its establishment will help co-ordinate, and bring greater coherence to education/business links and contribute to a 'World Class Leeds'.

ELBAs Objectives include: promote the development of the partnership between the private and public sectors; provide advice and guidance to the range of Leeds businesses (small, medium and large) as to what they can offer, and how they might engage with Education Leeds and Leeds schools (primary, special, and secondary) for mutual benefit; promote the professional development of staff in the business and education communities; help raise the level of pupil motivation and achievement; promote equality of opportunity for young people; promote the sharing of good practice between schools and businesses; improve the expertise, skills and knowledge of the Leeds' future workforce. These can be used as a basis for further development within all sectors of learning within the city.

The more structured approach to the promotion of learning in the workplace by providers of learning and intermediaries, that emphasises the benefits of training of potential and existing employees, will be supported by the development of a supported learning environment within employer placements that will increase the level of understanding and support for young people and impact on levels of participation, retention achievement and progression.

## 4.4 Quality of the learning experience

Development of a high quality learning infrastructure across the district will underpin all other actions included in this Action Plan. In order to meet the demands of a student entitlement and provide appropriate and effective learning opportunities that are valued by young people and employers the provision of a high quality service is essential. All providers of learning will know that in order to be part of the ongoing development of the learning infrastructure within Leeds, they must deliver learning experiences to a specified and agreed standards.

Certain major elements of a suitable quality framework, that contribute to the quality assuring of provision, already exist through Ofsted and ALI inspections, Common Inspection Framework, Teacher/Trainer standards, Self-assessment, Provider Performance Review and Value Added Studies. Through this Action Plan we will build upon existing measurement tools, refining and developing as appropriate, and ensure that every provider of learning is adequately supported to meet the high standards required.

All of the above elements focus on the individual provider. If we are to encourage collaboration between institutions and providers of learning it will be necessary to develop a quality

framework that includes a number of Performance Indicators, which can be applied to partnerships, collaborations and broader groups of providers working together. These standards should cover joint activities, mutual support, effective use of resources, planning and management, continuous improvement, financial arrangements, progression and student tracking, amongst others. This framework should be agreed within the first year of implementation of this Action Plan.

Raising quality requires investment and the LSC West Yorkshire and Education Leeds, as the two key funding organisations, along with the LEA, will develop a support infrastructure that covers all learning provision within the Leeds District. This will pull together various aspects of Standards Fund, Initiative Funding, Local Support Funds and other appropriate European Funds, together with a range of human resource support, including advisers, contracts managers, quality teams and relevant provider staff. This work will be supported by actively sharing with others, the expertise and experience of those providers who are judged through performance review and inspection grades to be already excellent or approaching excellence.

It is also intended that a clear statement of the consequences for organisations failing to achieve the required standard will accompany any clear statement of intent on support for raising quality. Sanctions will be applied on the basis of failure to reach agreed levels of performance measured by robust and rigorous Performance Indicators. These Performance Indicators will flow from the quality framework development referred to above.

## Draft Outline - Fundamental Review of Provision

The fundamental review of provision will provide an assessment of the provision needed in Leeds Metropolitan District against:

- > the future priorities and needs of learners, employers and local communities
- > the need to drive up the quality and achievement rates in many areas of provision and improve its cost effectiveness
- > the volume and type of education and training needed to meet the needs of young people, deliver the government's policy priorities of 14-19 learning, meet the LSC West Yorkshire and Education Leeds targets and increase entry to higher education

It will also help the LSC West Yorkshire and partners to work effectively with Sector Skills Councils, the Sector Skills Development Agency and the Regional Development Agency to secure the pattern of specialist provision needed to tackle sector and regional skills priorities.

The fundamental review of provision **should not**:

- > focus on the implications for providers to the exclusion of the interests of learners, employers or communities
- > result in new patterns of delivery that restrict learners or employers to a single style of delivery, provider or ethos
- > increase organisational barriers to the effective use of new learning technologies or progression for learners
- > lead to changes simply for the administrative convenience of the funders or providers of learning
- > place further burdens for collecting information on funders and providers

### Outcomes of the Fundamental Review

Any assessment of provision will lead to the identification and appraisal of strategic options for improved delivery in Leeds, that will lead to an implementation plan, with priority given to actions having a positive impact on meeting learner, employer and community needs. Large time-consuming and costly reorganisations of local provision should only be considered when other possibilities for performance improvement have been exhausted. The work needed to implement the chosen options will be built into the local strategic planning process.

In order to fulfil its strategic planning role the LSC is responsible for securing the best overall mix of provision for each locality with an appropriate choice of learning style, mode of delivery and ethos for learners and employers.

As appropriate LSC West Yorkshire will:

- > develop further the contribution of excellent provision
- > work with providers and the inspectorates to improve poor or under performing provision
- > develop new provision to fill gaps; and rapidly replace provision that has been judged unacceptable with poor prospects of improvement

Providers of learning will be required to develop their own plans for improvement and further collaboration in the light of the local assessment of provision, and, in the main, concentrate on those areas of learning that have been judged to be of a specified minimum quality that meets the needs of learners.

The fundamental review will incorporate a set of core values designed for maximum effectiveness and reduced risk of judicial review or other challenge.

These are:

- > a strong and continued focus on the needs of learners, employers and communities
- > active promotion of equality and diversity in provision to meet the distinct needs of different groups of learners and employers
- > active promotion of collaboration and co-operation between providers and between localities to meet the needs of learners and employers
- > valuing and building on previous reviews of provision or institutions
- > improving on excellent provision and driving up quality
- > avoiding extra burdens or bureaucracy for employers, individual learners or providers
- > open transparent and consultative decision making arrangements consistent with commercial confidentiality and security of personal data
- > parity between localities, different types of provision and providers
- > promoting safe and healthy learning environments

The Fundamental Review will cover provision funded by LSC West Yorkshire, Education Leeds and Leeds LEA, and include:

- > school sixth forms
- > sixth form colleges
- > work based learning providers
- > general further education colleges and associated sixth form centres
- > higher education institutions offering further education
- > specialist colleges
- > Ufl Learndirect
- > adult and community learning centres, including Family Learning Centres
- > voluntary sector providers
- > relevant ESF projects co-financed by the LSC

It has also been agreed that the fundamental review within Leeds Metropolitan District will include the current networks, partnerships and initiatives that support and influence 14-19 learning in the City.

### Reporting and recommendations

Following the fundamental review of provision a report will be received that will provide recommendations on developments, that may include capital investment, that will:

- > meet the increased expectations of young people entering the post-16 sector, and contribute to improved achievement levels, particularly for identified under performing groups
- > meet the needs of specific groups of learners, including those with special needs and the gifted and talented
- > promote collaboration and sharing of best practice
- > ensure sufficiency of provision, that has judged to be of the required quality, and reduce duplication
- > promote and provide quality progression into post-16 education and training
- > be cost effective and ensure value for money
- > increase the effectiveness of networks, partnerships and initiatives to support effective planning delivery and reporting mechanisms

These recommendations will need to take into account current, relevant developments within the 14-19 sector, including the recent Education Leeds secondary and post-16 review and national changes to Modern Apprenticeships.

## Excerpts from OFSTED Inspection Reports since Area Wide Inspection

### Education Leeds

Education Leeds received their OFSTED Inspection report in July 2002. It says that progress has been made in the following areas:

- > "(Education Leeds) has a clear vision which it has communicated to its partners, an effective structure, staff who have the necessary expertise and a culture of high expectations and accountability."
- > In relation to raising standards in secondary schools, "there is a recognition that education on its own cannot solve the problems and that services will need to work together. Many have been aligned to make co-ordinated work easier, although the mechanics of how this will work in practice still have to be developed."
- > In relation to GCSE grades: "The attainment of pupils of Bangladeshi heritage has improved rapidly and at GCSE now marginally exceeds the Leeds average."
- > "The LEAs choice of SEN as the focus for early review (is) entirely appropriate....."
- > "Good progress has been made and focusing LEA support on areas of greatest need is generally appropriate. Schools causing concern and especially those in special measures have access to extensive support."
- > "A key feature of the LEA's plans to address the problems of low post-16 staying on rates and the significant number of schools with small sixth forms is the concept of the Young Peoples Academy. This essentially hinges on the development of collaborative arrangements between schools and further education providers and is expected to take different forms in different parts of the LEA..... Good progress has been made in establishing agreement between the key providers in the City and the Learning and Skills Council on the key principles for post-16 co-operation. There are already some examples of effective joint working which has extended the range and cost effectiveness of provision for young people."
- v "Partnerships and working between services in a co-ordinated way have improved and is satisfactory with few weaknesses. Education Leeds has strengthened links with some existing partnerships and supported new ones as they develop."
- > "The work of the Leeds Initiative is turning to focus on issues of social inclusion and targeting disadvantaged areas through the development of the strategy for neighbourhood renewal. This has paramount importance for raising standards in schools. Education Leeds plays its part in the learning

partnership, especially the 14-19 strategy group, whose remit is important given the under-performance of pupils in secondary schools, the secondary and post-16 review and in establishing a new curriculum for secondary schools."

All these comments help to endorse the work of Education Leeds in helping to address the Issues for Attention outlined in the Leeds Area-Wide Inspection.

In 2002 the GCSE results have improved significantly along with Key Stage 3 results. This will begin to provide the necessary foundation for the improvements planned for the 14-19 phase of education.

### FE Colleges

The findings of the inspections of the 5 colleges individually inspected in February/ March 02 have been published since the Area Inspection. The leadership and management of all of these colleges was assessed as good, including financial control. The observations of teaching and learning were mostly assessed as effective, with 98% areas graded as satisfactory or above and 65% deemed to be good or outstanding. Examples of specific references to the strengths include:

#### 1. Specialisms

- > "The quality of education and training is outstanding in sport, leisure and travel, and in health, social and childcare" (Park Lane College)
- > "Wide range of specialist resources and equipment" (Leeds College of Building)
- > "Outstanding provision in baking" (Thomas Danby College)
- > "A successful accommodation strategy has resulted in considerable improvements" (Leeds College of Art & Design)

#### 2. Collaboration

- > "Excellent community links" (Joseph Priestley College)
- > "Strong external partnerships, especially employers" (Park Lane College)

#### 3. Inclusion

- > "There is a strong commitment to social inclusion...There is significant provision for disadvantaged groups including asylum seekers, Bangladeshi women and pupils excluded from school...Many students are from minority ethnic groups" (Thomas Danby College)

> "The college offers a welcoming environment for all students...Provision and support for students with moderate and severe learning difficulties is good" (Joseph Priestley College)

#### 4. Retention, achievement and progression

> "High pass rates...Good progression rates to higher levels of study" (Leeds College of Art & Design)

> "Good retention rates...Above average pass rates at level 1 and level 3" (Park Lane College)

> "High standards of students' work" (Leeds College of Building).

Since publication, these colleges have completed development plans to address issues in the reports and all 8 FE colleges have drawn up Strategic Plan updates for LSCWY.



# > Appendix 7

## Consultation on Action Plan

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

Key stakeholders received the OfSTED/ALI report, or an executive summary, within 48 hours of publication. Members of the Area Inspection Strategy Group agreed to update and consult with their colleagues on the development of this Action Plan following the regular Area Inspection Strategy Group meetings.

Once the draft Action Plan was submitted to LSC National Office it was subject to consultation, and distributed 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 plan. In addition a meeting was

arranged with representatives of the Youth Parliament to ensure young people had the opportunity to comment on its content and contribute to the final actions included in this Action Plan.

The draft Action Plan was generally well received, and, in the main, there was agreement and support for the key actions included within it.

It has been recognised within the Action Plan that there will be a need for ongoing formal consultation on proposals and actions, particularly those that will result from the fundamental review.

Listed below are details of the key partners and stakeholders that were included in the consultation exercise together with the lead body responsible for taking this forward.

Organisation	Lead Partner for consultation
Business in the Community	Chamber of Commerce
Connexions West Yorkshire Young People's Involvement Group	Connexions/Careers
Connexions WY	Connexions
Diocesan	Leeds LEA
Education Action Zone	Leeds LEA
Education Leeds	Education Leeds
Education Leeds Business Alliance	Chamber of Commerce/Ian Williamsor Richard Mansell
Employer Fora	Chamber of Commerce
Excellence Challenge	Leeds LEA
Excellence in Cities	Leeds LEA
FE College Principals	College Rep
Government Office	Government Office Representative
Governors' Forum	Education Leeds
Local Authority Group for Regeneration Managers	Leeds LEA
Leeds Careers	Leeds Careers Guidance
Leeds City Council - Education spokespersons of 3 parties, Chief Executive, and other relevant Council Officers	Leeds LEA
Leeds MPs	LSC West Yorkshire
Local Learning Partnership	Local Learning Partnership Chair
LSC West Yorkshire Council & Executive Team	LSC West Yorkshire
Neighbourhood Renewal	Leeds LEA
Parents	Parent Governor Representative
Secondary and Special School Heads	Education Leeds/Secondary Heads Representative
Social Services	Leeds LEA
West Yorkshire Universities	Uni Rep
Work Based Learning Providers	WBL Rep
Yorkshire Forward West Yorkshire Team	LSC West Yorkshire
Youth Offending Team	Leeds LEA
Youth Parliament	LSC West Yorkshire
Youth Strategy Group	Leeds LEA

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