

The Learning and Skills Council: Advice and Guidance for Area Inspections

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Executive Summary

Date: September 2003

Subject: This guide was prepared by the Learning and Skills Council (LSC), the Local Government Association (LGA) and the Confederation of Education Service Managers (Confed). It aims to help staff of the LSC and local education authorities (LEAs) prepare for area inspections of 14–19 provision.

It is recognised that 14–19 area inspections are a new experience, and the purpose of this guide is to give comprehensive information about the planning, sequencing, and actual process of 14–19 area inspection, as well as the subsequent work involved in writing the post-area inspection action plan. A useful flowchart indicates the sequence of events as well as the roles of those involved in area inspections.

The relationship of the new 14–19 area inspections with other aspects of provider review, including 16–19 area inspections and strategic area reviews, is explored and the differences and areas of common ground are explained.

A third section sets out the roles and responsibilities of key players in the process, with guidance on effective joint working, and an explanation of what help and advice is available after the area inspection findings are made available.

A crucial part in the process is the preparation of a post-area inspection action plan to address key issues raised in the inspection report. The general principles of preparing such a plan are set out, along with clear guidance on the expected contents, the required schedule for production and the readership. A matrix showing the structure for the plan is shown at Annex A.

The guide ends with a reference section of publications and websites that contain further information or guidance.

Intended recipients: All those with responsibility for education and training post-14, particularly the staff of the LSC, LEAs, faith organisations, the Office for Standards in Education, the Adult Learning Inspectorate, Connexions, the Department for Education and Skills and schools, colleges and training providers.

Foreword

This guide has been drawn up by the Learning and Skills Council (LSC), the Local Government Association (LGA) and the Confederation of Education Service Managers (Confed) to help the staff of the LSC and local education authorities (LEAs) prepare for area inspections of 14–19 provision, and the writing and implementation of the action plans that follow them. Its prime purpose is to support joint working by the key partners responsible for the development of the 14–19 curriculum.

The *Learning and Skills Act 2000* sets out the requirements for area inspection of education and training. The Act is supplemented by the *Post-16 Education and Training Inspection Regulations 2001* (which came into force on 1 April 2001) and the *Education Act 2002*. These regulations relate specifically to joint inspections and the publication of action plans. The two Acts are a key part of the Government's agenda to drive up standards.

Area inspections are an important part of the overall process of judging the adequacy of education and training for young people aged between 14 and 19 in an area as a whole. However, these inspections are only part of this process. The LSC and LEAs will continue to review the effectiveness of provision and plan action to improve it, whether or not an area inspection takes place. Strategic area reviews (StARs) will also assess the sufficiency and quality of post-16 provision across local LSC areas.

The key sections of the document are concerned with essential action before, during and after an inspection.

It is recognised that across parts of respective organisations there is considerable experience of managing 16–19 area inspections. However, 14–19 area inspections are a new experience for all, and it is hoped that this document will be useful to all.

The document will be regularly amended in the light of experience. This version is effective from 30 September 2003.

The Learning and Skills Council: Advice and Guidance for Area Inspections

Background

1 *Learning to Succeed: A new framework for post-16 learning* (DfES, 1999) announced the introduction of area inspections of 16–19 learning provision. The *Learning and Skills Act 2000* confirmed the entitlement of young people aged 16–19 to education and training of sufficient quantity and adequate quality. The *Education Act 2002* extended the age range of area inspections to 14–19 with effect from January 2003. This complemented the development of governmental policy for 14–19 year-old learners, set out in *14–19 Extending Opportunities and Raising Standards* (DfES, 2003).

- the extent to which the provision furthers social inclusion;
- the quality and reliability of information, guidance and support provided to young people;
- the effectiveness and efficiency with which the provision is managed and its quality assured;
- the quality of education and training and the standards achieved;
- the effectiveness of measures to bring about improvement, particularly where provision is unsatisfactory; and
- the value for money provided.

Overview of Area Inspections

Purpose

2 Area inspections are a powerful means of evaluating provision for young people aged 14–19 across an area and identifying ways of improving its quality.

3 Drawing on evidence about post-14 providers across the area, the inspectorates, the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI), evaluate:

- the effectiveness of strategic planning in meeting the needs of learners and employers;
- the extent to which the provision of education and training for 14–19 year-olds is responsive to learners' needs and facilitates progression to further and higher education, training and employment;

Conduct

4 Ofsted has overall responsibility for leading area inspections and producing the inspection report on provision.

5 Since April 2001, area inspections for young people aged 16–19 have been led by Ofsted and carried out in partnership with the ALI. From March 2003, the two inspectorates have been responsible for 14–19 area inspections.

6 The ALI may include in the report evidence from inspection of other provision which falls specifically within its remit, such as Ufi and **learnirect**. Ofsted will gather additional evidence from inspection of provision at Key Stage 4 relating to the advice and guidance young pupils receive about post-16 education and training opportunities. Evidence drawn from inspections of LEAs, providers and Connexions partnerships will also contribute.

Reports

7 Ofsted's area inspection reports include a summary of the main area inspection findings, and they identify issues for attention and suggested action.

8 Copies of published area inspection reports are available on the Ofsted website (www.ofsted.gov.uk).

Future area inspections

9 The area inspections of 16–19 provision largely focused upon phases 1 and 2 of the Excellence in Cities (EiC) areas. In contrast, the 14–19 area inspections will take place throughout England and, by the end of 2006, at least one inspection will have been carried out in each of the 47 local LSC areas.

Overview of the Sequence of the Area Inspection Process from March 2003

10 In accordance with its statutory responsibilities, the LSC will work together with LEAs in preparing for the inspections and in acting on the findings of area inspections of 14–19 provision. The LSC and LEA will establish a steering group of partners and providers, including the Connexions partnerships, and produce a self-evaluation report before the inspection, and a post-area inspection action plan after the publication of the inspection report.

11 The partnership agrees the action plan, after which the LSC and the LEA are responsible for sending the plan to the Department for Education and Skills (DfES) through the Quality and Standards Directorate of the LSC national office.

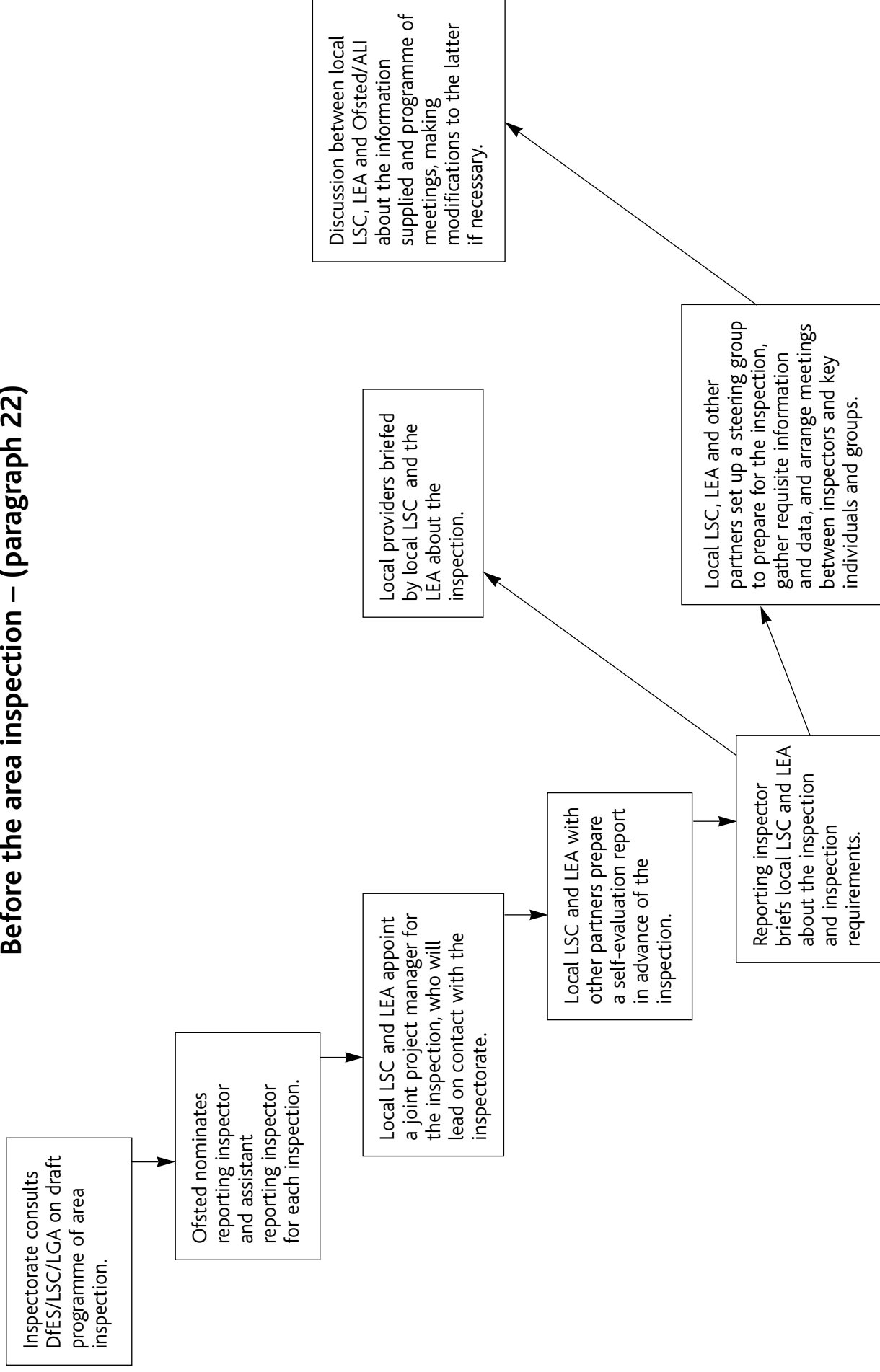
12 Key milestones are as follows:

- a Ofsted informs the LSC and LEA(s) of the area inspection.
- b Ofsted and the ALI carry out the area inspection.

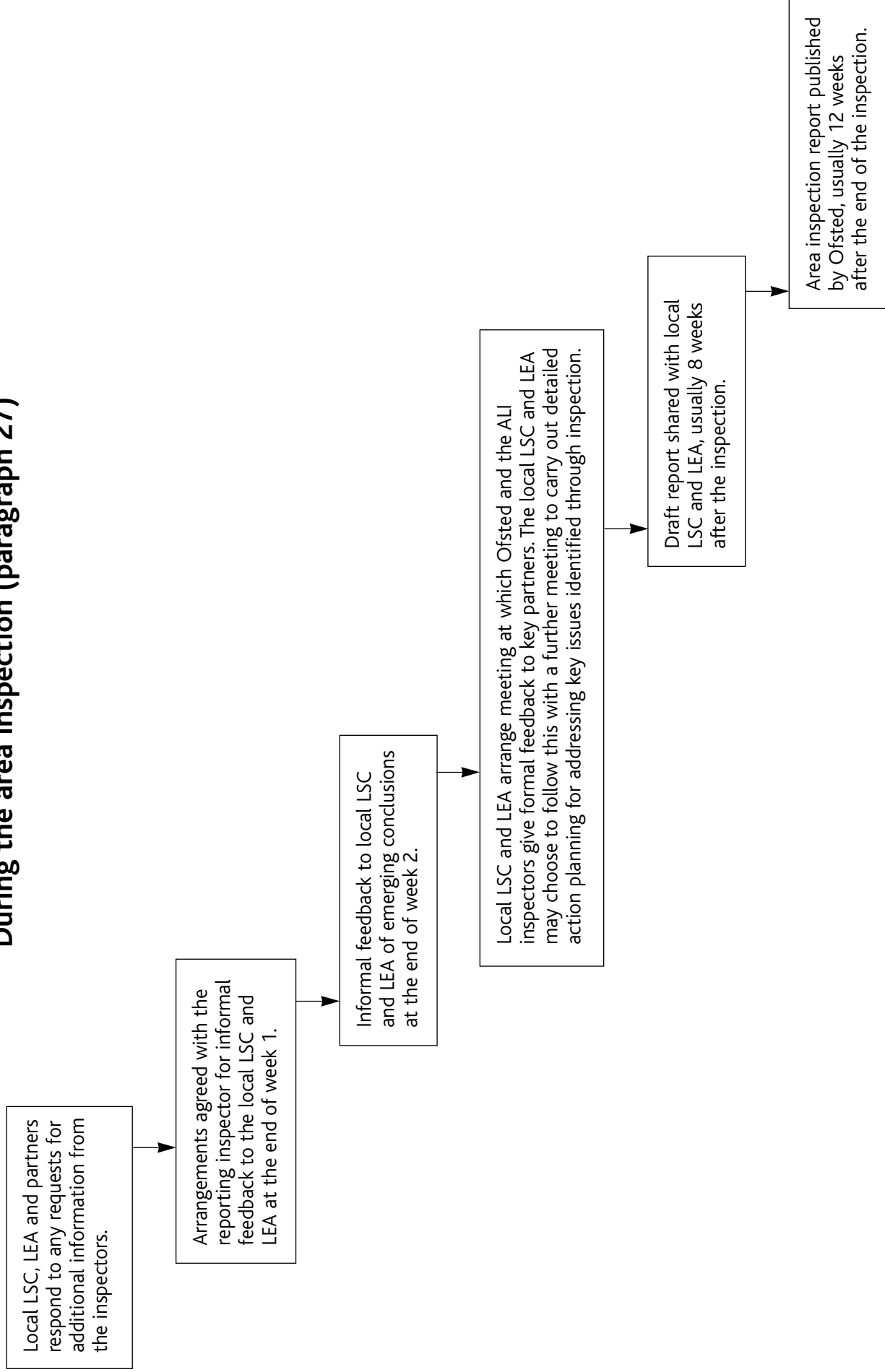
- c Ofsted publishes the inspection report. This is accompanied by a ministerial letter giving a broad steer to the local LSC and the LEA about what is expected and the date for the submission of the post-inspection action plan.
- d The local LSC, LEA(s) and key partners begin work on the action plan.
- e The draft action plan is sent to the LSC Quality and Standards Directorate, Ofsted and the ALI within six weeks of the publication of the area inspection report.
- f The final post-area inspection action plan is sent to the LSC's national director of quality and standards who will forward it to the DfES without comment by the date for submission specified in the ministerial letter which accompanied the inspection report. This submission date is normally about three months after the publication of the area inspection report, making allowance for holiday periods. Sending the action plan to the DfES is a *statutory* requirement. The regulations require that copies should also be sent to:
 - Ofsted;
 - the ALI; and
 - any organisation or body using public funds to provide the education and training that has been inspected.
- g The local LSC and LEA(s) issue the action plan, making it widely available to the public, by publishing it, for example on the Internet.

13 The sequence of key events is set out in Figure 1.

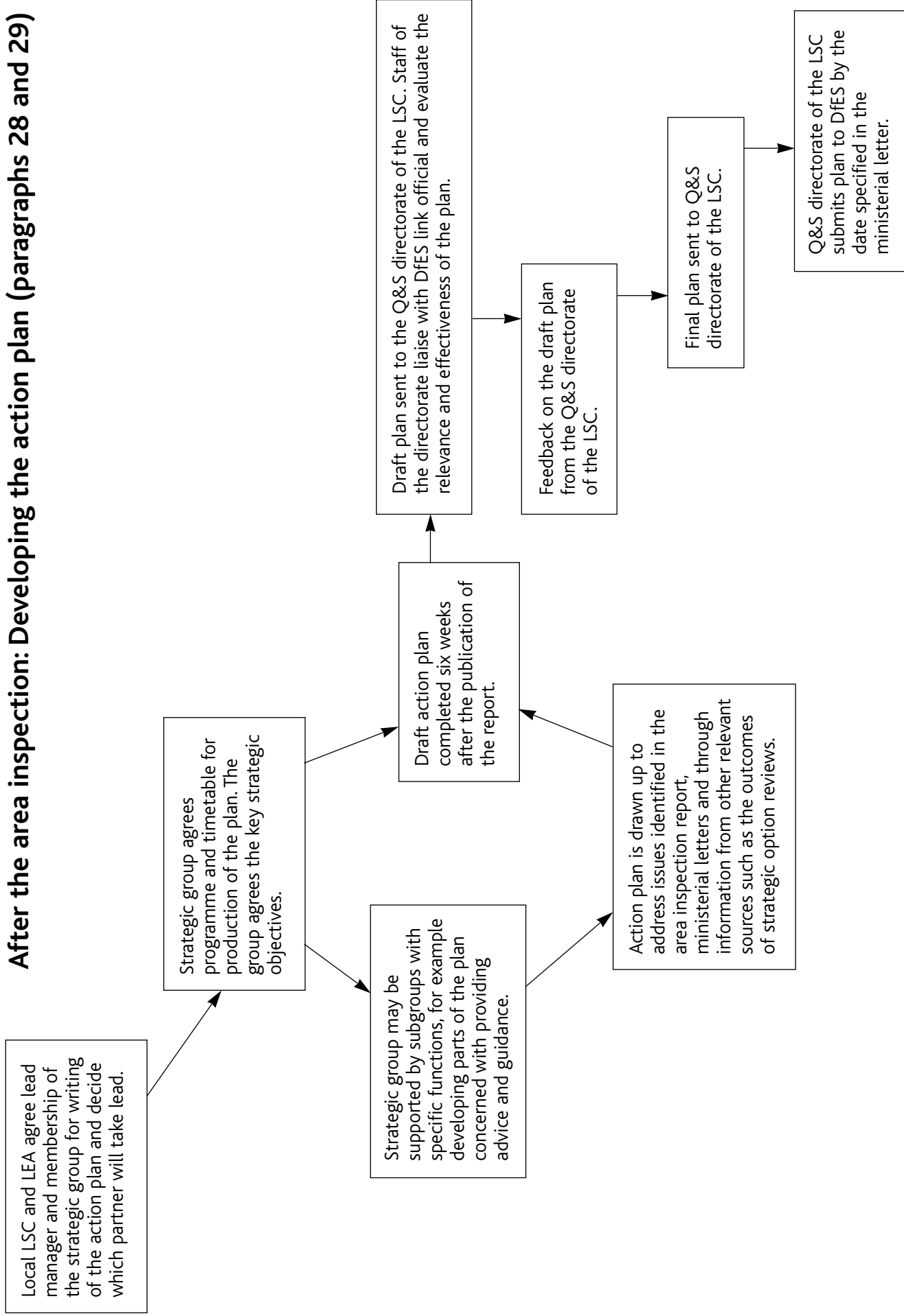
**Figure 1: Sequence of key events for area inspections
Before the area inspection – (paragraph 22)**



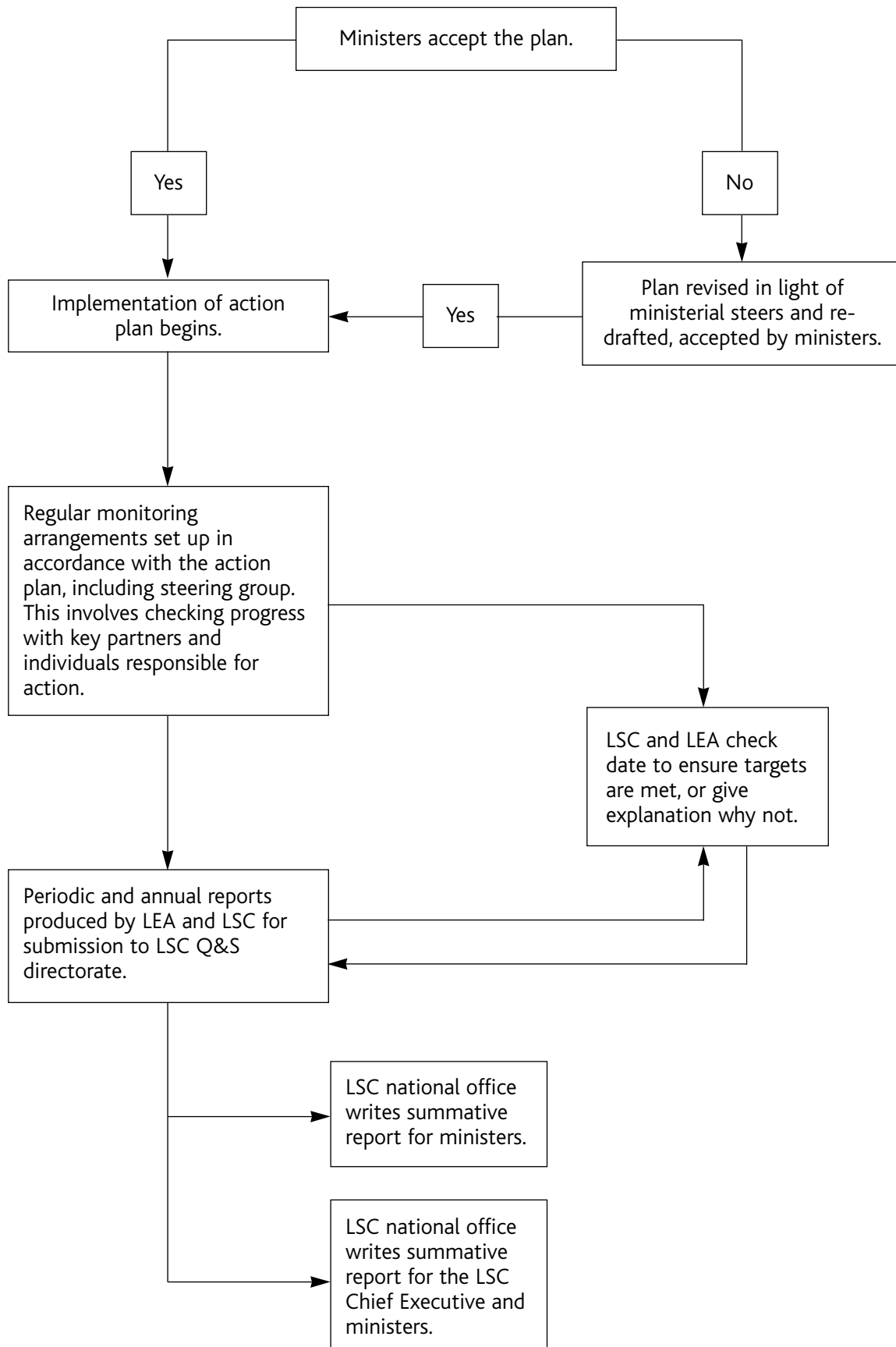
During the area inspection (paragraph 27)



After the area inspection: Developing the action plan (paragraphs 28 and 29)



After the area inspection: Implementation of the action plan (paragraph 30)



Follow-up to Area Inspections

14 The LSC and the LEA have a statutory responsibility to take requisite action to follow up area inspections.

Key findings from 16–19 area inspections

15 The 16–19 area inspections published between 2000 and 2003 have indicated that there is a need for:

- collaborative strategic planning across the area, taking into account provision in neighbouring areas to avoid unhelpful competition, duplication or significant gaps in provision;
- the development of certain types or levels of provision such as programmes at Entry and Foundation Levels;
- greater collaboration between partners to improve access for learners aged 16–19 to a broader curriculum, to share resources and good practice in order to drive up standards;
- retention and learners' achievement rates to be raised;
- the identification and sharing of good practice;
- more careful and detailed guidance for young people on all of the post-16 education and training options available to them;
- training provision that meets local need;
- rigorous collection and effective use of data to facilitate strategic planning in institutions, planning of individual learning programmes, monitoring of learners' progress and the continuous improvement of provision;
- standard processes for data collection, the generation of management information and target-setting;

- the development of reliable and consistent methods for calculating the value added to all learners' achievements; and
- evaluation of the extent to which providers offer value for money.

16 Each area inspection report may include some of the above findings, and in addition others, which are distinctive to the local circumstances.

Relationship between Strategic Area Reviews and Area Inspections

17 All local LSCs have to complete a strategic area review (StAR) by 31 March 2005. In many areas, therefore, area inspections and StARs will be taking place at the same time. Area inspections will normally cover a smaller area than StARs, which aim to meet learner, employer and community needs, and to improve the choice and quality of post-16 education and skills provision. StARs will cover all LSC-funded provision for learners of all ability levels aged over 16 and, in consultation with partners, will take significant account of 14–16 provision. Both area inspections and StARs will focus on the quality of provision and identify ways in which it can be improved. Area inspections offer an external judgement at a particular point in time, while StARs are concerned with the development of high-quality provision over a longer timescale. Table 1 gives a more detailed comparison of the different purposes and remits of area inspections and StARs.

Table 1 Key differences and alignments between area inspections and StARs

14–19 area inspection	Strategic area review
an objective assessment of 14–19 provision, undertaken on a statutory basis by independent inspectorates	a planning tool for post-16 provision, undertaken by the same body that is responsible for implementing the findings
age-specific	may be thematic or sectoral, not necessarily age-specific
findings published and available to learners, parents, providers and employers	published, but the extent to which analysis documents will be made available will vary
an important tool in the development of 14–19 policy, which will provide an assessment of the implementation of <i>Success for All</i> , including the 14–19 agenda	underpins the <i>Success for All</i> Strategy and will provide strategic analysis and planning information for the whole of LSC-funded provision
provides an opportunity for all local partners to collectively develop their agendas and in particular for the LSC and LEA to harmonise their provision	a planning tool for the LSC but will be informed by extensive consultation with local partners
follows a rolling programme of local inspections decided by inspectorates in consultation with the LSC and the DfES. (The inspectorates have agreed to inspect at least a part of every local LSC area by the end of 2006)	taking place across the LSC as a whole over 2003 to 2005. Each local LSC has to produce a project plan by July 2003, and publish its local delivery plan by spring 2005
covers 'travel to learn' areas, which in practice may include one or more LEA, or the whole of an LSC area. Inspectorates have the flexibility to determine the area in consultation with the local LSC and LEA(s)	covers an entire LSC area, although the local LSC may break it down into more manageable 'district reviews' that will feed into an overarching local plan. 'Travel to learn' areas will also be considered and account will be taken of neighbouring local LSCs' proposals
involves the independent assessment of the quality of learning and teaching	examines the responsiveness of the local supply side to local demand. They do not assess the quality of learning and teaching but will take account of the quality evidence in published inspection reports
although taking account of the needs of the local community, area inspection prioritises the needs of the learner	includes a greater emphasis on the needs of local employers, and assesses the responsiveness of individual providers
those already completed can inform StARs; later area inspections can assess the impact of StARs on 14–19 implementation	draws on the evidence from area inspections and takes account of area inspection action plans

18 In the interests of minimising bureaucracy, it is important that partners and providers are not asked to provide the same information twice, for the purposes of area inspection and StARs, respectively. Furthermore, the evidence and findings from area inspection should be taken into account in StARs, and vice versa.

Role of the Learning and Skills Council

19 From March 2003, the LSC and the LEA, both directed by the Secretary of State for Education and Skills (the Secretary of State) and therefore responsible in law for inspection follow-up, will exercise their statutory responsibility to take action following area inspections.

Guiding principles

20 The guiding principles of this work are as follows:

- the LSC and chief education officers of LEAs will exercise continuous critical oversight of all action taken following area inspections;
- there will be close working relationships between the local LSC, LEA and all relevant partners;
- every opportunity will be taken to improve significantly the quality of education and training for young people aged 14–19 in a local area;
- each provider will have a primary responsibility to review and improve the quality of the education and training it offers;
- changes in provision will take substantial account of recommendations made following StARs;
- post-14 providers will work together on post-inspection action planning;

- feasible options for the reorganisation of provision to secure improvement will be considered;
- the LSC Quality and Standards Directorate and other LSC directorates, as appropriate, will provide local LSC executive directors with guidance on action planning;
- the local LSC and the LEA will give local providers all necessary help and assistance to prepare a far-reaching plan for rigorous action to improve the education and training in their area;
- requests from the DfES for information will be met, as appropriate; and
- the DfES will provide the local LSC and the LEA with appropriate help and guidance.

21 The main tasks for the LSC and the LEA are set out below. They are to be carried out in the three broad phases of before, during and after the area inspection. Some tasks are specified more than once as they are carried out in more than one phase.

Sequence of the Area Inspection

Phase 1: Before the area inspection

Liaison and advice

22 The executive director of the local LSC and the chief education officer of the LEA will:

- liaise closely with each other and with key partners to seek their views and to share information, and, as appropriate, jointly to plan developments for post-14 provision;
- consider the range and quality of provision for learners aged 14–19 on a local area basis;
- prepare a self-evaluation with key partners;

- advise the LSC's Quality and Standards Directorate, at least annually, of local areas where there are particular concerns about the quantity, range and/or quality of provision for learners aged 14–19 and where an area inspection may be appropriate;
 - appoint a project manager for the inspection; and
 - carry out an overall assessment of provision in the area in conjunction with key partners.
- the quality of teaching, training and learning and ways of improving this;
 - post-16 retention rates for learners in schools, colleges and with training providers;
 - achievement outcomes and trends, key stages 3 and 4 and post-16 by schools, colleges and training providers;
 - the effectiveness of providers' management and quality assurance systems, including measures for calculating the value added to learners' achievements, and the extent to which the provision gives value for money;
 - advice to learners about options at age 14 and post-16 routes offered by Connexions and within schools and colleges;
 - destinations at 16, 17 and 18/19;
 - the quality and availability of the advice on progression at 18 to higher education, employment and further education and training;
 - the respective proportions of learners who progress to higher education, further education and employment at 18;
 - the curriculum offers post 14, ie 14-16 in schools and post-16;
 - the availability of provision at Levels 1, 2 and 3;
 - the availability of work-based training and possible skills gaps;
 - the effectiveness of action to rectify skill gaps in the local workforce; and
 - the effectiveness of local funding initiatives, for example EiC, the Excellence Challenge and projects financed through the European Social Fund. The funds available will vary according to local circumstances.

Self-evaluation

23 The executive director of the local LSC and the chief education officer of the LEA will arrange for a self-evaluation of provision in the area to be carried out in advance of the area inspection. This self-evaluation will aim to identify clearly the strengths and weaknesses of the provision in the area and will focus on:

- participation rates for 16 and 17 year-old learners, compared with national and local averages;
- key issues in relation to the demography, ethnicity, industry and employment in the area, and the implications of these for education and training;
- the nature and scope of education and training provision in the area and, where appropriate, in sub-areas of it;
- the strategy for education and training 14–19, including arrangements for the transition of young people from school to further education and/or training providers, and for helping those with learning difficulties and/or disabilities;
- the structure of local education and training;
- the nature and role of any local learning partnerships and any key partnerships between education and training providers;

Relationships with the Office for Standards in Education

24 The LSC and the chief education officer of the LEA will:

- respond to requests from Ofsted for information on those areas which may be scheduled next for a 14–19 area inspection;
- as requested, provide briefings for Ofsted on a local area scheduled for a 14–19 area inspection, including findings from an overall assessment of the range and quality of provision; and
- meet with the inspectorates to give further briefing information and to suggest themes for exploration during the area inspection.

Liaison with other organisations

25 The LSC and the chief education officer of the LEA will:

- liaise with the regional government offices to seek their views and keep them informed of developments;
- liaise with the local Connexions partnership and other key partners to seek their views and to keep them informed of developments; and
- ensure that the local LSC keeps the LSC's Quality and Standards Directorate informed of developments.

Preparation for inspection

26 In preparation for inspection, the local LSC and LEA will need to support local providers and partnerships in their preparation for the area inspection, for example, by:

- assisting them with their analysis of their annual self-evaluation and/or self-evaluation reports in order to identify the strengths and weaknesses in 14–19 provision across the area;
- encouraging providers and partnerships to review the quality of the education and training they offer; and

- identifying action providers and partnerships need to take prior to the area inspection to improve the quality of the education and training they offer.

Phase 2: During the area inspection

27 The executive director of the local LSC and the chief education officer of the LEA will:

- liaise closely with key partners to seek their views and to keep them informed of developments;
- meet with members of the inspection team to provide them with relevant evidence;
- liaise and meet with local providers, the learning partnership and other key partnerships to begin to identify issues that may need to be addressed in the post-area inspection action plan;
- wherever possible in order to promote joint working, hold meetings which all providers attend;
- liaise with the regional government offices to keep them informed of developments and to seek their views;
- liaise with the local Connexions partnership to keep its staff informed of developments and to seek their views;
- liaise with the LSC Quality and Standards Directorate to keep it informed of developments; and
- meet with the inspectorates towards the end of the inspection to discuss emerging findings which will form a basis for action planning.

Phase 3: After the area inspection

28 After the inspection, the key task is the preparation of an action plan. The statutory responsibility for this rests with the LSC and the LEA. The LSC's Quality and Standards Directorate will help the local LSC and the LEA with this task.

29 The executive director of the local LSC and the chief education officer of the LEA will:

- arrange a meeting at which the inspectorate will provide formal feedback to key partners about the main findings of the inspection;
- comment on the accuracy and clarity of the draft area inspection report, or sections of it, at the request of Ofsted;
- establish a steering group, representative of partners and providers, which may have an independent chair, to oversee the writing of the plan;
- convene meetings with local providers, the learning partnership and other key partners to begin to draw up an action plan for building on strengths and rectifying weaknesses identified during the inspection;
- liaise closely with key partners at each stage of the preparation of the action plan;
- agree the respective roles of various bodies in the follow-up to area inspection, as set out in paragraph 30 of this guidance;
- link action planning to other relevant local initiatives such as the 14–19 Strategy, StARs, EiC, education action zones, Single Regeneration Budget programmes and training initiatives;
- consider holding a strategic options review with local providers, if a StAR has not been completed;
- liaise with the local Connexions partnership to involve staff there in developments;
- be able to draw on the LSC's local intervention and development (LID) fund in devising and implementing the action plan;
- if appropriate, employ a consultant to help identify the action needed and ensure it is in accordance with agreed strategic priorities;
- seek advice on the scope for structural changes and rationalisation of provision, initially from the LSC national office area inspection team and by reference to the guidance and regulations issued by the DfES and the LSC relating to powers and the requirement to consult widely before carrying out significant reorganisation of local provision. Note that where serious weaknesses have been identified by the inspectorates, and/or where significant structural changes are being proposed, the LSC Quality and Standards Directorate and other LSC directorates as appropriate will work closely with the local LSC executive director and, through him or her, the LEA;
- keep staff in the regional government office informed of developments and, where appropriate, seek their views;
- send a copy of the draft outline of the post-area inspection action plan, with a clear timetable for its implementation, to the director of the LSC's Quality and Standards Directorate within six weeks of the publication of the area inspection report for comment;
- send a draft of the action plan to Ofsted if the inspection report has stated that the area is to be reinspected;
- respond to suggestions for changes to the draft action plan from whatever source;

- ensure that an action plan with an annex, stating the costs of its implementation, is drawn up and agreed by local providers, the learning partnership and other key partnerships following the publication of the area inspection report. The plan will include details of sources of funding for its implementation, such as the LSC's LID fund, other funding available to the LEA and schools including the Government's school improvement grant, and the local initiatives fund available to work-based training providers. The extent to which the action plan sets out proposals for reorganising provision will depend upon the outcomes of the inspection. Such proposals will need to take the existing pattern of provision in the particular local context into account carefully and, if acted upon, will need to be affordable. It may still be necessary to include a set of costed restructuring options in the action plan, indicating a preferred option where possible, and outlining the timetable for formal consultation on options; and
- send the final post-area inspection action plan to the director of the LSC's Quality and Standards Directorate within three months of the publication of the area inspection report, thereby meeting a *statutory* requirement. DfES Ministers will aim to confirm acceptance of the plan (or otherwise) within three weeks of receiving it. The LSC is required to send copies of the plan to the Chief Inspector of Schools, the Chief Inspector of Ofsted and the Chief Inspector of the ALL, plus any organisation providing public funds to finance the education and training covered by the inspection and each provider inspected. In addition, copies should be sent to the relevant Connexions partnership Jobcentre Plus, regional government offices and other organisations and persons with a

key interest in education and training in the area, including local MPs. The local LSC and LEA should also make the report widely available to all with an interest in education and training and publish it, for example, on the Internet.

Implementation of the post-area inspection action plan

30 The LSC and the chief education officer of the LEA will:

- arrange for close and frequent monitoring of progress in remedying the weaknesses found during the area inspection;
- liaise closely over the LEA's monitoring of progress in remedying weaknesses found in sixth forms in schools;
- arrange with the local partnership and providers for periodic formal review of progress towards meeting milestones and targets specified in the action plan, and agree with them any revisions to actions in the light of any significant new circumstances;
- monitor progress made by individual providers following area inspection, through the local LSC's regular provider review arrangements;
- take action, as appropriate, to help local providers and partnerships to carry out the planned action and to meet criteria for its successful implementation identified in the post-area inspection plan;
- liaise with the LSC's Quality and Standards Directorate, and keep the link member of staff from the Quality and Standards Directorate informed of overall progress, and particularly the outcomes of the periodic review of progress; and
- provide the LSC's director of the Quality and Standards with an annual progress report for Ministers, detailing

how the plan has been successfully implemented, specifying any changes made to it, giving reasons for any delay in its implementation and measuring progress against key performance indicators.

Reinspection

31 If the area inspection finds provision in the area is unsatisfactory, Ofsted will carry out a reinspection within a maximum of three years.

32 Following reinspection:

- the draft action plan must be sent to the LSC national office and Ofsted for comment;
- the action plan is then amended in the light of any comments made; and
- the LSC and LEA(s) are responsible for ensuring that the action plan addresses all the key weaknesses found through reinspection and is implemented successfully.

33 Please note that reinspection will cover the quality of all the provision.

Local intervention and development fund support

34 The local intervention and development (LID) fund can be used to fund implementation of the post-area inspection action plan. Responsibility for the fund and its administration is largely delegated to local LSCs, although a small proportion is held by the LSC national office to fund implementation of new action plans that are developed during the financial year.

35 Although the LID fund will be a significant source of funds to implement the action plan, contributions are expected from other partners such as LEAs and the Connexions partnership, where the actions in the plan fall within their remit.

Role and Contribution of Various Bodies to Area Inspection and Follow-up

Learning and Skills Council: Quality and Standards Directorate

36 The LSC, through its Quality and Standards Directorate, will help local LSCs and LEAs to prepare for an area inspection and with the drawing up of a post-area inspection action plan. The LSC national office, working through the relevant local LSC, has the legal responsibility, with the relevant LEA, to prepare an action plan in response to each area inspection report. The range of support available to the local LSC from the Quality and Standards Directorate includes:

- the guidance in this document on area inspections;
- the appointment of a link member of the Quality and Standard Directorate to advise each local LSC in respect of each area inspection;
- liaison with the DfES official with link responsibility for each area inspection;
- information about ministerial priorities and expectations, and governmental policy developments which should be taken into account when drawing up the post-area inspection action plan;
- help from other local LSCs that have been involved in area inspections and the follow-up to these;
- access to specialist advice as needed, for example on property matters and legal issues surrounding governance or the reorganisation of provision;
- advice on the amount of LID funding available to support implementation of improvements and other possible sources of funding support;

- comments on the draft post-area inspection action plan which must be submitted to the Quality and Standards Directorate not later than six weeks after the publication of the area inspection report; and
- the opportunity to review, with the LEA, the effectiveness of area inspection, identifying good practice to be sustained and developed, or shortcomings to be addressed in subsequent area inspections. The findings of such reviews will be taken into account when framing subsequent guidance for local LSCs and LEAs.

Learning and Skills Council: Other directorates

37 Other LSC national office directorates and teams will help local LSCs, as appropriate. For example, the property advisers in the Operations Directorate can give help and advice with capital building projects, members of the LSC infrastructure team can assist with the reorganisation and rationalisation of provision, and the *Success for All* team can advise on links with StARs.

Learning partnerships

38 The local LSC executive director and the chief education officer of the LEA will work with learning partnerships where appropriate. The post-area inspection plan will need to link with the local learning plan.

39 One hundred learning partnerships have been established throughout England. Their future role is under review, but their current principal aims are to promote collaboration and social inclusion by furthering economic regeneration, capacity building and community development.

40 The extent to which learning partnerships have been involved with area inspection since 2001 has varied considerably. Where the learning partnerships are involved, they can play a helpful role before an area inspection, providing evidence for the inspectorates and in

helping to devise the post-area inspection action plan. They can help to ensure that local providers review the strengths and weaknesses of 14–19 provision, as well as for those aged 19 and over across their local area. After the area inspection has taken place, effective learning partnerships may be able to secure a consensus about priorities for action and commitment to any reorganisation of provision and providers that may be necessary.

41 The area inspection itself may also be instrumental in helping to create a new learning partnership or strengthen an existing one.

42 Depending on local circumstances, these other partnerships can play a vital role in the context of area inspections. Such partnerships may include:

- a the LEA 14–19 or 14–25 strategic partnerships (www.dfes.gov.uk/info/dfeslea.htm), including:
 - Education Action Zones (www.standards.dfes.gov.uk/eaz);
 - Excellence in Cities (www.standards.dfes.gov.uk/excellence); and
 - Learning Cities (www.lifelonglearning.co.uk/learningcities/);
- b local groups of the Association of Learning Providers, or the Association of Colleges, as appropriate (www.learning-providers.net and www.aoc.co.uk);
- c local networks relating to basic skills and possibly other curriculum areas, possibly involving the Learning and Skills Development Agency (www.lsd.org.uk) or the Adult Basic Skills Strategy Unit (www.dfes.gov.uk/readwriteplus);
- d local head teachers' groups;
- e local groups of work-based training providers;

- f local employer groups, such as the Chamber of Commerce, Business Link and so on; and
- g local churches and faith groups. For example, there is a strong Roman Catholic sixth form college sector, and significant Roman Catholic and Church of England provision in schools.

Local education authorities

43 LEAs are central partners in the new post-14 arrangements and, like the LSC, have a legal responsibility to respond to the findings of area inspections. The local LSC and the LEA will need to work closely together at all stages before, during, and after an area inspection, to discuss their plans for responding to the area inspection. The action plan will need to link with the 14–19 plan and take account of the implications of the action plan for the 11–16 phase.

44 LEAs are under a duty to provide secondary school places for persons of compulsory school age and for pupils with statements of special educational needs (SEN) up to age 19. LEAs have a power to provide education for persons over compulsory school age and have a duty to meet the needs of the communities they serve. Their contribution to the post-area inspection plan is a statutory requirement. LEAs can help to ensure that the provision of learning opportunities is an integral part of local economic, social and regeneration strategies, action to develop community capacity, and the renewal of civic engagement (www.standards.dfes.gov.uk/lea).

Faith organisations

45 Faith organisations (primarily the diocesan authorities of the Roman Catholic Church and the Church of England) play a significant part in 14–19 education in England. Where schools and sixth form colleges were established by a faith body, that body is likely to own most, if not all, of the land and buildings, and to appoint a proportion (in many cases the majority) of the governing body. The rights of

faith bodies to maintain the established character of the institution are enshrined in legislation and preserved in the instrument of government of the institution. Diocesan authorities have a statutory place on school organisation committees.

46 Whilst the actual proportion of faith schools or colleges in a local area will vary, it is important that the interests – or potential interests – of those bodies are taken into account in area inspection and action planning. For example, even if there is no faith institution serving the 14–19 age range in an area currently, the establishment of such an institution might be one option to be considered in responding to an area inspection.

School organisation committees

47 The local LSC is represented on the school organisation committee (SOC). The *School Standards and Framework Act 1998* introduced a new school framework and local decision-making arrangements for changes to school organisation, such as establishing, closing, or enlarging schools or changing the age range of schools. If the SOC cannot make a unanimous decision, the proposal passes to the schools adjudicator.

48 Until recently, proposals affecting the organisation of community schools were made solely by LEAs. From 1 June 2003, however, the governing bodies of community schools have been able to publish proposals to expand their schools and add sixth form provision. Governors of foundation and voluntary schools make proposals affecting their schools. LEAs do have powers to make certain types of proposal affecting schools other than community schools. For example, they can put forward proposals for the establishment of a new foundation school or the enlargement of the premises of foundation schools, or the closure of foundation or voluntary schools. It is also possible for independent promoters, including independent schools, to make proposals to establish a new voluntary or foundation school in the maintained sector. Under the *Learning and Skills Act 2000*, the local LSC has the

power to make proposals for the closure of inadequate sixth forms or inadequate 16–19 schools. Before submitting such proposals to the SOC for the committee's comments, the local LSC must have consulted key partners about them and have published proposals setting out the details of the changes it wishes to bring about.

49 The constitution of SOCs are set out in the Education (School Organisation Committees) Regulations 1999 and the procedures governing the operation of SOCs are set out in the Education (School Organisation Proposals) (England) Regulations 1999. While each LEA is responsible for setting up the SOC for its area, and appointing members, the SOC is independent of the LEA.

50 There are up to six groups on the committee and each group must have at least one, and not more than seven members. Each group has one collective vote, irrespective of how many members it has. The groups are, respectively:

- LEA elected members;
- Church of England diocesan nominees;
- Roman Catholic diocesan nominees;
- the local LSC;
- school members, represented by serving school governors appointed by the LEA. The balance of particular categories of school is determined by the proportion of pupils in each school category within the LEA area. The schools group should also include members with some experience of SEN provision in special schools and/or mainstream schools; and
- an optional additional group appointed by the LEA to reflect the interests of a particular section of the community as determined by the LEA. Some LEAs have set up such groups to represent minority faiths or district councils.

51 The LSC would be involved in considering the school organisation plan and any proposals for school reorganisation in the area. However, guidance from the DfES recommends that the local LSC group should only vote on proposals affecting post-16 provision.

52 Before 2003, LEAs were required to publish new school organisation plans each year. From 2003, they must publish a draft plan by 1 August, and thereafter a new plan in three years' time unless there is a straightforward change of policy, strategy or local circumstances. Each plan must cover five years. The purpose of the plan is to set out how the LEA proposes to remedy any excess or deficiency in the provision of primary and secondary education in their maintained schools in order to promote higher standards and good community relations.

53 The process of planning should be open and transparent and the plan will be consulted when the SOC considers subsequent proposals for changes to schools.

54 LEAs must consult widely on the draft school organisation plan before publishing it. They are required to send copies of the draft plan to schools, dioceses, neighbouring LEAs and the local LSC, and to publish a notice about it in the local press.

55 An individual or organisation (including the local LSC) may lodge an objection to the plan, or comment on it. The SOC for the area then considers the draft plan and any representations. Once agreed by the SOC, the plan is published by the LEA.

56 The DfES is consulting between September and November 2003 on a new Single Education Plan (SEP) which will reduce the number of education plans LEAs have to produce. The aim is to introduce this fully by 2006.

57 Changes can be made to existing schools either by the LEA or the governing body of the school itself, depending upon the category of school and the type of change planned. A new school can be set up by the LEA or any

voluntary body, church or faith group, company, trust, parents or body, provided that certain conditions are met, as explained below. Changes can only be made if statutory proposals are published and approved.

58 More information can be found on the types of changes that require statutory proposals, and who can make them, in *School Organisation: Making changes to maintained schools* (DfES, May 2003) or at www.dfes.gov.uk/schoolorg/.

59 The LEA can decide any proposals that they publish if no letters of objection are received and the proposals are not linked to proposals that have to be decided by the SOC. In all other cases, the proposals are referred to the SOC for decision.

60 In making a decision, the SOC must take into account guidance issued by the Secretary of State. The guidance sets out some key policy priorities and factors that Ministers believe should be considered when deciding statutory proposals for changes to local school organisation. This includes the views of all interested parties.

61 Under section 113A of the *Learning and Skills Act* (as inserted by 72 of the *Education Act 2002*), the LSC can make proposals to open, close or alter sixth form provision in a school, including a 16–19 school. The LSC may use the findings either of an Ofsted area inspection report as evidence to support proposals for the reorganisation of 16–19 provision. Alternatively, the LSC must demonstrate that the changes will achieve one or more objectives, including to raise students' achievement rates, increase participation or improve opportunities for 16–19 year-olds. The LSC may use the evidence of StARs or a performance review to support proposals.

62 All proposals will be subject to local consultation with key partners such as schools, LEAs, dioceses, FE colleges and the SOC. The Secretary of State will make the final decision on them. Where the LSC has published final proposals which conflict with similar proposals before a SOC/Adjudicator relating to 16–19

provision in the same area, the SOC/Adjudicator must await a decision by the Secretary of State on the LSC's proposals. Following the Secretary of State's decision the SOC/Adjudicator can then decide on LEA/school 16–19 proposals.

Connexions

63 Connexions is for young people aged between 13 and 19. It offers a range of services, including provision of information, advice, and guidance, and in-depth support for individuals and groups. It aims to provide help to those who most need it. Connexions has a network of personal advisers who are drawn from a range of backgrounds. They organise learning packages to help young people further their social and personal development.

64 Connexions brings together a wide range of bodies and agencies that offer services to 13–19 year-olds. These include health services, the police and the probation service, youth services, youth offending teams, drug action teams, voluntary and community organisations and organisations providing careers education and advice. Connexions plays a key role in helping their local LSC to improve the quality and extend the range of provision for learners aged 14–19, and in responding to the findings of area inspections.

Local providers

65 Colleges, schools, work-based training providers and other post-14 providers all have a key role in contributing to the post-area inspection action plan. Many or all will be members of, or represented on, the local partnership that will take forward the implementation of the post-area inspection action plan.

Government offices

66 Staff in government offices have a good overview of strategic issues and governmental policy steers and priorities, as well as local knowledge of post-14 education, training and the labour market. They have links with, and often represent, the government office on local steering groups and boards. They may be able

to offer evidence or data for inspection purposes. For example, the government office will know whether EU-funded projects include students aged 14 to 19 or New Deals for Communities. Throughout an area inspection, the local LSC will need to liaise with staff of its regional government office to keep them informed of emerging findings, and to seek their views and advice.

67 It could be useful to include representatives from the government office on the steering group for devising the post-area inspection action plan.

Department for Education and Skills

68 The DfES receives and considers the action plan drawn up following the area inspection and the advice of DfES officials informs Ministers' decisions on acceptance of the action plan. The DfES offers guidance on matters which fall within the remit of ministerial responsibility, such as policy direction, the reorganisation of provision and governance. There is a link officer from the DfES for each area inspection.

Office for Standards in Education

69 Ofsted, working with the ALI, plans the inspection in consultation with the LSC and the LEAs. Ofsted is responsible for the inspection report and, in conjunction with the ALI, assesses the thoroughness and effectiveness of the action plan.

Adult Learning Inspectorate

70 The ALI works with Ofsted in the planning of the inspection and the evaluation of the action plan.

Learning and Skills Development Agency

71 The LSDA may be able to help with the development of post-area inspection action plans, in the same way as it helps colleges with

their post-inspection action planning. The feasibility of providing and resourcing this kind of support is being explored with the DfES, LSDA and other bodies (www.lsdas.org.uk).

Regional development agencies

72 Regional development agencies (RDAs) have a statutory duty to enhance the development and application of skills relevant to the employment in each area. RDAs have an important strategic role in ensuring that the planning and funding of post-16 education and training are effective in helping individuals extend the range of their knowledge and skills, and enabling communities and regions to overcome the disadvantages they may face. RDAs work closely with local LSCs.

73 RDAs can provide useful evidence for an area inspection and their staff can help with the drawing up of a post-area inspection action plan. RDA staff can check that the action plan addresses identified labour market needs across and in parts of the region, and that it relates to the RDA's own skill action plans and, where appropriate, meets the criteria for the RDA Skills Development Fund (www.consumer.gov.uk/rda/info/).

Developing the Post-area Inspection Action Plan

General principles

74 Action plans are written for a wide variety of audiences: the Secretary of State, Ofsted and the ALI, the LSC, the LEAs, RDAs, regional government offices and members of the local community and partners. It is essential that the plan:

- is as clear as possible;
- is written in straightforward language and that terms and acronyms the uninitiated reader may not be familiar with are explained fully;
- contains a preface which describes action already being taken to address

key issues identified during the area inspection;

- comments on significant local features;
- sets out a vision;
- specifies strategic objectives;
- specifies targets for participation, retention and learners' achievements; and
- makes appropriate reference to other local plans, for example, the education development plan.

75 The post-area inspection action plan must address all the key issues in the inspection report and these should be grouped under three or four generic headings such as 'support and guidance' or 'strategic planning'.

76 Action for dealing with each key issue should be clearly stated. In respect of each action, the plan should state:

- what is to be done;
- who is to do it;
- when it is to be done by;
- the intended outcome of specific action;
- how the effectiveness of such action will be measured;
- how progress in implementing the plan will be monitored and evaluated;
- what resources are required, stating the funding source(s) where appropriate; and
- how the overall impact of the action plan will be evaluated and reported upon.

77 Funding for the implementation of the plan will come from many sources, including the LID fund, the Connexions Service, the LEA and Excellence Challenge. If funding from some of these sources is already being used to address issues identified in the report, the plan needs to make this clear.

Aims and objectives

78 The prime purpose of the action plan is to secure rapid and sustainable improvement to ensure that high-quality provision is available to all learners in an area. They will then be guided onto learning programmes best suited to them, in the light of their past achievements and future ambitions. The vital test of the effectiveness of all action plans is that they lead to a wide range of excellent provision which meets a diversity of needs and enables learners to succeed.

79 Planning should begin with a clear analysis and understanding of the issues raised in the inspection report. This will require careful analysis and, if necessary, clarification from Ofsted. Advice from the ALI may also be needed on some of the issues to ensure that the plan is clear about what needs to be done.

80 Careful consideration of the findings and recommendations of the inspection report should be the starting point for drawing up the action plan. In addition, those drawing up the plan should take account of other key factors, such as the content of the Minister's letter accompanying the report, developments in governmental policy, local issues and the findings from StARs.

81 In identifying the options for improving learning opportunities in the area, consideration will need to be given to the pattern of existing 16–19 provision and any LEA, school or sponsor plans to change it. In addressing the need for structural change, the plan should take account of Ministers' policies for:

- distinct 16–19 provision in a range of institutional settings, including school sixth forms, sixth form colleges and sixth form centres in general further education colleges;
- diversity to ensure curriculum breadth, including collaborative arrangements to support delivery of the 14–19 agenda;
- expanding popular and successful schools, including the addition of sixth form places in such schools;

- the establishment of academies in place of poorly performing schools or to meet the local need for additional high-quality school places. The presumption is that academies will normally have sixth forms, including when they replace 11–16 schools; and
- the establishment of new sixth form colleges or 16–19 schools, including 16–19 academies.

82 It is vital that the draft action plan is submitted to the Quality and Standards Directorate of the LSC *within six weeks* of the publication of the report and a completed action plan by *the statutory three-month* deadline. The statutory deadline for the submission of the final version of the action plan to the DfES is three months after the publication of the report, with some allowance for holiday periods. The precise date by which the finalised action plan must be submitted to the DfES is given in the ministerial letter issued at the time the report is published.

83 Following approval of the plan by the DfES, the local LSC and/or LEA then need to make the plan available to all appropriate local bodies and organisations involved in training and education. In the case of reinspection, the draft action plan must be sent to Ofsted, which will then comment on whether or not it addresses effectively the key issues identified by the inspectorates.

84 A new final plan should be sent to the LSC national office a week before the closing date. If, exceptionally, the LSC national office believes further improvements are necessary, it will consult with the local LSC. However, the expectation is that any issues such as these will have been resolved at the draft stage.

85 The final version of the action plan should be sent to the Quality and Standards Directorate at the LSC national office.

86 It is a statutory requirement that copies of the plan are sent to the Chief Inspector of Ofsted, the Chief Inspector of the ALI, and any organisation or body using public funds to

offer education and training covered by the inspection and each provider inspected. In addition, copies should be sent to the relevant Connexions partnership, Jobcentre Plus, the regional government office, local MPs and any other key persons in the area. The local LSC and/or LEA should also make the plan as widely available as possible in the public domain by, for example, publishing it on the Internet.

87 The plan should specify clearly the arrangements for monitoring its implementation.

88 The plan should also specify targets and milestones to be achieved during its implementation and arrangements for monitoring progress towards reaching these.

Process

89 The first key step and one that must be taken *as early as the pre-inspection phase* is the appointment by the local LSC and the LEA of a project manager, who should be a member of the senior management team. This person will have overall accountability for the plan and for ensuring its implementation is resourced properly through use of the LID fund. Please note that in accordance with the memorandum of 31 March 2003 from the LSC's Director of Operations, responsibility for disbursement of the LID fund in respect of area inspections now rests with local LSCs. The LSC national office, however, retains a small pot of money for use in conjunction with area inspections.

90 The local LSC executive director and the chief education officer of the LEA should set up an executive steering group, and agree its composition and membership with their various partners. This group then sets strategic priorities and reviews the developing plan. A steering group is valuable because it can decide upon strategic issues and, at a later date, review the detailed action plan objectively. For example, it can provide an initial steer for the plan and consider drafts of the plan at various stages.

91 Responsibility for implementation of the plan should rest with a small but well-focused operational group with representation from all appropriate partners. This group should be supported by subgroups or working parties. It may be appropriate to give subgroups or working parties responsibility for fulfilling a particular objective in the plan, such as increasing participation rates. When allocating specific responsibilities to subgroups or working parties, it is important to check that all aspects of the plan's implementation have been covered and that, where necessary, arrangements are made for subgroups or working parties to liaise with one another.

92 Planning will involve very many partners, each with their own internal decision-making procedures. It is therefore important to draw up a project schedule specifying where responsibility for particular actions lies and what the overall sequence of action should be. Although planning should be carried out expeditiously, it must also be thorough, and the local LSC and the LEA should ensure that they have a clear understanding of their partners' responsibilities and operational procedures and needs.

93 It is crucial too that the support needs of those involved in drawing up the plan and implementing it are identified as early as possible. Partners may need, for example, secretarial services, assistance from the LSC national office, help from consultants, and access to the LID fund. Lessons learnt from experience of a 16–19 area inspection and any subsequent action planning suggest the amount of support needed is often underestimated.

94 LID funds of normally up to £25,000 for each report will be made available to support the action planning. This funding will be released once the letter from Ofsted notifying the local LSC(s) and the relevant LEA(s) of the area inspection has been issued.

Post-area inspection action plan

Preface

95 The post-area inspection action plan should have a preface. As well as providing a

brief statement of the vision and setting out the aims and objectives of the plan, the contextual preface should give a brief overall description of the area (a map showing sites of colleges and school sixth forms and so on would be welcome).

96 The preface should also briefly describe developments since the inspection and explain how the action plan was developed (that is, which partners were involved and whether they have signed up to it). The preface will need to highlight any consideration of reconfiguration (that is, reorganisation of provision) and the rationale for this. It will set out the links with existing and/or emerging local plans and strategies and highlight any local issues that may affect implementation.

97 If partners have been unable to agree a clear way forward in planning or have found some elements of the plan contentious, then local LSCs should outline these issues in the preface and comment on any likely effect they may have on the successful implementation of the action plan.

Plan

98 The plan itself should be ambitious but also realistic and practicable. It is helpful if the local LSC and/or LEA identifies some action which, if carried out promptly and effectively, can yield swift benefits and generate a sense of progress towards successful implementation of the plan as a whole. Such action for example could be improved guidance for school pupils on post-16 learning pathways available to them.

99 The timescale for the implementation of the plan is five years. While the draft plan may not set out a precise schedule for action or exact details of how its implementation will be monitored and evaluated, at the very least it should give clear timescales and clearly indicate the key issues to be addressed and name the teams and individuals responsible for specific actions.

100 Action should focus on rectifying weaknesses and building on strengths identified through inspection.

101 The inspection report may not be sufficiently explicit about all key issues and it may be necessary to call upon local knowledge to find out more about them. Research into some issues may be necessary and it is important to decide who is to be responsible for this and how it will be funded.

102 Some actions will be generic, involving all partners, and some will be specific to particular groups, such as schools, colleges, or training providers. The emphasis however, should be upon key collaborative action to rectify the overarching weaknesses and build upon the main strengths.

103 Actions should be prioritised so that the most urgent issues are addressed first. These are likely to be most crucial to learners' success. The timescale for their implementation may be longer than that for other less urgent actions. For example, any major structural reorganisation will take a significant time to implement.

104 Links with other plans (for example, those arising from LEA EDPs; school organisation plans; Connexions strategies and so on) are important. First, they demonstrate that the post-area inspection action plan is a coherent and strategic document which fits into, and takes account of, the bigger picture. Second, they may reveal that some of the key actions proposed in the plan are already taking place as a consequence of other plans. If so, care must be taken that action is complementary rather than conflicting.

105 The plan should have clear arrangements for monitoring, evaluating and reporting on progress.

106 A matrix showing the action plan structure appears at Annex A.

Targets and outcomes

107 The plan must contribute to the achievement of the post-16 national learning targets (see Annex D) and show how it will do this. The plan's targets should be SMART (specific, measurable, achievable, relevant and timed). Progress towards achieving them should be measured as they are implemented.

108 It is important that targets are understood and agreed by all the partners. Many targets will be quantitative, such as those relating to participation, retention and achievement rates, but some may be more qualitative, such as those related to improved guidance for young people, or closing gaps in provision. In some cases, it is possible to measure the extent of improvement in quality.

Funding issues

109 Implementation of the plan should be costed in order that funding for it may be secured, for example from the LID fund or elsewhere. Costing of action will also help when establishing the feasibility of implementing the plan and evaluating its value for money. An annex showing costs should be attached to the plan.

110 The source of funding for the plan could be various, and include:

- the LSC LID fund;
- LEA funds;
- Connexions Service funds;
- providers' funds; and
- other funding sources, for example Excellence in Cities, European Social Fund and so on.

111 It is important to remember that the inclusion of costings for a particular action will raise expectations that it will be implemented. The LSC national office will respond to queries about funding.

112 The plan will refer to funds administered by the LSC and other bodies. Some difficulties have arisen in the past over whether or not the criteria for the use of funding from some sources have been met. Where centrally allocated funds are to be used, the LSC national office will confirm the costed actions before submission of the plan to the Minister.

113 Where funding is provided by organisations other than the LSC, it will be assumed that, in submitting the plan, the

funded actions meet whatever funding criteria apply in that case. It is important, however, that any bid for funding support from outside the LSC is made in accordance with the procedures of the funding organisation(s) concerned.

114 It may be appropriate to use consultants to facilitate the implementation of some actions. If LID funding is used to pay for the services of consultants, the LSC rules for tendering must be observed. Although consultants can be helpful in carrying out research for and improving the writing of a plan, it is important that they are given a clear brief.

Implementation and monitoring progress

115 Successful implementation of an action plan is of paramount importance. It is therefore essential that the implementation of the plan is monitored rigorously, recorded in detail and that its impact is measured and evaluated thoroughly. A clear account of progress made in implementing the plan successfully will underpin reporting to Ministers.

116 The implementation of the plan will need to be formally evaluated and reviewed at the end of May and September. An annual summary report on the plan's implementation will be produced at the end of January. This annual report in January will cover progress towards reaching targets specified in the plan.

117 The steering group for the action plan will have responsibility for its implementation. The remit of this group may possibly be modified in the light of experience. This group will normally be supported by subgroups and the action plan project manager, who will liaise with partners and obtain key information from them about progress in implementing the plan.

118 There is a need for the continuous monitoring of the implementation of the action plan. The findings from this continuous monitoring should be taken into account when drawing up the annual summary report in January on the plan's implementation. Such

monitoring should cover any changes in the plan, the cause and impact of any delays in its implementation and progress towards meeting the plan's objectives and targets.

119 Success needs to be forcefully reported. It is important that reports contain clear examples, supported by firm evidence, of progress and of how learners' chances of success have been significantly improved. Recognition of success will help to motivate the partners and encourage them to continue implementing effective action.

120 Failure to carry out specified actions or achieve targets must be rigorously addressed. Reasons for non-completion of action and non-achievement of targets will be various and may sometimes relate to circumstances beyond the control of those responsible for implementing the action plan. Whatever the reasons, these should be reported clearly. In exceptional circumstances, it may be felt that the action plan should be radically revised. Significant changes to an action plan, however, may only be made with ministerial approval and should only be sought as a last resort.

121 The reviews carried out in May and September should focus on progress or lack of it in implementing the action plan and supporting evidence should be carefully recorded. Any changes in the timescale for completion of action, and the reasons for them, should also be recorded.

Annex A: Action Plan Matrix

Strategic Aim							
Actions to secure the aim	Specific activity	Milestones	Timescale	Outcome/Impact	Responsibility for implementation	Monitoring activity	Funding source

Annex B: Learning and Skills Council's Hierarchy of Corporate Targets

Table 1 LSC's hierarchy of corporate targets

	Participation of young people in learning	Skills		
Primary targets	<p>2010 Young people's participation target</p> <p>By 2010, 90% of young people, by age 22, will have participated in a full-time programme fitting them for entry into HE or skilled employment.</p>	<p>2006 Level 2 at 19</p> <p>By 2006, increase by 3 percentage points the number of 19 year-olds achieving a qualification equivalent to Level 2, compared to 2004.</p>	<p>2006, 2010 Adult Level 2</p> <p>Reduce by at least 40% the number of adults in the workforce without a Level 2 or equivalent qualification by 2010. Working towards this, 1 million adults in the workforce to achieve Level 2 between 2003 and 2006.</p>	<p>2004, 2007 Basic skills</p> <p>Improve the basic skills levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004.</p>
Supporting targets	<p>2004 16–18 participation</p> <p>By 2004, 80% of 16–18 year-olds to be in structured learning.</p> <p>MA target</p> <p>By 2004, at least 28% of young people to start a Modern Apprenticeship by age 22.</p> <p>2010 Participation in HE</p> <p>By 2010, increase participation in HE towards 50% of those aged 18 to 30.</p>	<p>2004 19 year-olds at Level 3</p> <p>By 2004, 55% of 19 year-olds to have attained a Level 3 or equivalent qualification.</p>	<p>2004 Adult Level 3</p> <p>By 2004, 52% of adults to have attained a Level 3 or equivalent qualification.</p> <p>Local LSC to establish local priorities for Level 3 qualifications that meet sectoral and/or regional needs.</p>	<p>Adult participation</p> <p>Local LSCs to establish measures to widen participation, including the greater use of equality and diversity impact measures.</p>

Notes

Young people's participation target for 2010: The scope of the new Public Sector Agreement (PSA) target for young people's participation needs to be clarified formally by the DfES before it can be allocated to local LSCs.

Supporting measures

Provider targets

Headline targets to be agreed, where relevant, with local providers for:

- learner numbers;
- employer engagement;
- success rates; and
- professional qualifications of teachers.

Employer engagement targets

Baseline to be confirmed autumn 2003.

Minimum performance and value-for-money targets

To be established.

Annex C: References

Publications

- DfE (1998) *School Standards and Framework Act 1998*, HMSO.
- DfEE (1999) *Education (School Organisation Committees) Regulations 1999*, HMSO.
- DfEE (1999) *Education (School Organisation Proposals) (England) Regulations*, HMSO.
- DfEE (2000) *Learning and Skills Act*, TSO.
- DfEE (2000) *Education Act 2002*, TSO.
- DfEE (2001) *Post-16 Education and Training Inspections Regulations (Part III to the Learning and Skills Act 2000)*, TSO.
- DfES (1999) *Learning to Succeed: A new framework for post-16 learning*, DfES.
- DfES (2003) *14–19 Extending Opportunities, Raising Standards*, DfES.
- DfES (May 2003) *School Organisation: Making changes to maintained schools*, DfES (www.dfes.gov.uk/schoolorg/guidance-view.cfm?Id=31).

Websites

Address	Organisation/Information on...
www.ali.gov.uk	Adult Learning Inspectorate
www.aoc.co.uk	Association of Colleges
www.dfes.gov.uk	Department for Education and Skills
www.standards.dfes.gov.uk/lea	Local education authorities
www.dfes.gov.uk/readwriteplus	Adult Basic Skills Strategy Unit
www.dfes.gov.uk/schoolorg	school organisations
www.learning-providers.org.uk	Association of Learning Providers
www.lifelonglearning.co.uk/learningcities	Learning Cities
www.lsda.org.uk	Learning and Skills Development Agency
www.ofsted.gov.uk	Office for Standards in Education
www.consumer.gov.uk/rda/info/	regional development agencies
www.standards.dfes.gov.uk/eaz/	Education action zones
www.standards.dfes.gov.uk/excellence/index/html/	Excellence in Cities

Annex D: Glossary

Abbreviation	Full form
ALI	Adult Learning Inspectorate
Confed	Confederation of Education Service Managers
DfEE	Department for Education and Employment (now the DfES)
DfES	Department for Education and Skills
EiC	Excellence in Cities
HMSO	Her Majesty's Stationery Office
LEA	local education authority
LID fund	local intervention and development fund
LGA	Local Government Association
local LSC	local Learning and Skills Council
LSC	Learning and Skills Council
Ofsted	Office for Standards in Education
PSA	Public Sector Agreement
RDA	regional development agency
Secretary of State	Secretary of State for Education and Skills
SEN	special educational needs
SEP	Single Education Plan
SMART	specific, measurable, achievable, relevant and timed
StAR	strategic area review
SOC	school organisation committee
TSO	The Stationery Office

Notes

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