

Services for Children and Young People in Buckinghamshire



# **The Buckinghamshire 14-19 Strategy Consultation Draft**

**2008 - 2013**



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## Introduction

The **Buckinghamshire 14-19 Strategy** is the local response to the national reform agenda, as set out in the 14-19 Education and Skills White Paper. The scale and scope of this reform agenda are broad, and will affect all aspects of provision. There are three key drivers for the reform agenda:

- Economic – creating a highly skilled workforce to meet the challenges of a global economy;
- Social Justice – ensuring that background shouldn't determine success;
- Personalisation – meeting each individual's needs, whatever their abilities and aspirations.

The **key aims** of the reform programme are:

- Raising Attainment Now - getting young people to stay in learning now, getting them onto the right courses, keeping them there, getting them to achieve;
- Reforming Curriculum and Qualifications - so that more young people are motivated and engaged and what they learn is a better preparation for life;
- Improving Local Delivery – creating the infrastructure (workforce, providers, facilities, local partnerships and arrangements) capable of delivering the curriculum and qualifications entitlement.

The **key elements** of the reform agenda are:

- Raising the participation age, firstly to 17 in 2013, and then to 18 in 2015, with a 'guarantee' of provision for all at ages 16 and 17;
- New qualifications – Diplomas, Foundation Learning Tier and Apprenticeships and an entitlement to access these qualifications from age 14;
- Reform of GCSE and A level, with a focus on Personal Learning and Thinking Skills (PLT);
- Introduction of Functional Skills qualifications for all at KS4;
- New National Quality Standards for Information, Advice and Guidance;
- The introduction of an Area Wide Prospectus, with a linked Common Application Process;
- New funding streams to support the introduction of new qualifications and partnership working;
- The proposed machinery of government changes, which, if enacted through Parliament, will result in local authorities assuming responsibility for post-16 funding from the local LSC.

The purpose of this document is to give the 14-19 Partnership and its member organisations, a framework, and a timetable, for the development of 14-19 provision in Buckinghamshire to meet the national expectations in the implementation of the new national entitlements by 2013.

The 14-19 Strategy sits within the Buckinghamshire Children and Young Peoples' Plan. It has been designed to support the delivery of key priorities for Buckinghamshire as determined by the Buckinghamshire Children and Young People's Trust.

The Vision Statement of the Children and Young People's Trust is:

**“In Buckinghamshire we want all our children and young people to have the best start in life and to be able to lead safe, healthy and fulfilling lives, and to be able to make a positive contribution to their communities and to society. Our aim is to ensure access to a range of universal services as well as developing more targeted services to meet their specialist needs.”**

The Children and Young People's Plan sets out our key priorities for 2007-2010. The priorities are:

- Tackling Underachievement;
- Keeping Children and Young People safe;
- Prevention;
- Participation;
- Active Lifestyle.

The Children and Young People's Trust is, at present, consulting on the Joint Strategic Needs assessment. It is possible, subject to that consultation that these priorities will be amended to:

- Closing the gap;
- Transitions;
- Family Focus;
- Early Intervention and Secondary Prevention;
- Participation in decision making.

To deliver the Children and Young People's Plan there is a comprehensive Workforce Development Plan and support to the delivery of the 14-19 Strategy is encompassed in this.

## 2. The Buckinghamshire Vision for 14-19 Learning

In response to the national reform agenda, Buckinghamshire has created its vision for 14-19 learning. This vision was approved by the 14-19 Strategy Group (now renamed the 14-19 Partnership) in March 2007.

### ***The Buckinghamshire Vision for 14-19 Learning***

*All providers will put the individual needs of learners at the heart of education and training. They will set high expectations and offer a choice of quality programmes and effective guidance that inspire young people to progress and achieve and that will tackle inequalities. Young people will be encouraged to become lifelong learners who are able to contribute to an inclusive society.*

The Buckinghamshire 14-19 Partnership is led by Buckinghamshire County Council (BCC), and has representation from the Learning and Skills Council (LSC) , schools (mainstream and special), colleges of further education, Connexions, the Buckinghamshire Education Business Partnership (BEBP), training providers, employers, the New University of Buckinghamshire and BCC Children and Young People's Services.

### **Aims**

By realising this vision we shall endeavour to ensure that all young people aged 14-19 will achieve to their full potential, and will be fully prepared for the challenges of work, further learning and adult life in the 21st Century. We will work together to improve the quality of learning throughout the 14-19 phase, transforming opportunities for young people across Buckinghamshire. We will offer high quality learning opportunities which will:

- 2.1 Provide each individual with a range of courses which meets their needs.
- 2.2 Ensure better opportunities for progression to higher education, further education, training and to work.
- 2.3 Be better matched to the needs of the local, regional and global economies.
- 2.4 Strive to prevent disaffection and seek to re-engage disaffected young people.
- 2.5 Meet the needs of learners with disabilities and other difficulties in accessing provision.
- 2.6 Be cost-effective; and, most importantly.
- 2.7 Improve qualifications and exam results.

### 3. Current performance and priorities for improvement

#### 3.1 Attainment and progress

**Objective: All young people will achieve to their full potential**

*Overall, achievement in the county for students aged 14-19 is good, and above the national averages on all indicators. Standards are high in school sixth forms, particularly at level 3, and satisfactory in colleges of further education. Point scores at A and AS level and the proportion of young people who go on to higher education are above national averages and rising.*

*Recent success rates for work based learning are at or approaching national averages, although the increase in completion rates for apprenticeships has slowed.*

APA Report November 2007

Despite this positive picture, we can improve further. In particular we can improve by being more effective in addressing pockets of under-performance. Learners from some Black and Minority Ethnic (BME) groups, those from socially disadvantaged backgrounds, learners with difficulties and/or disabilities and looked after children/care leavers are making less progress than their peers.

Whilst the overall performance of young people in school sixth forms is good, there are considerable variations between the progress made by students in similar schools. We will challenge and support improvement in those sixth forms where students make poor progress and seek to ensure quality through maximising the efficiency and effectiveness of school sixth form organisation.

We are also aware that there are young people who struggle to engage positively and achieve their potential with a traditional 'academic' curriculum: these young people want to learn and do well, but are not fully motivated by the current curriculum offer. Many schools are now offering applied and vocational courses, either through the Increasing Flexibility Programme (IFP) or standalone courses. Early analysis of the outcomes from these courses shows that many young people are making better progress when they are offered these courses. The partnership will extend provision in these areas to ensure access for all who can benefit from, what are often called, applied and vocational courses.

In order to improve attainment and progress the 14-19 Partnership will:

- Set and achieve challenging targets for the proportion of students achieving;
  - 5 GCSE grades A\*-C, including English and Maths at the end of key stage 4.
  - Level 2 qualifications by age 19.
  - Level 3 qualifications by age 19.
- Ensure there are effective strategies to meet the needs of learners in under-performing groups, including targets for closing the gap between their performance and those of their peers both locally and nationally.
- Promote, and fund, a wider access to applied and vocational courses.
- Ensure robust quality assurance mechanisms are in place with respect to learning provision and deliver support and challenge to those providers where there is evidence of poor outcomes in attainment and/or progress for young people.

## 3.2 Strategic leadership and collaborative working

### Objective: Improve collaborative working between all partners

*A refreshed 14-19 strategy for education and training sets out plans from 2007 to 2013. This is managed by a new strategy group, made up of a wide range of providers, including the local Learning and Skills Council (LSC) and Connexions. Provision for students aged 14-19 is organised successfully through two consortia.*

APA Report 2007

The strategy group has now been renamed as the 14-19 Partnership. The 14-19 Partnership reports to the Children and Young People's Trust on the progress of 14-19 developments in Buckinghamshire.

The 14-19 Partnership has been further strengthened, so that it now includes all key stakeholders, including employers and higher education, although it has yet to agree how it will engage with young people, their parents/carers and the wider community.

The Partnership has developed a vision, which has been shared with, and agreed by, key stakeholders, and has prepared a detailed one year Implementation Plan to turn vision into reality. There is, however, further work to be undertaken before the Partnership can be judged to be maximally effective in advising on 14-19 strategy, planning and evaluating existing provision, and on commissioning delivery of future 14-19 provision.

The Implementation Plan supports the priorities of the Children and Young People's Plan (CYPP) and the Local Area Agreement (LAA), and other key local strategies. The Plan sets out a wide range of actions. The Local Authority is increasing its capacity to manage the activities that are set out in the Plan and to enable effective evaluation of its impact.

The approach championed by central government for the development of 14-19 work nationally reinforces the role of the Local Authority as commissioner. The County Council, through the Children and Young People's Trust, as well as a single agency has developed an agreed approach to commissioning which will be used to support the implementation of the 14-19 strategy.

The definition of commissioning adopted in Buckinghamshire is: **"The process of assessing need, identifying resources available, planning how to use the resources, arranging service delivery (as opposed to operational management), and reviewing the service and reassessing need...Commissioning creates the levers for service change...Integrated commissioning will bring innovation, value for money and improved services that cut waste and duplication"**

The Every Child Matters Commissioning Cycle will be the basis of establishing effective commissioning arrangements for 14-19. (See Annex 1 for further detail of effective Commissioning in Buckinghamshire.)

In relation to the 14-19 strategy the County Council has already commissioned the Connexions service with increased focus on prevention and has established an area based approach to commissioning early years and school places. This framework and approach for commissioning places will be utilised for 14-19. (See Annex 1 for further detail).

The flow of data and analysis of performance presented to the 14-19 Partnership has enabled it to become increasingly aware of the strengths and weaknesses across the County. There are still areas where data is not sufficiently timely to enable effective intervention or where the data does not give a complete picture of performance across the full area. For example, the 2007 Annual Performance Assessment (APA) identified *'the county council has insufficient knowledge of the local employment needs of small and medium sized businesses to enable it and its partners to increase the relevance of training'*.

The Local Authority (LA) is increasing the capacity of the 14-19 team to enable it to effectively manage the proposed 'Machinery of Government' changes. Although the details of these responsibilities is not yet clear, it is likely the LA will assume responsibilities for funding 16-19 provision from the local LSC.

The level of shared understanding of the new roles of the local consortia has led to some Diploma Gateway applications which, if implemented, would prove very challenging to deliver. To improve the quality of planning there are now three Local Area Consortia. Membership of the consortia include the LA, local LSC, Connexions, BEBP, AimHigher, most schools, both colleges of further education and work-based learning providers. These groups have effectively managed the IFP programme and some limited A-level collaboration. The Local Area Consortia have yet to undertake audits of current provision, so there are no maps for the 2013 entitlements, nor is there yet any strategy for the widening and rationalising the post-16 offer.

In a rural county such as Buckinghamshire, there will be challenges in ensuring all young people can have equal access to provision. In some areas, such as Buckingham in the north of the county, and Burnham in the south, access to specialist facilities is ensured through links with Milton Keynes and Slough, respectively. The local area consortia have ad-hoc arrangements in place to widen access to AS/A-level courses. Even these arrangements are going to be stretched as the new entitlements come on stream. The LA will work with all partners to ensure all young people do have the access they need. The first Diploma Delivery Group is being supported to explore how effective modern technology can be to open access, using the MOODLE Virtual Learning Environment (VLE). The LA will establish a post of 14-19 Transport and Access Co-ordinator with support from the DCSF.

The 14-19 Partnership uses the LSC toolkit *'From Here to Entitlement'* to evaluate its own effectiveness. The Partnership will improve its mechanisms for ensuring quality improvement from this self-evaluation. The Local Area Consortia will be encouraged to use the same toolkit to evaluate their own effectiveness, reporting on an annual basis to the 14-19 Partnership. These local reports will be used to inform the self-assessment completed prior to the Annual Performance Assessment (APA) carried out by Ofsted and the annual review and updating of the 14-19 implementation plan.

In order to continue to improve the effectiveness of the 14-19 Partnership in developing and delivering 14-19 provision we will:

- Refresh the terms of reference of the 14-19 Partnership to reflect the developing role of the Partnership;
- Improve the flow of data it receives so it is aware of the needs of young people, employers and the wider community;
- Develop and implement a plan to engage with young people, their parents/carers, individual employers and the wider community to ensure plans are more closely informed by user and stakeholder participation;
- Disseminate more widely its remit and plans to ensure it is seen as the strategic leader and broker for 14-19 within Buckinghamshire;

- Clarify the roles and responsibilities of the local area consortia;
- Increase the capacity of the local authority 14-19 team, working closely with the LSC, so that it can both support and challenge providers;
- Establish the post of 14-19 Transport and Access Co-ordinator;
- Ensure it is fully prepared for the Machinery of Government changes;
- Support the Local Area Consortia become more strategic in their planning, including the use of the self-assessment toolkit;
- Work with the Buckinghamshire Association of Secondary Heads (BASH) to engage all schools in their local consortium.

In order to improve our approach to commissioning the Local Authority will:

- Establish in partnership a performance management framework for 14-19;
- Establish within the Local Authority a clear decision making framework for 14-19 provision;
- Ensure that 14-19 provision is considered in all area based plans for early years and school places;
- Establish a mechanism for the transfer of agreed commissioning responsibilities to the Local Authority from the Learning and Skills Council;
- Commission appropriate developments to the 14-19 estate in line with an agreed strategy;
- Monitor compliance with all 14-19 contracts whether existing or new.

### 3.3 Delivering high quality Information, Advice and Guidance to all young people

**Objective: All young people will have access to high quality information, advice and guidance which is effective in meeting individual needs**

*Young people receive regular and appropriate careers education and guidance at Key Stages 3 and 4. Much of it is provided through Connexions, which also makes more wide ranging information, advice and guidance freely available through schools, colleges and through a useful network of advice points in other settings. Young people have a good access to an extensive range of personal and welfare support through well planned and often innovative initiatives provided jointly through Connexions, the council's youth service and the voluntary sector.*

JAR Report December 2006

The Local Authority has commissioned Connexions Buckinghamshire to deliver Information, Advice and Guidance (IAG) to young people within the County.

The 14-19 Partnership wishes to see high quality, impartial advice and guidance made available to young people at all transitions and also that stereotypical careers choices are challenged. The new Quality Standards for Young People's Information, Advice and Guidance offer the framework to achieving this aim and their early implementation has been endorsed by the Partnership.

The Area Wide Prospectus (AWP) is in place, but not all the information is up-to-date and the level of understanding of the AWP amongst young people, their parents/careers and some IAG practitioners needs further development. Individual learning plans have been trialled in 3 schools. It is planned to demonstrate the use of the Common Application Process (CAP) from September 2009, with a full implementation from September 2010.

The use of Labour Market Intelligence to inform careers advice and guidance is not yet fully developed across the County.

In order to improve the quality of IAG, the 14-19 Partnership will:

- Ensure the new quality standards for IAG are implemented in full.
- Improve the quality of the Area Wide Prospectus and implement a Common Application Process.
- Commission a publicity campaign, aimed at young people, their parents/careers and the wider community to increase levels of understanding of the Raising of the Participation Age, the Area Wide Prospectus and the Common Application Process.
- Improve the quality of labour market information available to young people.
- Provide, through Connexions, a training programme for all IAG professionals.

### 3.4 Involving employers in planning and delivery

**Objective: Employers will have a full understanding of the new qualifications and play a full part in course planning and delivery**

*The council currently has insufficient knowledge of the local employment needs of small- and medium-sized businesses in the county to enable it and its partners to increase the relevance of training.*

APA Report Dec 2007

Buckinghamshire has a disproportionate share of small and medium enterprises (SME), which presents challenges when it comes to engaging with employers. Whilst there is employer representation on the 14-19 Partnership, there is still a widespread lack of understanding and engagement of employers across Buckinghamshire. The 14-19 Partnership recognises that it needs to develop further its understanding of the needs of the small and medium sized businesses in the County.

A priority for the 14-19 Partnership is to develop effective ways of communicating and engaging with employers, leading to the development of a strategy for work related learning.

Currently, there are insufficient places on apprenticeships to meet demand. The 14-19 Partnership will work with employers groups to develop a shared understanding of the impact of the entitlement to apprenticeships and to improve the number of places available.

The Buckinghamshire Education Business Partnership (BEBP) is commissioned to manage the links between the business community and schools: the colleges of further education manage their own business links. The BEBP also manages a successful work experience programme, with over 90% of secondary schools providing work experience for their Key Stage 4 cohort and there are increasing numbers of students on extended work experience programmes.

Employer involvement in diploma development is also being managed by the BEBP. The aim is to bring employers into a more central planning role, as members of each Diploma Delivery Group, and there are some early successes in this objective. Employers are working with BEBP advisers, teachers and lecturers to design aspects of the learning platform for each diploma. The impact of the work experience demands related to the diplomas on existing provision will need to be considered, and a new plan for work experience is to be prepared.

In order to improve the effectiveness of the links with employers the 14-19 Partnership will:

- Work with employers groups to develop a shared understanding of the impact of the Raising the Participation Age, and of apprenticeships;
- Ensure the levels of employer engagement meet the demands of the 14-19 Strategy, including the number of apprenticeships available and the requirements of the Diploma Gateway processes;
- Enhance the links with employers groups in Buckinghamshire;
- Consult with employers over a review of work related learning in the County;

- Involve employers in the development and then implementation of a revised plan for work experience as the demands of the diplomas become clear;
- Contribute to the development of a service specification as a basis for a contractual relationship with the BEBP;
- Develop strategies for evaluating the impact of employer engagement on the achievement and progress of young people.

### 3.5 Curriculum provision and development

#### Objective: Provide each individual with a range of courses which meet their needs

*A comprehensive on-line prospectus .....including a wide range of vocational options, gives easily accessible information to ensure a good match between courses and students' aspirations, abilities and locations. Difficulties with access for some young people in rural areas have been eased further through good cross-boundary collaboration with Milton Keynes in the north and Slough in the south.*

*APA Report Dec 2007*

*An improving range of vocational study options is available to those aged 14-16, provided by schools and consortia that include the two further education colleges.*

*Learning provision within the county is good at level 3. Sixth forms in grammar and some upper schools offer a wide range of AS/A levels.*

*College and work based learning providers offer an adequate range of vocational and work-based learning.*

*Learning provision for young people with learning difficulties and/or disabilities is good.*

*Sufficient E2E programmes are offered however, there is insufficient provision for those not ready for E2E programmes.*

*JAR Report December 2006*

The current strategy for work related learning is in need of a refresh in the light of changes in statutory requirement: as a priority the 14-19 Partnership will complete the required refresh of this strategy.

The first diploma line, Engineering, will be available in two schools from September 2008, with a further 5 lines coming on stream from September 2009 involving a further 16 schools and 2 colleges. To ensure all learners in all schools can access their full entitlement from 2013, the existing consortia have been re-structured into three. Gateway 3 applications will be based on these 3 consortia, although there will be collaboration across boundaries on some diploma lines. Currently, some schools are not engaged in the diploma planning processes, or are not actively involved in the area consortia.

The 14-19 Partnership has approved the continuation of the Increasing Flexibility Programme (IFP), recognising that the programmes offered through the IFP are proving effective at meeting the needs of many learners. This is a short term measure, whilst the Foundation Learning Tier (FLT) is implemented in 2010. The FLT will also offer appropriate provision for the pre-E2E learner.

The current provision of apprenticeships does not meet demand. The 14-19 Partnership will give priority to the development of further provision for apprenticeships in Buckinghamshire.

Progression pathways from applied and vocational provision are not well recognised across the County. The Partnership will develop and disseminate progression maps showing local progression routes from these courses.

The quality of the sixth form offer varies considerably across schools. The Partnership will seek to ensure that all young people have equal access to a wide range of courses, and will consider an 'entitlement' offer of a specified range of AS/A levels and access to the International Baccalaureate (IB) in each area consortium.

Currently we have good quality teaching, sufficient to meet current demand. We will ensure, through a comprehensive programme of workforce development, that we have sufficient staff, in the right places, to deliver the new entitlements.

In order to improve the quality of curriculum provision, the 14-19 Partnership will:

- Review curriculum provision on an annual basis to ensure it is effective in meeting the needs of learners and of employers.
- Refresh the current strategy for work related e-learning to ensure it meets all requirements.
- Support local area consortia to develop and implement plans to deliver the full entitlement by 2013.
- Challenge and support those schools not yet fully engaged in local consortia developments.
- Develop implementation plans for the Foundation Learning Tier by 2010.
- Ensure there is sufficient provision in apprenticeships to meet demand from learners and employers.
- Develop and disseminate progress 'maps' showing opportunities that follow from vocational courses.
- Work with local area consortia to ensure all young people have access to an 'entitlement' to a specified range of AS/A level courses and the International Baccalaureate (IB).
- Audit the workforce and ensure gaps are filled to deliver the new entitlements.

### 3.6 Preventing and reducing the proportion of young people Not in Education Employment or Training (NEET)

**Objective: All young people will be engaged in education, employment and training up to age 18**

*In response to concerns raised in the JAR and the high proportion of Pakistani and Black Caribbean young people at risk of not being in education, employment or training, raising the achievement of this group and that of other vulnerable young people such as offenders is a priority for the new 14-19 plan. Indicators this year show an improvement. Black and minority ethnic children and young people form a disproportionate group within the low NEET figure but the number is falling.*

APA November 2007

Reducing the NEET figures presents a considerable challenge as they are already low. A further challenge and of great concern is the proportion of young people where destination is “not known”. The Local Authority is following a dual approach, improving the quality of the curriculum offer at Key Stage 3 and 4, so that less young people are disengaged at age 16, and ensuring that those who are in danger of becoming NEET are made an offer of learning by the end of the September after they complete Year 11 and at age 17– the ‘September Guarantee’.

There are many activities which contribute to the low NEET figures, but there is no discrete NEET Strategy. The aim is to bring all partners together to develop this strategy, completing the plan by the end of 2008.

At Key Stage 4, the LA will ensure a wide range of curriculum provision, including the Foundation Learning Tier, as soon as it is available. The FLT will replace the successful Increasing Flexibility Programme, which is jointly offered by schools, colleges and work-based learning providers: to date, nearly 4000 students at Key Stage 4 have been able to benefit from IFP courses and progression rates to post-16 courses has been good.

The LA has refreshed the action plan for the September Guarantee, clarifying management arrangements and setting out how it will become more successful in the early identification of the cohort who are the ‘potential NEET’. The action plan also details what information will be shared between partners and by when.

In order to be more effective in the prevention and reduction of NEET, the 14-19 Partnership will:

- With all partners, complete a NEET strategy, targeting identified ‘at risk’ groups of young people;
- Introduce, as soon as possible, the Foundation Learning Tier across the County;
- Implement the one year plan for the September Guarantee;
- Monitor the levels of NEET and “not known” and ensure reductions in both numbers over time.

### **3.7 Developing the facilities required to ensure access to the full entitlement**

**Objective: There are sufficient high quality facilities to enable each learner to access their entitlement**

The 14-19 Partnership will ensure there are sufficient facilities to meet learner demand. The Partnership will identify, in the first instance, the requirements to meet the curriculum and consider models of delivery that meet those requirements. The Partnership will then estimate future learner demands. Following this there will be an audit of current facilities, including those based with employers and the third sector. This will form the basis of a plan for the development of new facilities, should they be required.

Currently, schools, colleges and work-based learning providers collaborate to deliver some courses, for example the Increasing Flexibility Programme (IFP). The Partnership will promote, and where appropriate and possible, provide support for information and communication technology, transport and other costs associated with liaison, to ensure cost-effective use of resources.

However, it is likely that some new facilities will be required to ensure access to the full entitlement. The Local Authority will build on the agreed School Estate Strategy which already establishes the requirement for 14-19 developments and establish a range of schemes to ensure the required facilities are in place by 2013.

In order to ensure there are sufficient facilities to deliver the entitlements the Local Authority will:

- Promote and support wider collaborative working between providers;
- Complete an analysis of curriculum requirements, an estimate of learner needs and then audit current facilities;
- Prepare and agree a list of capital projects to meet identified gaps for 14-19 provision.

## 4. Target Set for Buckinghamshire

\* For Targets 4 and 5, the methodology used to calculate the national percentages differs from that used to calculate local authority averages. To compare 'like-with- like', averages for the statistical neighbours are used instead of the national averages.

| Target No | Target  | Bucks 2007/8 Baseline | National 2008-09 Targets | Bucks 2008/09 Targets | Bucks 2009/10 Targets | Bucks 2010/11 Targets | National Target 2011 |
|-----------|---|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1         | 5+ GCSEs A-C including English and Maths at 16          |                       |                          | 65%                   | 66.4%                 |                       |                      |
| 2         | Level 2 attainment at 19                                | 80%                   |                          | 82%                   | 84%                   | 86%                   | 82%                  |
| 3         | Level 3 attainment at 19                                | 62.5%                 |                          | 64%                   | 65.5%                 | 67%                   | 54%                  |
| 4*        | Narrowing the gap Level 2 at 19                         | 29%                   |                          |                       |                       |                       |                      |
| 5*        | Narrowing the gap Level 3 at 19                         | 35%                   |                          |                       |                       |                       |                      |
| 6         | Participation of 17 year olds in education and training |                       |                          |                       |                       |                       |                      |
| 7         | Proportion of 16-18 NEET                                |                       |                          | 2.7%                  | 2.7%                  | 2.7%                  |                      |
| 8         | Take up of Diplomas                                     |                       |                          | 45                    |                       |                       |                      |
| 9         | Apprenticeships   |                       |                          |                       |                       |                       |                      |

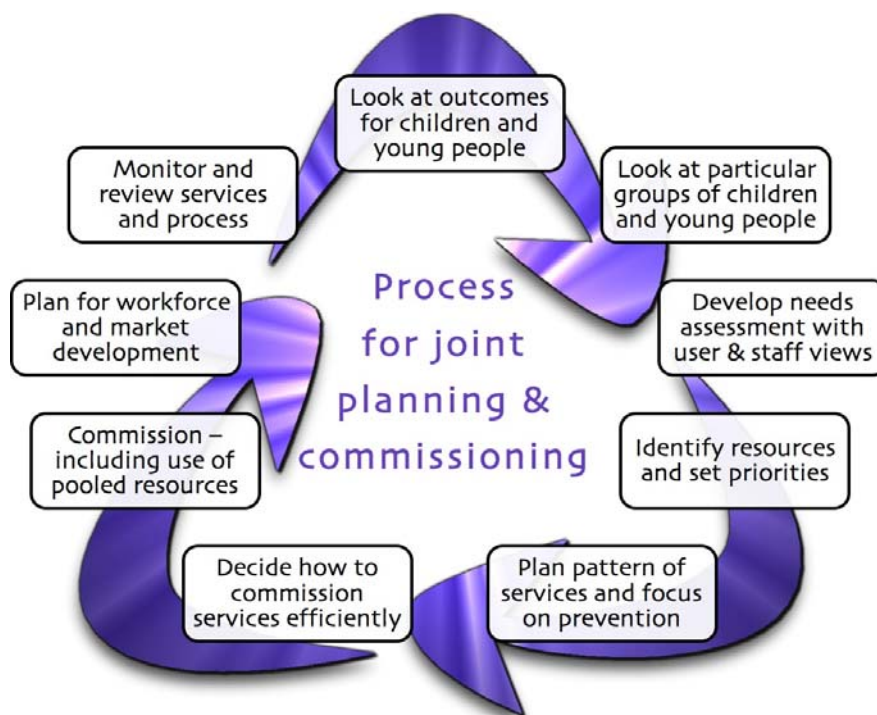
## Annex 1

### Ensuring Effective Commissioning

The approach championed by central government for the development of 14-19 work nationally reinforces the role of the Local Authority as commissioner. The County Council, through the Children and Young People's Trust, as well as a single agency has developed an agreed approach to commissioning which will be used to support the implementation of the 14-19 strategy

The definition of commissioning adopted in Buckinghamshire is: **“The process of assessing need, identifying resources available, planning how to use the resources, arranging service delivery (as opposed to operational management), and reviewing the service and reassessing need...Commissioning creates the levers for service change...Integrated commissioning will bring innovation, value for money and improved services that cut waste and duplication”**

The Every Child Matters Commissioning Cycle will be the basis of establishing effective commissioning arrangements for 14-19:



The core principles of commissioning adopted in the “Commissioning Principles & Framework” agreed by the Children and Young People's Trust are that:

- All decisions are based on a clear rationale for improving outcomes for children and young people;
- Commissioners should make sure that outcomes are sustainable in the long term;

- Children, young people, their families and communities must participate meaningfully;
- There is one strategic plan for children and young people's services in the local area;
- Commissioners have a strategy to move resources to preventative and early intervention services;
- Commissioning function exercises independence of decision making for internal and external providers;
- Commissioners must ensure that approaches are compatible with EU and UK law, regulations and guidance. Decisions must be transparent and fair;
- There should be only one strategic commissioning plan for all children's services for all children and young people in Bucks.

In relation to the 14-19 strategy the County Council has already commissioned the Connexions service with increased focus on prevention and has established an area based approach to commissioning early years and school places. This framework and approach for commissioning places will be utilised for 14-19.

The agreed principles for Early Years and School Place Planning are:

- Improved outcomes;
- Maximising efficiency in pursuit of high quality;
- Local Schools for Local Children and Young People;
- Facilitates diversity of educational provision;
- Sustainability;
- Consultation as part of the commissioning;
- Working in partnership.

In order to improve our approach to commissioning the Local Authority will:

- Establish within the Local Authority a clear decision making framework for 14-19 provision;
- Establish in partnership a performance management framework for 14-19;
- Ensure that 14-19 provision is considered in all area based plans for early years and school places;
- Establish a mechanism for the transfer of agreed commissioning responsibilities to the Local Authority from the Learning and Skills Council;
- Commission appropriate developments to the 14-19 estate in line with an agreed strategy;
- Monitor compliance with all 14-19 contracts whether existing or new.