

**Southampton 14-19 Learning,
Skills and Employability
Strategy 2009 - 2012**

*Preparing all young people for life
and work*

JUNE 2009

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FOREWORD

We recognise that Southampton's young people, their parents, carers, families and communities face multiple challenges and opportunities over the coming years. The pace of technological, economic, educational, social and global change is faster than at any time in the past, and we need to enable all our young people to be creative, enterprising, confident and adaptable to change, and equip them with the skills needed by local employers and the emerging global economy.

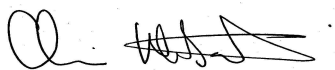
We also need to provide targeted support to raise aspiration and achievement for all young people who are at risk of disengaging in learning, skills and employment due to poverty or other social factors so that they receive the right support to aspire and take full advantage of the widest range of opportunities.

To do this, we need to further support our learning and skills providers including schools, colleges, training services, universities, statutory and voluntary sector agencies to deliver high quality, flexible opportunities which enable and motivate participation by all young people.

This is an enormous opportunity and responsibility for all involved in the development, delivery and integration of learning, skills and employability for 14-19 year olds. We recognise and accept this challenge. In so doing, we commit to collective and collaborative activity to ensure that all young people, particularly those who are vulnerable – such as young people in local authority care - enjoy their childhood, are fully prepared for life and work and are, in turn, equipped to contribute to the life and prosperity of their city.

The 14-19 Partnership would like to thank everyone who has contributed to this Strategy.

Clive Webster, Executive Director of Children's Services and Learning,
Chair 14-19 Strategic Board



Cassie Ellins, Principal, Chair, 14-19 Consortium Group



Councillor Terry Matthews, Cabinet Member for Young People and Skills



EXECUTIVE SUMMARY

The Southampton 14-19 Learning, Skills and Employability Strategy is part of a set of plans under the Southampton Partnership. Together, these plans reflect the city's priorities including promotion of economic prosperity; raising attainment; reducing crime and improving the well-being of all its residents, especially those who are most vulnerable.

The Strategy supports a local approach to major national education and support reforms including the extension of the compulsory participation age to 18. It includes the introduction of new curriculum areas such as the Diplomas, Foundation Learning Tier, Apprenticeships, Functional Skills and refreshed GCSEs and A Levels, an increased emphasis on employer and learner responsive provision and the transfer of responsibilities from the Learning and Skills Council to local authorities for the commissioning of post-16 learning and skills.

The Strategy has been agreed by the 14-19 partnership after wide consultation with delivery partners, employers, young people and their families. It will be implemented by a strong 14-19 Partnership of: schools; colleges; training providers; education business partnership; local employers; the local authority; the higher education sector and the Learning and Skills Council.

Ambition

The 14-19 Partnership ambition is that all young people, especially those who are vulnerable¹ by the age of 19 have actively engaged in high quality learning that equips them with the relevant knowledge and employability skills to work in the current and future economy of the City and to compete in the global economy.

The strategy has eight priorities. The actions being taken to implement the priorities are detailed in section 4.

Eight priorities

- Improving the efficiency and effectiveness of the 14-19 partnership.
- Strengthening employer engagements and work-related learning provision to prepare young people for the world of work.
- Improving the curriculum and the range of learning opportunities.
- Increasing participation, retention and achievement.
- Enabling all young people to make informed choices through comprehensive and impartial information, advice and guidance.
- Commissioning of learning and training provision for the City's residents.
- Developing a world class learning infrastructure and environment.

¹ Vulnerable groups specifically include young people in our care.

- Supporting continuous professional development.

Outcomes

The Strategy sets out how the 14-19 Partnership will work to ensure there is a demonstrable improvement in the achievements of all young people. It identifies vulnerable groups and specific activities and resources that will be used to close the gap between the outcomes they achieve and that of their peers. It includes targeted approaches being implemented to support young people who are at risk of becoming disengaged from learning, skills and employment including teenage parents, some black and minority ethnic communities, looked after young people and care leavers, young carers, young offenders, travellers, those facing poverty or from the eleven priority neighbourhoods, those with learning difficulties and/or disabilities and those who are 'not in education, employment or training' (NEET).

The eight priorities, implemented together, should result in a significant improvement to the outcomes achieved by all young people. This includes:

- Reduction in the proportion of young people who are not in education, employment or training (NEET) post-16.
- Increase in the proportion of young people achieving 5 A*-C GCSEs including English and Maths at Key Stage 4.
- Reduction in the current gap in achievement of 5 A*-C GCSEs, including English and Maths, by vulnerable groups against peers, particularly young people in our care, young people from black minority ethnic groups, young people with learning difficulties and/or disabilities, and young people on free school meals.
- Improvement in the achievements of children in our care.
- Increase in the proportion of young people achieving a Level 2 and Level 3 qualification by the age of 19 and closing the gap between the Southampton and national averages.
- Increase in the take up of Apprenticeships and Diplomas by young people aligned with key sectors in the Southampton economy and better engage with local employers to promote their benefits.
- Increase in the aspirations held by young people from Southampton to progress to higher education or skilled employment.
- Increase in embedding employability skills and knowledge in all areas of the curriculum.

Resources

There are a range of resources dedicated to the development and delivery of the 14-19 strategy. Responsibility for some discreet functions have already transferred from the Learning and Skills Council to the local authority, including Young Apprenticeships, Education Business Links, Teenage Pregnancy Learning Programme and Key Stage 4 Engagement. Funding resource to support delivery of the 14-19

strategy will come from three main sources:

- Southampton's secondary and special schools, approximately £20 million for Year 10 and Year 11;
- The three colleges in the City approximately £20 million;
- The main City Council expenditure budgets supporting the 14-19 Strategy, as detailed in Table 1.

Table 1: City Council expenditure

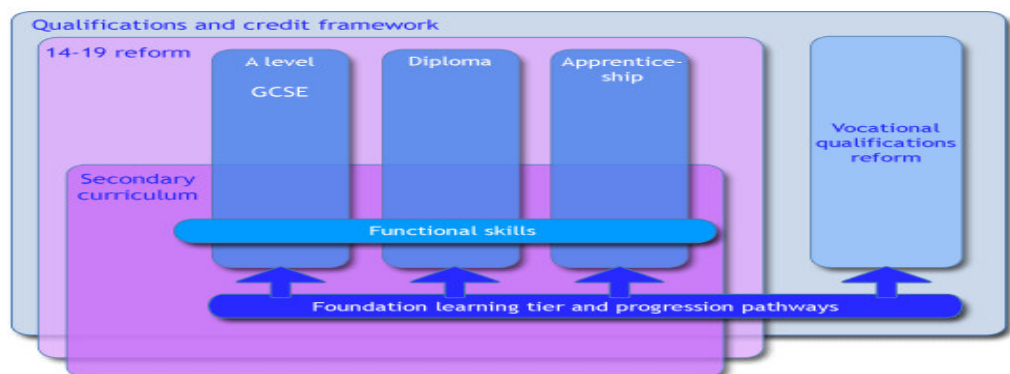
Budget	2009/10
Children and Youth Support Teams	£3,008,700
Young People and Community Support Management	£808,600
14 -16 Practical Learning Options	£446,000
Youth Offending Team	£644,600
Teenage pregnancies	£187,000
Positive activities for young people	£268,400
Substance misuse	£98,500
Southampton City Training	£94,700
Youth Opportunities Fund	£139,000
Extended services	£659,261
TOTAL	£6,354,761

1 INTRODUCTION

14-19 education reforms

- 1.1 Since 2003 the government has been radically transforming 14-19 education. These reforms have focussed on:
- Putting the needs of students at the centre.
 - Providing greater flexibility at Key Stage 4.
 - Encouraging students to progress at a pace consistent with their abilities and interests.
 - Providing a range of opportunities, such as diplomas, apprenticeships, individually focussed programmes on entry to employment programmes.
 - Encouraging a much higher level of collaboration and partnership between schools, colleges and work-based training providers.
 - Promoting high quality teaching and learning.
 - Increasing and improving employer involvement.
 - Providing a wider range of financial support to enable young people to stay in education and training.
- 1.2 As an outcome of the reforms four learning pathways have been joined together: the foundation learning tier; GCSEs and A levels; the Diploma; and apprenticeships.
- 1.3 In addition to the four learning pathways, the reforms have resulted in:
- Changes to the secondary curriculum;
 - Integration of functional skills across the curriculum, learning programmes and qualifications;
 - Introduction of foundation, higher and extended projects into learning programmes for 14-19 year olds;
 - Creation of the qualifications and credit framework, see diagram 1; and
 - Reform of vocational qualifications.

Diagram 1:Qualification and credit framework



1.4 Taken together, the education reforms whilst providing a range of complementary and flexible learning pathways to help prepare all 14-19 year olds to progress into training, education, employment and adult life, will also:

- Ensure learning is effective, engaging and relevant to young people's lives.
- Enable all learners to make progress and achieve their potential.
- Give all learners choice and flexibility in their learning opportunities.
- Develop skills that learners need for success in further learning, training and employment.
- Make it easy for learners and employers to understand different qualifications.

14-19 support reforms

1.5 To support the 14-19 education reforms the government have required local authorities to implement transformational change in the support services offered to young people. These reforms focus on:

- Making services more accessible, attractive and relevant for vulnerable young people.
- Identifying vulnerable young people early.
- Building a clear picture of individual needs of young people, using the common assessment framework (CAF).
- Enabling vulnerable young people to receive early support in universal settings, through agencies working together.
- Ensuring vulnerable young people receive a personalised package of support, information, advice and guidance, and learning and development opportunities, with support for their parents or carers as appropriate.
- Providing specific support for vulnerable young people across transitions, for example moving on from school or from the support of one service to another as needs change.
- Coordinating services to young people and families through a trusted lead professional.
- Strengthening young people and families.
- Strengthening the influence of vulnerable young people, their families and communities on service provision, and their ability to bring about positive change in their lives.

As an outcome of the 14-19 support reforms, targeted children and youth support has been established across the city. A central aim of targeted youth support is to help vulnerable young people early, to address their difficulties as soon as possible and prevent their problems escalating. This will mean working with children and young people who may not meet traditional thresholds for statutory or specialist services, but who, without help, are at future risk of further problems such as substance misuse, youth offending, teenage pregnancy and homelessness. Consequently, targeted children and

youth support will work with young people who experience a combination of the factors below:

- persistent absence of exclusion from school;
- behavioural problems;
- poor emotional, social or coping skills;
- poor mental health;
- learning difficulties and disabilities;
- low self-efficacy;
- poor aspirations;
- attitudes which condone risky behaviours;
- poor family support, family conflict or problems such as parental substance misuse;
- poor support networks;
- family or friends, or involvement in gangs, who condone high risk activities;
- living in a deprived neighbourhood; and
- poverty.

- 1.6 The strategy's eight priorities outline how the 14-19 Partnership are ensuring the education and support reforms are fully integrated into all services to ensure there is an improvement in the outcomes advised by all children and young people. In addition, this will ensure we collectively meet the local economic and social circumstances of the city at the same time as responding to a range of local and national policies and statutory responsibilities.

Local and national policies and statutory responsibilities

Local

- 1.7 The 14-19 Strategy has taken account of the City of Southampton's 2026 vision which is that 'Southampton will be recognised as the region's economic, social and cultural driver, building on its role as an international seaport, centre for cutting edge research and leading retail centre. It will be a centre of learning, have a varied and exciting cultural landscape and be known for its innovative and creative businesses, leisure opportunities and fine parks and open spaces. Adapting into a sustainable waterfront city Southampton will have a world-wide profile, attracting visitors, new citizens and businesses by being the UK's premier cruise liner home port, a major European container port and the local city for one of the UK's top airports. Southampton will be known as a city that is good to grow up in and good to grow old in where people are proud to live and economic success is harnessed to social justice.'
- 1.8 The 14-19 Strategy reflects and contributes to the aims of the City of Southampton Partnership Strategy, particularly with regard to developing Southampton as:

- A culturally diverse city free from discrimination which welcomes new communities and provides opportunities for everyone to contribute to the life of the city and its region.
 - A place which promotes health and wellbeing and continuously improves the quality of life of its people.
 - A place with partnership and shared leadership at its core where local people are informed involved and listened to.
 - A city with excellent education from the earliest years through to schools and colleges which encourages people to value learning throughout their lives.
 - A city at the forefront of developing knowledge based economy.
- 1.9 The city council priorities of promoting economic prosperity, raising attainment and improving the wellbeing of all its residents, especially those vulnerable, have set the direction of the 14-19 Strategy.
- 1.10 Because Southampton is a part of the Partnership for Urban South Hampshire (PUSH) the 14-19 Strategy will also support the PUSH aims that by 2026 South Hampshire will gain renown as an area offering sustainable prosperity, a high quality of life for residents, be a location of choice for growing businesses, and be a major centre of excellence in innovation and technology enabling smarter and more sustainable growth. PUSH covers the geographical regions of Eastleigh, East Hampshire, Fareham, Gosport, Hampshire County Council, Havant, New Forest, Portsmouth, Southampton, Test Valley and Winchester.
- 1.11 The 14-19 Strategy focuses on the vulnerable groups and priorities in the city's Children and Young People's Plan.

Vulnerable groups include children and young people

- at risk from significant harm;
- from poorer socio-economic groups;
- in care and leaving care;
- with disabilities;
- with Special Education Needs;
- excluded from school;
- with poor records of attendance at school;
- from specific minority ethnic backgrounds;
- young offenders;
- young carers;
- living with 'vulnerable' adults;
- who are not fluent in English;
- who are asylum seekers/refugees;
- with mental health problems;
- at risk of bullying;
- experiencing domestic violence;
- from the 11 priority neighbourhoods.

Priorities

- Every child and young person will be given the opportunity to have the healthiest possible start in life and be supported to make healthy lifestyle choices.
- We will support, challenge and empower parents and carers to give children and young people the best start in life.
- More of our children and young people will be kept safe from abuse, domestic violence, bullying and harassment.
- We will improve outcomes for key groups of children and young people, especially children in care and care leavers, and children and young people with complex needs and disabilities.
- Many more of our children and young people will enjoy, actively engage with and achieve well at school.
- We will support the transformation in educational attainment and outcome of children, young people, families and communities by investing in new infrastructure and school buildings.
- Many more of our children and young people will engage in positive activities and fewer of them will be involved in crime and anti-social behaviour.
- Many more of our young people will successfully achieve the right skills and qualifications needed for their future economic independence.
- We will reduce significantly the number of children and young people living in poverty.
- The Southampton Children and Young People Trust will develop and adopt new ways of leading, managing and organising services to support the delivery of this plan, with the fullest possible participation of children, young people, parents and carers.

National

1.12 A range of national policies have influenced the development of this 14-19 strategy. A few specific ones include:

- The Trade Union Reform and Employment Rights Act 1993 - requiring provision of information, advice and guidance on education, training, employment opportunities and benefits to young people.
- Children (Leaving Care) Act 2000 – requiring provision of support to all young people leaving our care.
- The Learning and Skills Act 2000 – requiring provision of services to encourage, enable and assist effective participation by young people in education or training.
- Youth Matters 2005 and Aiming High for Young People 2007 – requiring integrated targeted support for young people.
- The Education and Inspections Act 2006– requiring updating of existing legal obligations around educational provision for school aged children.
- The Education Act 2006 – requiring an increase in the participation

- age and access to sufficient educational and recreational facilities.
 - The Leitch Review of Skills 2006 – requiring services to ensure a higher level of achievement in skills to remain competitive.
 - The Further Education and Training Act 2007- requiring changes to Further Education.
 - The Children and Young Persons Act 2008 – requiring services to more vulnerable young people.
 - The National Children’s Plan 2008 – requiring changes to ensure services are designed to raise the aspirations of every child, young person and family.
 - The Apprenticeship, Skills, Children and Learning Bill 2009 – requiring changes to the commissioning of post-16 education.
- 1.13 **Children (Leaving Care) Act 2000** requires local authorities to have a duty to ensure those young people they look after have access to advice, assistance and befriending support with a view to promoting their welfare. Local authorities may give assistance to any person who qualifies for advice and assistance by contributing to expenses incurred by them in living near the place where he is, or will be, educated, in training or employed or seeking employment.
- 1.14 **Youth Matters 2005 and Aiming High for Young People 2007** set out how services must:
- Make services more responsive to what young people and their parents want.
 - Balance greater opportunities and support with promoting young people’s responsibilities.
 - Make services for young people more integrated, efficient and effective.
 - Improve outcomes for all young people, while narrowing the gap between those who do well and those who do not.
 - Involve a wide range of organisations from the voluntary, community and private sectors in order to increase choice and secure the best outcomes.
 - Build on the best of what is currently provided.
- 1.15 **The Education Act 2006** raises the compulsory participation age to ensure that, by 2015, all young people participate, until at least their 18th birthday in education and training that stretches and challenges them to achieve their potential and go on to further or higher education or skilled employment. Those who started Year 7 in September 2008 will be the first young people to be required to participate in education or training until their 18th birthday. The Act also places a duty on local authorities to ensure young people can engage in positive activities.
- 1.16 **Youth Crime Action Plan 2008** sets out a clear commitment to improve education and training opportunities for young offenders, to ensure it is tailored to meet personal needs, and underpinned by high quality teaching through:

- Placing new duties on local authorities to fund and commission education and training in juvenile custody.
- Developing new performance management arrangements to reflect the new roles of local authorities and partner agencies, which place greater focus on young offenders' progression and achievement in education and training.
- Ensuring we best meet young offenders' Special Educational Needs as part of the new funding and delivery model.
- Developing a National Delivery Framework for education and training in juvenile custody which sets out roles and responsibilities and a core curriculum which is aligned to the 14-19 curriculum reforms whilst also meeting the diverse needs of young offenders.
- Developing and implementing a quality improvement strategy for education in juvenile custody, which is based on arrangements for quality improvement in the mainstream education sector.

1.17 **The Children's Plan 2008** sets out a commitment to make this country 'the best place in the world in which to grow up' through a focus on 21st Century Schools.

1.18 **The Apprenticeship, Skills, Children and Learning Bill 2009** transfers the responsibility for commissioning 16-19 education (and up to 25 for young people with learning difficulties and/or disabilities) from the Learning and Skills Council to local authorities. The new responsibility enables us to link our planning for education and skills to the economic needs of employers across the city, sub-region and South East region. The local authority will have to:

- Secure enough education and training to meet the needs of young people up to the age of 19, or 25 for those with learning difficulties and/or disabilities.
- Ensure a diverse programme of learning and training is available across the city.
- Increase opportunities for young people to exercise choice.
- Maximise the use of resources.
- Encourage employers to participate in the education and training of young people including new opportunities for Apprenticeships and developments in the curriculum.
- Secure a core entitlement for all young people in their area, including Mathematics, English and Information and Communication Technology and an additional entitlement including new qualifications frameworks for Apprenticeships, Diplomas, general qualifications and Foundation Learning Tier. See box 1.
- Consult and prepare a transport policy to support those of sixth form age to choose between institutions.

Box 1: Core and additional entitlement

The core entitlement as detailed in the Apprenticeship, Skills; Children and Learning Bill.

1. The core entitlement is an entitlement to follow a course of study in each of the core subjects chosen by the person electing for the entitlement (the “chosen core subjects”).
2. The core subjects are-
 - a) Mathematics;
 - b) English;
 - c) Information and Communication Technology.
3. The core entitlement is satisfied in relation to a person if a course of study in each of the chosen core subjects is made available to the person at the school or institution.
4. A person’s entitlement to follow a course of study in one of the chosen core subjects ceases if-
 - a) a course of study in the subject is made available to the person, but
 - b) the person does not begin the course of study before reaching the age of 19.

The additional entitlement

1. The additional entitlement is an entitlement to follow a course of study in an additional entitlement area.
2. An additional entitlement area is an area specified by the Secretary of State by order for the purposes of the subsection.
3. The additional entitlement is satisfied in relation to a person if a course of study in one of the additional entitlement areas is made available to the person at a school or institution.
4. A person’s entitlement to follow a course of study in an additional entitlement area ceases if:
 - a) a course of study in the subject is made available to the person, but
 - b) the person does not begin the course of study before reaching the age of 19.

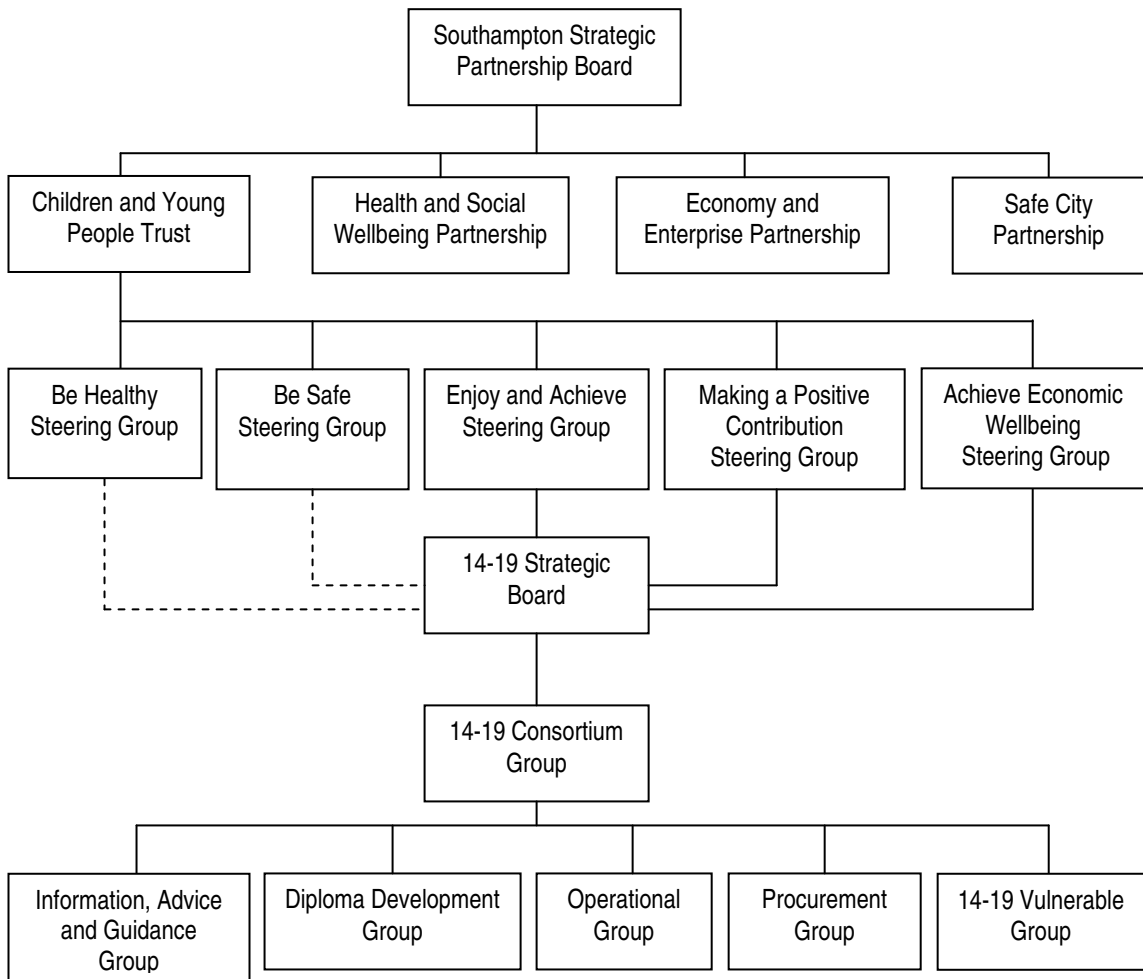
14-19 Partnership arrangements

- 1.19 The Southampton 14-19 Partnership is now well established and comprises representatives from all of the secondary schools and colleges, the local Education Business Partnership, and supported by the Local Authority and the local Learning and Skills Council. The Partnership comprises a Strategic Board to which a Consortium reports, which in turn is supported by a number of sub-groups.
- 1.20 The 14-19 Strategic Board was introduced in 2008 to provide strategic

leadership and ensure a more inclusive membership taking into account the views of the schools, colleges, private training providers, Higher Education Institutions, the voluntary and community sector, and employers. The Board is chaired by the Local Authority Executive Director for Children’s Services and Learning.

1.21 The 14-19 partnership and its links to the city’s Children’s and Young Peoples Trust and the wider Southampton Strategic Partnership as illustrated in Diagram 2.

Diagram 2: Partnership structure arrangements



2 AMBITION

- 2.1 The 14-19 Partnership ambition is that all young people, especially those who are vulnerable, by the age of 19 have actively engaged in high quality learning that equips them with the relevant knowledge and employability skills to work in the current and future economy of the City and to compete in the global economy.
- 2.2 The challenge for the 14-19 Partnership will be to provide and co-ordinate a wide range of targeted interventions and activities for all young people that increase participation and achievement levels.
- 2.3 In taking forward this ambition the Partnership recognises that all young people are individuals and, as such, need personalised learning packages. The 14-19 Partnership is committed to offering all young people, with a focus on those who are vulnerable, a localised learner entitlement, see box 2 which accords with the statutory requirements in the Apprenticeship, Skills, Children and Learning Bill. The learner entitlement ensures young people the right to a diverse range of opportunities setting out their responsibility to play their part in improving the outcomes they achieve, and maximising the Entitlement on offer.

Box 2: Learner Entitlement

An entitlement to the right learning opportunities and support for all young people aged 14-19

All young people will have access to study as part of the new secondary curriculum:

- Key Stage 4 core curriculum: English, Maths, Science
- Key Stage 4 foundation subjects: ICT, PE, Citizenship
- Work-related learning and enterprise
- Religious education
- Sex, drug, alcohol and tobacco education and careers education
- A course in at least one of the arts; design and technology, the humanities; modern foreign languages, and all four if they wish to.

All curriculum and qualification routes will include functional skills in English, Maths and ICT and personal, learning and thinking skills.

All young people will be supported to acquire qualifications through one of four routes:

- General qualifications; e.g. GCSEs and A Levels
- Diplomas
- Foundation Learning Tier
- Apprenticeships

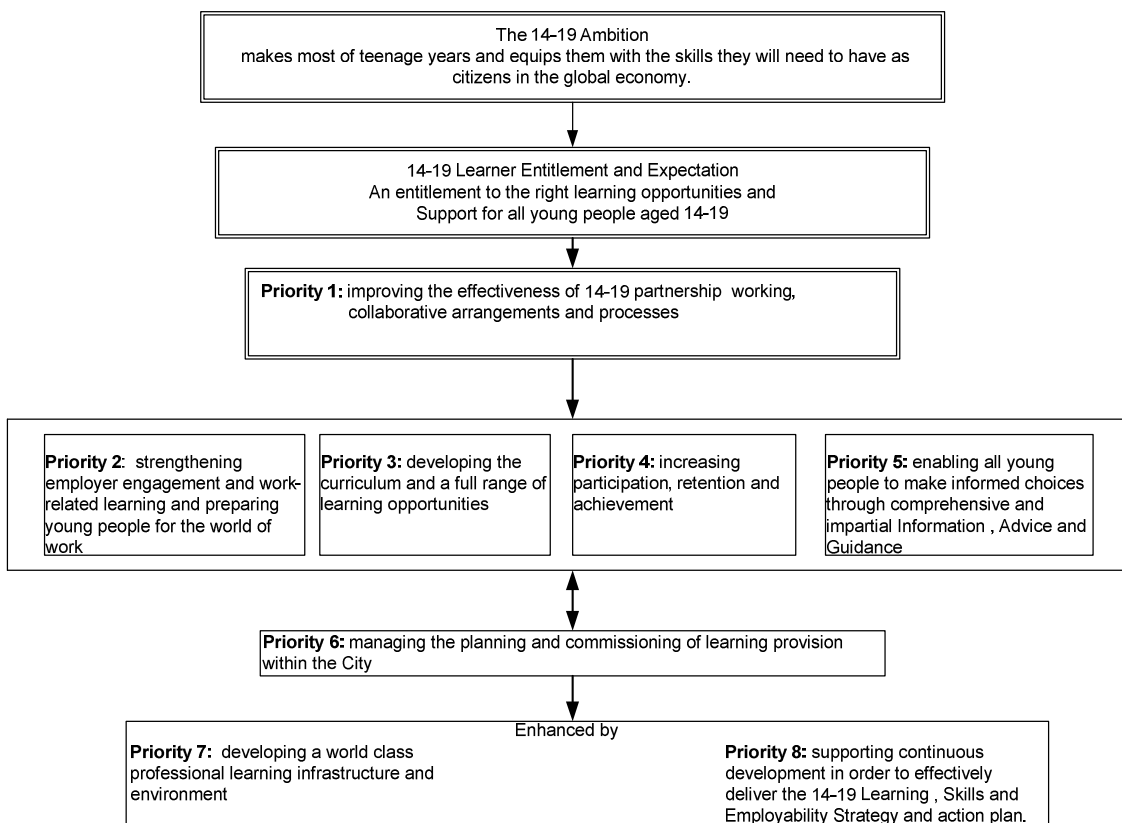
All young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.

All young people will be entitled to the right support, including:

- Excellent information, advice and guidance and support to assist them in making the right choice at 14, 16 and 19.
- Access to a 14-19 Prospectus setting out the courses and support available and the common Application Process linked to the 14-19 Prospectus that makes it easier to apply for education and training
- The September Guarantee to ensure all 16 and 17 year olds have an offer of a suitable place in learning and targeted support to those who need it most.

2.4 The ambition will be achieved through the implementation of eight priorities. The relationship between the ambition, the learning entitlement and priorities is illustrated in diagram 3.

Diagram 3: Ambition, learning entitlement and priorities



3 WHERE ARE WE NOW?

Economic context

- 3.1 With an employer base of around 7,700 firms employing 139,000 people, Southampton, with Portsmouth, is driving the development of the wider South Hampshire sub-regional economy. Together the two cities account for more than 41% of the 650,000 jobs in Hampshire.
- 3.2 Within the next five years new developments planned for Southampton will provide for the creation of new jobs in:
- The marine sector – occupations associated with the manufacture, repair, fitting out and retailing of leisure yachts (650 jobs in the next 5 years).
 - The retail, leisure and hospitality sectors – through the development of schemes such as Watermark West Quay, the hotel and retail elements of West Quay 3B, the hotels proposed for East Park Terrace and Ocean Village, and the completion of a new cruise terminal in the Eastern Docks (1500 jobs in the next 5 years).
 - Construction sector – skills and occupations generated by the major city centre development schemes, Centenary Quay at Woolston, the North-South spine, the City Council's Estate Regeneration Programme and the proposed rail gauge enhancements between Southampton and the Midlands.
- 3.3 Employment in some sectors and occupations will decline locally over the next three to five years. Job losses will occur as a result of the current recession, company restructuring, and also structural change brought about by fundamental changes in markets:
- Public sector budgets are likely to be tightly constrained over the next few years and employers such as the City Council are already seeing the impact flow through into job losses.
 - The collapse of some well known retail chains brought about by reductions in consumer spending and credit.
 - Consolidation and contraction in financial services.
 - Redundancies occurring throughout construction and its associated supply chains (from builders' merchants, to manufacturers, to conveyancing and financing).

This does not mean that these sectors will not provide any new jobs. There are 113,800 employees in employment in Southampton and job opportunities will arise from these turning over.

- 3.4 Employment will be in:
- Medical services, higher and further education, central and local

government (36400 existing jobs in the public sector associated with these areas).

- Finance, IT and other business services (30900 existing jobs).
- Wholesale and retail distribution, hotels and restaurants (23200 jobs).

- 3.5 Opportunities from these sources are likely to exceed those created by the proposed major developments in the city as most businesses have turnover rates in the range of 10-20%. Employers will also be looking to fill existing skills shortages and gaps. These jobs will play an important role in providing job opportunities for local residents.
- 3.6 Work carried out for PUSH (Skills for Employability and Growth) suggests that the key areas of employment opportunity for Southampton in the period to 2026 will be businesses and financial services (25000 jobs), transport (5800 jobs), construction (4800 jobs) and retail (9900 jobs).
- 3.7 Southampton has strengths and opportunities. The economy and the employment rate over the last 5 years have grown at a faster rate than the South East. The City benefits from excellent communications which include an international airport serving just under 2 million passengers in 2006 and forecast to serve 6 million in 2020. The City is home to one of the UK's leading ports that continues to grow and develop. The City has a strong higher education sector with significant strengths in Research and Development.
- 3.8 Despite the economic downturn significant investment is currently being taken forward or planned for the City. Southampton is regarded as the retail capital of the south coast with three city centre shopping centres including West Quay which, in 2009, saw the opening of IKEA creating over 500 job opportunities. In the same year there will be the opening of the UK HQ for the world's largest cruise shipping company, Carnival, who own the famous lines such as Cunard and P&O. The vision for Watermark West Quay continues to move forward which is set to transform the former Pirelli factory site into new mixed-use developments that will help to reinvigorate the southern area of central Southampton and create over 1,000 jobs. The development of Woolston Riverside (Centenary Quay and Marine Employment Quarter) is set to create more than 1,400 jobs.

Population context

- 3.9 Southampton is a major player in the south east and the leading city on the south coast. It is home to some 231,000 people, of whom nearly 8% of the population was recorded as being from black and minority ethnic (BME) communities in the 2001 Census. In January 2008, 24% of children in primary schools were from BME groups, and 19% in secondary schools. The number of migrants from Eastern Europe has grown rapidly over recent years and it is estimated that

there are between 10,000 and 14,000 people from Eastern Europe living in city. The age profile of Southampton is younger than the national average, largely because of its student population. Recent figures indicate that the University of Southampton and Southampton Solent University have a combined student population of over 40,000. There are approximately 3,000 births a year and rising - the birth rate has increased dramatically over the last 4 years by 21.7%.

- 3.10 Eleven areas across the city have been designated as priority neighbourhoods. In these areas the outcomes for children and young people across a range of measures are consistently below the city average. 39% of school pupils live in areas which are among the 20% most deprived areas for child poverty in the country. Southampton is ranked 91st most deprived out of 354 Local Authorities in England (Index of Multiple of Deprivation) and is ranked as the most deprived area in Hampshire. 3.3% (5,230) of Southampton's resident working age population (160,600) are unemployed and claiming job seekers allowance (January 2009). This is relatively high compared to the Hampshire & Isle of Wight and South East averages of 2.4%.
- 3.11 The 14-19 cohort is projected to decrease by 5%, falling from 19,400 in 2007 to 18,500 in 2011. Office of National Statistics population projections indicate that Southampton will see an 11% fall in the population of 16 and 17 year olds between 2006 and 2013 (a fall of 566 young people). Despite this, participation modelling commissioned by the Learning and Skills Council South East estimates that the number of 16 and 17 year olds in learning will increase between 2006 and 2013/15 to meet the participation targets. The modelling suggests an increase of 348 learner numbers (9%) between 2006 and 2013 and an increase of 331 (8%) between 2006 and 2015.
- 3.12 In 2006/07 there were 5,300 16-18 year old residents in Southampton in Learning and Skills Council funded provision. The majority of these were in Further Education (4,083), with others in work-based learning and school sixth forms.
- 3.13 Of the Further Education learners resident in Southampton, 30% travel out of area, but of those Further Education learners that study in Southampton, 29% travel in from outside of the area.
- 3.14 The 14-19 population in March 2009 was 14,248². Of this
- 12,169 (85.4%) are white and 2,079 (14.6%) are Black Minority & Ethnic.

In this cohort there were

² Source: Client Caseload Information System return to the Department for Children, Schools and Families: Feb 2009.

- 273 (1.9%) young people identified as being looked after by the local authority
- 358 (2.8%) teenage parents.

14-19 education and training context

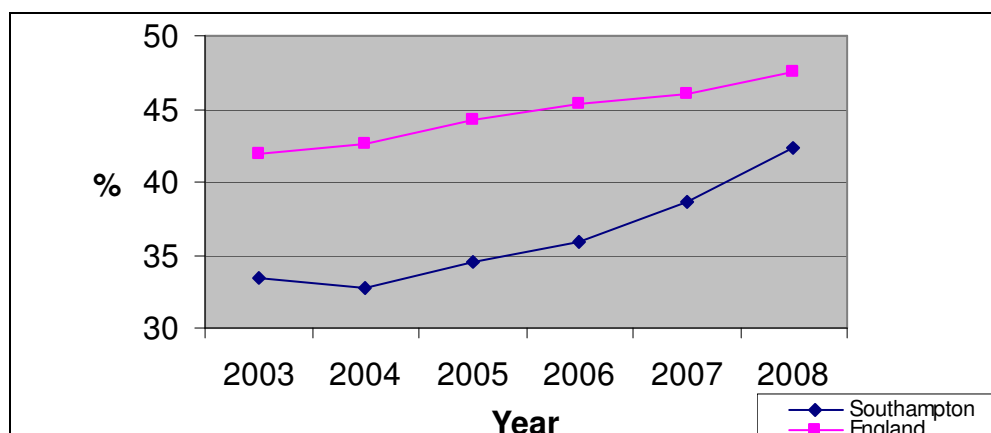
- 3.15 Southampton has two academies, one foundation, two voluntary aided and seven community schools. There are also two pupil referral units (PRUs), five Local Authority maintained special schools and three independent schools. Three of the secondary schools (Bitterne Park, Redbridge and Regents Park) are eligible under the Government's presumption rules to create a school sixth form. All of Southampton's secondary schools have at least one specialism. Three have recently been judged as 'outstanding' by Ofsted and three as 'good'. Southampton has a greater proportion of outstanding secondary schools than most other local authorities. No secondary school has been placed in special measures or given a notice to improve in their recent Ofsted inspections and all but two have exceeded minimum targets for pupil attainment.
- 3.16 The school landscapes is constantly evolving and currently several schools are exploring trust status and some are exploring relationships which may well lead to federations with primary schools. The Southampton Education Trust, a partnership between local universities and major businesses, is actively exploring ways of partnering with schools to improve educational outcomes. The possibility of establishing learning campuses (co-locating schools and services on one site) and / or learning communities (networks of schools and services across a locality) has been enthusiastically embraced by several clusters of schools.
- 3.17 Further developments are taking place across the school landscape with the Building Schools for the Future programme. Through this programme all schools will be either rebuilt or remodelled, allowing the City Council and Schools to work together to build 21st Century schools.
- 3.18 There are two sixth form colleges, Taunton's and Itchen Colleges, and one general further education college, Southampton City College in the city. In addition there are a range of accessible sixth form colleges and Further Education colleges within the Travel to Learn boundary, including: Eastleigh, Barton Peveril, Totton and Peter Symonds College. On average 1,150 young people migrate out of the city to attend post-16 education and training and 1,200 migrate in. Consequently the city is a net gainer of post-16 learners.
- 3.19 There are two universities within the city boundaries and three within close proximity. One university provides post-16 learning to an average of 500 young people each year.

- 3.20 In terms of work-based learning there are several providers, the most significant of which are Southampton City College (City Training), Above Bar College, Carillion Construction Ltd, Protocol Skills Ltd, Paragon and Southampton Engineering Training Agency (SETA).
- 3.21 Across the City there are on average 550 Apprenticeship opportunities for young people pre and post 16 and adults post 19.
- 3.22 Southampton Solent Skills Quest is the local Education Business Partnership providing work experience placements, professional teacher placements and a range of vocational skills provision for 14-16 year olds, operating skills centres in Millbrook and Thornhill.

Performance across 14-19 education and training

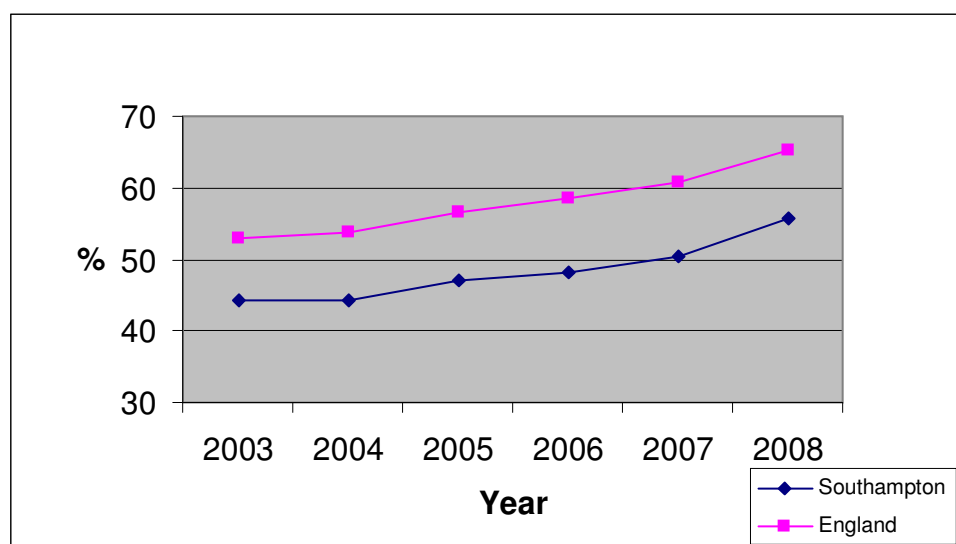
- 3.23 Considerable progress has been made in recent years to address participation, achievement and progression of Southampton's young people, which are measured, in part, by a range of key performance indicators, see Appendix 1. Despite this progress there remain some critical issues, notably the proportion of young people who are not in education, employment and training (NEET) and the proportion of young people who do not achieve a Level 2 or a Level 3 qualification by the age of 19. A summary of these issues, and the progress that has been made in recent years, is given below. The section on priorities and action plan detail actions to be implemented in response to underperformance.
- 3.24 **Proportion of young people achieving 5 or more A* - C GCSEs including English and Maths at 16.** Significant progress has been made in the proportion of young people achieving 5 or more A*-C GCSEs including English and Maths, not just in terms of improved performance but also in narrowing the gap between the City and national average – see Table 2. In 2008 42.3% of 16 year olds achieved 5 or more A* - C GCSEs including English and Maths compared to a national average of 47.6% - a gap of 5 percentage points. This compares to 2003 when 33.4% of 16 year olds achieved the standard compared to a national average of 41.9% - a gap of 9 percentage points.

Table 2: Key Stage 4: 5 or more A&-C GCSEs including English and Maths



3.25 **Proportion of young people achieving 5 or more A* - C GCSEs at 16, without English and Maths.** GCSE performance has improved considerably in recent years but the size of the gap between the City's performance and the national average for 5 or more A*-C GCSEs without English and Maths has slightly increased – see Table 3. In 2003 44.3% of 16 year olds achieved 5 or more A* - C GCSEs or equivalent against a national average of 52.9 – a gap of 8.6 percentage points. In 2008, 55.8% of 16 year olds left school in 2006/07 with 5 or more GCSEs at grades A*-C, compared to the national average of 65.3, a gap of 9.5 percentage points.

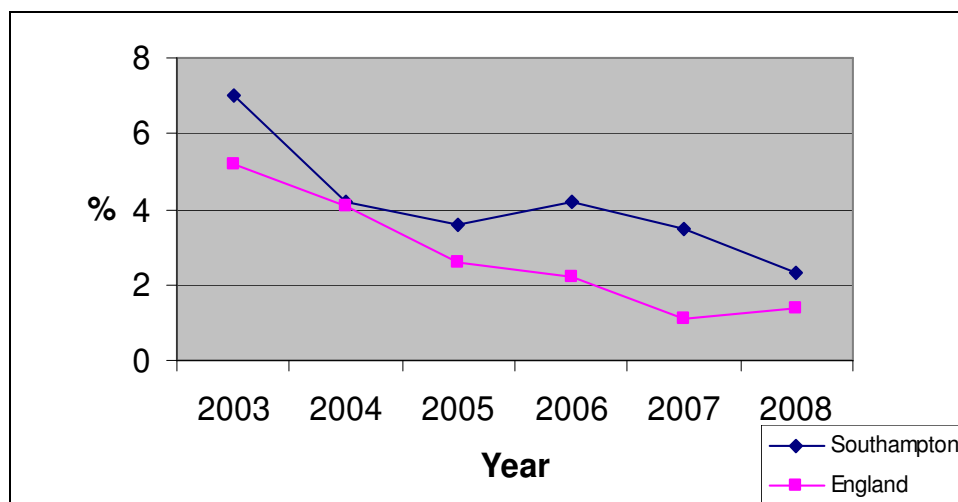
Table 3: Key Stage 4: 5 or more A*-C GCSEs without English and Maths



3.26 **Proportion of young people with no qualifications.** There has been a significant improvement in reducing the proportion of young people at the end of Key Stage 4 (16) who do not achieve any qualifications – see Table 4. Not only has there been a reduction but the gap between

the City average and the national average has also been closed. In 2008 2.3% of 16 year olds achieved no qualifications compared to the national average of 1.4%. This compares to 7% in 2003 and the national average of 5.2%.

Table 4: Key Stage 4 no qualifications



- 3.27 **GCSE performance between boys and girls.** The proportion of boys achieving 5 or more A*-C grades is increasing, but not as quickly as that of girls. This, in part, reflects the drift of more able boys to schools in neighbouring authorities. In 2008, 35.5% of 16 year old boys achieved 5 or more A*-C GCSEs compared to 47.5% for girls. Boys in Southampton have performed significantly below the national average and the gap has been the greatest in single sex schools. Following a strategic review, 2006-2008, former single sex schools have now been remodelled to provide learning environments for both boys and girls.
- 3.28 **GCSE performance of 'looked after' young people.** The percentage of young people looked after by the local authority in year 11 who achieved 5 A*-C GCSEs including English and Maths was 0% in 2008. This is below the 10% target. Young people are measured in this category if they were in care for at least one year. The number of young people looked after in Year 11 was 27 in 2008, therefore each young person in the cohort represents 4% of the total results. In addition, the percentage of young people defined as care leavers achieving at least one GCSE by the age of 19 was 62%.
- 3.29 **GCSE performance of young people with a statement of Special Educational Needs.** The percentage of young people with Special Educational Needs achieving 5 A*-C GCSEs including English and Maths was 10.3% in 2008 compared with 42.3% of young people without a statement. This was a 5% increase on 2007 figures showing considerable improvement. The gap between Special Educational Needs and non Special Educational Needs young people in relation to this indicator had been increasing since 2005, but is starting to decline

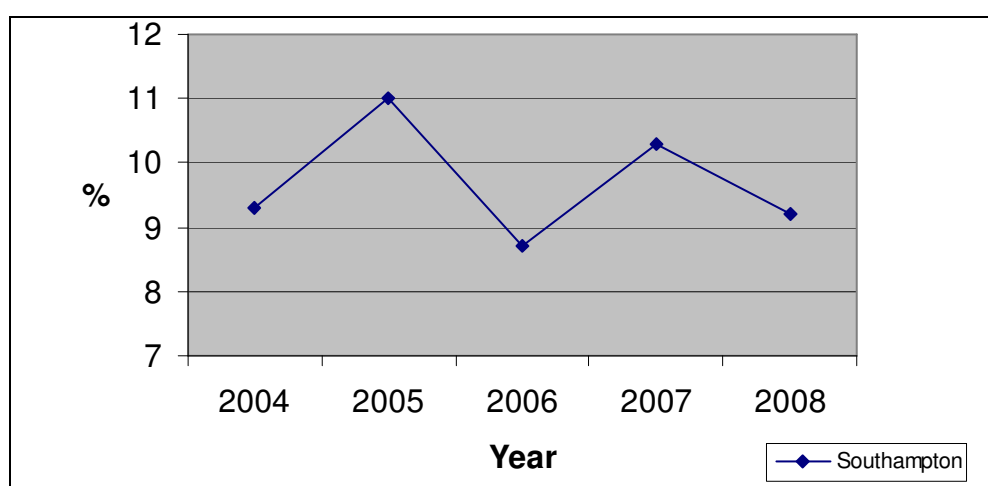
to produce a gap of 47.8% which is 0.9% below 2007.

3.30 GCSE performance of Black Minority Ethnic children/young people. The percentage of young people from a Black Minority Ethnic group achieving 5 A*-C GCSEs including English and Maths was 41.2% in 2008 compared to 42.3% across the city. Only 35 young people were categorised within this group. This group has shown improvement since 2005. Performance each year has been above the national and statistical neighbour figure for this group but this group still performs well below the rest of the cohort.

3.31 Context Value Added between Key Stage 2 and Key Stage 4. There are a number of secondary schools in priority neighbourhoods in Southampton where pupils are on average making more progress than similar pupils nationally. This is measured by the context value added measure between Key Stage 2 and Key Stage 4.

3.32 Progress to further education, employment or training at 16. Whilst the proportion of young people progressing to full time education and training at 16 has increased from 77% to 82.5% in 2008, the proportion of young people who are not in education, employment or training (NEET) has remained persistently high. However, significant reduction has been achieved between 2007 and 2008. In November 2008 the numbers of young people who were not in education, employment or training totalled 605 (9.2%) – this compares to 10.3% in November 2007, see Table 5.

Table 5: Adjusted Not in Education, Employment or Training percentages in November

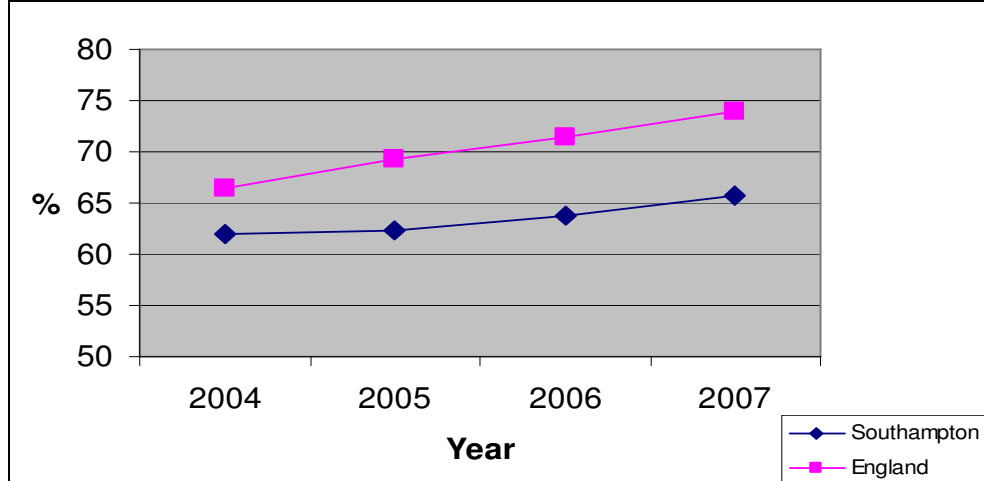


3.33 The average point score for students aged 16-18 in Southampton's post-16 institutions. Whilst below the national average the rate is steadily increasing and at a faster rate than the national average. Between 2006 and 2008 the average point score rose from 618.7 to 637.9, a rise of 19.2 points, compared to the national averages of 721.5 and 739.8 respectively, a rise of 18.3

points.

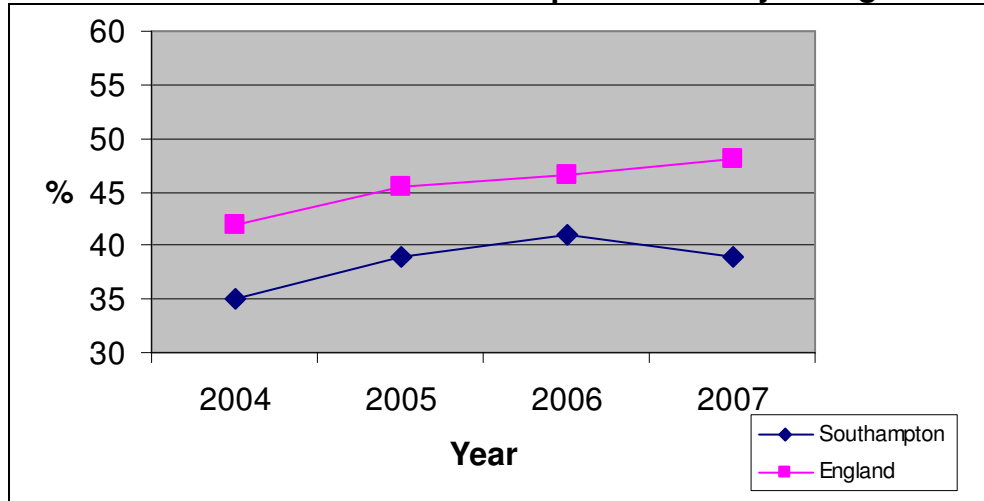
- 3.34 **Proportion of young people achieving a Level 2 qualification by the age of 19.** Whilst there has been an increase in performance, the gap between the Southampton and national average has widened. In Southampton, those achieving a Level 2 qualification by age 19 has risen from 62.4% in 2004/05 to 65.8% in 2006/07 – see Table 6, compared to the national averages of 69.3% and 73.9% respectively. The target is for 82% by 2011.

Table 6: Achievement of a Level 2 Qualification by the age of 19



- 3.35 **Proportion of young people achieving a Level 3 qualification by the age of 19.** In Southampton there has not been any significant improvement in performance and the gap between the Southampton and national averages has continued to widen. In Southampton 39% of young people achieved a Level 3 qualification by the age of 19 in 2004/05, the same proportion achieved for 2006/07 – see Table 7. This compares to the national averages of 45.4% and 48% over the same period. The Public Service Agreement target is for 54% by 2011.

Table 7: Achievement of a Level 3 qualification by the age of 19



- 3.36 **Take-up and availability of Apprenticeships.** Currently only 1 in 20 of 16-18 year olds in Southampton take up an Apprenticeship compared to the national average of 1 in 15 and the Government target of 1 in 5 within the next decade. This strategy includes actions to promote the Apprenticeship offer and engage with local employers to promote the benefits of Apprenticeships, particularly in the public sector.
- 3.37 **Apprenticeship success rates.** Whilst completion rates are improving, less than 47% of all apprentices resident in Southampton complete their programme compared to the South East and national averages of 56% and 60%.
- 3.38 **Proportion of young people with learning difficulties and / or disabilities who are Not in Education, Employment or Training.** In June 2008, 12.7% of young people with learning difficulties and / or disabilities were not in education, employment or training, well above the regional average of 9.1%.
- 3.39 **Progression to higher education.** 33.1% of young people in Southampton progress to higher education, compared to a national average of 38.3%³.

³ Figures based on the proportion of those aged under 21 entering higher education based on a four year average 2002 – 2005; source: HCAS & HESA

4 OUR PRIORITIES FOR CHANGE

4.1 Priority 1: improving the efficiency and effectiveness of 14-19 partnership working, collaborative arrangements and processes

To develop and consolidate partnership working which will allow 14-19 learning provision to be planned collaboratively across the City, supported by sound and comprehensive common systems, data and processes.

4.1.1 Why is this a priority?

This is a priority because:

- The 14-19 Partnership is dependent on a wide range of diverse partners.
- The 14-19 Partnerships are recognised by government as critical for the delivery of reform in local areas and the establishment of a local delivery system in which all young people can participate, achieve and progress.
- The 14-19 agenda is a fast moving one. It is important that all partners are kept up-to-date with local, regional and national developments to ensure that any opportunities are maximised and best practice is shared.
- All 16-18 education and training will need to be commissioned through the 14-19 Partnership.
- The 14-19 provision needs to be flexible and respond to the diverse needs of the city's 14-19 population.
- It ensures the focus of the work of the 14-19 Partnership is broad, incorporating all elements of education and training, including Apprenticeships, Diplomas, the Foundation Learning Tier and General Qualifications such as GCSEs and A Levels.
- It ensures employers, private training providers, higher education sectors are heavily influencing the development of the curriculum.

4.1.2 What we want to achieve

We aim to:

- Strengthen the partnership, membership and governance arrangements and the management of planning and co-ordination of 14-19 learning and significantly improved employer, Higher Education and private training provider representation.
- Develop models and clusters for sub-area working.
- Prepare and implement a targeted communications plan to raise the profile and stakeholder understanding of the 14-19 agenda, actively consult young people, parents,

- carers, employers and governors on 14-19 learning.
- Establish a comprehensive set of standards and protocols across the 14-19 Partnership to support Diplomas and other programmes involving the movement of learners from one institution to another.
- Establish a 5 year comprehensive post-16 education and training plan.
- Establish a framework for quality assurance, and develop effective data management and shared facilities.

4.1.3 **The resources we have to support this priority**

A 14-19 Manager post is included within the 14-19 learning and skills budget held within the 2009-10 Young People and Skills portfolio estimates. 14-19 Partnership members contributes towards the costs of administrating and supporting the partnership activity.

4.1.4 **Two examples of good practice**

Upper Shirley High School and Taunton's College – Art & Photography

As part of an accelerated curriculum, a group of Year 11 pupils from Upper Shirley High have been attending Taunton's College every Friday sharing a room with Critical and Contextual Studies students from the College to study Art & Photography.

Topics covered include: digital photography, Photoshop and IMovie skills, animation, stop motion, creating flick books, printing and mounting. Both sets of students have worked well together. Students from Taunton's College have shared good practice, given informal feedback and presentations and had discussions about their work and college life. Students from Upper Shirley High have felt comfortable to ask questions and mix with the college students.

Students have made good progress supported by excellent behaviour, good time keeping and attendance.

Developing protocols supporting collaboration and the movement of learners between institutions

During 2008/09, the 14-19 Operations Group has been working on developing a comprehensive set of quality assurance protocols that will support collaboration, the movement of learners between institutions and the learning that will take place in each institution. Best practice from the 14-19 Partnership arrangements in Wolverhampton have been adapted and applied for Southampton.

A 14-19 Partnership Agreement and Service Agreement has been produced, supported by specific procedures on attendance and

registration, student behaviour and child protection.

The 14-19 Partnership Agreement is designed to promote understanding between all the parties involved in collaborative arrangements:

- Student and their Parent / Carer.
- Learning Home School / College.
- Hub School / College.
- Employer.

The partnership agreement and service agreement contains a Memorandum of Understanding that sets the obligations and entitlements of all signatories. The document also includes a number of parental consent forms to cover: attendance, travel permission, lunchtime arrangements and data protection. The 14-19 Service Agreement is designed to formalise the agreement between the Home School and Hub School, specifying roles and responsibilities.

4.2 Priority 2: strengthening employer engagement and work-related learning provision and preparing young people for the world of work

To develop a consistent and shared approach to employer engagement and work-related learning across Southampton and ensure that all young people can succeed in the workplace.

4.2.1 Why is this a priority?

This is a priority because:

- The number of unskilled jobs in the economy is expected to fall from 3.2m to 600,000 by 2015. More of our young people will need skills demanded by employers, and knowledge and understanding of the world of work in order to be able to succeed.
- Progression and achievement will lead to young people gaining successful employment either in the local economy of Southampton or beyond. The Partnership needs to work with key groups and employer bodies such as the Chamber of Commerce, the Southampton Skills and Employability Board, Southampton Economy and Enterprise Board, Business Southampton and the emerging Southampton Skills Development Zone to develop skills for young people in line with local demand.
- The reforms to 14-19 mean that partnerships must re-examine what is required of work-related learning and employer engagement both in terms of what will be needed from employers and how best to engage them.
- Work related learning plays a vital role in young people's journey to a successful adulthood and is a key part of our reforms of the curriculum and the new Diplomas. It helps young people connect

their learning with the world of work, develop the employability skills that employers value, build their enterprise capability and make more informed choices about their career options.

- Engaging employers and encouraging them to take on apprenticeships and help ensure we have a highly skilled workforce in Southampton must be a key priority and will include the development of public sector apprenticeship opportunities.

4.2.2 What we want to achieve

We aim to:

- Improve employer engagement in 14-19 learning aligned with employer needs in the City.
- Strengthen the work experience programmes available to secondary schools.
- Strengthen work-related learning in schools and careers education and guidance.
- Strengthen enterprise opportunities in secondary schools and FE Colleges.
- Strengthen employer involvement in the development and delivery of the 14-19 curriculum offer, particularly with respect to Diplomas and Apprenticeships.
- Strengthen employers' commitment to provide Apprenticeship opportunities to 16-19 year olds.

4.2.3 The resources we have to support this priority

Education Business Links budget of £125,000, currently held by Learning and Skills Council, will transfer to the City Council in 2009/10 and be used to achieve this priority.

4.2.4 An example of good practice

Chilworth Manor Hotel and Regents Park.

Following a presentation to the Southampton and Region Hoteliers Association, the Education Business Partnership Manager met the Managing Director of Chilworth Manor Hotel and Chair of the Association who were both keen to work more closely with local schools and support 14-19 developments. Their aim was to raise the profile of the Hoteliers' Association and encourage more students to seek careers in their industry. The actions from the initial meeting were:

- Chilworth Manor Hotel to adopt a local secondary school.
- The Southampton and Region Hoteliers Association to support an inter-schools enterprise challenge based on the hotel and hospitality industry.
- The Hotel to be featured in the WEX Online database providing

- students with 2 week block or extended work experience.
- The Hoteliers Association to support the Diploma developments in Southampton.

Chilworth Manor was introduced to Regents Park School to discuss a partnership. The Head teacher gave a school overview and talked about her strategic plans over the next few years. In particular she was keen for there to be training opportunities for her staff and placement and curriculum opportunities for her students. The Head teacher was also keen to understand how the school could benefit the hotel, including students being involved in some of the Chilworth programmes which would help market the hotel in the local community.

As a result of this initial meeting, Chilworth Manor staff have visited Regents Park School, teachers have gone back to the hotel for a tour and meeting with the hotel manager and department heads, a curriculum project is being developed involving the hotel, and extended placements are being organised for students interested in working at the hotel.

A new enterprise challenge was written by the Education Business Partnership for the Southampton Hoteliers Association. The challenge is a one day event for Year 9 students which will be held at Chilworth Manor Hotel. Student teams are tasked to tackle low take up of room bookings by organising an event that will boost their accommodation sales. Within the task brief are hotel costings such as catering, entertainment, staffing, printing, costs of marquees and outdoor events and students will have to balance their income and expenditure to ensure they make a profit from organising the event. 18 schools will participate of which seven are from Southampton.

Chilworth Manor Hotel is able to offer Key Stage 4 students a 2 week WEX Online placement that provides them with a broad experience of working in a busy hotel, including reception and office, restaurant, kitchen, housekeeping, leisure club and maintenance. Extended placements are also available at Chilworth Manor; these opportunities are tailored to meet the needs of the student.

4.3 Priority 3: developing the curriculum and a full range of learning opportunities

To provide access to the full range of learning pathways that meet and challenge the needs, demands and aspirations of young people, their parents and carers and the needs of local employers in the City, and to ensure the effective delivery of the Learning Entitlement.

4.3.1 Why is this a priority?

This is a priority because:

- The partners will need to ensure that all young people achieve the best possible outcomes and make progress in line with their potential and aspirations.
- Learning for young people will lead to qualifications from one of four routes: Apprenticeships; Diplomas; Foundation Learning Tier; and General Qualifications such as GCSEs and A Levels. Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.
- Many schools are moving to a more vocationally based curriculum, recognising the benefits that such a curriculum offers many pupils and which in turn improves attendance, achievement and progression to post-16 learning and employment.
- Better use can be made of the broad range of vocational facilities that are provided by the Further Education Colleges and private training providers. More can be done to increase the take up of Apprenticeships aligned with key sectors in the Southampton economy and better engage with local employers to promote the benefits of Apprenticeships.

4.3.2 **What we want to achieve**

We aim to:

- Annually review and monitor all 14-19 provision against learner and employer needs and the Learner Entitlement.
- Implement a comprehensive 16-19 education and training offer.
- Ensure that functional skills and personal learning and thinking skills are an integral part of all 14-19 learning routes.
- Develop the Apprenticeship offer aligned to key sectors such as marine engineering, engineering, environmental technologies and travel & tourism.
- Implement Diplomas to ensure that by 2013 all 14-16 year olds have access to the first 14 Diplomas and all 16-18 year olds have access to all 17 Diplomas.
- Implement the Foundation Learning Tier with an entitlement by 2010 to study one of the pathways.

4.3.3 **The resources we have to support this priority**

DCSF Diploma Grant is payable to support implementation of Diploma lines. In addition, the 14-16 Practical Learning options budget is allocated to Secondary schools to help implementation. Apprenticeship development is paid for by the National Apprenticeship Service, currently funded by the LSC.

4.3.4 **An example of good practice**

Ernst and Young working with Chamberlayne College for the Performing Arts

In recognition of the important role schools play in the development of young people and as focal points for local communities, Ernst and Young are committed to developing sustainable partnerships with schools in deprived areas by supporting pupils and teachers, as well as by contributing to the school's management.

Ernst and Young approached Solent Skill Quest as they wanted to form a relationship with a local school. In 2007 they arranged for Ernst & Young to meet with the Head teacher at Chamberlayne College to consider ways in which the organisation could support the school.

Initially two Associate Governors were appointed to the Governing Body – helping to make an impact at strategic level. A mentoring programme was set up in 2008 with mentors working with Year 10 students, aiming to raise their aspirations and support them with study skills to help them achieve their potential at school.

Throughout 2008 and 2009 Ernst and Young volunteers have supported School Creativity days. In particular, the Investment Challenge, providing expert advisors to work with the students as they get to grips with the world of stocks and shares.

The maths department is now working with the organisation to develop some curriculum materials. It is anticipated that the delivery will be supported with some student visits.

4.4 Priority 4: increasing participation, retention and achievement

To continue to increase participation, retention and achievement across the 14-19 phase with targeted youth support for those young people who are at most risk of becoming disengaged and / or not achieving their full potential.

4.4.1 Why is this a priority?

This is a priority because:

- The raising of the participation age from 16 to 18 moves delivery of a diverse 14-19 curriculum from an aspiration to something that the system in Southampton must be able to deliver within a few years.
- All local areas are required at the very least to put in place the September Guarantee – a guarantee for all those completing Year 11 and all young people aged 17 that they will have by the end of September an offer of a suitable place of learning.

- Despite rising post-16 participation in education and training, Southampton has been identified by Government as a NEET (young people not in education, employment or training) 'hotspot' due to the high proportion of young people who are NEET in the City relative to other areas. NEET levels in wards covering Priority Neighbourhoods are significantly above the city average of 10.4%. This includes Bevois (14.6%), Bitterne (12.1%) and Swaythling (11.3%).
- The proportion of young people achieving a Level 2 and Level 3 qualification by the age of 19 remains well below the national average despite recent improvements, and in the case of Level 3 the gap between the City and national average has widened.

4.4.2 **What we want to achieve**

We aim to:

- Reduce the proportion of young people who are not in education, employment or training (NEET), with increased emphasis on priority neighbourhoods and targeted groups.
- Continue to increase the proportion of young people achieving 5 or more GCSEs A*-C including English and Maths, particularly for those from priority neighbourhood areas and those on free school meals, and significantly increase the proportion of young people achieving Level 2 and Level 3 qualifications by the age of 19.
- Deliver the September Guarantee to ensure every young person at 16 and 17 has an offer of a learning place that meets their needs.
- Improve the transition, and the processes that support transition, from school to post-16 learning.
- Improve the number of young people in our care participating and achieving.
- Improve opportunities for young people with special educational needs and learning difficulties and / or disabilities.
- Deliver targeted support including Key Stage 4 School Engagement Programme and Teenage Parents Learning Programme to meet the needs of individuals and communities including looked after young people, black and minority ethnic communities, gender inequalities, those in priority neighbourhoods and those at risk of disengaging.

4.4.3 **The resources we have to support this priority**

Support for this will be provided by the newly integrated Children and Youth Support teams, working alongside officers' from the School Standards division. Additional funding to support this priority includes European Social Funding, and the KS4 Engagement Programme currently funded by the Learning and Skills Council.

4.4.4 **An example of good practice**

Supporting Year 10 and 11 learners who are at risk of disengaging from education – Southampton City College

Southampton City College runs two specifically designed programmes for those young people who, for a range of reasons, have challenges in their lives that may lead to them disengaging from learning (Skillsplus Technology and Creative Merchandising).

Last year, the College commissioned Hampshire author John Goodwin, to write a short story that captured these students' experiences. John met with 13 students on the Skillsplus technology programme. The students chatted at length with John about their life experiences and how becoming a student at City College had made a difference to them. Following this meeting, John created a short story 'A New Start' which follows one young man's journey.

The story has been published and widely circulated within the College. Teachers in the College are now developing a 40 minute lesson plan for distribution to partner schools, along with copies of the story, for school teachers to use with year 10 and year 11 students as part of their transition to Further Education.

4.5 **Priority 5: enabling all young people to make informed choices through comprehensive and impartial information, advice and guidance**

To ensure that every young person in Southampton receives good quality, relevant and personalised information, advice and guidance from a trusted source and to ensure that this remains in place throughout the 14-19 phase.

4.5.1 **Why is this a priority?**

This is a priority because:

- It is essential that the Partnership is able to provide early support to help young people raise their aspirations and challenge stereotypes, and ensure that they understand the different learning providers to choose from, and the range of learning opportunities before they make choices. In particular, they should know how to get the support to access learning which is delivered primarily in the workplace, such as Apprenticeships.
- Additional, targeted, support is needed to prioritise vulnerable young people and those at risk of becoming disengaged. The Partnership seeks to further develop this service to ensure that information, advice and guidance is a key element of the City's youth support service which will include a range of activities and interventions that will help and support young people to become

more self reliant and better able to manage their personal and career development.

- The interaction between post-16 providers and secondary schools is particularly important in Years 9 – 11 in terms of informing young people about their options and the progression pathways that are available to them.
- It is important that young people are given comprehensive information about the local labour market, the jobs that are available and forecast to become available, and the key sectors and employers that make up the economy. The majority of young people in Southampton will eventually take up employment opportunities in the local area – the more information provided at school and in post-16 education and training, the more informed they will be about their options and the qualifications and skills they will need to succeed in their chosen career.

4.5.2 What we want to achieve

We aim to:

- Develop a quality framework which conforms to the information, advice and guidance National Quality Standard.
- Update and re-launch the 14-19 Area Prospectus, and improve links with the sub-region's prospectus to complement the travel to learn patterns.
- Develop a post-16 Common Application Process linked to the Area Prospectus.
- Prioritise work with vulnerable and disadvantaged young people including those with learning difficulties and / or disabilities, looked after young people, some black and minority ethnic communities, those in priority neighbourhoods and those at risk of disengaging.
- Ensure that Information Advice and Guidance fully supports access to the full entitlement, particularly with regard to Diplomas, Apprenticeships and the Foundation Learning Tier.
- Improve young people's awareness of available financial support and incentives.
- Improve the quality and availability of labour market information.
- Raise aspirations through local case studies of young people successfully progressing in education, training and employment.

4.5.3 The resources we have to support this priority

Budget of £57,000 for the area wide prospectus is included within the Young People and Skills Portfolio. Other support for this objective will be provided by the Children and Youth Support teams within Young People and Skills.

4.5.4 An example of good practice

The NEET to EET project was designed specifically to support young

people in care. The purpose behind the project was to introduce young people in our care to a variety of occupations through a number of vocational experiences and through providing specialised information, advice and guidance sessions.

One young person was referred to the NEET to EET project via City Limits. He was 17 and was not in education, employment or training. He was known for his “devil may care” outlook on life and had very little experience or knowledge of occupational options.

The young person excelled in all the activities the project offered. He was particularly interested in the events held at Sparsholt College, the Forestry Commission and the Shirley Depot Decent Homes Division.

By the end of the project he had a more positive attitude and he was more comfortable with his peers and in other groups. During the City College activity, he took the initiative to sign up to a college construction course on the strength of his success in the NEET to EET project. At the end of the project, he received an award for being the person who most exemplified the spirit of the NEET to EET project. Mike is now in full time employment

4.6 Priority 6: managing the planning and commissioning of learning provision within the City

To manage the planning and commissioning of 14-19 learning provision in Southampton working closely with the 14-19 Partnership

4.6.1 Why is this a priority?

This is a priority because:

- Local authorities play a key role in the 14-19 Partnerships. In addition, local authorities have a wider set of responsibilities for securing outcomes for young people aged 0-19, including ensuring provision of integrated youth support services and as such are well placed to provide a wider strategic leadership role on 14-19.
- From September 2010 the Government has proposed to give local authorities responsibility for the commissioning of all 16-18 year olds provision, taking over this role from the Learning and Skills Council.
- Some of the responsibilities previously managed by Connexions and the Learning and Skills Council have already been passed to the Local Authority or are close to being transferred. The Local Authority also now has responsibility for Young Apprenticeships, the Key Stage 4 School Engagement Plan and Teenage Parents Learning Programme.
- To deliver these new duties local authorities will plan more widely and in more detail, working closely in partnership with local schools, sixth form colleges, General Further Education colleges

and training providers.

4.6.2 **What we want to achieve**

We aim to:

- Build capacity and processes with Southampton City Council in advance of assuming full responsibility for the commissioning of 16-19 provision in September 2010.
- Implement a comprehensive 16-19 education and training plan that is aligned to the sub-region arrangements and the wider south east region.
- Annually review of 14-19 provision against learner and employer needs and the Learner Entitlement.
- Develop information sharing / communications for partners regarding transfer of responsibility.

4.6.3 **The resources we have to support this priority**

The 14-19 Learning and skills team within the Young People and Skills portfolio will deliver this priority along with support from other services including Human Resources, Legal, Procurement and Finance. The current post 16 transport budget is £213,300. Financial resource will also be available via a new grant from the Department for Children, Schools and Families covering the transfer of functions from the Learning and Skills Council.

4.6.4 **An example of good practice**

Development of sub-regional working across Hampshire and the Isle of Wight

The four local authorities have a long history of close collaborative partnership working with the Learning and Skills Council and the further education sector. For instance in Hampshire, Isle of Wight, Portsmouth and Southampton regular meetings take place with the Principals of all further education providers.

The further education providers are members of the Children's Trust arrangements and the 14-19 Partnerships, and strategic officers from the local authorities and the further education providers meet at appropriate points to discuss relevant strategic developments.

A sub-regional planning group currently works collaboratively in the delivery of the wider 14-19 agenda and can demonstrate effectiveness in taking forward initiatives to increase participation and achievement, and broaden the curriculum offer for all young people in the sub-region.

During 2008/09 the local authorities have been working together

through the 14-19 sub-regional operational group to plan joint commissioning opportunities for the Young Apprenticeships and Education Business Links. This has developed the Local Authority officers' knowledge base on new areas of service delivery and embedded strategic relationships with providers.

The sub-region's transition strategy incorporates the organisation and transfer of post 16 arrangements, and the wider challenges for the 14-19 agenda. The sub-region is well placed to develop innovation and continue to build on existing areas of collaborative working.

A draft data sharing protocol has been developed by the sub-regional planning group. Each Local Authority will carry out checks to ensure that the protocol complies with their guidance on data sharing. It is anticipated that this protocol aid working across a sub-regional grouping and support joint commissioning activities in the future.

The sub-region has shared travel to learn patterns for all young people and will continue to work with organisations and providers who deliver specialist provision or to priority groups, with the overarching aim of developing collective support to raise participation where there is no specific travel and learning patterns. The sub-region will develop sub-regional Centres of Excellence with specialisms to enable strategic commissioning to be undertaken for provision, such as Treloar School in Alton and Sparsholt College in Hampshire, and detailed travel to learn patterns will be supported.

4.7 Priority 7: developing a world class learning infrastructure and environment

To develop a world class learning infrastructure and environment where modernised and accessible institutions work together to identify and respond to the needs of young people and to ensure there are appropriate facilities to deliver the full entitlement that is both inclusive and supportive of all learners.

4.7.1 Why is this a priority?

This is a priority because:

- Southampton's secondary schools and colleges require investment in their buildings and infrastructure if they are able to provide learning environments which will inspire young people and the community to achieve their full potential.
- Major reconfiguration of the secondary school sector and current work in relation to the primary and special school sectors is inspiring schools to work closely together in geographical clusters.
- A number of initiatives are under way to improve the accommodation on offer, its function, energy efficiency and space utilisation. For post-16 these issues are starting to be addressed

through the Further Education Modernisation Programme with capital investment already going forward at Southampton City College. In the secondary schools significant progress has already made through the procurement of three Private Finance Initiative schools, but there now exists a major opportunity under Building Schools for the Future and the two academies.

- Both the University of Southampton and Southampton Solent University are also developing and renewing their buildings. The City intends to join together all these developments to ensure that Southampton's young people can access high quality learning environments from early years through to Higher Education. There is the potential to make more effective use of Higher Education, employers' and third sector premises to ensure that the learners' experience of the world of work is as authentic as possible.
- Improving the learning infrastructure is not just about buildings but will also involve the continued use and application of innovative curriculum delivery models and information learning technologies which are transforming teaching and learning practices.

4.7.2 **What we want to achieve**

We aim to:

- Strategic plan the capital investment both pre and post 16 to support progression routes for all pathways of learning.
- Develop the 'Learning Campus' (co-located schools and services) and 'Learning Community' (co-ordinated services within a neighbourhood) concepts across the City, bring together education and other services for children, young people and the wider community.
- Modernise secondary educational and post-16 facilities through the Building Schools for the Future and Building Colleges for the Future programmes.
- Develop specialist roles and vocational facilities in the City's secondary schools and post-16 providers.
- Create learning environments that are personalised to the needs of young people by making effective use of information and communication technology and innovative curriculum delivery models.

4.7.3 **The resources we have to support this priority**

Funding can be available through Building Schools for the Future for post 16 provision in Secondary schools. This can be linked with DCSF capital funding for 14-19 Diplomas, SEN and disabilities - £8 million in 2009-11.

4.7.4 **An example of good practice**

The redevelopment of Southampton City College

By Easter 2010 the fourth phase of the redevelopment of City College will be open for students. This will see the culmination of a £40 million investment by the College in its campus in St Mary Street. The College's mission is to support young people to develop the necessary skills and personal attributes to move on from City College or City Training into the best jobs in Southampton and beyond. The college campus has been designed to enhance this mission.

Looking and feeling much more like a workplace than like a school, the new campus puts learning, rather than teaching, at the heart of the students' experiences. Gone are traditional classrooms. Instead students learn in bright, open, modern settings that enable them to develop independent learning skills and prioritise their workloads as they will need to do when they get out into the workplace. New technology is readily available to students so that they can harness the latest learning and work techniques. The campus reflects the College's enthusiasm for supporting students to develop sustainable lifestyle and work habits.

4.8 Priority 8: supporting continuous professional development in order to effectively deliver the 14-19 Learning, Skills and Employability Strategy and action plan

To promote the continuous improvement of teaching and learning where best practice is identified and adopted, and where robust systems for monitoring of progress and the evaluation of impact are put in place.

4.8.1 Why is this a priority?

This is a priority because:

- Teachers, lecturers, trainers and support staff are the 14-19 Partnership's greatest asset. We need to harness this resource and provide colleagues with the right knowledge, skills and motivation to work effectively. Preparing the workforce for the first teaching of the Diplomas, the significant increase in Apprenticeships, the introduction of Functional Skills and the Foundation Learning Tier and other changes to the 14-19 curriculum, require a major programme of professional development.
- Best practice will actively need to be shared across the 14-19 Consortium and areas of expertise offered by stakeholders within the City should be harnessed and made available to others. The successful delivery of the 14-19 Learner Entitlement will depend on the quality of the professional development offered to all those involved in the training and education of young people, including leaders and managers, governors, curriculum designers, teachers

and lecturers, advice and guidance staff, and support staff.

4.8.2 What we want to achieve

We aim to:

- Support staff and partners to raise awareness and understanding of the 14-19 Learning, Skills and Employability Strategy and the Learner Entitlement.
- Prepare and implement a 14-19 workforce development plan.
- Deliver professional development, coaching and mentoring support for staff to support the new curriculum, with particular focus on Diplomas, Functional Skills and the Foundation Learning Tier.
- Support leaders and managers to ensure they have the requisite skills to lead the development of the new curriculum.
- Improve teachers understanding of business through professional placements and visits.

4.8.3 The resources we have to support this priority

Funding sources to support this priority include the 14-19 Consortium fund, Gateway 3 funding which provides lines of learning leads in each participating school and College, Higher Education and Training Provider.

5. HOW WE ARE GOING TO ACHIEVE THE CHANGE

Priority one: improving the efficiency and effectiveness of 14-19 partnership working, collaborative arrangements and processes

To develop and consolidate partnership working which will allow 14-19 learning provision to be planned collaboratively across the City, supported by sound and comprehensive common systems, data and processes

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
1.1 Strengthen the partnership, membership and governance arrangements and the planning and co-ordination of 14-19 learning in the City	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Review the structure of the Partnership and clarify roles and responsibilities and terms of references • Review the membership of the 14-19 Consortium and widen the partnership to include employers, private training providers, HE and the third sector • Agree and publish a 14-19 Strategy and Action Plan • Appoint a dedicated senior 14-19 Manager with appropriate administrative support and agree funding contributions from Consortium Members • Review the funding that is available to support 14-19 partnership working 	<ul style="list-style-type: none"> • Roles and responsibilities clarified – terms of reference for all groups agreed • Membership of the 14-19 Consortium widened • 14-19 Strategy and Action Plan published – all stakeholders and staff made aware • 14-19 Co-ordinator / Manager appointed • Clear breakdown of funding for 14-19 partnership working; agreed protocols in place for the distribution of funding 		LA / 14-19 Consortium

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	/ activities, provide regular updates to the Consortium and agree protocols for the distribution of 14-19 funds, Diploma funds, etc.			
1.2 Develop models and clusters for sub – area partnership / cluster working	By Sept 2009 <ul style="list-style-type: none"> • Identify appropriate sub-area partnership / locality / cluster models that will better deliver the 14-19 agenda in a given locality responding to the needs of learners and employers in the local area 	<ul style="list-style-type: none"> • Sub-area partnerships / clusters / localities identified 		14-19 Consortium
1.3 Prepare a targeted communications plan to raise the profile and improve stakeholders understanding of 14-19 agenda	By Sept 2009 <ul style="list-style-type: none"> • Prepare a detailed communications plan to include a regular 14-19 bulletin and a programme of briefings, events, professional development days, etc • Ensure that all communications fit with agreed branding guidelines developed for the City 	<ul style="list-style-type: none"> • Communications plan in place • Annual programme of events agreed • Termly 14-19 bulletin distributed to all stakeholders 		LA / 14-19 Manager
1.4 Establish a comprehensive set of standards and protocols across the	By Sept 2009 <ul style="list-style-type: none"> • Develop a 14-19 Partnership Agreement (Memorandum of Understanding) to promote 	<ul style="list-style-type: none"> • 14-19 Partnership Agreement in place • Templates for 14-19 Service Agreement, Financial 		14-19 Operational Group supported by

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
14-19 Consortium to support Diplomas and other programmes involving the movement of learners from one institution to another	<p>understanding between all the parties involved in collaborative arrangements</p> <ul style="list-style-type: none"> • Develop a 14-19 Service Agreement; a formal agreement between the home institution and the hub institution that specifies roles and responsibilities • Develop a Financial Agreement; a formal agreement that clarifies the costs and financial contributions required • Develop detailed protocols covering: attendance & registration; health & safety; transport & travel; insurance; student disciplinary procedures; complaints procedure; child protection; access; advice & guidance; induction; data protection; monitoring & review 	<p>Agreement and detailed protocols agreed</p> <ul style="list-style-type: none"> • Handbook for staff published <p>NI 90 Delivery of Diploma Lines</p>		relevant sub groups
1.5 Establish a framework for quality assurance	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Agree and establish a framework for quality assurance, identify key activities (e.g. peer observation, internal verification) for self evaluation to support the curriculum 	<ul style="list-style-type: none"> • Framework for quality assurance agreed and understood 		

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<ul style="list-style-type: none"> Develop a Southampton quality kitemark (based on Hampshire EQR model) to support self-regulation 			
1.6 Develop effective data management and shared facilities	<p>By Sept 2009</p> <ul style="list-style-type: none"> Establish a data group (task and finish group) led by Taunton's College in order to improve the sharing and extent of information / data about learners who progress from schools to post-16 providers Survey to evaluate learners feedback Implement a Southampton system for reporting post-16 achievement and progression Investigate when Managing Information Across Partners (MIAP) will be in place to inform post-16 data from KS4 	<ul style="list-style-type: none"> Data protocols in place Annual learner survey Regular reporting of post-16 achievement and progression 		14-19 Operational Group (Data Group – led by Taunton's College)
1.7 Actively consult young people, parents, employers and governors on 14-19 learning	<p>By Sept 2009 (and ongoing)</p> <ul style="list-style-type: none"> Consult with young people on new developments e.g. Common Application Process, the refresh of the Area Prospectus, delivery and planning of Diploma lines, etc 	<ul style="list-style-type: none"> Increase in young people's representation 		14-19 Consortium / 14-19 Manager

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<ul style="list-style-type: none"> <li data-bbox="539 325 1093 432">• Increase young people's representation on appropriate fora / partnerships 			

Priority two: strengthening employer engagement and work-related learning provision and preparing young people for the world of work

To develop a consistent and shared approach to employer engagement and work-related learning across Southampton and ensure that young people can succeed in the workplace.

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
2.1 Improve employer engagement in 14-19 learning aligned to employer needs	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Develop an employer engagement plan <ul style="list-style-type: none"> ○ setting out the volume and nature of employer engagement that is needed to meet curriculum plans ○ clear understanding of the local labour market ○ agree a consortium-wide approach to brokering contacts and relationship building with employers – linked to school, college and WBL provider sector specialisms ○ identify where there are gaps in employer engagement ○ establishes protocols for quality assurance that support employer engagement • Ensure there is appropriate 	<ul style="list-style-type: none"> • Employer engagement plan developed and agreed • Gaps in employer engagement identified – plans put in place to address gaps • Protocols agreed • Annual Employer Conference (3rd July 2009) and regular employer briefings held • Termly meetings involving 14-19 Consortia and EBLO held • Business Partners matched with schools; Business Ambassadors inducted, CRB checked and able to support school/college activities 		14-19 Operational Group / EBLO

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<p>employer representation / involvement in the 14-19 Consortium (refer to Priority 1.1)</p> <ul style="list-style-type: none"> • Organise employer briefings to engage new employers, promote the 14-19 agenda and highlight the benefits to gained from getting involved working collaboratively with neighbouring Consortia to share specialist employer contacts/opportunities/resources • Expand the Adopt a School/College initiative and Business Ambassadors 			
<p>2.2 Strengthen the work experience programmes available to secondary schools</p>	<p>By Sept 2009</p> <ul style="list-style-type: none"> • All secondary schools to offer a minimum entitlement of work experience provision – to be co-ordinated across the Partnership in terms of timing and partnership with employers • Expand the number of pupils on extended work experience programmes in support of those pupils pursuing vocational options • On-line support promoted through WEX Online 	<ul style="list-style-type: none"> • Number and quality of placements from a range of occupational sectors • New guidelines on the preparation of students for tailored extended work experience • Service Level Agreements in place • Placements to meet the specialist needs of diplomas • Marketing exercise to raise the profile and value of work 		<p>Schools/14-19 Consortium/AG Panel/EBLO</p>

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<ul style="list-style-type: none"> • Service Level Agreements in place with EBLO's • Work with EBLO provider to tailor placements to meet the specialist need of the Diploma • Increase the availability of work experience through a marketing exercise to using quality case studies 	experience in the city		
2.3 Strengthen work-related learning (WRL) in schools and careers education and guidance	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Ensure all students in Key Stage 4 have access to the full range of WRL opportunities • Develop a Passport to Employability based on students entitlement to WRL across Key Stage 3 and 4 • CPD for PSHE / careers staff in schools and colleges • Promote Plan-it as an IAG tool to support Year 9, 10, 11 and post-16 students in planning and target setting (refer to priority 5.1) 	<ul style="list-style-type: none"> • Passport to Employability developed and tested – completed by all students in the City by the end of Key Stage 4 		Schools / EBLO
2.4 Strengthen enterprise opportunities in	<p>By Sept 2010</p> <ul style="list-style-type: none"> • As part of the WRL offer improve the level of enterprise education in 	<ul style="list-style-type: none"> • Passport demonstrates entitlement and progression 		Schools / Colleges / EBLO

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
secondary schools and in FE colleges	secondary schools <ul style="list-style-type: none"> • Build into Passport to Employability and build on progression 5-19 • Strengthen enterprise opportunities in FE 			
2.5 Strengthen employer involvement in the development and delivery of the curriculum offer, particularly with respect to Diplomas and Apprenticeships (refer to Diploma Implementation Plan)	By Sept 2009 <ul style="list-style-type: none"> • Engage more employers in the planning and implementation of Diplomas and Apprenticeships and ensure there is at least one Diploma champion for each of the lines to be delivered • Organise Diploma and Apprenticeship briefings for employers • Increase the number of employers who are interested in offering Apprenticeship placements and support to Diplomas through work experience, visits or projects • Specifically target the public and third sectors as part of the move to increase the number of Apprenticeships in Southampton • Review the work-related learning requirements of the Diplomas and of 	<ul style="list-style-type: none"> • One Diploma champion for each Diploma line • Number of briefings for employers • Expansion of Apprenticeship opportunities including the Young Apprenticeship offer <p>NI 79 Achievement of Level 2 qualification by the age of 19 NI 80 Achievement of Level 3 qualification by the age of 19</p>		14-19 Operational Group / Diploma Groups EBLO

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<p>the revised 11-19 WRL framework to ensure compliance</p> <ul style="list-style-type: none"> • Expand the Young Apprenticeship scheme in Southampton • Promote the E2E programme as a planned entry to apprenticeships and work based training 			
<p>2.6 Improve the availability and depth of Local Labour Market Information (LMI)</p>	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Provide comprehensive information to young people, teachers, parents & carers, advisers, etc about the local labour market • Increase stakeholders awareness and understanding of the projected skill needs in Southampton and future jobs 	<ul style="list-style-type: none"> • Publication and dissemination of a LMI pack 		<p>LA (Economic Development) EBLO / SEEDA / PUSH / JC+ / LSC / Sector Skill Councils</p>

Priority three: developing the curriculum and a full range of learning pathways

To provide access to the full range of learning pathways that meets and challenges the needs, demands and aspirations of young people, their parents and carers and the needs of local employers in the City, and to ensure the effective delivery of the Learning Entitlement .

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
3.1 Annually review and monitor 14-19 provision against learner and employer needs and the Learner Entitlement	By Sept 2010 <ul style="list-style-type: none"> Examine the range and accessibility of 14-19 programmes, at Entry Level to Level 3, across the City (linked to the Area Wide Prospectus), the extent to which provision meets learner and labour market needs, and develop a coherent response to any gaps in provision 	<ul style="list-style-type: none"> Annual Report – pre-16 and post-16 gaps in provision identified; plans for the development any new provision to meet identified gaps in place 		LA / 14-19 Manager
3.2 Ensure that functional skills and personal, learning and thinking skills are an integral part of all 14-19 learning routes	By Sept 2010 <ul style="list-style-type: none"> Implementation and evaluation of Function Skills Pilots Functional skills training for subject leaders Effective screening and diagnostic tools available. 	<ul style="list-style-type: none"> Functional skills and personal learning and thinking skills embedded into 14-19 curriculum delivery <p>NI 75 five or more A*-C GCSEs by the end of KS4</p> <p>NI 78 Number of schools where less than 30% of pupils achieve 5 or more A*-C GCSEs by the</p>		LA / Schools / Post-16 providers

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
		end of KS4		
3.3 Development of the Apprenticeship offer aligned to key sectors of the local economy	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Promote the National Apprenticeship Service (NAS) i.e. common application process for Apprenticeships, online database and support • Encourage more young people to take up apprenticeships and ensure that by 2013 all 16 year olds who are suitably qualified have an entitlement to an apprenticeship • Ensure that young people in schools are fully informed about the high quality vocational training opportunities available in the City and how these link to local jobs / sectors of the economy • Identify progression routes between Diplomas and Apprenticeships • Build on the current delivery of Young Apprenticeships for 14-16 year olds • Work with the emerging Southampton Skills Development Zone – initial focus on health and 	<ul style="list-style-type: none"> • Increase in participation and completion rates • Increase in employer placements • Improved information, advice and guidance on vocational opportunities and Apprenticeships • Increase in Young Apprenticeships – 50 places in 2009/10 cohort 6 <ul style="list-style-type: none"> ○ Paragon (Motor Vehicle 10; Retail 8; Engineering 10) ○ Above Bar Hair (Hairdressing 15) ○ SETA (Engineering 7) <p>NI 79 Achievement of a Level 2 qualification by the age of 19 NI 80 Achievement of a Level 3 qualification by the age of 19</p>		LA / LSC / NAS

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	care and marine engineering			
<p>3.4 Implementation of Diplomas to ensure that by 2013 all 14-16 year olds have access to the first 14 Diplomas and all 16-18 year olds have access to all 17 Diplomas <i>(refer to Diploma Implementation Plan)</i></p>	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Map intentions of partners to develop access to Diplomas across all 17 lines of learning by 2013 and identify any areas where cross-boundary collaboration is required • Agree protocols governing the movement of learners from one institution to another (refer to priority 1.4) • Identify transport requirements and funding requirements • Develop and agree the timetable and delivery model for the Diplomas, specifying the number of days allocated to key components • Select awarding bodies for each Diploma line and for Functional Skills and extended project. (June 08 Gateway 1; June 09 Gateway 3) • Put in place the administration arrangements for the assessment of Diplomas • Delivery of Gateway 1: Creative and Media (Lords Hill, Bitterne Park, 	<ul style="list-style-type: none"> • Mapping completed • Protocols, timetable, delivery model, transport arrangements and funding in place • Gateway 1: 2 lines delivered (engineering and creative & media), learner numbers to be determined ('tasters' in Feb and March 09: 78 C&M; 35 Eng) • Agreed timetable structure for Gateway 3 and 'day 2' plan <p>NI 90 Delivery of Diploma Lines</p>		<p>14-19 Consortium / Operations Group / Diploma Groups</p>

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	Cantell, City and Taunton's College); Engineering (Woodlands; City College) <ul style="list-style-type: none"> • Identify and map key delivery partners (hubs) and schedules for Gateway 3 Diplomas • Map capacity for Gateway 4 			
3.5 Implementation of the Foundation Learning Tier with an entitlement by 2010 to study one of the progression pathways	By Sept 2010 <ul style="list-style-type: none"> • Development of the Foundation Learning Tier and entitlement • Promote and increase the number of young people participating in the Entry to Employment Programme • Review the extent and need for pre-e2e provision in Southampton 	<ul style="list-style-type: none"> • Foundation Learning Tier offer in the City clearly defined • Increase in the number of post-16 starts on e2e and improve progression rates to further learning and level 2 programmes <p>NI 81 % point gap in achievement of Level 3 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p> <p>NI 82 % point gap in achievement of Level 2</p>		14-19 Consortium / Operational Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
		qualifications at 19 between those in receipt of free school meals at 15 and those who were not		

Priority four: increasing participation, retention and achievement

To continue to increase participation, retention and achievement across the 14-19 phase with targeted support for those young people who are at most risk of becoming disengaged and / or not achieving their full potential.

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
4.1 Reducing the proportion of young people who are not in education, employer or training (NEET)	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Production of a NEET Action Plan 2009 – 2012 • Implementation of the ESF programmes led by Southampton City Council (16-18) and Learning Links (14-16) • Implementation of NEET 'hotspot' programme funded by DCSF 	<p>LS 23 Participation of 16 year olds in full time education and training</p> <p>NI 91 Participation of 17 year olds in full time education and training</p> <p>NI 117 / LS6 Proportion of young people not in education, employment or training</p> <p>LS7 Proportion of 16-18 year olds whose destination is not known</p>		LA
4.2 Delivery of the September Guarantee in order to ensure every young person at 16 and 17 has an offer of a learning place that meets their	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Identifying every young person in Year 11 (including those in PRUs or undertaking alternative provision) and ensuring they receive the IAG they need to apply for appropriate post-16 provision • Making an offer, by the end of 	<ul style="list-style-type: none"> • Improving rates of success for September Guarantee implementation <p>LS 23 Participation of 16 year olds in full time education and training</p> <p>NI 91 Participation of 17 year</p>	Annually	LA / 14-19 Consortium

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
needs	<p>September, of a place in learning</p> <ul style="list-style-type: none"> Recording offers made to young people so that those who have not received an offer can be identified and given ongoing support to make applications Ensuring that there are sufficient, appropriate places to meet the needs of young people in Southampton 	<p>olds in full time education and training</p> <p>NI 117 / LS6 Proportion of young people not in education, employment or training</p> <p>LS7 Proportion of 16-18 year olds whose destination is not known</p>		
4.3 Improving the transition, and the processes that support transition, from school to post-16 learning	<p>By Sept 2010</p> <ul style="list-style-type: none"> Test out models of post-16 delivery on school sites for those young people who find the transition from school to post-16 learning difficult – e.g. pilot between Chamberlayne Park and City College from September 2009 Improve the sharing of data and information between schools and post-16 providers (refer to priority 1.6) 	<ul style="list-style-type: none"> Pilots evaluated and best practice disseminated Agreements for data sharing in place <p>NI 81 % point gap in achievement of Level 3 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p> <p>NI 82 % point gap in achievement of Level 2 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p>		Schools, Colleges, Training Providers

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
4.4 Improving the opportunities for young people with special educational needs (SEN) learning difficulties and / or disabilities (LLDD)	<p>By Sept 2010</p> <ul style="list-style-type: none"> Extend and broaden the offer to young people with SEN and LDD post-16 Consider the outcomes of the SEN review and incorporate findings into the development and promotion of appropriate provision 	<ul style="list-style-type: none"> Increase in the participation rate of young people with learning difficulties and disabilities in full time post-16 education and training Reduce the number of young people with learning difficulties and / or disabilities who are NEET 		LA / 14-19 Consortium
4.5 Delivery of targeted support including the Key Stage 4 School Engagement Project (SEP) and Teenage Parents Learning Programme (TPLP)	<p>By Sept 2009</p> <ul style="list-style-type: none"> Delivery of the KS4 SEP with enhanced support and guidance, Personal, Learning and Thinking Skills (PLTS), employability skills supported by work experience and functional and enterprise skills Delivery of the TPLP: 16-19 year old young parents 	<p>KS4 SEP 2008/09</p> <ul style="list-style-type: none"> 250 starts 250 ILPs 250 functional skills qualifications 100 other NQF qualifications 235 lead to post-16 offer Extension – summer engagement programme: 24 starts <p>TPLP</p> <ul style="list-style-type: none"> 19 starts split into four groups: The Link, Millbrook; Freemantle School; Weston Sure Start; and City College 		14-19 Consortium / SEP Steering Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
		<p>– delivery of YMTB Skills for Life Level 1 and Parents with Prospects Level 1</p> <p>NI 81 % point gap in achievement of Level 3 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p> <p>NI 82 % point gap in achievement of Level 2 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p>		
4.6 Improving progression opportunities to, and participation in, Higher Education	<p>By Sept 2009</p> <ul style="list-style-type: none"> Further strengthen partnership arrangements between the 14-19 Partnership and HE institutions including the delivery of Aim Higher projects 	<ul style="list-style-type: none"> Increased participation rates in Higher Education 		14-19 Consortium / HE institutions

Priority five: enabling all young people to make informed choices through comprehensive and impartial information, advice and guidance

To ensure that by the time they are 14 every young person in Southampton should have received good quality information, advice and guidance (IAG) from a trusted source and to ensure that this remains in place throughout the 14-19 phase.

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
5.1 Develop a quality framework that conforms to the IAG National Quality Standard, which prepares young people for entry into the 14-19 phase, helps students choose from the full entitlement of options and focuses on successful outcomes at 19 rather than just 16	By Sept 2010 <ul style="list-style-type: none"> • Continue to develop the framework, embedding action planning and review as an integral part of the learning experience and ensure that Key Stage 4 begins with a review of progress and the composition of an ILP with on-line support such as Plan-it • Learners and parents / carers to receive guidance and information prior to Key Stage 4 choices • Information, advice and guidance providers understand their roles and responsibilities • Undertake an audit of IAG provision against the national Quality Standards across the partnership. Action Plan to be implemented to address areas identified for development • CPD support delivered to ensure 	<ul style="list-style-type: none"> • Learners engaged in establishing their own targets, identifying strengths and interests and planning progression routes • All 14-19 year olds to have ILPs • All providers meet the quality standards • Programme of CPD implemented 		IAG Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	Consortium members are able to meet the quality standards (refer to priority 1.5)			
5.2 Update and strengthen the on-line 14-19 Area Prospectus so that it becomes the primary source of information for young people on learning opportunities.	<p>By Sept 2010</p> <ul style="list-style-type: none"> Undertake a review of the 14-19 Area Prospectus and seek to refresh and re-launch as part of a Service Level Agreement with Hampshire County Council, ensuring that it clearly sets out the 14-19 offer with supporting tools including Common Application Process (CAP), National Apprenticeship Vacancy Matching Service (NAVMS) and Plan-it Hampshire, Portsmouth and Southampton to develop a specification for the Area Prospectus that will meet the needs for 2010 – 12 under a multi area licence agreement 	<ul style="list-style-type: none"> Area Prospectus re-launched Young people, parents and carers know how to access information via the Prospectus Multi Area Licence agreement for Hampshire, Portsmouth and Southampton agreed <p>LS 23 Participation of 16 year olds in full time education and training NI 91 Participation of 17 year olds in full time education and training NI 117 / LS6 Proportion of young people not in education, employment or training LS7 Proportion of 16-18 year olds whose destination is not known</p>		LA / IAG Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
5.3 Prepare for the Common Application Process (CAP)	<p>By Sept 2010</p> <ul style="list-style-type: none"> Implementation of the post-16 CAP linked to the 14-19 Prospectus and the NAVMS 	<ul style="list-style-type: none"> CAP up and running for 2010/11 		LA / IAG Group
5.4 Ensure that IAG fully supports access the full entitlement, particularly with regard to Diplomas, Apprenticeships and the Foundation Learning Tier (FLT)	<p>By Sept 2010</p> <ul style="list-style-type: none"> Include information on the new Diplomas in the Area Prospectus, Options publications of schools and colleges and at options events Plan specific activities to raise awareness of parents and carers about Diplomas, Apprenticeships and the FLT Ensure all staff have sufficient awareness of the new curriculum to be able to appropriately signpost learners Map progression pathways available for learners into and from Diplomas, Apprenticeships and FLT, identifying any gaps and barriers and any support needed from partners Ensure that information and guidance about Diplomas is available at all options events and consider joint options activity Develop strategies to challenge stereotypes in IAG for the Diploma, 	<ul style="list-style-type: none"> Prospectus updated with information on Diplomas Progression pathways mapped Awareness and understanding of Diplomas raised; take up increased <p>LS 23 Participation of 16 year olds in full time education and training NI 91 Participation of 17 year olds in full time education and training NI 117 / LS6 Proportion of young people not in education, employment or training LS7 Proportion of 16-18 year olds whose destination is not known NI 90 Delivery of Diploma Lines</p>		IAG Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	Apprenticeships and FLT and review profile of applicants			
5.5 Prioritise work with vulnerable and disadvantaged young people, including those with learning difficulties and disabilities, and those at risk of disengaging	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Agreed systems in place for identifying young people at risk • Provision of high quality ILPs and regular tracking of progress supporting young people through the key points of transition • Implementation of the Key Stage 4 SEP and TPLP programmes and September Guarantee 	<ul style="list-style-type: none"> • Systems for tracking young people in place and understood • Appropriate ILPs in place • Successful implementation of KS4 SEP and TPLP programmes and September Guarantee <p>NI 117 / LS6 Proportion of young people not in education, employment or training</p> <p>LS7 Proportion of 16-18 year olds whose destination is not known</p> <p>NI 81 % point gap in achievement of Level 3 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p> <p>NI 82 % point gap in achievement of Level 2 qualifications at 19 between</p>		IAG Group

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
		those in receipt of free school meals at 15 and those who were not		
5.6 Improve young people's awareness of available financial support and incentives	<p>By Sept 2009</p> <ul style="list-style-type: none"> Promote the availability of Education Maintenance Allowances (EMAs), Learner Support and Care to Learn to young people, parents and carers Promote the introduction of the HE student support guarantee 	<ul style="list-style-type: none"> Improved take up of EMAs, Learner Support and Care to Learn <p>NI 117 / LS6 Proportion of young people not in education, employment or training</p> <p>LS7 Proportion of 16-18 year olds whose destination is not known</p> <p>NI 81 % point gap in achievement of Level 3 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p> <p>NI 82 % point gap in achievement of Level 2 qualifications at 19 between those in receipt of free school meals at 15 and those who were not</p>		IAG Group 14-19 Manager

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
5.7 Improve the quality and availability of labour market information that is available to advisers and which can be provided to young people to inform their choices	By Sept 2010 <ul style="list-style-type: none"> Develop an annual LMI pack tailored for advisers and young people to ensure they are aware of local, regional and national skill shortages and labour market opportunities and the learning pathways which offer access to them 	<ul style="list-style-type: none"> Publication and dissemination of a LMI pack 		SCC Economic Development / EBLO
5.8 Raising aspirations through local case studies	By Sept 2010 <ul style="list-style-type: none"> Publicise case studies of young people who have progressed in education, training and employment in Southampton based in order to raise aspirations, celebrating diversity and challenging stereotypes 	<ul style="list-style-type: none"> Publication and dissemination of case studies 		IAG Group 14-19 Manager

Priority six: managing the planning and commissioning of learning and training provision within the city

To manage the planning and commissioning of 14-19 learning provision in Southampton working closely with the 14-19 Partnership

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
<p>6.1 Building capacity within Southampton City Council in advance of assuming full responsibility for the commissioning of 16-18 provision in September 2010</p>	<p>By Sept 2009</p> <ul style="list-style-type: none"> • Draw up a planning, funding and procurement cycle for commissioning post-16, including activities to 2015. <p>By Sept 2010</p> <ul style="list-style-type: none"> • 2008/09 – Southampton City Council to track LSC processes to gain a better understanding of commissioning 16-18 provision • 2009/10 – transition year where Southampton City Council will play a more meaningful role in LSC’s commissioning for 2010/11 as part of the ‘shadow’ arrangements • From September 2010 Southampton City Council to assume full responsibility for commissioning of 16-18 provision in the City • Regular briefings / updates given to the 14-19 Consortium on the transition arrangements • Sub-regional grouping : protocols 	<ul style="list-style-type: none"> • Tracking of LSC processes completed • Transition year completed • Full responsibility for commissioning of 16-18 provision assumed • All stakeholders informed and aware of transition arrangements and their implications 		<p>LA / LSC</p>

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	between Local Authorities – data, travel to learn			
6.2 Annual review of 14-19 provision against learner and employer needs and the Learning Entitlement	<p>By Sept 2010</p> <ul style="list-style-type: none"> Examine the range and accessibility of 14-19 programmes, at Entry Level to Level 3, across the City, the extent to which provision meets learner and labour market needs, and develop a coherent response to any gaps in provision Assess the number and type of Apprenticeship places needed Review the participation and achievement of young people in Priority Neighbourhoods Areas and how best their needs should be served 	<ul style="list-style-type: none"> Annual Report – pre-16 and post-16 gaps in provision identified; plans for the commissioning of any new provision to meet identified gaps in place 		LA / 14-19 Manager
6.3 Purchase a five year learning and skills plan for post-16 provision	<p>By March 2010</p> <ul style="list-style-type: none"> Assessment of need and service specifications 	<ul style="list-style-type: none"> A commissioned plan to guide the funding arrangements for post-16 		LA
6.4 Delivery of Integrated Youth Support Services (IYSS) including the provision of	<p>By Sept 2009</p> <ul style="list-style-type: none"> Ensure processes IYSS is closely aligned with the 14-19 Strategy Ensure processes for impartial IAG services are effective and result in 	<ul style="list-style-type: none"> Agreed processes for provision of IAG in 2009/10 in place 		LA

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
impartial IAG	services that meet the needs of young people, parents and carers			
6.5 Commissioning of Education Business Partnership services	By Sept 2009 <ul style="list-style-type: none"> • Ensure process for commissioning EBP services are effective and result in services that respond to the needs of young people and local employers 	<ul style="list-style-type: none"> • Contract for EBP services in 2009/10 agreed 		LA
6.6 Commissioning of discrete 14-19 provision / services	By Sept 2009 <ul style="list-style-type: none"> • Ensure processes for the commissioning of discrete 14-19 provision / services are effective and result in services that respond the needs of young people and local employers 	<ul style="list-style-type: none"> • Contracts for discrete 14-19 provision in 2009/10 agreed 		LA
6.7 Review of transport arrangements in the City	By Sept 2010 <ul style="list-style-type: none"> • Review the transport arrangements for young people attending post-16 institutions • Publish LA transport policy statement 	<ul style="list-style-type: none"> • Annual statement 		LA

Priority seven: developing a world class learning infrastructure and environment

To develop a world class learning infrastructure and environment where modernised and accessible institutions work together to identify and respond to the needs of young people and to ensure there are appropriate facilities to deliver the full entitlement that is both inclusive and supportive of all learners.

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
7.1 Strategic planning of capital investment in the City	<p>By Sept 2010</p> <ul style="list-style-type: none"> Strategic planning of capital investment both pre and post-16 to ensure capital investment in specialist resources is maximised, avoids unhelpful duplication and supports clear progression routes for all pathways of learning Develop the 'Learning Campus' and 'Learning Community' concepts across the City bringing together education with other services for children, young people and the wider community 			LA / LSC / 14-19 Consortium
7.2 Modernisation of secondary educational facilities in the City	<p>By 2013</p> <ul style="list-style-type: none"> Consult and submit plans under the Building Schools for the Future programme Deliver up to five new or remodelled secondary schools through Wave 6A 	<ul style="list-style-type: none"> BSF Strategy for Change Part 1 drafted, endorsed by all schools and approved by the City Council 		LA

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	<p>of Building Schools for the Future</p> <ul style="list-style-type: none"> • Deliver new buildings for Oasis Academy Lord's Hill and Oasis Academy Mayfield through the National Framework for Academies Procurement 			
<p>7.3 Modernisation of post-16 provision in the City through Buildings Colleges for the Future and the 16-19 Capital Fund</p>	<p>By Sept 2013</p> <ul style="list-style-type: none"> • Continue FE modernisation programme – redevelopment of City College and consideration of capital plans for Taunton's and Itchen College • Progress capital application for a new school sixth form at Bitterne Park School 	<ul style="list-style-type: none"> • Development of 21st Century post-16 facilities; • Completion of modernisation of City College campus • Clarification about future of Taunton's and Itchen Colleges capital investment plans • Establishment of a new school sixth form at Bitterne Park School 		<p>LSC / Colleges / Schools</p>
<p>7.4 Develop appropriate specialist roles and vocational facilities and provision in the City's secondary schools and post-16</p>	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Continue to develop vocational facilities in schools and post-16 providers aligned with their specialist status and delivery of the Diploma lines • Review the extent of vocational 	<ul style="list-style-type: none"> • Review of vocational facilities complete – conclusions / actions to feed through to capital plans and prioritisation 		<p>Schools / post-16 providers</p>

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
providers	facilities across the City including local skills centres at Millbrook, Thornhill and Bitterne Park			

Priority eight: supporting continuous professional development in order to effectively deliver the 14-19 strategy and action plan

To promote the continuous improvement of teaching and learning where best practice is identified and adopted, and where robust systems for monitoring of progress and the evaluation of impact are put in place.

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
8.1 Support to staff and stakeholders in order to raise awareness and understanding of the 14-19 Strategy and the Learner Entitlement	<p>By Sept 2009</p> <ul style="list-style-type: none"> All staff and stakeholders made fully aware of the 14-19 Strategy and Action Plan (refer to priority 1.1) All staff and stakeholders made fully aware of the 14-19 Learning Entitlement and the full range of pathways / courses available to young people Governor briefing sessions held to promote the 14-19 agenda and clarify the key activities that will be taking place across the City Annual 14-19 conference for leaders and managers/deputies 	<ul style="list-style-type: none"> All staff and stakeholders Annual survey undertaken to assess awareness and understanding and to identify any outstanding issues 		LA / 14-19 Manager / 14-19 Consortium
8.2 Preparation and implementation of a 14-19 workforce development plan	<p>By Sept 2010</p> <ul style="list-style-type: none"> Preparation of a workforce development plan underpinned by an analysis / audit of workforce skills mapped against the 14-19 reform 	<ul style="list-style-type: none"> Audit undertaken Workforce development plan in place and operational 		14-19 Operational Group / 14-19 Manager

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	agenda			
8.3 Implementation of leadership and management skills training	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Ensure the Partnership has the requisite leadership and management skills, knowledge and approach to lead the development of the new curriculum and deliver the 14-19 Strategy • Professional development provided for Head Teachers, Principals, Deputy Heads, Vice Principals and Assistant Heads / Heads of Departments 			14-19 Consortium / LA
8.4 Professional development, coaching and mentoring support for staff to support the new curriculum, particular focus on Diplomas, Functional Skills and the Foundation Learning Tier	<p>By Sept 2010</p> <ul style="list-style-type: none"> • Identify and plan for the professional development of managers in relation to Diploma, FLT and Functional Skills development and planning • All Diploma Hub staff involved in delivery have received appropriate training • Undertake a training needs analysis of the Diploma workforce • Actively disseminate DCSF and QCA Diploma publications and 	<ul style="list-style-type: none"> • Professional development programme accessed • Training Needs Analysis completed – results incorporated into the workforce development plan 		14-19 Operational Group / Diploma Groups

Priorities	Planned actions and milestones	Measures of success	Financial and other resource requirements	Lead
	announcements to senior management teams <ul style="list-style-type: none"> • Development of on-line teaching support services for 14-19 • Sharing of best practice • Organisation of INSET days for staff to Coaching and mentoring 			
8.5 Improving teachers understanding of business through professional placements and visits	By Sept 2009 <ul style="list-style-type: none"> • EBP teacher's professional placements – half day and one day visits + reciprocal visits by the employer • Identify staff likely to benefit from Professional Development Placement, Industry Buddy Scheme or other strategies for developing occupational currency 	<ul style="list-style-type: none"> • Number of professional development placements – qualitative feedback • Number of visits to business and industry – qualitative feedback 		EBLO

6 CONCLUSION

- 6.1 This plan sets out our commitment to the city's children, young people and families to consolidate and build upon the improvements we have already made to our services and our priorities for further improvement. The plan is supported by the partnership of local services and agencies that makes up Southampton's Children and Young People's Trust members. This partnership working will ensure we succeed in making Southampton a very good place for children and young people to grow up in and enable them to make a vital contribution to the life and prosperity of the city.
- 6.2 The 14-19 partnership ability to deliver the strategy's ambition lie in the partnership and collaboration which is driving our integrated working and shared focus on the priorities in this plan.

Appendix 1: Targets and performance monitoring arrangements

Within the 14-19 Partnership the main focus for performance management is outcomes for local young people. The measures that the Partnership will use to indicate success are generally based on the national indicator set. This allows us to compare our progress against statistical.

Table 1 in this appendix sets out our current performance against a number of the national indicators, and, where they are set, the targets for future performance.

These indicators are reported on to Southampton City Council's performance management framework, relevant senior managers and the 14-19 Partnership.

Table 1 – Southampton Local Area Agreement statutory and designated targets relating to 14- 19 Partnership

Indicator	Most recent validated performance	Performance relates to	Target 09/10	Target 10/11	Target 11/12
Local Area Agreement Targets – 2008-11					
Achievement of a Level 2 qualification by 19 (NI 79)	65.8%	academic year 2006/07	73%	75.8%	To be set during 2009 LAA Refresh
Change in under 18 conception rate (NI 112)	Rate 49.0/1000 Change in Rate -19%	calendar year 2007	Rate 31.8/1000 Change in Rate -31.8%	To be set during 2009 LAA Refresh	To be set during 2010 LAA Refresh
Young people's participation in positive activities (NI 110)	67%	June 2008	72.9%	78.4%	To be set during 2010 LAA Refresh
Substance misuse by young people (NI 115)	10%	June 2008	8.1%	6.5%	To be set during 2010 LAA Refresh
First time entrants to the Youth Justice System aged 10-17 (NI 111)	2,720 (should be rate per 1,000 10-17 pop)	financial year 2007/08	2,640 (should be rate)	2,540 (should be rate)	To be set during 2010 LAA Refresh
Statutory Local Area Agreements Targets – 2008-11					
Achievement of 5 GCSEs at A*-C, including English and Maths (NI 75)	42.3%	academic year 2007/08	48.4%	51%	To be set in January 2010

Indicator	Most recent validated performance	Performance relates to	Target 09/10	Target 10/11	Target 11/12
Number of schools where less than 30% of pupils achieve 5 GCSEs at A*-C, including English and Maths (NI 78)	5 schools	academic year 2007/08	2 schools	no schools	To be set in January 2010
Secondary school persistent absence rate (NI 87)	10.1%	academic year 2007/08	9.9%	7.9%	To be set in January 2010
Children looked after achieving 5 GCSEs at A*-C, including English and Maths (NI 101)	0%	academic year 2007/08	18%	16%	To be set in January 2010
Statutory Local Area Agreement Targets – 2008-11 – Indicators due for deletion in 2009/10					
Promoting healthier lifestyles for children and young people in schools, colleges and at home					
Increase in the percentage of schools achieving and maintaining Enhanced Healthy Schools status (LS18 and LS19)	69%	Financial year 2008/9 (reported annually in December)	97% With stretch 85% Without stretch	This part of the Local Area Agreement ends after 2009/10 and therefore no further targets have been set.	
Increase in the percentage of 5-16 year olds in school sports partnerships engaged in two hours a week minimum on high quality PE and School sport within and beyond the curriculum (LS17)	83.5%	academic year 2007/08	85%	This part of the Local Area Agreement ends after 2009/10 and therefore no further targets have been set.	
The percentage of schools with travel plans completed (LS24)	100%	financial year 2007/08	100%	This part of the Local Area Agreement ends after 2009/10 and therefore no further targets have been set.	
Raising the attainment levels of children and young people attending schools and colleges within the city.					
Reduction in the difference between the percentage of Southampton pupils achieving 5+ GCSEs at A* to C (including English and Maths) compared with the national average (LS15 and LS16)	8%	academic year 2007/08	6.9% With stretch 7.4% Without stretch	5.9% With stretch 6.4% Without stretch	This part of the Local Area Agreement ends after 2010/11 and therefore no further targets have been set.

Improving key educational outcomes for children and young people from priority neighbourhoods in the city, socially excluded communities and looked after children and addressing the attainment levels of boys.					
Increase in the percentage of young people leaving care aged 16 or over with at least one GCSE at grade A – G or a GNVQ (PAF A2)	63%	financial year 2007/08	62%	62%	No target set
% achieving 5+ GCSE at A* to C or equivalent in the Thornhill Plus You area (LS33)	30%	academic year 2007/08	39%	40%	This part of the Local Area Agreement ends after 2010/11 and therefore no further targets have been set.
Increasing the aspirations and employment prospects of all 16-25 year olds living in the city.					
16-18 year-olds not in employment, education or training (NI 117)	9.4%	Financial year 2008/9 (November 2008 to January 2009)	With stretch 7.6% Without stretch 8.1%	7.1%	Target will be set during 2009 LAA refresh
Increase the percentage of pupils at 16+ in Southampton schools progressing to Further Education and Training (LS23)	82.5%	academic year 2008/09	80%	This part of the Local Area Agreement ends after 2009/10 and therefore no further targets have been set.	
Decrease in the percentage of 16-18 year olds whose destination is not known (Stretch Target Condition) (LS7)	5.4%	November 2008 to January 2009 (DCSF reporting timescales)	5.4%	This part of the Local Area Agreement ends after 2009/10 and therefore no further targets have been set.	
Decrease the percentage of young people supported by the Youth Offending Team who are not in education, employment or training (LS8) (Note: this is a mirror indicator for NI 45)	44%	first three quarters of financial year 2008/09	30% (NI 45 70%)	30% (NI 45 70%)	Not yet set

Appendix 2: Glossary of terms

BSF	Building Schools for the Future
CAP	Common Application Process
CLA	Children looked after
CYPP	Children and Young People's Plan
DCSF	Department for Children Services and Families
CYPT	Children and Young People's Trust
DIUS	Department for Innovation, Universities and Skills
E2E	Entry to employment
EBLO	Education Business Link Organisation
EBP	Education Business Partnership
EMA	Education Maintenance Allowance
FE	Further education
FLT	Foundation learning tier
FSM	Free school meals
GCSE	General Certificate of Secondary Education
HE	Higher education
HWSP	Health & Wellbeing Strategic Plan
IAG	Information, advice and guidance
ICT	Information communication technologies
ILP	Individual learning plan
IYSS	Integrated Youth Support Services
KS2, 3 & 4	Key Stage 2, 3 and 4
LA	Local Authority
LLDD	Learners with Learning Difficulties and / or Disabilities
LRSS	Local Regeneration & Renewal Strategy
LSC	Learning and Skills Council
MIAP	Managing information across partners
MLP	Minimum levels of performance (post-16 measure)
MoU	Memorandum of understanding
NAS	National Apprenticeship Service
NAVMS	National Apprenticeship Vacancy Matching Service
NDPB	Non Departmental Public Body

NEET	Not in education, employment or training
PFI	Private finance initiative
PLTS	Personal, learning and thinking skills
PRU/SSS	Pupil Referral Unit/Short Stay Schools
PSA	Public service agreement
PUSH	Partnership for Urban South Hampshire
R&D	Research and development
SCP	Safe City Plan
SEEDA	South East England Development Agency
SEN	Special education needs
SEP	School Engagement Project
SFC	Strategy for Change (BSF)
SLA	Service level agreement
TPLP	Teenage Parents Learning Programme
WBL	Work-based learning
WRL	Work-related learning
YA	Young Apprenticeship
YPLA	Young People's Learning Agency

Appendix 3: Summary of equality Impact assessment

Equality Impact Assessment Template and Section 17 consideration

(Equality Impact Assessment and impact under Section 17 of the Crime and Disorder Act 1998)

Name of initiative, policy, strategy, service or project:

Southampton 14-19 Learning, Skills and Employment Strategy April 2009 – March 2012

Please summarise the main aims and activities:

The 14-19 strategy ambition, aim and strategic objectives are:

- Create high quality, innovative and stimulating learning environments for the 21st century.
- Ensure equality of access to provision for all 14-19 learners across the city, supported by high quality, impartial information, advice and guidance about all learning opportunities within the context of the individual's career aspirations.
- Specify a Learner Entitlement for all learners.
- Raise achievement levels at Key Stage 4 and post-16.
- Increase the number of young people staying in learning post-16 and participating in higher education.
- Engage employers to be actively involved in 14-19 provision through a range of programmes and activities.
- Provide responsive and flexible learning opportunities that support the needs of the local, regional and national economy.
- Work with partner agencies to support students most at risk of social exclusion to overcome personal barriers to learning.
- Develop clear policies which lead to a reduction in the numbers of young people not engaged in education, employment or training (NEET).
- Ensure the efficient delivery of 14-19 learning in the city by creating, maintaining and further developing, viable, sustainable and successful 14-19 provision in schools, colleges, work-based learning and other providers.
- Promote an increase in the number of young people undertaking an Apprenticeship programme.

Will these aims contribute to the council's legal duty to: (tick all that are relevant)

- Promote equality and equal opportunities?
- Eliminate discrimination and harassment?
- Promote positive attitudes to and relations between different groups?
- Encourage participation and involvement of disadvantaged groups?
- Promote community safety?

Who will be the main beneficiaries of this?

All young people aged 14-19 within Southampton City Council and all 14-19 education and training establishments.

Assessment completed by:

Date:

Denise Edghill
Service Manager – 14-19 Learning and Skills
Young People and Community Support

Section A – Equality Impact Assessment

1. What sources of information were used in this equality impact assessment? (tick all that are relevant)

- National research
- Local research
- Analysis of customer feedback, comments, complaints

- Professional knowledge/previous experience
- Advice from internal or external specialists (including consultation with local groups/voluntary organisations)
- Previous consultation findings

2. In the table below detail the impact (positive and negative) that you have identified the strategy, will have on specific groups or communities

Group or community	Projected positive impact - it could benefit them	Projected negative impact – it could disadvantage them	Details
Gender	✓		<p>Current data shows gender inequalities in participation and progression in 14-19 learning and skills activities, for example under performance of boys at GCSE level and stereotypical choice of curriculum areas for both genders. The strategy and action plan seeks to address these inequalities.</p> <p>The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.</p>
Race	✓		<p>Current data shows inequalities in participation and progression by certain minority ethnic groups in 14-19 learning and skills activities. The strategy and action plan seeks to address these inequalities.</p> <p>The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.</p>
Disability	✓		<p>The strategy integrates provision for those with learning difficulties and or disabilities and includes actions to provide inclusive learning and skills. The Local Authority will be charged</p>

Group or community	Projected positive impact - it could benefit them	Projected negative impact – it could disadvantage them	Details
			<p>with commissioning education and training provision for young people 16 plus with learning difficulty or disabilities, wider health and social care , whilst taking account of their needs.</p> <p>The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.</p>
Sexual orientation	✓		<p>The strategy seeks to prepare all young people for life and work.</p> <p>The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups</p>
Age	✓	✓	<p>The raising of the participation age to 17 in 2013 and 18 in 2015 will increase the length of time young people will have access to learning and skills opportunities.</p> <p>The mere fact that the strategy is aimed at those aged 14-19 may have a negative effect on the strategic development of services for younger or older people. The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.</p> <p>Moreover, consultation has included wider age ranges eg the primary sector, Higher Education, employers.</p>
Religion and Belief	✓		<p>The strategy seeks to prepare all young people for life and work.</p> <p>The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups</p>

Group or community	Projected positive impact - it could benefit them	Projected negative impact – it could disadvantage them	Details
Financial Exclusion	✓		Implementation of the Strategy will increase young people’s awareness of available financial support and incentives such as the Education Maintenance Allowances, Learner Support and Care to Learn.
Other	✓		Raising aspirations through local case studies of young people who have progressed in education, training and employment in Southampton, celebrating diversity and challenging stereotypes.

3. What action will be taken to ensure that any possible negative impact will be removed or minimised?

The mere fact that the strategy is aimed at those aged 14-19 may have a negative effect on the strategic development of services for younger or older people. The strategy cross refers to other key plans under the remit of Southampton Partnership to provide integrated support for all groups.

Moreover, consultation has included wider age ranges e.g. the primary sector, Higher Education, employers.

4. Is there any evidence that any part of the proposed strategy, could directly or indirectly discriminate? On the grounds of:

- Gender
- Race

- Age
- Religion and Belief

- Disability
- Sexual Orientation

- Financial exclusion
- Other

Summarise the details, including action you will take to remove this:

Some specified activities are targeted at certain groups of people who may be under achieving. However, such targeted support will with the requirement of Equalities legislation.

5. Detail any additional information you need to assess the equality impact of the strategy:

None

6. Detail any other research and consultation you intend to undertake with specific groups regarding this initiative, policy, strategy, service or project:

Consultation with young people, parents, employers, external agencies, voluntary and community sector, Council Directorates and elected members, and learning and skills providers on 14-19 learning and developments. Increase young people's representation on appropriate fora/partnerships. Consult with young people on new developments e.g. Common Application Process, the refresh of the Area Prospectus and the delivery and planning of Diploma lines.

7. Any recommended changes or action that will be taken as a result of this equality impact assessment?

Impact assessment of individual activities as they are taken forward.

8. How will you monitor, evaluate and review this action to check its implementation?

Data analysis of participation, retention and achievement of particular groups or communities for instance; analysing data for gender, race, disability, age and social factors across the Diploma lines, Young apprenticeship and Key Stage 4 School Engagement programme. This activity will support the achievement of the city’s Strategic objective 4: increasing participation, retention and achievement.

Section B – Section 17 consideration

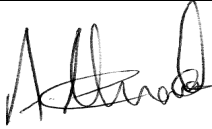
9. In the table below detail the impact (positive and negative) that you have identified the strategy, will have on community safety

Projected positive impact - it could reduce crime and disorder	Projected negative impact – it could increase crime and disorder	Details
Raising aspirations, achievement and progression of young people and preparing them for work will reduce crime and		Reduction of crime and disorder. Having a job reduces re-offending by 50%. 70% of offenders have qualifications below level 2- this strategy aims to increase attainment level.

Projected positive impact - it could reduce crime and disorder	Projected negative impact – it could increase crime and disorder	Details
<p>disorder.</p> <p>Targeted interventions for vulnerable young people</p> <p>Positive activities will improve community cohesion.</p>		<p>Certain groups of young people are more likely to offend. Targeted interventions to increase attainment and achievement will have a positive impact.</p> <p>Increased community cohesion and respect will have a wider community safety effect.</p>

10. What action will be taken to ensure that any possible negative impact will be removed or minimised?

There are no negative impacts.

Approval of Head of Division: Young People and Community Support	
Name: Alison Alexander	Date: 24 April 2009
Signature: 	
Proposed Review Date: 23 October 2009	

Appendix 4: Cross cutting links

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
Health and Wellbeing - healthy start in life	Every Child and young person will be given the opportunity to have the healthiest possible start in life and be supported to make healthy lifestyle choices		Ensuring that all Southampton's Children enjoy the healthiest possible start to life by taking action to prevent dental ill health				1.b A place which promotes health and wellbeing and continuously improves the quality of life of all its people
Health and Wellbeing - healthy start in life	We will support and empower parents to give children and young people the best start in life		Ensuring that all Southampton's Children enjoy the healthiest possible start to life by taking action to prevent dental ill health				1.b A place which promotes health and wellbeing and continuously improves the quality of life of all its people

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
Community Safety - children and young people	More of our children and young people will be kept safe from abuse, domestic violence, bullying and harassment	Safety of children and young people					1.a A culturally diverse city free from discrimination which provides opportunities for everyone to contribute to the life of the city and its region
Community Safety - children and young people	We will improve outcomes for key groups of young people, especially children in care and care leavers, and children and young people with complex needs and disabilities	Safety of children and young people					1.a A culturally diverse city free from discrimination which provides opportunities for everyone to contribute to the life of the city and its region
Enjoy and achieve	Many more of our children and young			To provide access to the full	Increasing educational attainment,		2c A city with excellent education from the

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
	people will enjoy, engage with and achieve well at school			range of learning opportunities that meet and challenge the needs, demands and aspirations of young people, their parents and carers and the needs of local employers in the City, and to ensure the effective delivery of the Learning Entitlement	skills, qualifications and employment progression		earliest years through to schools and colleges, which encourages people to value learning throughout their lives

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
Enjoy and achieve				Co-ordinate investment to provide stimulating and challenging, learning environments.			
Enjoy and achieve				Provide impartial, high quality advice and guidance to help learners make their decisions.			
Positive contributions of children and young people	Many more of our children and young people will engage in positive activities and far fewer of them will be involved in	Safety of children and young people		To continue to increase participation, retention and achievement across the 14-19 phase with targeted support for			

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
	crime and anti-social behaviour			those young people who are at most risk of becoming disengaged and / or not achieving their full potential.			
Economic wellbeing	More of our young people will successfully achieve the right skills and qualifications for their economic independence		Ensuring better health for all and narrowing the health inequalities gap (<i>reducing worklessness via the Employment Zone and promoting health at work</i>)	Plan provision to meet the needs of employers and young people	Reducing worklessness and improving employability (<i>increasing the employment rate in the city</i>)	Improving economic inclusion and reducing worklessness	3b A place which develops and attracts successful, creative and innovative businesses particularly in knowledge based service industries as well as a thriving health and care sector
Economic wellbeing	To significantly reduce the			To develop a consistent and shared	Reducing worklessness and improving	Improving economic inclusion and	

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
	number of children and young people living in poverty			approach to employer engagement and work-related learning across Southampton and ensure that young people can succeed in the workplace.	employability (<i>reducing the proportion of residents on working age benefits, employment rate in the city</i>)	reducing worklessness	
Service and partnership development	The Southampton Children and Young People's Trust will develop and adopt new ways of leading, managing and organising services to			To manage the planning and commissioning of 14-19 learning and skills provision in Southampton in collaboration with the 14-			1c A place with partnership at its core where local people are listened to, involved and informed

Improvement Priority Focus	Children and Young People's Plan	Safe City Plan	Health and Wellbeing Strategic Plan	14-19 Strategy	Economic Development Action Plan	Local Regeneration and Renewal Strategy	Related Key City of Southampton Strategy Objectives
	support the delivery of this plan, with the full participation of children, young people, parents and carers			19 Partnership.			