



14-19 Education Plan 2008 – 2013

Refreshed May 09

Better Choices – Better Chances



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1 Introduction

The 14-19 Education Plan is of fundamental importance to the delivery of education in Thurrock. It is a key driver for local collaboration, setting out how local partners and providers are working together to deliver the 14-19 entitlements. It provides a means by which partners can monitor their progress against targets for improvement. It will be a tool to communicate about education opportunities in Thurrock and to celebrate success.

The Government's 14-19 reform programme presents a significant challenge to all agencies, institutions and organisations in Thurrock to develop

A system of 14-19 education matching the best anywhere; a system where all young people have opportunities to learn in ways which motivate and engage them and through hard work to qualify themselves for success in life.

(DfES, 2006, 14-19 Education and Skills, Implementation Plan)

The reform programme has three key elements:

- **Raising attainment now** - getting young people on a learning programme that meets their needs, and helping them to achieve their potential
- **Designing new curriculum and qualifications** - reforming 14-19 learning programmes so that what young people learn, better prepares them for life and work. This will enable them to participate in, and benefit from, local economic activity. The Regional Economic Strategy and the skills needs in Thurrock of individuals and employers are important in this.
- **Delivering on the ground** - creating local arrangements and infrastructure, which are fit for purpose and capable of delivering the integrated 14-19 educational entitlement, which means all information, support, delivery and infrastructure services for young people.

Such an integrated 14-19 educational entitlement will be delivered by Thurrock's institutions and organisations working in partnership. The job of government and regional and local statutory agencies is to support local partnerships and consortia. All young people should be able to access relevant, high quality, personalised provision, with the appropriate levels of guidance and support, so that the five outcomes of the *Every Child Matters* framework become a reality for all. Across the East of England joint working is being undertaken by Directors of Children's Services, the LSC, Government Office and EEDA to plan and implement the transition of responsibility and funding for 16-19 provision in April 2010. Thurrock is part of a Sub-Regional Group comprising Essex, Southend and Thurrock, which is working to provide a quality offer of provision that meets the needs of local young people.

Thurrock's Director of Children, Education and Families has an explicit statutory responsibility for 14-19 education within the Children's Trust arrangements. As a children's services authority, Thurrock Council is charged with having a Children and Young People's Strategic Plan (CYPP), which must have a strong 14-19 education component, or be supported by a complementary 14-19 Education Plan. The CYPP should be integrated with the over-arching Local Area Agreement (LAA). It should set out how the financial and other contributions from partners are locally integrated under their duty to co-operate under the Children Act 2004.

The 14-19 Education Plan is produced under the aegis of the Thurrock Children's Trust. It will be used to achieve agreement about the local vision for 14-19. It will inform the SRG plans for the 14-19 transition planning for the transfer of commissioning to the LA on April 1st 2010. It will shape strategic commissioning by the local authority and Learning and Skills Council (LSC) through the Children's Trust. The Plan will review the curriculum offer. It used to highlight where new provision is needed, areas of over-supply, and gaps in provision. Commissioning bodies will respond to the Plan to ensure that sufficient and appropriate high quality provision is in place to meet the educational entitlement for every 14-19 year old in Thurrock.

The Plan will focus on qualification reform. It will include the phased introduction of Diplomas, the availability of the International Baccalaureate, the development of the Apprenticeship Pathway and the Foundation Learning Tier in readiness for the raising of the compulsory participation age and the full 2013 entitlement. The 14 -19 Education Plan will set out local policies for coordinated and collaborative curriculum planning and delivery; for the provision of impartial information advice and guidance; for the reduction of the numbers of young people not engaged in education, employment or training; for the delivery of the entitlement to young people with Special Education Needs or Learners with Learning Difficulties and Disabilities; for the engagement of young people in the care of the local authority; for quality assurance and quality improvement; for access and transport; for employer engagement; and for integrated capital and infrastructure development.

The Plan will:

- Put the young person at its heart
- Identify where specialist provision is not available in Thurrock, and identify arrangements to support access to provision across local authority boundaries
- Be influenced by the outcomes of the Joint Area Review in January 2007
- Enable young people to influence the Plan and be clear what outcomes they can expect
- Be used to hold partners accountable for action
- Use the levers to make accountability work, including Progress Checks, Annual Performance Assessments and the National Indicator Set
- Take account of local developments, Academies and other policies
- Celebrate success – show for example improvements in work to reduce NEET
- Involve other departments in the Local Authority such as transport, finance and IT
- Provide timelines and resource implications

2. Background to the 14-19 Education Plan

The 14-19 Education Plan is based on the following education and training performance information for the Thurrock area:

2.1 Geographical and social context and the nature of the institutions

Thurrock is a small unitary authority. The population is comprised of long standing local families, a fair proportion of which rely on relatively low incomes within small enterprises and an ethnically diverse proportion of more recent incomers resulting substantially from the spread of greater London.

In Thurrock small businesses, the public sector, the large retail outlets at Lakeside, logistics and communications have been a major source of employment in the past.

Thurrock continues to have relatively low levels of unemployment. However, over the past year the unemployment rate in Thurrock has increased in line with a national increase in unemployment. Unemployment rates remain higher among the younger age groups in Thurrock. Long-term unemployment rates, particularly over 12 months are lower than national and regional averages.

Job Seeker Allowance (JSA) data for April 2009 shows that the proportion of claimants in the 18 - 24 age range is slightly higher in Thurrock than in the East of England or nationally. With 31.2% in Thurrock, 28.6% in the Eastern region and 29.5% in England

The proportion of under 25 males and females is slightly lower than seen nationally 67% males in Thurrock compared to 70% males nationally. The proportion of under 19 males and females is slightly lower than nationally 61% males in Thurrock 64% males nationally

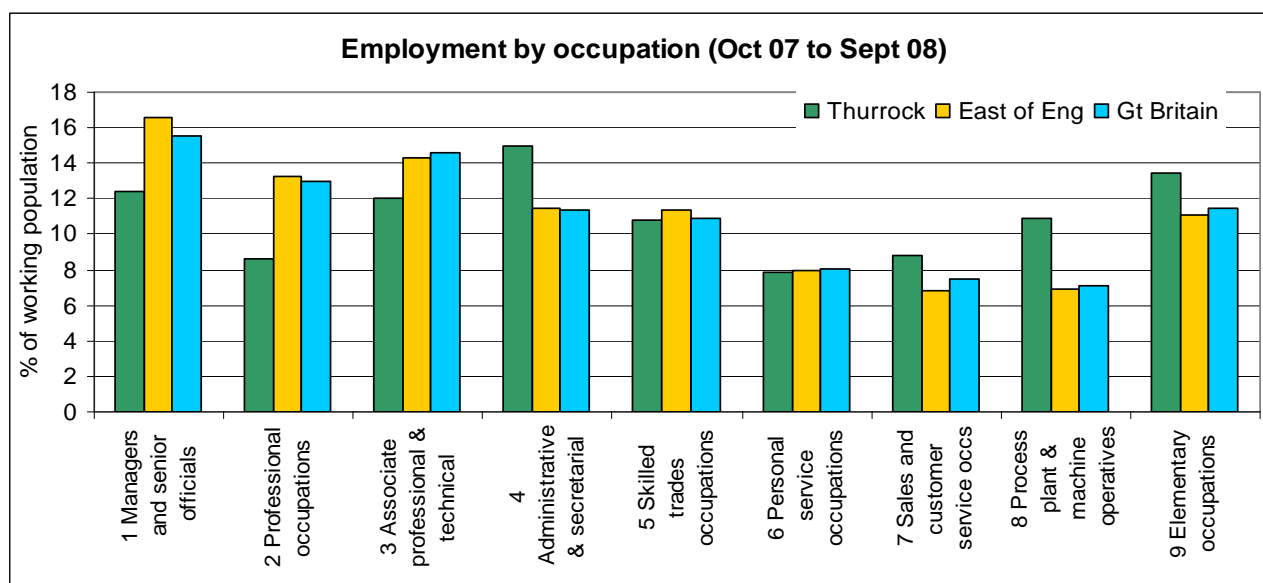
Unemployment continues to be concentrated in the areas of high deprivation including Grays Riverside, Belhus, West Thurrock and South Stifford and Tilbury Riverside and Thurrock Park and Tilbury St Chads.

The figures below are for 19 and under claiming JSA in April for the past 3 years. Figures are rounded to the nearest 5.

Area	Apr-07	Apr-08	Apr-09	Total JSA claimants Apr 09	Working age pop estimate	% change on Apr 08
Aveley and Uplands	20	15	40	250	5000	167%
Belhus	30	25	50	395	5300	100%
Chadwell St Mary	35	10	35	305	5300	250%
Chafford and North Stifford	5	0	10	135	5200	
Corringham and Fobbing	0	0	15	105	3300	
East Tilbury	10	10	15	155	4300	50%
Grays Riverside	20	25	40	385	6900	60%
Grays Thurrock	25	20	30	270	5600	50%
Little Thurrock Blackshots	10	5	20	140	3500	300%
Little Thurrock Rectory	10	5	10	110	3800	100%
Ockendon	25	20	35	280	5700	75%
Orsett	5	5	10	75	3500	100%
South Chafford	0	0	10	140	5000	
Stanford East and Corr Town	15	15	20	205	4900	33%
Stanford-le-Hope West	10	15	20	135	4200	33%
Stifford Clays	10	5	20	135	3600	300%
The Homesteads	10	5	20	145	5900	300%
Tilbury Riverside & Thurrock Park	25	15	30	290	3800	100%
Tilbury St Chads	30	25	50	290	3600	100%
West Thurrock and South Stifford	30	25	35	355	5600	40%
Great Britain	107,735	93,985	154,010			64%
East	8,315	6,925	12,550			81%
Thurrock	325	250	520	4,300	93700	108%

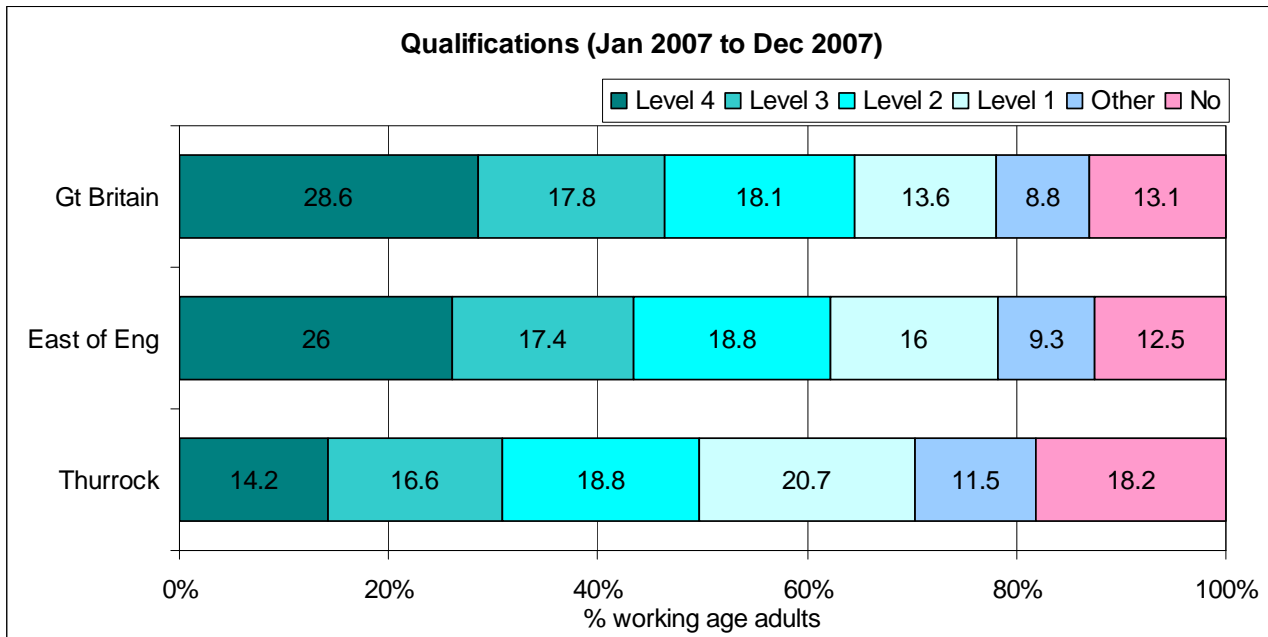
During the next decade significant regeneration will mean that the Thurrock area will have more housing, jobs and public infrastructure to meet the needs of a diversifying population. The development of 14-19 education and training, both curriculum and facilities, will require that improvements are aligned to enable young people to benefit from the new opportunities.

The annual population survey, published in January 2009, shows far fewer people employed in areas 1, 2 and 3 in Thurrock compared to the national and East of England averages. As can be seen from the chart below, more people are employed in areas 4, 7, 8 and 9 as administrative and secretarial staff or in elementary occupations.



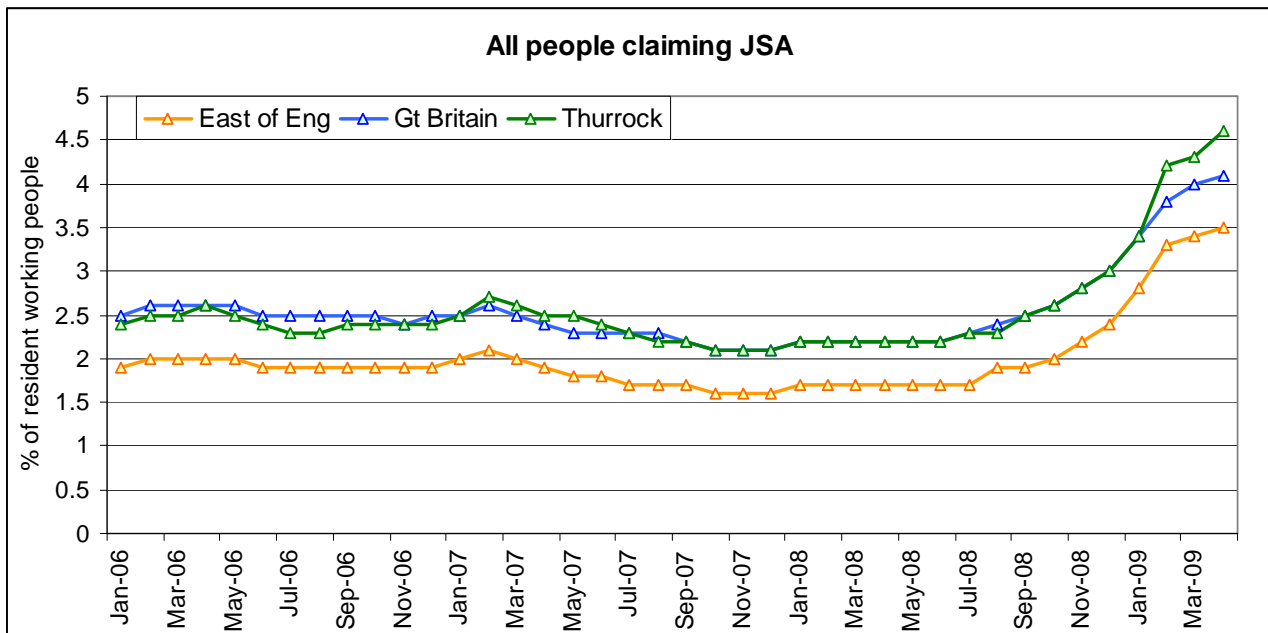
Source: NOMIS January 2009

The percentage of Thurrock residents who hold a level 4 qualification is extremely low, only half the National average. A greater percentage of Thurrock residents have no qualifications than the National or the East of England average.

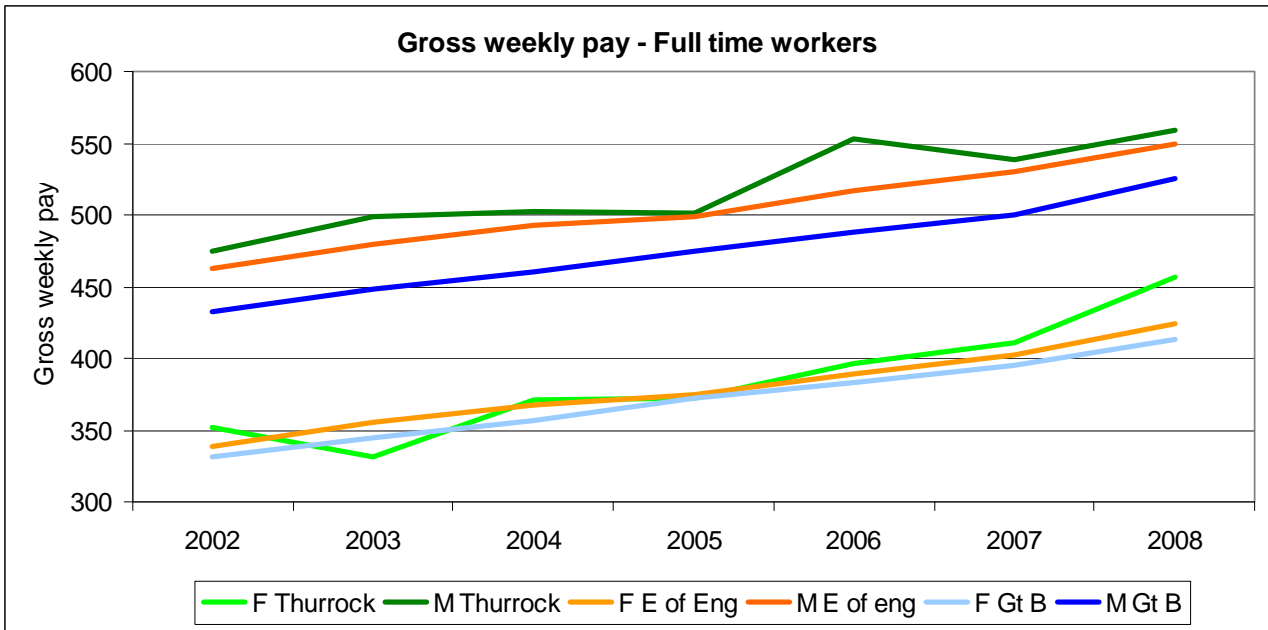


Source: ONS Annual Population Survey 2008

Historically the percentage of the resident working population who are claiming Job Seekers Allowance (JSA) was above the average seen in East of England but in line with the National average. Recent months have seen a large increase in JSA claimants. But Thurrock has risen at a faster rate and is now above the National average.

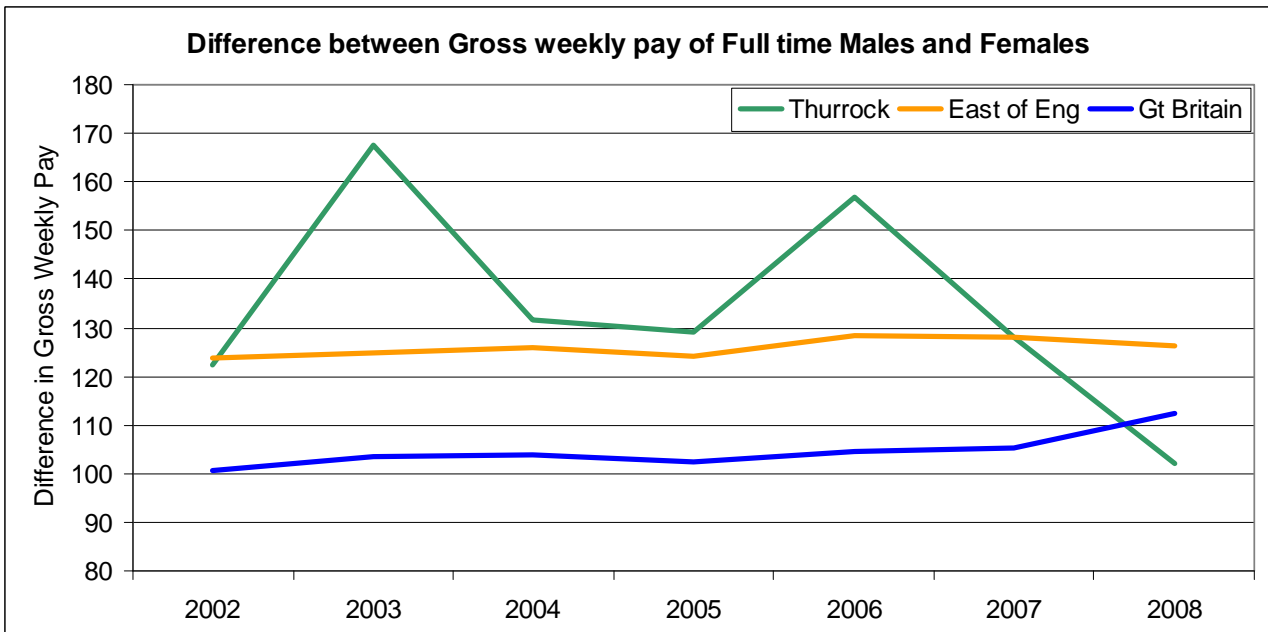


Source: ONS claimant count with rates and proportions



Source ONS annual survey of hours and earnings - resident analysis

Whilst historically there has been a larger gap between the earnings of males and females in Thurrock this is no longer true. A large increase in female earnings has closed the gap.

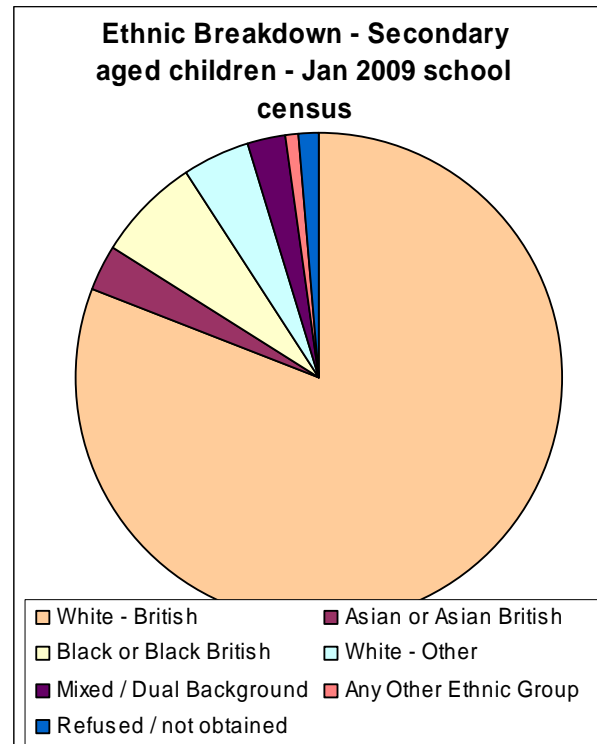
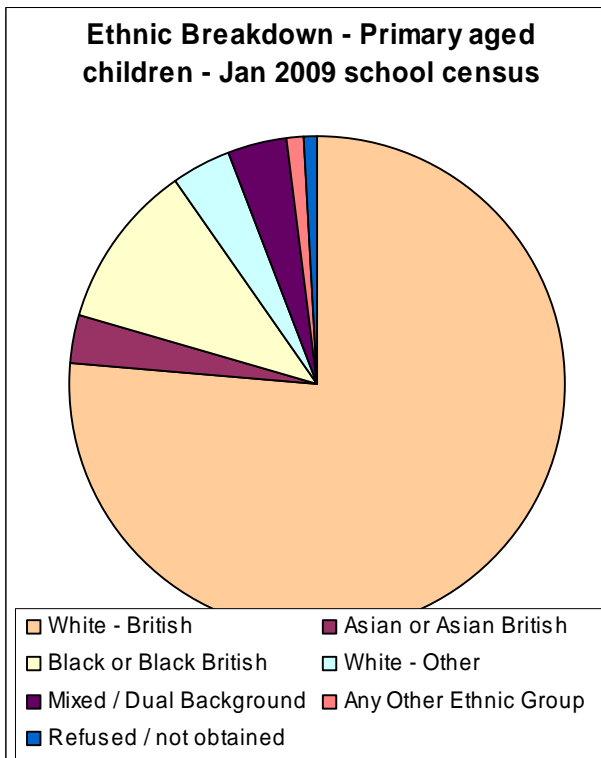


Source ONS annual survey of hours and earnings - resident analysis

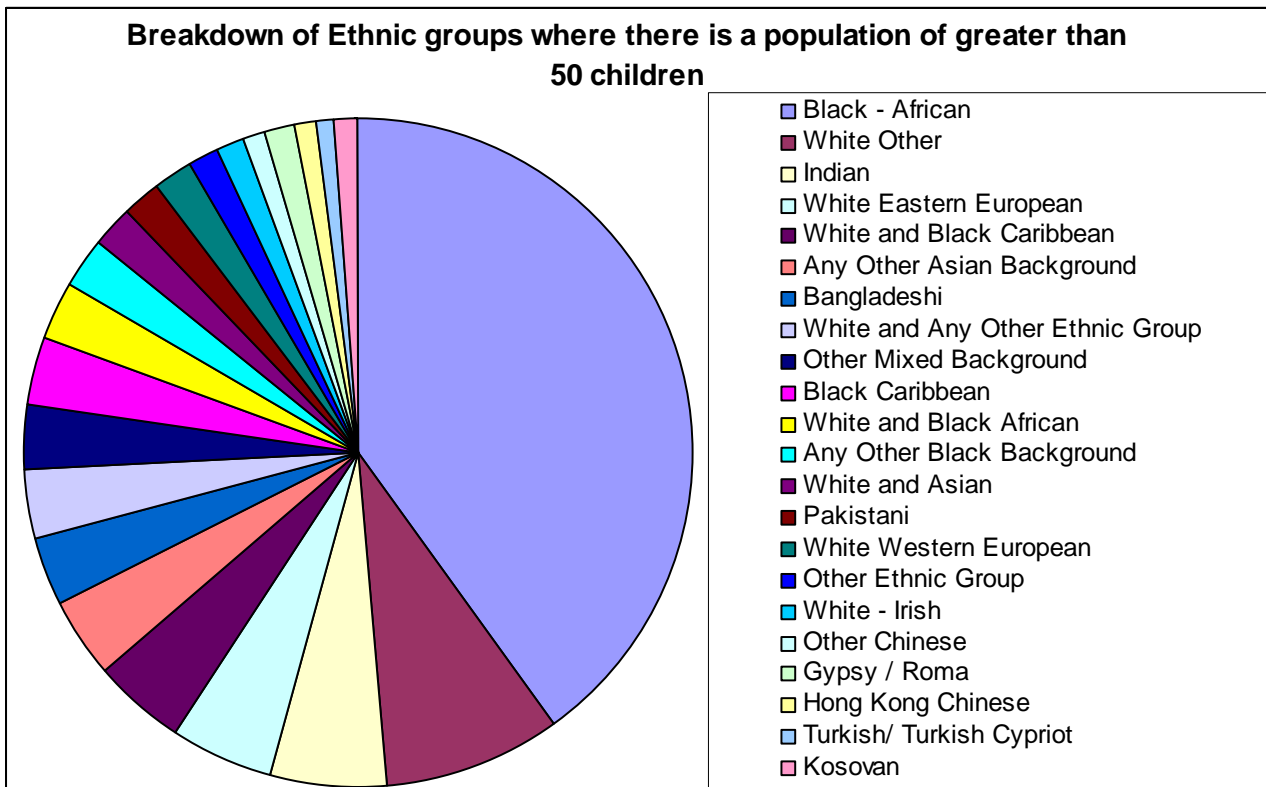
2.2 Projected population statistics

The 2001 census showed Thurrock to have a low proportion of people from Black and Minority Ethnic (BME) groups; whilst accurate data for the entire population is not available or accurate, up to date information on school age population shows that there has been a large rise in the proportion of children from BME groups.

Nearly 25% of Primary aged children and 20% of secondary aged children are now from BME groups.



The largest minority group amongst school-aged children is Black African; nearly 2000 Thurrock children report an ethnicity of Black African. The next largest group is those who's Ethnicity is classified as White – Other (430) followed by Indian (270)



Source – School census January 2009

2.3 The pattern of 14-19 provision within the Thurrock travel to learn area

School - Sixth Form – FE College	Specialist or other Status	Other Features
Beacon Hill School	Sensory and Physical	Pilot school for Foundation Learning Tier
Belhus Chase / Ormiston Park Academy	Humanities	Academy Status from September 2009
Chafford Hundred Campus	Business and Enterprise	Speech and Language Unit, Training School High Performing Specialist School (HPSS)
Gable Hall School	Performing Arts and Applied Learning	High Performing Specialist School (HPSS) with Sixth Form Provision from Sept 09: Stanford & Corringham Sixth Form established Sept 09
Gateway Academy	Engineering and Performing Arts	Sixth Form Provision from Sept 09
Grays Convent School	Languages	
Hassenbrook School	Technology	Partner in Stanford & Corringham Sixth Form
St Clere's School	Languages	Hearing and Visually impaired resource base – partner in Stanford & Corringham Sixth Form
The Grays School	Media Arts	Engagement Programme base
The Ockendon School	Maths and Computing	
Treetops School	Cognition and Learning	
William Edwards School	Sports	Training School
Thurrock and Basildon College	General FE College	CoVE for Logistics and Transport. Joint CoVE in Electronic & Electrical Engineering
Palmer's College	Independent Sixth Form College	Quality Improvement Agency (QIA) Beacon Status. International Baccalaureate World School

The table below shows the position with regards to the proposed delivery of Diplomas as at March 2008.

	Diploma	Delivery		Diploma	Delivery
Phase One	IT	Sept 09	Phase Two	Hair and Beauty	Sept 10
	Creative and Media	Sept 09		Hospitality	Sept 10
	Construction and Built Environment	Sept 09		Land-based and Environmental	Sept 10
	Engineering	Sept 10		Manufacturing	Sept 11
	Society, Health and Development	Sept 09		Business, Administration and Finance	Sept 09
Phase Three	Public Services	Sept 11	Phase Four	Science	Sept 12
	Sport and Leisure	Sept 10		Humanities	Sept 11/12
	Retail	Sept 11		Languages	Sept 11/12
	Travel and Tourism	Sept 11		Extended Diplomas	Sept 11/12

2.4 Performance at 16 (Key Stage 4)

	Level 2 (5+ A*-C) inc E&M	Level 2 (5+ A*-C)	Level 1 (5+ A*-G)	Level 1 (5+ A*-G) inc E&M	Any Passes	APS	CVA KS2- KS4
Thurrock Average	42.60%	67.40%	91.10%	89.90%	98.00%	409	1008.7
England Average	48.30%	64.50%	92.50%	91.00%	98.30%	393	
Difference to National	-5.70%	2.90%	-1.40%	-1.10%	-0.30%	16	
Rank - All LAs (150)	111	39	113	101	104	27	
Rank Statistical Neigh (11)	10	2	10	9	11	3	

Level 2

5+ A* to C

In Thurrock in 2008 67.4% of learners left key stage 4 with level 2 (5 or more GCSE or equivalent grades A* to C). This was above the national average of 64.5%.

Both girls and boys obtained above the National averages for their gender with 71.2% of girls and 63.6% of boys achieving 5+A*-C.

Thurrock's performance was in the 2nd quartile

5+ A* to C including English and Maths

For 5+ A* to C including English and Mathematics, Thurrock pupils achieved 42.6%, which is 5.7% below the average for England.

In this indicator Thurrock just falls into the bottom quartile

Boys were 6.9% behind the national average at 37.5% whilst girls were 4.7% behind at 47.7%

Level 1

5+ A* to G

In 2008, 91.1% of Thurrock pupils leaving Key Stage 4 achieved Level 1. This was 1.4% below the national average for England.

5+ A* to G including English and Maths

In Thurrock 89.9% of pupils left Key Stage 4 in 2008 with both English and maths and at least three other passes above grade G. This was 1.1% behind the national average

Contextual Value Added (CVA) Progress

This quantifies the progress made by pupils between key stages. Contextual factors are taken into account at individual pupil level. Adjustments are based on the average performance of other pupils with the same prior attainment and same contextual factors.

Contextual VA KS2 to KS4

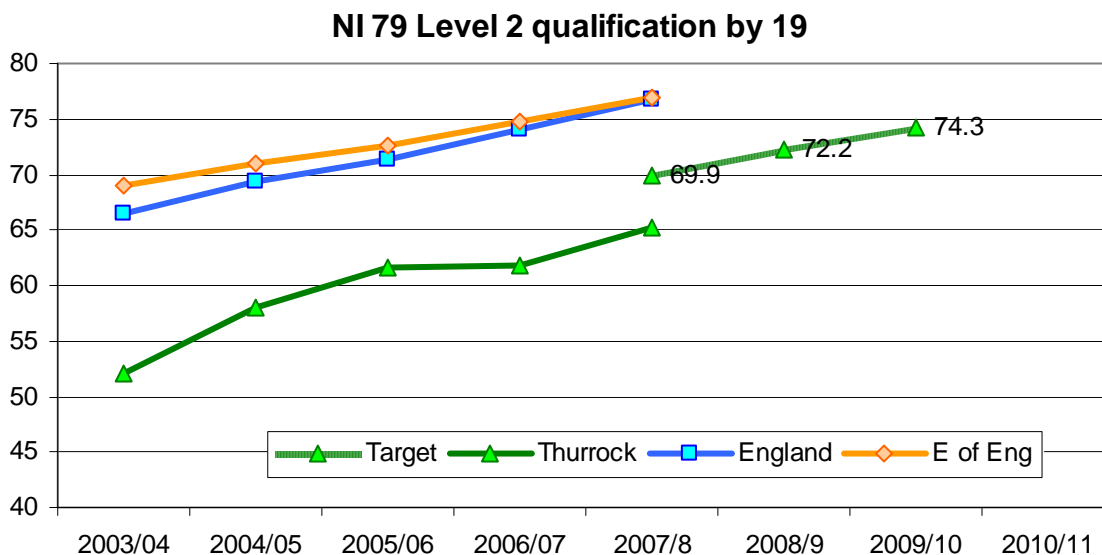
2005	2006	2007	2008
991.6	1007.8	1006.6	1008.7

Source – DCSF KS4 performance tables 2008

2.5 Performance post 16

Level 2 Qualifications by 19 (NI 79)

Thurrock's performance rose by 3.3% in 2007/8. This was above the average national rise of 2.7%. Despite this Thurrock's performance remained in the 4th quartile ranking 136/150. Thurrock failed to reach the target by 4.8% and, if Thurrock is to reach the next target an improvement of 7% will be needed.

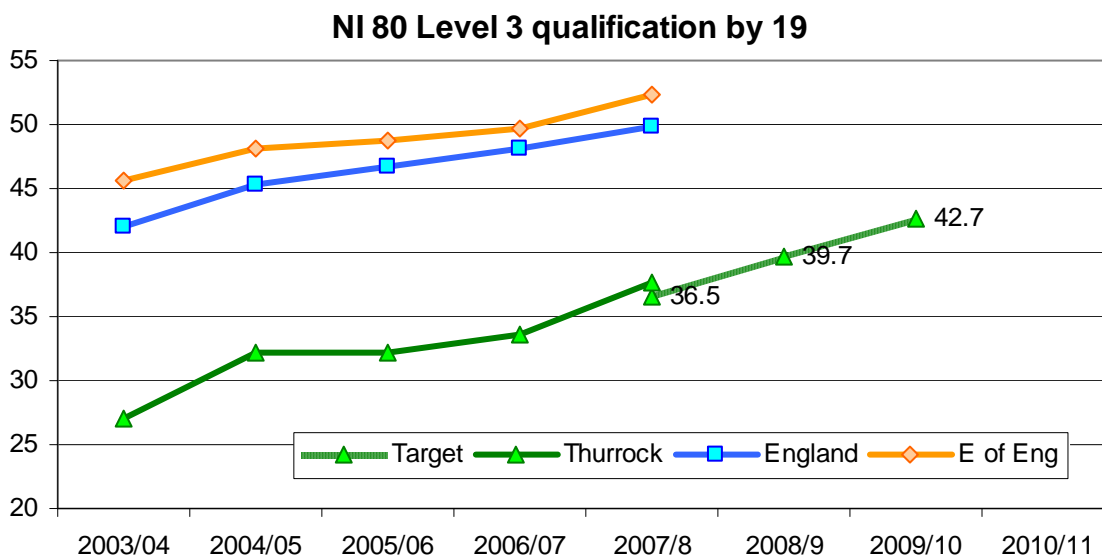


Source – <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>

Level 3 Qualification by 19 (NI 80)

Thurrock saw an increase of 4% in 2007/8. This was above the national average increase of 1.7%. Despite this Thurrock remains in the 4th quartile, with the Rank improving slightly to 132/150.

The target set in the LAA was exceeded by 1.1% and the trajectory is to reach future targets.

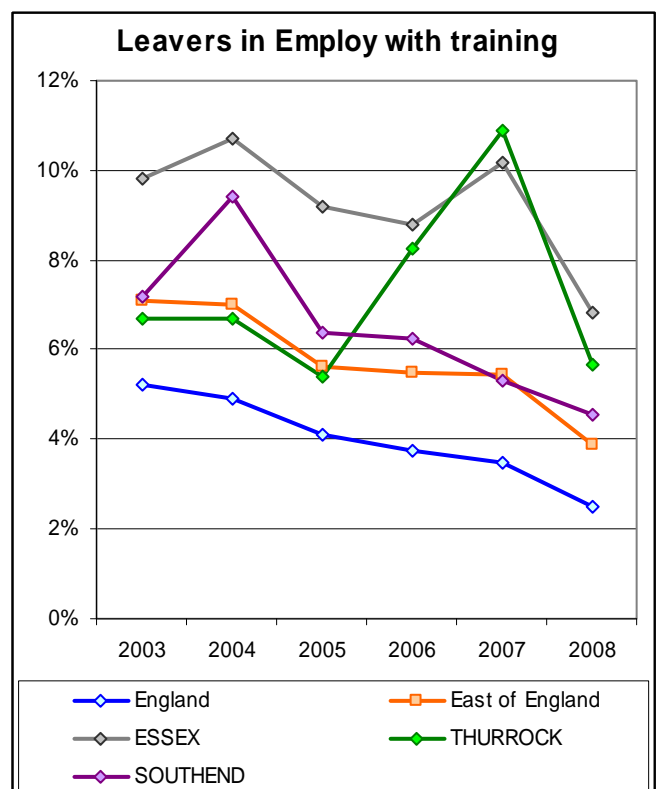
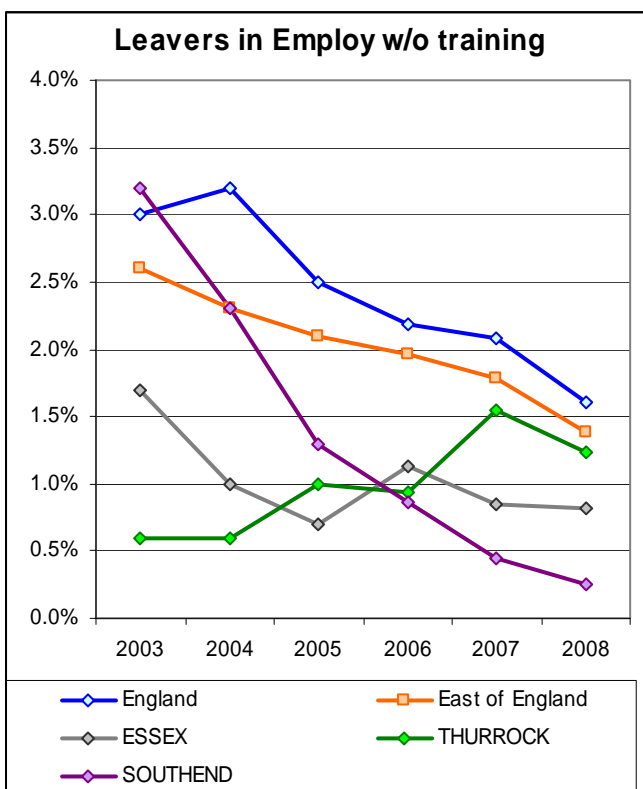
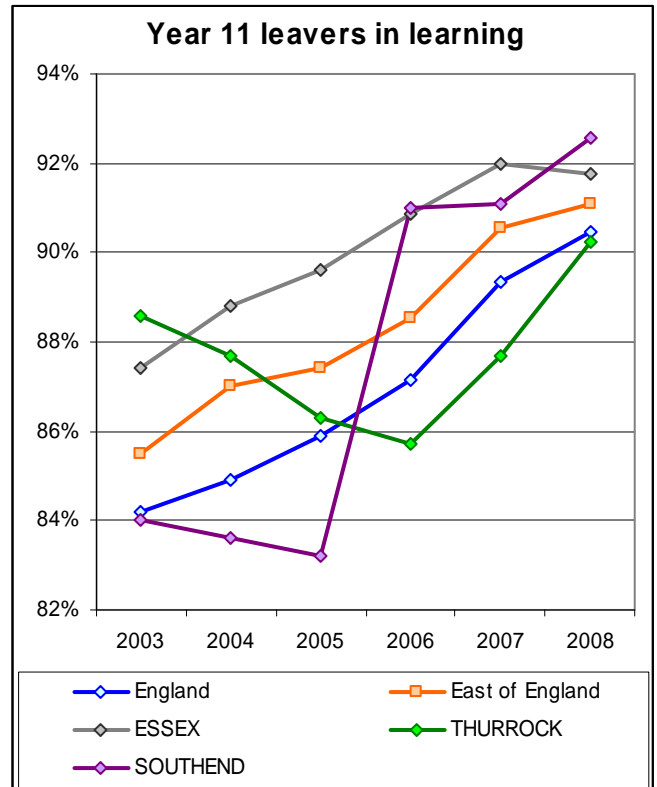
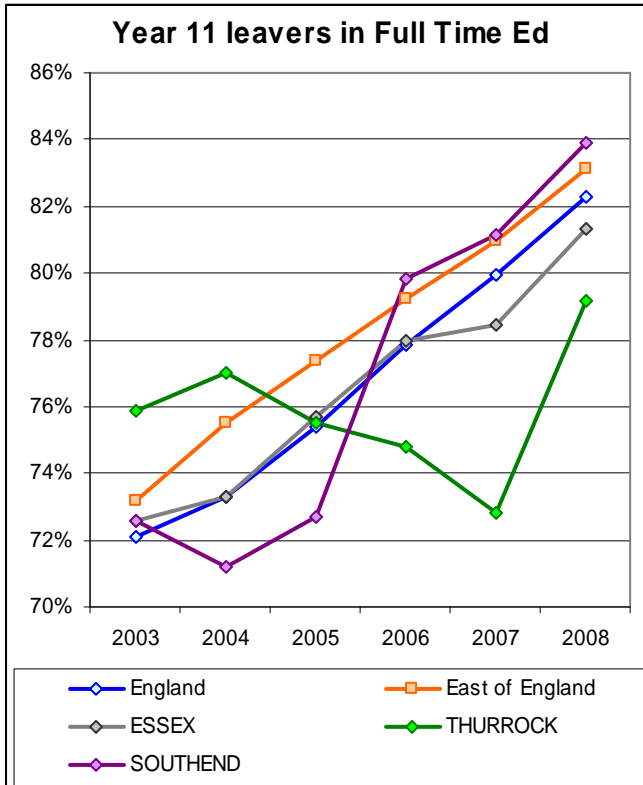


Source – <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>

2.6 Destinations of young people over 16

A large proportion of the 2008 year group remained in learning post 16. Very few young people progressed to work-based training (non-employed), 6% choose to move straight to employment with structured training only 1% moved into jobs without structured training. These proportions have remained broadly the same in the previous two years.

There was an increase in completion rates from 2007 to 2008.



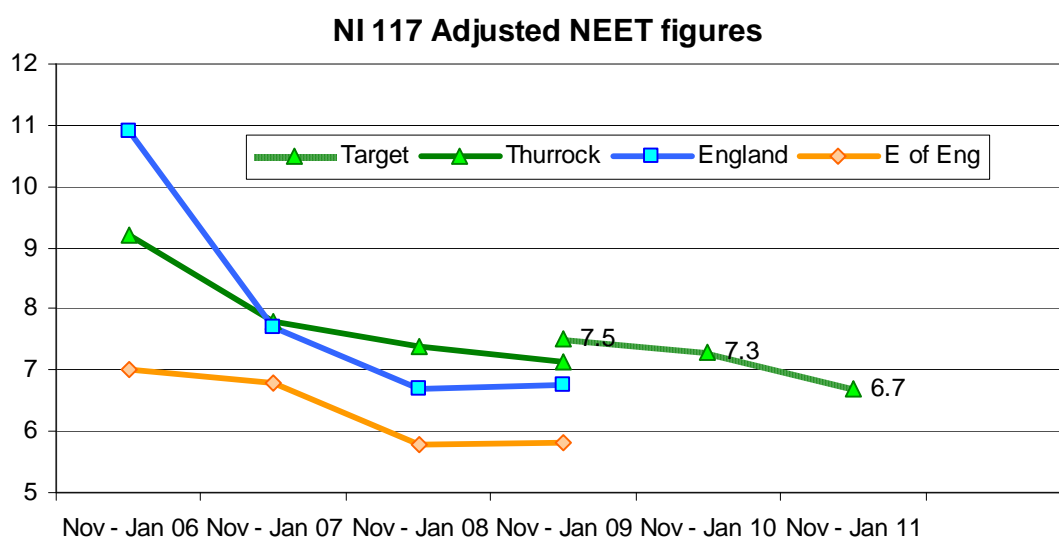
The profile of 16-18 NEET varies over the year and is different from one district to another. However there are common factors, which impact on the percentage NEET i.e.

- The numbers of young people who have an unknown destination are seasonally high in autumn pending receipt of enrolment information from schools & colleges
- Leavers from temporary employment – particularly following the Christmas period
- Post 16 education leavers and the level and type of learning provision available
- Local employment opportunities

Adjusted NEET Figures (NI 117)

In the period Nov 2008 to Jan 2009 Thurrock once again saw a reduction in adjusted NEETS (0.3%) Nationally the NEETS rose slightly (0.1%). This closed the gap between Thurrock and National.

Thurrock remained in 3rd quartile and exceeded the target by 0.4%. If performance continues to improve the future LAA targets are likely to be met.



Source – NCISS

TellUs3 Survey Data

What do you hope to do when you leave school? (YEAR 8 & 10 ONLY)

	LA	Nat
Get a job at 16	16	13
Study then get a job at 18	26	19
Study to go to university	45	54
Something else	5	6
Don't know yet	9	9

What do you think of the information and help you get to plan your future? For example help from a teacher or careers adviser to choose subject options and think about jobs and careers. (YEAR 8 & 10 ONLY)

	LA	Nat
It's good enough	29	28
Need a little more	46	42
Need a lot more	20	20
Don't know what there is	5	10

Source – TellUS3 (2008)

2.7 Post 16 Education and Training

A comprehensive framework of 14– 19 learning opportunities that provides a seamless progression route from foundation programmes through to higher education is key to achieving the aspirations of learners, employers and all strategic partners.

The corporations of both Thurrock & Basildon College and South East Essex College of Arts and Technology have proposed to merger. The corporations agreed an initial out-line proposal which was received by the Learning and Skills Council.

Public consultation on the initial proposal ran for a period of six weeks from 20th April 2009 to 29th May 2009.

Following consideration of the responses to the consultation and due diligence it is intended that a full proposal will be developed and agreed by both corporations. The agreed full proposal will be put forward to the LSC Regional Council for support. If the full proposal is supported by the Regional Council, it will be forwarded to the Secretary of State for final determination. The proposed implementation date is the 1st Jan 2010.

The Corporation of South East Essex College is also separately proposing to the Secretary of State that the name of the college be changed to reflect the changed nature of the institution.

The Thurrock Learning Campus in Grays Town Centre will engage 3,000 learners in daytime learning. Additional learning outside daytime hours will engage the needs of the local community and improve the flexibility of learning programmes to increase the up-skilling of the local workforce. The interim Thurrock Learning Campus opened in January 2009 offering new opportunities to learners in Thurrock.

Capital proposals for Thurrock Post 16 include:

- Thurrock Learning Campus
- Palmer's Sixth Form College
- Stanford & Corringham Sixth Form Centre (SCSC)
- Gateway Academy Sixth Form

Other developments include National Skills Academies in Creative & Cultural Skills and Logistics. The Learning and Skills Council (LSC) and partners are working with the Arts Council to develop a National Skills Academy in cultural skills within Thurrock. This development complements the Further Education (FE) competition-winning bid to develop FE provision in this subject area. This links to the Royal Opera House developments in Thurrock and cultural initiatives further along the Thames Gateway South Essex corridor in Southend.

Local employers, Thurrock Council, Thurrock Thames Gateway Development Corporation (TTGDC), Thurrock and Basildon College, LSC and partners are working on developing a Logistics Academy. This is in early stages of discussion.

Another opportunity is the South East Essex College ICT Centre of Vocational Excellence (CoVE); this has been developed at the Thurrock Learning Campus in conjunction with TTGDC, Thames Gateway South Essex Partnership and the LSC. This links with wider strategies for increasing skills levels in knowledge based industries.

Thurrock & Basildon College

Thurrock & Basildon College is a Vocational College of Further and Higher Education providing specialist skills required “for industry by industry” in the Thames Gateway. It has two campuses - Nethermayne Campus, Basildon and Woodview Campus, Thurrock as well as three centres – Canvey Learning Centre, Thurrock Lakeside Training Centre (Retail Park) and Eastgate Learning Centre (Shopping Centre), Basildon.

The College has 2 Centres of Vocational Excellence (CoVE) – Logistics & Transport and Electrical & Electronic Technologies in partnership with Chelmsford College. There are Wella Centres of Excellence for Hairdressing on both campuses. The College is a TUC centre. The Business Technology Centre is sponsored by a local employer.

The College delivers programmes for 14-16 (including NEET) through to Adult Learners and from Entry Level to Higher Education and Level 5 in most of the areas of Further Education learning. The College is a key member of the NOVA Work Based Learning Consortium, Thames Gateway and offers a range of Apprenticeships. The College is a partner in the Train to Gain Consortia. It covers a broad range of the learning programmes for the sectors.

The College is involved in a range of initiatives, with a number targeted at reducing NEET or NET – Teenage Pregnancy Project, Train for your Future, Army Bursary Scheme, Learner Engagement Pilot etc.

The College has a Learning and Skills Partnership Agreement with the Basildon & Thurrock University Hospital and the Port of Tilbury. It works with 2 University partners offering Certificate of Education and associated programmes, HNC/D, Diplomas and Foundation Degrees with links to industry and/or community needs.

Palmer’s College

Palmer’s College is an outstanding sixth form college holding QIA Beacon Status and located on a single site near Grays. The majority of students are drawn from the ten 11-16 partner schools in the Borough with additionally some 25% from outlying areas for which subsidised transport is provided.

The college is a delivery partner in the LSC competition consortium to deliver the creative and cultural skills area.

The majority of students are full-time 16-18 year olds of whom 92% follow a level 3 programme, approx two thirds A levels or AS level, one third BTEC Nationals. Some 12% of students are from ethnic minority backgrounds, a proportion well above that of the local population. Some 33% of students are in receipt of Educational Maintenance Allowance (EMA).

Beacon Hill and Treetops Special Schools

Both schools provide a three-year sixth form programme for students with learning difficulties, and or disabilities. They work in close cooperation with other sixth form providers in the borough.

Thurrock Adult Community College

A small local authority maintained Adult College for student’s aged 16+. The college is an accredited FE and Adult and Community Learning provider. The college offers courses in 12 vocational areas on one main campus and a variety of outreach centres.

South East Essex College of Arts & Technology (SEEC)

The College led a successful consortium bid for additional LSC 16-18 provision in Thurrock. This has led to the development of the Thurrock Learning Campus phase 1 building that opened in January 2009. The facility allows a strategically co-ordinated and responsive offer to the need of learners and employers across Thames Gateway South Essex.

The College is a founder member of the NSA for Creative and Cultural Skills, which is being developed in Purfleet. The College is also working closely with the NSAs for Advanced Manufacturing and Financial Services.

An iconic permanent, phase two building was part of the consortium bid and it is hoped that this will be completed by 2013. The intention is to deliver a wide range of programmes at levels 1 and 2 to over 3000 adults and young people in the new building and to develop areas of specialisms for levels 3 and above. These specialisms will include Construction, Creative and Cultural Skills, Retail and Customer Service and ICT.

The College has a CoVE in Media Technology as well as a CoVE in ICT, which has a base in Thurrock Learning Campus.

SEEC is working with three HE partners in Thurrock; University of Essex, University of East London and Anglia Ruskin University to ensure progression routes from level 1 through to HE.

Work-based Learning

The NOVA Partnership is led by South East Essex College (SEEC). NOVA has opened a centre in Grays to help raise participation. Recruitment to date has been extremely buoyant with 75 E2E learners recruited in the Centre's first month of opening.

2.8 Employment projections for Thurrock to 2016

The largest growth is projected to be in the distribution, hotel and catering sectors, followed by other public service roles. Jobs in the financial and business services sector and construction sector are set to grow, with the transport and communications sector remaining a large employer in the area.

Manufacturing and engineering roles appear to be in decline. The largest growth in jobs is projected to be in the skilled trades and sales/customer service.

Historically the highest vacancies have been in hotels and restaurants; public administration and health and miscellaneous services.

The predicted significant growth in employment opportunities in the business and finance sectors in London has been affected by the economic downturn in 2008/2009.

There are employment opportunities being developed in Thurrock around the creative and cultural industries arising out of the National Skills Academy and the Royal Opera House. Linked to this will be regional and national training opportunities at the National Skills Academy that will have knock-on benefits for the community.

3. National Context

- The 14-19 reforms are designed to prepare all young people for success in life: making sure they are able to stay in learning post-16 to gain the skills and qualifications they need to progress into further and higher education or seek employment.
- By 2013, 14-19 year olds in England will be entitled to choose one of four pathways; GCSE's or A Levels, Diplomas, Foundation Learning Tier (FLT) or Apprenticeships. Partnerships must quickly establish, and maintain, a momentum in moving towards the 2013 entitlement. Stronger co-ordination is essential to deliver the required programmes of learning, to ensure that all young people have a genuine choice of high quality options and to achieve a new, collective, responsibility for all learners.
- 'Staying in Education & Training post-16' will require all young people to remain in education or training until their 18th birthday.
- By 2013 the government want 85% of those aged 19 to be achieving a level 2 qualification and for there to have been a significant increase in the numbers achieving Level 3 at 19.
- There is an expectation that the Dedicated Schools Grant (DSG) allocation deployment for practical learning will be reviewed to build capacity for Diplomas.

The 14-19 Progress Checks were introduced to help 14-19 Partnerships to assess their own progress in implementing the reforms both in terms of outcomes and action required to address priorities.

Effective self-assessment is crucial when it comes to determining the Red, Amber and Green rating for each of the qualitative indicators. The 14-19 reform agenda is huge, requiring significant change over 10 years. Therefore a self-assessment that recognises there is still much to do to implement the 14-19 reforms is to be expected.

In addition there are other national indicators that can demonstrate how the members of the 14-19 Strategic Partnership are working together effectively. These include, in addition to the Progress Checks, the Annual Performance Assessments (APAs), the National Indicator Set and Framework for Excellence.

4. Key Elements of the Plan:

4.1 Raising Attainment Now (between 2009 and 2010)

The table below identifies the links to the Children and Young People's Plan (CYPP), the Local Area Agreement (LAA) and the DCSF 14-19 Progress Check priorities and indicators.

<p>Key Element 1: Raising Attainment Now ECM Outcome Children and Young People are able to Enjoy and Achieve in Thurrock</p>

CYPP Priorities	<p>Priority 6.2 Improve the attainment of children and young people of all ages in Thurrock</p> <ul style="list-style-type: none"> Work with schools, national strategies, other providers, to continue to raise attainment and achievement at each key stage Raise the attainment of looked after children and young people in line with that of their peers in Thurrock 	Key Performance Indicators	<p>Attainment</p> <ul style="list-style-type: none"> The proportion achieving 5 A*-Cs at GCSE or equivalent including English and Maths. The target will be to have no less than 50% in 2010/11 (NI.75) % of young people achieving Level 2 by 19. The PSA target is to increase the proportion of people reaching level 2 to 82% by 2010/11. The Thurrock LAA agreed target is 74% (NI.79) To increase the percentage of young people who were in receipt of FSM at 15 who attain a level 2 qualification by the age of 19 to 62% in 2011 (NI.82) % of young people achieving Level 3 by 19 based on where people were studying at 15. The PSA target for 2010/11 is 54%. The Thurrock LAA agreed target is 43% (NI.86) The gap in attainment at level 3 at age 19 between those young people who were in receipt of FSM at age 15 and those who were not. The target is to reduce this gap by 2 percentage points by 2011 (NI.81) Increase the number of young people starting an Apprenticeship <p>Progression</p> <ul style="list-style-type: none"> The proportion of Y11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19. No data will be available on this indicator until 2009 <p>Capacity to improve 5 A*-C at GCSE or equivalent (including English and Maths)</p> <ul style="list-style-type: none"> Targets have been set in all schools for reducing the gap between % 5 A*-C with and without English and Mathematics based on an analysis of individual pupil data School performance in terms of % 5A* -C with English and Mathematics is carefully tracked and schools are prioritised for support
	<p>Priority 6.3 Tackling the issues that prevent young people from achieving</p> <ul style="list-style-type: none"> Implement the School Improvement Strategy to improve the quality of teaching and learning and improve the attainment of under achieving groups Develop support to young carers and their families to ensure that young carers gain maximum benefits from educational, health and social opportunities Work with schools, national strategies and other providers to continue to raise attainment and achievement at each key stage 		

CYPP Priorities	<p>Priority 10.4 Raise the profile of Thurrock to improve self esteem and aspiration</p> <ul style="list-style-type: none"> Develop a strategy to increase positive media coverage of Thurrock's children and young people, both locally and nationally 	Key Performance Indicators	<ul style="list-style-type: none"> Clear guidance is provided for all schools which provides strategies to bring about improvement and a selection of schools is targeted for additional support In schools targeted for support, individual pupil data is analysed and reasons for discrepancies between performance in English and Mathematics are identified and actions agreed with schools for addressing these issues Progress in targeted schools is regularly monitored and schools are held to account for evaluating the impact of their interventions on a termly basis The impact of LA approaches and the support provided for schools is regularly reviewed (at least termly) and modified as appropriate
	<p>Priority 11.1 Increase the numbers of young people accessing employment education and training post 16</p> <ul style="list-style-type: none"> Increase the numbers of young people going into employment with training, education or accredited training Challenge providers of post 16 education and training to deliver a broad range of courses post 16 Ensure appropriate information, advice and guidance and progression routes are offered to all learners post 16+ and 17+ Reduce numbers of young people NEET in vulnerable groups Continue to reduce number and percentage of young people aged 16-18 whose status is unknown to the LA and partners 		<p>Participation</p> <ul style="list-style-type: none"> % of 17 year olds participating in education and work based learning based on where people live. The target for 2015 is 100% participation (NI.91) Reduce the proportion of 16-18 year olds who are NEET based on where people live. The target is to reduce the proportion of NEET by 2 percentage points by 2010 (NI.117)

CYPP Priorities	<p>Priority 11.2 Improve the attainment of Thurrock young people after the age of 16</p> <ul style="list-style-type: none"> • Increase the percentage of young people achieving Level 2 qualifications by the age of 19 (equivalent to 5A*-C GCSE) • Improve the participation and attainment in all post 16 courses • Improve success rates for Level 3 qualifications (A level equivalent) • Increase the numbers of young people completing courses post-16 	Key Performance Indicators	<p>Is there effective targeted provision, including capacity to deliver the September guarantee, for those young people who are disengaged or at risk of disengagement?</p> <ul style="list-style-type: none"> • Partnership has plans for reducing NEET, supported by clear understanding of local NEET targets and barriers facing young people in the area • Partnership has a joint plan of how to increase the number of young people participating and retention in education and training at post-16 • Partnership has systems in place to monitor participation and performance • Effective joint systems in place and operating effectively for tracking and supporting young people through key points of transition • Effective collaborative action taken to re-engage those at risk of disengaging from learning pre-16 • Partnership has a plan for increasing the number of young people achieving Level 2 at 19 • Plans in place to deliver the September Guarantee and monitor progress.
			<p>LAA Targets 16-18 NEET 08/09 7.5%; 09/10 7.3% (stretch); 10/11 6.7%</p>

Raising Attainment Now

Plan A Raising Attainment at 16 and 19

Thurrock has seen rapid improvements being made in achievement. In light of the changing employment profile in Thurrock, through regeneration, there is a need to improve the skills of the people living here. In this way they will benefit from new, better-paid work. Therefore the numbers of children and young people achieving higher level qualifications need to improve. Thurrock is well placed to capitalise on its strategic location adjacent to London, situated within the Thames Gateway regeneration area and close to the Olympic host boroughs. Learners will need flexible skills, linked to pathways in the key sectors to exploit the growing employment opportunities. The Joint Area Review (JAR) highlighted that post 16 options were narrow. The Diploma programme, the Foundation Learning Tier (FLT) and a broader vocational curriculum will provide a more diverse curriculum. We aim to raise the aspirations of young people in Thurrock so that they will aim to take on skilled jobs with the prospect of progression for improvement.

The present situation is:

- 14.8% of Thurrock young people from low income backgrounds progress to higher education. Nationally this figure is 19.4% placing Thurrock in the 4th quartile 120/149 (NI.106)
- 5 A*-C results for 16 year olds have improved rapidly over the past 5 years and are now above the national average
- Within our community in Thurrock 1 in 3 have no qualifications and in some wards this rises to half
- The number of full time students in Thurrock in the 16-17 age range is below that seen nationally
- 10% have Higher Education (HE) qualifications compared with to 20% in England
- Some wards fall within the 10% most deprived in England

A	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
A1	Improve 5 A*-C GCSE or equivalent including English and Maths	a	School Improvement Partners (SIPs) to work with Heads to agree challenging targets for reducing the gap between 5A*- C including English and Maths	Nov 09	CT	LB	Standards Fund
		b	SIPS to provide schools with clear guidance for improvement against key priorities.	Termly	CT	LB	Standards Fund
		c	SIPs to track school performance and broker support from the LA and other providers	Annual	CT	LB	Standards Fund
		d	SIPS will analyse individual student data and reasons for discrepancies with Heads	Termly	CT	LB	Standards Fund
		e	SIPS will monitor school progress and evaluate impact of interventions with Heads	Termly	CT	LB	Standards Fund
		f	Review the impact of LA and other support through attendance and contribution to the Alerts meeting twice a year	Termly	CT	LB	Standards Fund
		g	The Secondary Strategy Team will prioritise intervention plans in schools where the gap between 5A*- C including English and Maths is greatest	Annual	CT	LB	Standards Fund
A2	Improve attainment at 19	a	The 14-19 SP will set an aggregated target for 5A*-C including English & Maths	Oct 2009	LB	JM	LA
		b	The 14-19 SP will monitor targets for level 2 by 19, year on year, taking into account local target from DCSF.	Oct 2009	LB	JM	LA
		c	The 14-19 SP will monitor targets for level 3 achievement by 19 against the national trajectory	Oct 2009	LB	JM	LA
		d	The 14-19 SP will monitor targets for the % of young people achieving an Apprenticeship	Oct 2009	LB	JM	LA
		e	The 14-19 SP will monitor targets and monitor the average points score per entry at A level	Oct 2009	LB	JM	LA
		f	The 14-19 SP will link to the initiatives of Aimhigher to increase the proportion of young people accessing HE	Annual	LB	JM	LA
		g	The 14-19 SP will ensure that there is sufficient offer of Level 2 English and Mathematics for those students who fail to achieve this at 16	Oct 2009	LB	JM	LA
		h	Ensure that the delivery of the new Curriculum Entitlement impacts on attainment	Sept 10	TH	LB	LA
A3	Raising the attainment of young people including narrowing the attainment gap	a	Ensure that the area has a coherent strategy for action to achieve local targets	Annual July	CT	LB	LA
		b	Implement value-added project	Mar 09	TH	LB	LSC
		c	Support providers to ensure that 25% of Children in Care achieve 5A* - C including English and Maths	Sept 10	CT	LB	LA

The Government plans to raise the education participation age to 17 by 2013 and 18 by 2015. The demand for high-level skills has increased substantially over the last 20 years. There is likely to be a 50% increase in the proportion of jobs that demand high-level skills by 2020. Those young people who stay in education are more able to gain further qualifications and are likely to earn more in the future. The 14-19 Strategic Partnership will improve progression opportunities for Level 1, 2 and 3 learners in line with local need.

Raising the participation age means a new culture of aspiration for all young people. This will bring with it new rights for young people to high quality education and training opportunities, balanced by new responsibilities for young people, parents, employers and the education and training sector.

DCSF has set national targets for 2010 for local authority areas and these form a critical priority within the LAA. To reach the target for Thurrock the following must be met. Further the LA has negotiated "stretch" targets for 2007-10 which will trigger reward funding if achieved:

2008/09	7.5%	2009/10	7.3%	2010/11	6.7%
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We will build on established good practice in reducing NEET and recognise that as success is achieved the remaining NEET cohort is more difficult to reach. The Partnership will invest in; workforce development; building capacity in practical services to young people; incorporating and further developing intensive mentoring; placing and job coach methodologies.

Early intervention to prevent young people becoming NEET includes the provision of good quality careers education and guidance provided by schools and colleges. In addition there needs to be responsive pastoral support with a clear focus on successful transition. The work of Personal Advisors and other practitioner interventions are important. This includes; mentoring; attendance strategies; work experience; enterprise education and education-business links. This gives a role to schools and colleges alongside Integrated Youth Support Services (IYSS) and other support agencies working with schools and those providing extended services. This plan will support the improvement and focus of Careers Education and Guidance programmes, IAG and planned activity to support participation, inclusion and progression.

The LA and 14-19 Strategic Partnership have a NEET strategy and associated implementation plan that encompasses the 4 key pillars of NEET reduction:

- A reduction in the existing/ongoing 16-18 NEET as a percentage of the cohort of young people
- Prevention of NEET by earlier appropriate intervention
- An improvement in the range, quality and accessibility of opportunities for progression for young people
- Targeted action on the accompanying and segmented social exclusion factors which impact on, and are impacted upon by NEET

The needs analysis and the Joint Area Review tell us that, for Thurrock, a particular focus needs to be on improving Education Employment Training (EET) outcomes for vulnerable groups; young people with special educational needs and for those young people who are hard to reach and engage.

The 14 -19 Strategic Partnership is committed to delivering the September Guarantee and will monitor the situation for learners throughout the year. It continues to work closely with the Learning and Skills Council to increase participation in learning (including the target to improve achievement at Level 2 by age 19). This helps to promote economic wellbeing.

Specific activities in support of this work will include; promoting EMAs; promoting entitlement; collaborative and responsive provision; matching supply and demand; monitoring the September Guarantee; delivery of the Learning Agreement Pilot (Train for your Future); an improved and co-ordinated employer engagement strategy; improved information and full participation in the prospectus at www.stepon.org. We will seek to integrate more fully and proactively with the 'Shaping Thurrock' agenda.

Recent changes made to the organisation and management of the Engagement Programme have lead to a robust offer for 14-16 learners who are at risk of disengagement or have become disengaged. This will result in a support package providing mentoring, appropriate placements and programmes of study.

Established good practice in E2E courses have been evidenced as successful in reducing NEET. Their content is similar to that of the Engagement Programme. The partnership working closely with IYSS, the LSC and NOVA to develop a post 16 offer that leads on from the Engagement Programme.

The activities above will support the LAA NEET reduction priorities. They will be delivered in the context of an emerging Integrated Youth Support Service for Thurrock.

For the NEET strategy and the full implementation plan including NEET prevention and NEET reduction see Appendix 3

B	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
B1	To reduce NEET	a	Refresh the area strategy to reduce NEET	April 2010	AF	LB	LA
		b	Demonstrate actions to achieve local targets and indicators in line with the LAA on reducing NEET	Ongoing	AF	LB	£16,000
		c	Implementation of NEET Strategy and Action Plan for NEET prevention and reduction	April 2010	AF	LB	£100,000
B2	To raise participation	a	Monitor implementation plans for Diplomas, YA and Alternative Education Programmes	Ongoing	TH	LB	LA
		b	Develop a coherent strategy for the entitlement to Apprenticeship places	April 2010	AF/ML	LB	LA
		c	Ensure that the area has a coherent strategy for the entitlement to the Foundation Learning Tier	April 2010	TH	LB	LA
		d	Ensure that the area has a coherent strategy for the delivery of the secondary curriculum and of introducing the changes to general qualifications	Ongoing	NS Team	LB	LA

The Equality Mark has been introduced to support the development of the Equality Standard for Local Government. It provides a rigorous and consistent approach to the validation and assessment of progress in the promotion of equality in employment and service delivery. Retention of the Equality Mark is based on a three yearly assessment demonstrating continuous development of equality outcomes for race, gender, disability (sexual orientation, faith and belief and age). Every individual working with Thurrock Council, whether an officer, Member of the Council or a partnership body is responsible for progressing our commitment to diversity.

This responsibility must be mainstreamed through team meetings, supervision and performance management frameworks.

Our Corporate Equality Group (CEG) brings together all key stakeholders to ensure that the commitments of the Council are delivered and progress reviewed against the various statutory schemes and the Corporate Equality Plan (CEP). The group includes: officers and members; voluntary and community sector representatives; key partners.

The Corporate Equality Plan explains how we are: Working in partnership with all communities in Thurrock to ensure they are fully involved in the democratic decision-making process; Opposing all forms of prejudicial discrimination on grounds of age, disability, ethnic origin, nationality, gender, sexual orientation and religious belief; Ensuring that all Council services (and information about them) are available to, and shaped to meet the different needs of, all our communities, and that users participate in the design and development of those services; Ensuring equal access to jobs at all levels of the Council so that our workforce reflects Thurrock's diversity; Ensuring our employment policies and practices do not discriminate; Taking positive action to prevent harassment and victimisation of residents, service users and employees.

We are proud of Thurrock's varied community and we are committed to ensuring that we provide the community leadership and services required to improve the quality of life for its diverse population. A commitment to equality and diversity underpins this approach, and we aim to ensure that diversity is not just seen as an afterthought but a fundamental part of how we do business. This commitment includes a pledge to deliver services that are equally accessible to all of our customers.

We recognise that there is a need for greater focus on the needs of potentially disadvantaged groups, particularly black and minority ethnic communities. As part of this process, we have set out a stronger focus on diversity, and plan to work closely with our community and voluntary sector partners to mainstream diversity locally. This approach, we believe, will ensure we deliver better services and a more cohesive community.

We recognise that every member of staff and all our partners must also commit to meeting the challenge of a changing and more diverse community.

We have also worked hard to develop better access to lifelong learning opportunities, and more employment opportunities. We have addressed this with our partners through greater investment and improving levels of educational attainment among our school children. This has been recognized through continued improvement in GCSE results and increased numbers of 16 year olds in education, employment or training.

A key part of meeting the needs of diverse communities and ensuring that services are developed effectively is ensuring appropriate consultation and engagement. All policy authors and strategic leads developing strategies, policies or functions for the Council are required to ensure that appropriate consultation(s) are undertaken with relevant community groups in particular hard to reach groups.

Local Education Authority Functions and schools

There is also a specific duty placed on schools to meet all statutory equality duties. The Council intends to support local education providers with the development and monitoring of arrangements relating to all schemes. The education function of the authority is expected to encourage schools to develop best practice, and work towards eliminating inequalities experienced by all excluded groups, and as set out in legislation.

Education Complaints

All schools have their own complaints procedures and these complaints are dealt with by the Headteacher. The Council's Education Department (telephone 01375 652242) deals with general advice, and complaints about education function managed by the Council.

C	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
C1	To improve access to the curriculum	a	To ensure that physical improvements are made to increase access to education	Ongoing	TH	SP	LA
		b	Ensure that improvements are made to the provision of information in a variety of appropriate formats	Ongoing	ML	SP	SP
		c	Diploma provision and delivery will promote personalisation taking equality and diversity into account.	Ongoing	TH	SP	LA
		d	Ensure that language and culture are not a barrier to access the 14-19 curriculum	Ongoing	RE	LB	SP
		e	Provide a personalised service for children in care and other vulnerable groups to ensure access to the curriculum	Ongoing	CT	LB	LA
		f	Offer taster courses to ensure that SEN is not a barrier	Ongoing	TH	SP	SP
		g	Ensure that the extra costs for learners with autism and other complex learning difficulties are not a barrier to access.	Ongoing	TH	LB	LA
C2	To promote equality for young people in Thurrock	a	To ensure that equality of opportunity is promoted and that this includes promoting good race relations between persons of different race.	Ongoing	ML	LB	LA
		b	Promote disability equality across all areas of 14-19 education	Ongoing	TH	LB	LA
		c	Promote equality of opportunity between boys and girls.	Ongoing	TH	LB	LA
		d	To tackle gender stereotyping when providing IAG to support subject choices that are not influenced by gender attitudes	Ongoing	AF	LB	LA

4.2 Working to deliver the Curriculum Entitlement, Qualifications and Skills that support Regional and Local Economic Development

The table below identifies the links to the following Children and Young People’s Plan (CYPP), the Local Area Agreement (LAA) and the DCSF 14-19 Progress Check priorities and indicators

Key Element 2: Working to deliver the Curriculum Entitlement, Qualifications and Skills that support Regional and Local Economic Development. ECM Outcome Children and Young People in Thurrock are able to Enjoy, Achieve and experience Economic Wellbeing			
CYPP Priorities	Priority 6.1 Access to Education <ul style="list-style-type: none"> • Work to improve the process of admitting children who arrive at schools mid year • Ensuring all pupils have access to appropriate, full-time education • Developing an enhanced Statement Support Service to ensure all Pupils with statements who are excluded, or at risk of exclusion, in the Borough receive a high quality education • Further refining tracking and monitoring of pupils Not In Receipt Of Full-Time Education (NIROFTE), and holding partner agencies and services to account through the multi-agency NIROFTE Strategy Group. • Ensuring that Looked After Children from black and minority ethnic groups, such as unaccompanied asylum seekers are not hindered from accessing education because of their language needs 		Key Performance Indicators
	Priority 11.1 Increase the numbers of young people accessing employment education and training post 16 <ul style="list-style-type: none"> • Increase the numbers of young people going from school directly to employment (with training), education or accredited training through identification of appropriate pathways at an early stage, through effective transition planning • Challenge providers of post 16 education and training to deliver a broad range of courses that will engage all learners and increase progression at 16+ and 17+ 		
		Is the area making good progress in developing a local Prospectus and is there good quality IAG to support young people in their choices? <ul style="list-style-type: none"> • Clear and impartial Information, Advice and Guidance is given to young people on curriculum choices and progression routes – particularly in advance of key transition points in their lives • The area has a comprehensive local prospectus in place to support IAG, setting out what all providers in the area offer, what the different qualifications mean, how they relate to each other and ultimately where their choices might lead as well as providers’ performance data • The prospectus is promoted as an integral part of careers education and guidance and other youth support (eg EMA) to ensure that the information is used by students effectively as a tool to aid their decision making • Agreed common applications process for learners that is consistently applied • A broad range of IAG provision is made available which includes information giving events, visits and taster days offered by providers, careers advice organisations and employers • Young people are made aware of the skill shortages and the labour market opportunities – with advice given on the subjects they need to study to take advantage of future opportunities • IAG strategy should offer clear links to local employers and to higher education opportunities (with links to the Aimhigher programme) 	

CYPP Priorities	<ul style="list-style-type: none"> • Ensure that appropriate information, advice and guidance and progression routes are offered to learners at 17+ who currently disengage from education following the successful completion of a one year course • Increase the numbers of young people with a disability or learning disability equipped through further education and training to secure long term employment • Work with local employers to increase the opportunities available for our young people • Promote the financial help that is available • Address the barriers experienced by young people who are disaffected or have specific needs allowing them to have the same opportunities as other young people • Develop improved local provision providing more varied opportunities for our young people • Continue to implement the 14-19 Strategy 	Key Performance Indicators	<ul style="list-style-type: none"> • Information is actively promoted and young people, their parents and/or carers are actively encouraged to use it rather than simply make it available • IAG caters for all abilities, including those from disadvantaged groups (eg BMEs, those with Special Educational Needs and disabilities or those in care) and tackles stereotypes of race, gender, disability • Young people’s aspirations are challenged where appropriate, with future participation and attainment encouraged
	<p>Priority 11.2 Improve the attainment of Thurrock young people after the age of 16</p> <p>Actions include –</p> <ul style="list-style-type: none"> • Strengthen collaborative partnership between the local authority, the Learning and Skills Council, schools, colleges and other partners through the 14-19 Strategic Partnership and Thurrock Learning Partnership to ensure that there is a coherent approach to 14-19 provision • Develop and deliver the new National Entitlement Curriculum, including Diplomas and Foundation Learning Tier, as part of a range of pathways at 14+ tailored to individual learner need • Ensure that all Thurrock young people can access the 14 Diploma lines at Levels 1,2 and 3 or the Foundation Learning Tier by developing collaborative working within and beyond Thurrock 		<p>Are there effective links with employers to involve them in sufficient high quality delivery?</p> <ul style="list-style-type: none"> • Current arrangements provide an effective framework on which to build and extend links with local employers • Strategic plans/actions are in place to extend the range of employer links required to support the implementation of Diplomas across the area with effective plans for further development as the requirement grows. Employer engagement includes provision for apprenticeships and other ‘jobs with training’ • Employers are engaged in providing a wide range of opportunities linked to 14-19 development – including short term and extended placements, visits, support for programme planning, a context for developing learning resources, mentoring and direct support for IAG and careers guidance • Employers are working with 14-19 partnerships, and are involved in institutional governance. Actions have been taken to involve employers directly in the planning of provision including, (where required), the development of the workforce • Employer capacity and/or engagement with 14-19 developments and experience of work meets or exceeds demand

CYPP Priorities	<p>Priority 11.3 Increase the numbers of young people progressing to higher education</p> <p>Actions include –</p> <ul style="list-style-type: none"> • Increase the range of courses available locally • Increase the numbers of young people accessing higher education through developing locally relevant progression pathways • In order to respond to the economic growth agenda and the Leitch targets on skills we will tackle under achievement in core skills and low aspiration both at school and beyond. To achieve this we commit to a radical step change in the delivery and quality of 14+ education including FE, Community Education and HE • We will establish a coherent and coordinated approach to raising aspiration and widening participation from 14+ through to adults 	Key Performance Indicators	<p>Is there a sufficiently broad range of 14-19 provision, including vocational options?</p> <ul style="list-style-type: none"> • Curriculum offer provides a broad and relevant mix of opportunities, including for those with Special Educational Needs/ from disadvantaged groups • Partnership has a coherent strategy in place to deliver the 14-19 learner entitlement by 2013, having a prospectus available to all young people, a common admission procedure and joint timetabling • Structures and processes in place to ensure that all learners follow suitable courses • Courses offered are good quality, based on inspection grades and success data • Assessment and analysis of learning needs to be taken into account when planning the curriculum offer • Joint plans for developing further provision, based on analysis of current provision • Realistic collaborative plans for the introduction of the Diplomas
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Working to deliver the Curriculum Entitlement, Qualifications and Skills that support Regional and Local Economic Development

Plan D

An Enhanced Role for Partnership Working

Funding £10,000

Effective collaboration is vital for ensuring the success of the 14-19 reforms. Partnerships at all levels need to deepen and broaden their work but the role of the 14-19 Strategic Partnership is pivotal as a strategic leader and broker within Thurrock. The new learning entitlement, coming into effect in 2013, will mean that all young people must be able to access all qualifications and curricula. This will present a significant challenge to partnerships. Stronger co-ordination is essential to deliver the required programmes of learning. No single institution acting alone can deliver what will be required. It is possible that Thurrock may need to extend into partnerships across neighbouring local authority borders to deliver the full entitlement.

Partnership working has achieved collaborative success with the Diploma Gateway Applications, Engagement Programme and an area wide NEET Strategy.

The 14-19 Strategic Partnership has agreed permanent arrangements for operational management of the Consortium including pooled funding for joint appointments and actions. The Delivery Group is enthusiastic and well placed to deliver outcomes.

The 14-19 Strategic Partnership and Delivery Group have developed 10 Diploma Gateway self-assessments. 5 Diploma Lines will be delivered in 2009 and 5 further lines have been given approval for 2010. Outcomes from this include:

- a timeline for collaborative activities
- a hub structure for delivery of local curricula
- a partnership Learning Platform
- protocols to support collaborative working

The Education Plan will deliver the shared vision. A costed action plan supporting 14-19 developments using DCSF funding will be submitted to GO East for approval. Cluster working on curriculum delivery has now extended across the LA. Partner colleges deliver 14 -16 provision and this will be increased to meet learner needs

The development of an improved curriculum offer has increased employer engagement from national employers, such as Ford and RWE npower and SMEs, both in their contribution within providers and in the work environment. Staff have been able to take advantage of training opportunities in the business sector.

Sharing staff expertise between providers and businesses is embedded and increasing. There is a shared Employer Engagement Strategy, supported by an Employer Engagement Champion, with Thurrock Learning Partnership. A web-based prospectus and Diploma Champions support IAG and each Diploma line. There is a NOVA work-based learning provider offer in Grays.

The establishment of Thurrock Learning Campus will encourage improved progression into level 2/3 and from Level 3 courses. Links with HE (Cambridge University, UEL, Essex University and ARU) are established. Across the consortium we have developed progression accords with HEIs and MOVE. Our Aimhigher partnership has a close relationship with the 14 -19 Strategic Partnership; an example of this is the 'Raising Aspirations Project'. Established collaborative links exist with Basildon and Thurrock University Hospital and Aimhigher Healthcare. As a thriving consortium we have attracted new partners such as Royal Opera House and Arts Council England.

D	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
D1	To ensure that Thurrock has an effective 14-19 Strategic Partnership tasked with planning, commissioning and managing the delivery of 14-19 provision	a	Agree the local vision for the 14-19 Education Plan that is consistent with the wider Sustainable Community Strategy, Children and Young People's Plan and Local Area Agreement	July 2009	LB	SP Chair	LA
		b	Review membership and terms of reference for sub groups to ensure key stakeholders are involved	Sept 2009	ML	SP Chair	SP
		c	Partners support the authority of the 14-19 Strategic Partnership to take executive decisions and commit resources for 14-19 and the Integrated Youth Service	April 2010	JM	SP Chair	LA
		d	Ensure that the operational group promotes collaboration and translates the strategic vision into operational activities	Ongoing	TH	LB	LA
		e	14-19 Strategic Partnership to integrate disparate funding streams and maintain some funding at Partnership level.	April 2010	TH	JM	LA
		f	The Quality Assurance sub-group will agree quality assurance protocols to support and challenge partners, ensuring commitment to high quality delivery and improving outcomes	Sept 2009	LB	JM	LA
		g	Ensure that the 14-19 Strategic Partnership maintain representation on the Schools Forum to ensure that decisions are consistent with area plans	April 2010	JM	SP Chair	LA
		h	Maintain a strategic view to capital needs across the area	Ongoing	TH	JM	LA
		i	Maintain links with the Local Strategic Partnership, Employment and Skills Boards, Local Children's Safeguarding Boards, Admissions Boards and Youth Offending Teams.	Ongoing	JM	SP Chair	LA
D2	Develop collaborative working across the Thurrock Consortium	a	Review protocols to support collaborative working	April 2010	LB	SP Chair	£10,000
		b	Agree organisational and administrative arrangements	Sept 2009	ML	SP Chair	SP
		c	Develop use of 14-19 Data to inform the 14-19 SP of progress against targets and prepare for 16-19 transition in April 2010. Quality project with Learning Plus UK	April 2010	LB	JM	LA

All young people need access to good quality, comprehensive and impartial Information Advice and Guidance to help them make the right learning choices for them. They also need it to help find answers to questions and issues around their personal lives.

From April 2008, Local Authorities are responsible for commissioning and managing IAG services.

A set of National Quality Standards has been developed to support this transfer of responsibility and to ensure the effectiveness and availability of IAG to all young people. They will serve as a benchmark to secure and maintain a first class IAG service and have been adopted in Thurrock.

The standards offer a framework to partnerships for planning, managing and reviewing IAG services locally.

IAG includes:-

- Provision of accurate up to date and objective information about personal issues, learning and career opportunities, progression routes, choices, where to find help and advice and how to access it
- Provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation
- Provision of impartial guidance and specialist support to help young people understand barriers, conflicts and to make progress
- Support for curriculum development
- Promotion of equality of opportunity, celebrating diversity and challenging stereotypes

In 2009/10 progress in terms of Diploma IAG will be a particular focus for the Thurrock 14-19 Strategic Partnership, who will:-

- Commission IGEN Consultancy to measure current progress against National Quality Standards
- Implement an IAG evaluation strategy to monitor, review and enhance IAG services across all providers and with young people and their parents/carers
- Develop a Communication Strategy to ensure access to high quality information and advice open to all
- Ensure the incorporation of IAG in the development of new curriculum
- Further develop CPD offer to include IAG roles and responsibilities across all providers
- Ensure that young people (reflecting the makeup of Thurrock) are engaged in the design, delivery and evaluation of IAG provision as key part of our overarching our Youth Participation Strategy already in place

E	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
E1	Commission IGEN Consultancy to measure current progress against National Quality Standards	a	Identify gaps and shortcomings in existing IAG provision and progress towards Diploma IAG	June 2009	AF	JM	LA
		b	Report to 14-19 Strategic Partnership to inform annual planning	July 2009	AF	SP Chair	LA
E2	Implement an IAG evaluation strategy to monitor, review and enhance IAG services across all providers	a	Develop protocols to review, evaluate and improve IAG services in Thurrock as per National IAG Quality Standards: <ul style="list-style-type: none"> Annual Review of effectiveness of referral systems Format of Partnership agreements/Protocols for all providers 	Sept 2009	AF	JM	LA
		b	Ensure continuing support for achieving Quality Award for all providers	July 2010	KL	AF	LA
E3	Develop a Communication Strategy to ensure access to high quality information and advice open to all	a	Oversee the collation, coordination of information on web based directory, evaluate and review	Quarterly	ML	SP	LA
		b	Embed all marketing and evaluation into a cross LA strategy – open to all	Sept 2009	ML	SP	DCSF
		c	Evaluate and review all Connexions / Careers Libraries	Dec 2009	KL	AF	LA
		d	To continue to raise awareness of progression routes and processes 14-19 and into HE	Ongoing	LB	SP	£3000
		e	Establish Thurrock wide calendar for recruitment and enrolments post 14 and post 16	July 2010	JL	LB	LA
		f	Develop an improved Common Application process across the regional partnership	Sept 2009	TH	SP	SP
E4	Ensure the incorporation of IAG in the development of new curriculum opportunities	a	Host a WBL provider workshop	June 2010	KL	ML	£2000
		b	Continue to build on work of Aimhigher consortium to increase ways to inform young people about opportunities	Ongoing	KL	LB	LA
E5	Further develop CPD offer to include IAG roles and responsibilities across all providers	a	Develop joint CPD programme of training to include multi-agencies of providers and users	Ongoing	KL	AF	LA
		b	Carry out a skills audit of staff	Sept 2009	AF	JM	LA
		c	Continue to provide training and support for staff using the web based prospectus	Ongoing	BK	TH	LA
		d	Ensure ongoing CPD programme for all providers for new entrants into borough	March 2010	KL	AF	LA

E6	Ensure development of Student Voice in design, delivery and evaluation of IAG provision	a	Monitor and Review web based directory questionnaire with young people regards their perception of effectiveness of current provision (compliments audit)	Annually Oct	ML	SP	SP
		b	Review the establishment of young people / students in:- <ul style="list-style-type: none"> • Development of and design of annual surveys • Annual feedback process to young people parents and providers • Establish Scrutiny Panel 	Oct 2009 March 2010 March 2010	ML AF AF	LB JM JM	LA
		c	Incorporate involvement of parents/carers in a structured review of Diploma IAG	January 2010	KL	AF	LA
		d	Undertake analysis of current retention rates post 16+ - identify groups/cohorts	March 2010	AF	JM	LA

Plan F**Employer Engagement and Work-related Learning “Growing professionals today to support Thurrock tomorrow”**

Effective and consistent ways of inter-relating with employers, in order to enhance and develop the work related learning agenda, will be key to the success of the development of the 14-19 Entitlement. In Thurrock there is a strong relationship with the business and learning and skills sectors and a number of innovative programmes have developed. These include the design of a training scheme for young people by an employer and employers supporting the development of the Diploma lines. A mapping exercise has been carried out and is accessible to everyone via the Business Forum and Learning Partnership websites.

The Partnership acknowledges that a significant amount of work has been undertaken in this area and we are now looking at ways of streamlining our approach to the engagement of employers. As part of this we are working with our colleagues from schools and colleges, Thurrock Business Association, Thurrock Learning Partnership, the LinkEd consortium and the LSC recognizing that no one partner can support this area on their own. As we work towards the 5 Diploma lines of learning to be introduced in 2009 we acknowledge that we need a range of work-based and work-related opportunities for young people – with this in mind we will be targeting a range of different industry leads to ensure that we are meeting the needs of both the young person and the employer. We have a number of areas of good practice including strong employer engagement in Engineering and Society, Health and Development – which we are looking to emulate in other lines of learning. This will involve ensuring that good practice from these employers can be put into use elsewhere.

We recognize that the 14 -19 Strategic Partnership needs to link with the sector skills agenda which in the first instance identifies the largest growth areas in Transport & Logistics, Hotel and Catering and Public Services within Thurrock. This will involve developing a skilled workforce within Thurrock to meet the employment needs of the future.

We need to ensure that employers can contribute in a meaningful way. One point of contact is preferable and this will be an area that will be addressed in our action plan.

Work-related learning helps students develop knowledge, skills and understanding that will be useful in the world of work. It describes a broad range of activities for students of all ages. These activities help students learn about the world of work and develop their skills for enterprise and employability.

As part of our ongoing strategic commissioning role we acknowledge that from April 2009 the funding for work-related learning will be the responsibility of the Local Authority – this takes into account the Qualifications and Curriculum Authorities (QCA) guidelines on work-related learning in all aspects of the learner entitlement.

It is a statutory requirement for all schools to provide students at key stage 4 with work-related learning.

The 14-19 SP has established a work-related learning Sub-group which has developed a service specification for a coherent WRL offer across Thurrock.

F	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
F1	To develop and sustain employer engagement and Work-Related Learning	a	Develop the work related learning offer for 14-19 taking into account of the SRG	April 2010	ML	LB	LA
		b	Diploma Development Groups work with identified industry leads to support the introduction of diplomas from 2009	Sept 2009	TH	LB	LA
		c	Update existing audit around educational institutions links with local employers	April 2010	KL	ML	LA
		d	Maintain links with Thurrock Learning Partnership & Thurrock Business Association	April 2010	ML	LB	LA
		e	Maintain consistency of approach to employers when working in educational institutions	April 2010	ML/KL	LB	LA
		f	Work with Link-Ed to develop protocols for working practice	April 2010	KL	ML	LA/LSC
		g	Continue to use DCSF marketing materials to inform employers around the roll out of diplomas	April 2010	KL	ML	LA
		h	Embed across Thurrock work related learning opportunities for young people and following the transfer of funding from the LSC to the Local Authority from April 2009	April 2010	ML	WRL Chair	SP
		i	Develop ways in which the 14-19 Strategic Partnership will support the procurement of and monitor and develop services from intermediary organisations such as the Education Business Link Organisations (EBLOs)	April 2010	ML	WRL Chair	SP
F2	To ensure employer engagement in strategic developments	a	Review and maintain appropriate business links with the 14-19 Strategic Partnership	Sept 2008	ML	SP Chair	SP
		b	Continue to develop new routes in relation to employer engagement via the Thurrock Learning Partnership and Thurrock Business Association	April 2010	ML	LB	SP
F3	To promote apprenticeship opportunity	a	Work with the National Apprenticeship Service to identify opportunities within Thurrock.	April 2010	ML	LB	SP
		b	Work with partners to promote and develop public sector apprenticeship opportunities	April 2010	ML	LB	SP

The 14-19 Strategic Partnership is committed to offering an entitlement 14 -19 curriculum and improving progression opportunities for all young people. The Diploma Development Groups' submissions, on behalf of the Thurrock Consortium, for Diploma delivery in 2009/10 had the full support of Thurrock Children Education and Families (CEF), Essex LSC and all 14-19 Strategic Partnership members. The Partnership played a major role in the development of all bids.

The 14-19 Strategic Partnership's commitment is well evidenced in our DCSF 14-19 Progress Check. We wish to ensure that our young people can access an improved range of high quality provision to improve participation, retention and progression. We have identified quality providers: Specialist Schools, High Performing Specialist Schools (HPSS), Vocational Specialist Schools (VSS), Work based Trainers (from LSC recommendations) and Colleges including Centres of Vocational Excellence (CoVEs) to move towards the full entitlement by 2013.

Our Partnership has in place collaborative curriculum provision for the Engagement Programme, Young Apprenticeships Programme, BTECs and college link courses, with agreed funding arrangements, operational management and strategic leadership.

We will develop our applied learning and vocational provision on a hub and spoke model. The Local Authority (LA) is developing the secondary element of the School Development Strategy to ensure that 14 - 19 learning pathways will be a major part and will link this closely with Building Schools for the Future (BSF) evolving plans.

The Partnership has engaged leading industry employers who have business interests or manufacturing facilities within the lines. This will support rapidly developing links between employers and education.

The success in Diploma Gateway 2 and 3 applications demonstrates our clear and strong commitment to the 14-19 reform agenda and enables the Consortium to drive forwards the Thurrock 14-19 strategy. The success was welcomed and fully supported by the Thurrock 14-19 Strategic Partnership, understanding the key role the Diplomas and the Foundation Learning Tier will play in delivering the learning entitlement for all young people in the borough.

The Diploma Gateway approval was to deliver 5 Lines of Learning in 2009 with approval for 5 more lines in 2010. We view these as pilot cohorts targeting limited numbers of learners in each line. This will serve the joint purposes of allowing more informed learner choice and testing each line of learning to deliver a quality offer in the context of the partnership systems and protocols we have developed. We recognise the importance of this before delivering the entitlement. We have made it explicit that the framework developed for curriculum delivery and partnership working by the 14 -19 Delivery Group will demonstrate impacts for learners and provide the methodology and structure for delivering the Diplomas.

Diplomas provide an excellent opportunity to harness existing, developing and emerging partnerships to engage a wider group of learners in pathways to key employment areas. Future collaborative arrangements provide a platform for higher achievement for learners.

Alongside this we are determined to expand our vocational offer to meet the needs of local and regional economic development whilst maintaining and broadening the general education offer.

G	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
G1	Develop a broad range of 14-19 provision	a	Ensure the curriculum provides a broad and relevant mix of opportunities, including for those with Special Educational Needs and from disadvantaged groups	Ongoing	TH	LB	LA
		b	Ensure that there is a coherent strategy in place to deliver the 14-19 learner entitlement by 2013 supported by a prospectus, a common admissions procedure for courses and joint timetabling	Ongoing	LB	SP	LA
		c	Review the agreed quality assurance framework to ensure that the courses offered are of good quality.	Sept 2009	TH	LB	LA
		d	Plan the curriculum offer based on an assessment and analysis of learner needs	Ongoing	Schools	LB	LA
		e	Develop joint plans for further provision based on the analysis of current provision	Ongoing	TH	LB	LA
		f	Plans for the introduction of 5 Diplomas for Sept 2009 delivery	Sept 2009	TH	LB	£148,000
		g	Plans for the introduction of 5 Diplomas for Sept 2010 delivery	Sept 2010	TH	LB	£200,000
		h	Ensure curriculum offer is comprehensive to include Foundation Learning Tier, vocational programmes including Apprenticeships, Re-engagement Programmes, General and Applied Learning	Ongoing	TH	LB	LA/DCSF
		i	Promote equal opportunities regardless of race/gender	Ongoing	Partners	SP	LA
		j	Ensure access to specialist provision outside the area including across local authority boundaries	Ongoing	TH	LB	LA
		k	Monitor the outcomes of the Foundation Learning Tier Pilot	Ongoing	RM	LB	LA
G2	Expand curriculum progression opportunities	a	Ensure that post 16 providers of education and training deliver a broad range of courses to engage learner at 16+ and 17+	Ongoing	LB	SP	LA/LSC
		b	Ensure progression pathways are identified through the development of StepOn and by other means	Ongoing	TH	LB	LA/LSC
		c	Ensure that the post 16 offer enables young people with a disability or learning difficulty to secure through FE and training long term employment	Ongoing	LB	SP	LA/LSC
		d	Ensure that learning programmes can be personalised to raise the aspirations of all learners in line with Aimhigher initiatives	Ongoing	LB	SP	DCSF
		e	Consult with Thurrock Business Association to ensure the skills development meets local need	Ongoing	ML	SP	SP

4.3 Delivering on the Ground

Link to the following CYPP, LAA and Progress Check priorities and indicators

The table below identifies the links to the following Children and Young People’s Plan (CYPP), the Local Area Agreement (LAA) and the DCSF 14-19 Progress Check priorities and indicators

Key Element 3: Delivering on the Ground ECM Outcome Children and Young People in Thurrock are able to Enjoy, Achieve and experience Economic Wellbeing

CYPP Priorities	<p>Priority 4.2 To improve safety in the local area</p> <ul style="list-style-type: none"> • Work closely with schools to support and advise on the continued review of school travel plans <hr/> <p>Priority 6.2 Improve the attainment of children and young people of all ages in Thurrock Actions include -</p> <ul style="list-style-type: none"> • Work with schools, national strategies, other providers, to continue to raise attainment and achievement at each key stage. • Work with schools and other providers to ensure continuing development of the school workforce • Work with schools and partner agencies to improve the effective management of school attendance, or access to alternative provision 	Key Performance Indicators	<p>Are there sufficient facilities across the area to deliver a broad range of high quality provision?</p> <ul style="list-style-type: none"> • Sufficient high quality facilities to support the delivery of a range of provision • Facilities are shared between partners to ensure high quality delivery of a broad curriculum offer and to ensure value for money • Partnership has a process to engage employers to provide high quality work placements, and work related learning, and to consult with them when developing any new vocational facilities • Area has realistic plans for how to deliver specific Diploma lines – increasing capacity, or making most of existing facilities – and has an agreed strategic direction for delivery of all 14 lines by 2013 • Area has plans for how capital funding will be used to develop high quality facilities required for 14-19, anticipating changes in participation and introduction of Diplomas and the Foundation Learning Tier. <p>Is the workforce across the area prepared to deliver a broad range of high quality provision?</p> <ul style="list-style-type: none"> • Workforce has sufficient capacity to deliver high quality applied and practical programmes to meet demand • Teaching and training promote course completion, achievement and progression • Capacity and commitment to providing the workforce with competence, knowledge and skills to deliver the 14-19 reforms • Realistic plans for how to develop and deploy the workforce to deliver the Diplomas, drawing in appropriate expertise from employers and industry
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CYPP Priorities	<p>Priority 8.1 – Seek, value and act on the views of our children and young people</p> <p>Actions include –</p> <ul style="list-style-type: none"> • Deliver a Participation and Engagement Strategy that is accessible to all • Where appropriate utilise all contact with children and young people to explore their opinions • Use new and innovative approaches to gain the views of children and young people. Access the views of “silent groups”, for example lesbians, gay and bi-sexual young people, victims of sexual violence, victims of domestic abuse, young offenders, victims of offenders, drug users, young carers • Ensuring that Looked After Children, including unaccompanied asylum seekers are able to make their voices heard 	Key Performance Indicators	
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Delivering on the Ground

Plan H | **To develop a workforce strategy to support the 14-19 curriculum entitlement**

Funding - £20,000

The successful development of a 14 -19 curriculum will depend on the availability of a high quality workforce including teachers with appropriate skills and experience.

The annual audit of mobility, vacancies and new appointments will highlight areas of strength and shortage in the schools. The colleges and other providers will need to produce similar data. This will alert the Partnership to general areas of concern – subjects where we are losing staff, where vacancies are difficult to fill. We can also view trends to make an assessment of whether or not a particular trend is chronic.

The Diploma Development Groups will be required to carry out a staff audit across partners. This would be mapped against their delivery strategy and whether there are staff whose current experience and skill set would be readily convertible to contribute to a specific line of learning. We will pay particular attention to what support staff in schools or colleges and employees in partner businesses can bring to the developing curriculum as these groups do not show up in existing local authority monitoring. The consortium is required to have an understanding of the staffing required to deliver the Diploma lines to the numbers and levels proposed. The Consortium and LA are committed to securing high quality staff to support delivery to students with Learning Difficulties and Disabilities at every point of delivery. These auditing processes are to be on-going as the profile of the workforce in many of our schools and colleges is constantly changing. We need to be alerted to movement of staff, which could make what appeared initially as a very strong area, actually become problematic.

Through our Diploma Champions, we will find and develop staff with good generic skills in facilitating applied learning and seek to upgrade these skills so that these colleagues can support the development of the Diploma programme. The consortia will run a rolling training needs audit through the Diploma development group meetings.

Our employer, CoVE (Logistics and IT), FE and HE partners have committed to delivering Diploma training. The support from Ford and RWE npower is particularly important as the breadth of their businesses enables them to contribute to a number of diploma lines. J and E Training with their employer partners will make a specialist input to the Hair and Beauty Diploma. They are also willing to offer staff placements and exchanges. Care Ambassadors and Student Ambassadors from Social Work will also work alongside staff and students. They will provide up-to-date intelligence on career progression pathways and skill requirements and credible work related learning.

EBP will provide Enterprise Education training for staff, to encourage inter and intra departmental working. This will support learners in the development of their enterprise skills, important transferable skills running throughout the Diplomas.

We will make full use of the Diploma Support Package provided nationally by including our HE, employer and other key partners. FE and WBL partners will need to commit to achieving QTLS for all delivery staff. Arrangements are in place for Examinations Officer CPD to be delivered by National Assessment Agency (NAA).

The Secondary Strategy Team will continue Functional Skills training and will cascade this. The Consortium will have Diploma Champions covering diploma lines. They will demonstrate line specific expertise and have the capacity to coach on the pedagogies necessary to deliver applied learning. Diploma Champions will also identify and disseminate good practice across our providers using the expertise of the high performing and Ofsted rated “Outstanding” providers.

Raising awareness of the 14 - 19 reform programme and Diplomas is a priority for the entire workforce. A programme of twilight meetings will aim to ensure that staff are aware of the nature of Diplomas and the progression pathway opportunities.

H	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
H1	To understand the staff skills and qualifications required to deliver the Diploma	a	Audit staff skills including those relating to industry and sector experience	Mar 2009	WDT	LB	£5,000
		b	Address workforce diversity issues	Ongoing	WDT	KS	LA
		c	Analyse the skills and qualifications of support staff	Ongoing	WDT	KS	LA
		d	Develop a consortium wide approach to fill staffing gaps for delivering the 17 Diploma lines and functional skills	Mar 2009	TH/LB	JM	LA
		e	Develop CPD programmes that include placements within industry and support employer engagement	Mar 2009	ML	SP	LA
H2	Ensure that the workforce has the skills and qualifications to deliver the Diploma requirements	a	Develop a consortium wide approach to planning approaches to teaching and learning	Ongoing	LB	SP	LA
		b	Ensure that all teaching staff of FE colleges and work-based learning providers if not already qualified should work towards QTLS status	Ongoing	Colleges	LB	LSC
		c	Develop CPD programmes that keep pace with industry and sector developments	Annual	LB	SP	LA
		d	Develop Diploma Champions as a cross partnership resource	Ongoing	TH	LB	SP
		e	Develop the role of Lead Champion to work across all lines of learning	Ongoing	TH	LB	£15,000
		f	Develop a workforce development plan in negotiation with NCSL, SSAT and other DCSF workforce support delivery partners	Jan 2010	LB	SP	LA
		g	Ensure that key leaders and practitioners access the Diploma support available from DCSF sponsored programmes and awarding bodies	Ongoing	LB	SP	DCSF
H3	Ensure that new recruits will be brought in to the workforce	a	Address gaps in the skills of the workforce through new appointments from a range of backgrounds	Annual	LB	SP	Delivery Partners
		b	Develop a detailed timeline of recruitment projections to allow sufficient time to recruit for preparation for line of learning delivery	Sept 2009	LB	SP	LA
		c	Audit staff mobility and activity around the recruitment and succession planning of staff.	Annual	TH	SP	LA
		d	Market career opportunities within services to young people in Thurrock	Annual	ML	AF	LA

Plan I	To develop facilities across Thurrock to deliver a broad range of high quality provision and to support the new 14 – 19 entitlement	Funding - Capital Bid £4,000,000 Revenue £5,000
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The DCSF 14–19 Implementation Plan provides a commitment to a national entitlement to the full range of Diplomas for all young people by 2013. This will require all young people to have open access to Diplomas in 17 lines of learning at Foundation, Higher and Advanced levels. Diplomas will be phased in over the following timescale:

2008: IT, Engineering, Society Health and Development, Creative and Media, Construction and the Built Environment

2009: Environmental and Land-based Studies, Hospitality, Hair and Beauty, Manufacturing and Product Design, Business Administration and Finance

2010: Public Services, Sport and Leisure, Retail, Travel and Tourism

2011: Science, Humanities, Languages

In 2009 the Thurrock Consortium will deliver:

IT, Construction and the Built Environment, Creative and Media, Society Health and Development, Business Administration and Finance

In 2010 we have qualified approval to deliver Engineering and Hair and Beauty Studies,

The 14-19 Strategic Partnership will develop plans to enable young people to access these Diplomas across providers and for some minority subjects across the Thames Gateway and beyond. The offer will be achieved through partnership working across schools; academies, colleges and work based learning sectors, with each provider playing to their strengths and specialisms. It is very unlikely that any individual institution will have the necessary facilities, resources or expertise to deliver the full entitlement.

The 14-19 Strategic Partnership plays a major role in the development, management and allocation of all facilities. Its structure has been built on sound practices that have been able to react to new funding streams and government initiatives to benefit learners and to improve the depth and breadth of educational attainment. The Partnership's commitment is well evidenced in our Progress Check.

Facilities are in place, future commitment by the LSC, LA, FE and HE to develop a modern teaching environment for all Diploma lines will enhance the ability to expand learner numbers in the future. Thurrock and Basildon College is a CoVE for Logistics, Transport, Electrical, Electronic Technologies and the committed support of our FE and WBL partners has enabled us to guarantee industry standard facilities.

The development of the Thurrock Learning Campus has £80m funding earmarked, there is a £30-£40m capital development planned for Palmer's college, Wella have funded new hair and beauty facilities at Thurrock and Basildon College, there is LSC funding for a sixth form presumption to establish a collaborative sixth form between Gable Hall, Hassenbrook and St Clere's and the Gateway Academy is developing post 16 facilities.

The LA is developing the secondary element of the School Development Strategy to ensure that 14 – 19 learning pathways will be a major part and will link this closely with evolving BSF plans.

I	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
I1	To have appropriate specialist facilities in place, including those for applied learning, in a suitable learning environment	a	Monitor gaps in existing skills facilities	Ongoing	TH	LB	LA
		b	Identify appropriate capital projects to provide desired facilities in the preferred Hub and Spoke delivery model	Ongoing	TH	JM	LA
		c	Take account of any future local developments on 6 th form presumptions, Academies and FE capital projects	Ongoing	TH	JM	LA/LSC/DCSF
		d	Investigate availability of appropriate funding sources	Ongoing	TH	JM	LA
		e	Investigate suitable, available resources within the local community including Employers	Ongoing	TH	LB	£5,000
		f	Present plan of suitable delivery facilities to the Partnership and modify if necessary	Jan 2009	TH	LB	LA
		g	Establish a close working relationship with the LA teams responsible for BSF and the Local Development Framework to ensure that our needs are reflected in future plans	Ongoing	TH	JM	LA
I2	Ensure clear management arrangements are in place to enable full access to facilities for all learners	a	Review protocols to allow full access to Consortium facilities as outlined in the Gateway proposal	April 2010	TH	LB	LA
		b	Review protocols for use of mobile facilities	April 2010	TH	LB	LA

The new 14–19 learning entitlement can only be delivered if the greater breadth and choice of curriculum developed is accessible to young people. While better access can be promoted through e-learning and teacher travel it is inevitable that the movement of learners between partners in the Consortium will be pivotal in guaranteeing learner entitlement, improving participation and achievement.

There are clear legal requirements upon the LA regarding home school/college transport with clear government expectations that Thurrock will support travel to learn.

The Council provides transport for school children in accordance with statutory requirements and for:

- All secondary school children travelling a distance of over 3 miles.
- All pupils attending sixth form colleges or similar institutions where the nearest college to their home providing the course is over 3 miles travelling distance away.
- Any pupil who does not meet the distance criteria may be accommodated on an existing service provided by the Council at a contributory cost of £50 per term.

The education transport policy of the Council is designed to assist in meeting real or perceived concerns about child safety, reduce the impact of journey by car to and from schools and to assist in providing choice and mitigating exclusion on the grounds of cost of travel.

At the present time, the Council provides transport services for approximately 4,000 pupils attending schools and colleges on buses, trains, taxis and coaches. A small element of this number is moved using season tickets on existing commercial services. Most pupils are moved by contracted bus or coach hire. The Council provides these services currently using 63 vehicles hired from the private sector.

The Council also provides tailor-made transport services for approximately 400 pupils with impairment and/or behavioural difficulties. The services are currently provided by the contracted hire of approximately 120 taxis, car hire vehicles or minibuses, and the Council directly using four adapted mini buses catering for pupils with needs that cannot be met by the private sector transport operator.

Although effective, the current provisions are limiting involvement in extended school activities, working on more than one site in any one day and travel to WBL partners. Additionally, proposals for the development of youth provision to ensure broader opportunities highlight the need for us to challenge existing practice.

Several schools in Thurrock already use school buses or coaches. This again can be a very effective way of reducing the number of car trips to schools. There is likely to be greater scope for this method of school travel, though again surveys of existing trips will be required in order to determine the viability of such services. All LA schools have been encouraged to develop Travel Plans; to support this initiative the LA has recruited two additional Road Safety Officers. Targets, to be achieved by 2011, have been set:

- To increase the percentage of children who walk to school by 5%
- To increase the percentage of children that cycle to school by 9%
- To reduce the percentage of children that travel to school by car by 9%

J	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
J1	To develop a transport strategy that is free at the point of delivery and promotes access to the full 14 – 19 Learner Entitlement, Youth and Extended School provision	a	Establish how 14–19 access requirements can be factored into broader transport planning by the Council i.e. Strategic Spatial Objective SSO10	Ongoing	TH	LB	LA
		b	Ensure existing 16-19 discretionary funding is used appropriately	Ongoing	TH	JM	LA
		c	Facilitate the 16+ Travel Partnership	Ongoing	TH	LB	LA
		d	Contribute to the production of SMOTS	May 2009	TH	JM	LA
		e	Investigate how existing resources might be used to allow multi-centre travel and access to youth and extended school activities.	Ongoing	TH	LB	LA
		f	Identify business partnerships who might contribute/benefit from the new transport links	Ongoing	TH	JM	LA
		g	Present solutions to the Partnership, amend and implement	April 2010	TH	SP	£30,000

Plan K	To develop the use of ICT to enhance learning, improve access to the curriculum offer and bring new and interactive learning opportunities	Funding - £130,000
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ICT has a key role in helping us to train and develop those delivering education for young people aged 14-19. It should also make it easier to communicate with those traditionally the hardest to reach and to deliver more efficient services to them. ICT developments in Thurrock will also provide better information for parents and families with the introduction of electronic reporting and real-time access to attendance information.

Our response to the DCSF “Harnessing Technology E-Strategy” will be to

- Broaden the collaborative use of ICT across the 14-19 Partnership to widen curriculum choice to learners, to include the 17 lines of learning, including vocational and applied subjects
- Develop a common systems framework for the learning, teaching, assessment and administrative function of the education sectors
- Encourage teachers to become more skilled in their use of ICT
- Embed ICT training within the CPD programme in all sectors
- Ensure every learner has appropriate access to technology in school and beyond the school day

We need to provide the opportunity for children, learners and parents to have a voice in the services we provide. Effective ICT strategies make it possible for the services and courses on offer to be more personalised. Our intention is to focus both on e-learning (using ICT to change how we learn) and e-delivery (the mechanisms by which we provide electronic information and services.)

At any stage of learning, ICT could re-engage the unmotivated learner and bring an authentic and challenging task within their grasp. ICT could make the difference between the boredom of the learner who is always left behind and the discovery that they can find their own way to make progress.

K	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
K1	Use ICT to increase learning opportunities for young people and provide the chance to develop the skills needed for full participation in a technology-rich society	a	Develop the internet as a key delivery channel for teachers, trainers and lecturers, through online portals	Ongoing	SP	TH	SP/School
		b	Enable non-school models of learning for disaffected learners	Ongoing	RE	TH	SP/School
		c	Support the use of distance-learning and video-conferencing technologies across the partnership and beyond	Ongoing	SP	TH	SP/School
K2	Encourage and support the introduction of a common digital infrastructure to support	a	Encourage partnerships and collaboration among the institutions and organisations through the use of ICT	Ongoing	TH	SP	LA

	transformation and reform	b	Introduce appropriate MIS systems to track and monitor the attendance and achievements of young people across the partnership	April 2010	TH	SP	£30,000
		c	Make best value ICT procurement opportunities available to all organisations	Ongoing	LA	TH	LA
K3	Develop ICT solutions which support personalised education programmes for young people	a	Provide a personal online learning space for each young person	Sept 2009	SP	TH	SP
		b	Embed e-learning in workplace and work-based learning	Ongoing	ML	AF	LA
		c	Support the developments in Learning Platform technology across the partnership	Ongoing	TH	SP	£25,000
K4	Ensure the ICT infrastructure continues to support the development of the successful on-line Prospectus, www.Stepon.org , across EST	a	Collaborate with EST to ensure the continued development updating and management of Stepon	Ongoing	SP/BK	TH	£5,000
K5	Introduce an on-line common application process	a	Provide a personal portfolio (ILP) space for each learner	April 2010	TH	SP	£25,000
		b	Develop a common web-based application form and process for all providers	April 2010	TH	LB	£20,000
		c	Ensure the common application process informs/links with the September Guarantee	April 2010	TH	AF	LA
K6	Develop a good quality ICT training and support package for practitioners	a	Champion the strategic development of ICT capacity to ensure that ICT is embedded appropriately within institutions	Ongoing	TH	SP	£25,000
		b	Provide ongoing CPD through guidance and exemplar practice and subject based e-communities	Ongoing	SP	TH	SP

Plan L**Developing ways of assessing the need for new building and facilities for learning and infrastructure Funding - £4,000**

In Thurrock, we aspire to create “Cathedrals of Learning”. Every young person deserves to learn in state of the art 21st century facilities. We also expect that this structural change will inspire and motivate learners to remain in and return to the classroom. Our school and college buildings will be a source of pride and a practical resource for the community.

The Building Schools for the Future programme (BSF) provides us with an opportunity to replace existing secondary school buildings. This programme will provide an opportunity to design facilities, which are capable of delivering all lines of learning and that support local collaboration. It will allow us to develop an infrastructure that supports the realisation of the 14 – 19 entitlement and ensures high quality local delivery. The development of Academies and substantial investment in FE provision in Thurrock will further support and enhance future provision.

These opportunities provide a chance for the LA and 14 -19 Strategic Partnership to focus on the needs of particular communities and address the individual needs of weak / failing schools and respond to demographic changes.

Whilst proposals to extend the range and improve the quality of education and related provision are welcomed, we are mindful of the need to avoid dealing with proposals in a piecemeal manner. Therefore all proposals for education and related facilities will be discussed by the 14–19 Strategic Partnership. This consultation will be informed by wider regeneration agendas and will need to respond to the increase in housing stock proposed in the wider Thurrock plan.

We need to look at future investment in a systematic way to ensure that capital expenditure improves standards in our schools and colleges. It needs to be led by a clear educational vision which takes local need, aspiration, social and economic factors into consideration. An understanding of what buildings are needed, where they should be located and what facilities they should offer will be developed in consultation between the LA, schools, colleges and the community.

L	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
L1	Ensure appropriate alignment of 14 – 19 developments with future developments	a	Liaise with Schools Asset Management teams	Ongoing	TH	LB	LA
		b	Liaise with Shaping Thurrock Partnership	Ongoing	TH	LB	LA
		c	Seek guidance from external agencies such as the DCSF	Ongoing	LB	JM	LA
		d	Set up a working group of the 14-19 Strategic Partnership to look at producing a coherent plan for future additional 16- 19 provision	Sept 2008	JM	Chair SP	LA
L2	Develop facilities to provide full access to all lines of learning	a	Maintain an accurate picture of current curriculum provision	Ongoing	TH	LB	LA
		b	Liaise with schools and colleges to establish future needs	Ongoing	TH	LB	LA
L3	Ensure views of all partners are reflected in future provision	a	Consult with schools and colleges to establish their vision/wish list of provision	Ongoing	TH	LB	LA
		b	Use the representation of the 14-19 Strategic Partnership to collate and produce a Partnership Vision	Ongoing	TH	LB	LA
		c	Collaborate with current providers to ensure that we create additionality rather than competition	Ongoing	LB	JM	LA
		d	Consult with the community on the Partnership Vision	Ongoing	TH	LB	LA
		e	Adjust vision following consultation and place annual report before Partnership for approval	April 2010	LB	JM	LA
L5	Establish access to available funding	a	Liaise with all funding bodies	Ongoing	TH	JM	LA
		b	Submit bids as appropriate	Ongoing	TH	JM	LA.
		c	Manage capital development programme	Ongoing	TH	JM	£4,000
		d	Feedback impact of capital funding to the Partnership	Ongoing	JM	Chair SP	LA

The 14-19 Strategic Partnership recognizes that effective and consistent approaches in relation to how we inter-relate to organizations from the voluntary sector will be a key strand of our offer to young people across Thurrock. Our aim is to ensure that VCS organisations are part of the 14-19 partnership’s response to meeting young people’s needs through

- building on their existing work with young people and developing new initiatives
- involvement in the strategic and operational development of the 14-19 strategic partnership
- being valued for their contribution in meeting 14-19 targets

The Partnership will, in consultation with its Voluntary and Community Sector (VCS) partners, seek to identify and sign up to a suitable compact and codes of practice defining its working arrangements with those partner organizations.

The 14-19 Strategic Partnership will commit a percentage of its annual expenditure to projects providing valuable opportunities to young people within the VCS this will form part of the commissioning process within the 14-19 Strategic Partnership.

The 14-19 Strategic Partnership will seek to engage with other funding bodies to consider the possibility of joint funding initiatives.

The partnership acknowledges that a significant amount of work has been undertaken in this area and as a result of this we are looking at ways of streamlining our approach to the engagement with the voluntary sector. As part of this approach we will build on the processes that have been developed by our colleagues from Connexions in a range of commissioning activities, which, have specifically met with needs of young people within Thurrock.

We recognize that we need to ensure that the voluntary sectors skills and expertise in engaging with young people are enhanced and developed across Thurrock area.

M	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
M1	Develop the work of voluntary sector co-ordinator (VSC) in 14-19 team.	a	Undertake audit of existing voluntary sector provision and gap analysis cross referencing with the education plan sections around provision	April 2010	VSC	AF/ML	LA
		b	Identify funding allocation to voluntary sector partners	Nov 2009	VSC	AF/ML	LA
		c	Work with voluntary sector partners to produced a strategy of how we will work together with 14-19 Strategic Partnership	Nov 2009	VSC	AF/ML	LA
		d	Ensure application process and monitoring systems continue to move this agenda forward	Nov 2009	VSC	AF/ML	LA
		e	Advertise funding opportunities	Nov 2009	VSC	AF/ML	LA
		f	Develop a panel for decision in relation to grant funding	Jan 2010	VSC	AF/ML	LA
		g	Commission organisations to begin work in April 10	Mar 2010	VSC	AF/ML	LA
		h	Support volunteering opportunities within Thurrock by identifying funding sources	April 2010	VSC	AF/ML	LA
		i	Engage with V involved to establish improved volunteering opportunities for Young People.	April 2010	VSC	AF/ML	LA

Plan N	Quality Assurance	Funding - £18,000
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The 14 -19 Strategic Partnership in Thurrock is committed to deliver a high quality offer across the curriculum entitlement. Throughout 2008/9 the Delivery Group has been working on the development of a QA framework aligned with the East of England “Quality for ALL” paper. A QA subgroup of the SP has been convened and will meet for the first time in June 2009.

Our system of quality assurance will link to the work of Ofsted and School Improvement Partners.

The 14 -19 Strategic Partnership expects that the quality standards will be met by each provider.

Young people can expect:

- a programme of learning that meets their needs
- high quality learning
- preparation for employability and economic well being
- impartial information, advice and guidance in relation to learning choices
- personal and academic support throughout the 14-19 phase
- to be listened to and to be responded to
- a safe and secure learning environment
- equal access to learning opportunities

N	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
N1	Identify and share good practice	a	Good practice in the partnership is shared with all partners and its use monitored across the network	Ongoing	LB	SP	LA
N2	Set clear targets	a	Agree local targets linked to regional and national	Ongoing	LB	SP	LA
N3	Develop and monitor quality improvement processes	a	Quality Improvement practice in the Partnership is integrated with school and college processes and procedures. All partners contribute to self-evaluation that is a fully integrated part of each school and college’s self-evaluation and development planning processes	July 2010	LB	SP	£8,000
		b	Agreed standards are developed and monitored across the Partnership for all teaching and learning in shared provision	Ongoing	LB	SP	
		c	Responsibility and procedures for peer observations for shared provision is agreed and implemented.	July 2010	SP	LB	

N4	Agree a communications strategy	a	Agree and implement a communication strategy for the Partnership for: <ul style="list-style-type: none"> • Teaching staff • Support/administrative staff • Parents • Employers 	July 2010	ML	SP	SP
N5	Transparent selection procedures for learners	a	Agree and publish protocols and procedures for the application process.	July 2010	TH	SP	£5,000
		b	Agreed and publish criteria for the selection of learners.	July 2010	TH	SP	
		c	Common application process agreed the SRG.	July 2010	TH	SP	
N6	Monitoring and tracking, recording and reporting processes	a	Clear, agreed, common procedures, timing and format for communication, monitoring and tracking, recording and reporting are developed and implemented on: <ul style="list-style-type: none"> • Attendance • Progress • Behaviour • Personal development • Other learning issues 	July 2010	TH	SP	£5,000
N7	Learners are listened to and responded to. Qualitative and quantitative approaches to capturing learner voice	a	Develop common approaches in the SP for qualitative and quantitative capture of learner voice on: <ul style="list-style-type: none"> • Quality of provision • Information, advice and guidance • Student support • Access to appropriate facilities 	Dec 2009	AF	SP	LA
		b	Learners in the partnership have the opportunity to express their views through questionnaires.	Oct 2009	ML	AF	SP
		c	Feedback is provided to learners on the views they have expressed, the action that will be taken as a result and the impact of any action undertaken.	Oct 2009	ML	SP	SP
N8	Secure safe and secure learning environments through Service Level Agreements.	a	Ensure that a school sending learners to a provider recognises the responsibility to ensure that legal requirements are met including: <ul style="list-style-type: none"> • Current/relevant insurance cover is in place • appropriate risk assessments have been undertaken in line with Health, Safety and Security legislation • appropriate CRB checks and child protection procedures are in place 	Ongoing	Partners	ML	Partners

N9	Agree the curriculum and learning opportunities offered to all learners	a	The SP has a statement of entitlement on the specific subjects and learning opportunities that will be available to all learners and those which are optional or additional and monitors its implementation.	Ongoing	ML	LB	SP
		b	Communicate the entitlement to all learners, teachers and parents in the Partnership.	Ongoing	SP	LB	SP
N10	Raise awareness of local learning opportunities	a	All partners contribute to a local prospectus showing all learners the learning opportunities available in the partnership/network	Ongoing	TH	SP	LA
		b	The prospectus will link to information on further qualifications or employment to which the provision could lead.	Ongoing	TH	LB	LA

Across the East of England joint work is being undertaken by the Directors of Children's Services, the LSC, Government Office and EEDA at regional and local levels to plan and implement the transition of responsibility and funding for 16-19 provision in April 2010.

In the East of England the following structures have been established:

- A Regional Planning Group (RPG) to maintain the strategic direction for implementation of the Machinery of Government changes for young people in the region. The RPG is composed of Directors for Children's Services, LSC, GO East and EEDA and has regional responsibility for oversight of planning and commissioning following transition.
- A regional operational group (14-19 Transition Planning Group) of Local Authority and LSC 14-19 leads, which is also attended by GO East.
- Three Sub-Regional Groups which work together to plan across areas to address the needs of local residents and learners flowing in and out of the area.

Our Sub-Regional Group comprises; Essex, Southend and Thurrock.

SRGs were configured taking into account travel to learn patterns and work has already begun on the transition. SRGs have submitted proposals to the DCSF regarding future working arrangements and their readiness to undertake the new commissioning responsibilities. These address areas such as governance; developing protocols for planning and dispute resolution; commissioning arrangements and any plans for shared services; the extent of provider and stakeholder engagement; future plans for embedding the learner and employer voice in planning etc. The SRGs have established regular meetings with local providers and stakeholders in readiness for the transition and the LSC is working very closely with local authorities and SRGs to ensure a smooth transition year as we move towards 2010.

Our SRG have set-up a 14-19 Executive Group who look at the operational issues around transition planning.

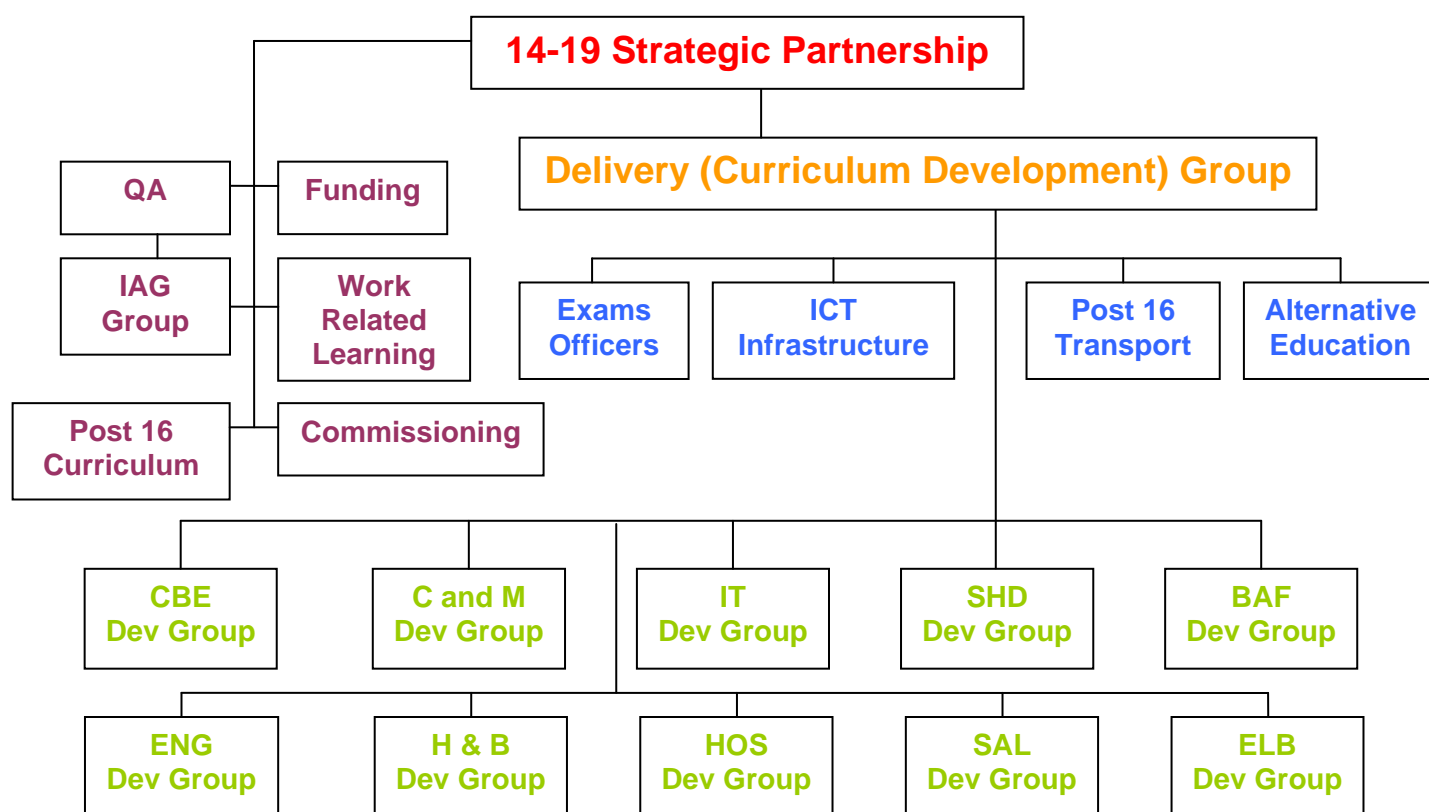
The RPG has secured funding for local capacity-building to smooth transition and this has allowed us to appoint a Regional Programme Manager to work with each of the local authorities and SRGs to ensure a consistent approach to transition across the region. A regional transition programme and communications plan is now in place and each local authority is moving forward with the assessments that are necessary to establish readiness for this new responsibility. Further information is emerging on the detailed structures and responsibilities of the Young People's Learning Agency and the Skills Funding Agency as well as the numbers of staff transferring to local authorities. This information will allow the LSC and local authorities to work together to develop appropriate staffing structures and transfer staff into their new roles as we move forward.

The National Apprenticeship Service (NAS) has formed ahead of these two organisations.

Through working in partnership with the LSC, the three local authorities are currently gaining a more detailed understanding of the commissioning process and data.

	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
O1	Prepare for the responsibility and funding for 16-19 transfers in April 2010	a	Build LA capacity and knowledge to plan funding, commissioning, negotiations and contract management.	April 2010	LB	JM	£8,500
		b	Ensure the effective transfer of LSC staff into LAs	April 2010	LB	JM	£5,000
		c	Ensure that the responsibility for 16-18 funding is not a bolt-on, but is part of 14-19 - this will involve changes to LA systems, structures and the development of management capacity.	April 2010	LB	JM	LA
		d	Ensure that the Sub-Regional Group develops cross-border responses to issues such as participation or NEET if needed.	April 2010	LB	JM	LA
		e	Develop protocols with YPLA, Skills Funding Agency and National Apprenticeship Service in order to manage the commissioning of provision, join up youth, adult and skills agendas.	April 2010	LB	JM	LA
		f	Build capacity in the LA to plan, research and apply for external funding from ESF, liC, EEDA and to manage these	April 2010	LB	JM	LA
		g	Continue to develop and fund existing provision for LLDD and other vulnerable groups.	April 2010	LB	JM	LA

5. Strategic Partnerships Working Groups:



6. Membership of 14-19 Strategic Partnership:

NAME		JOB TITLE	REPRESENTING
Phillipa	Fitch	Partnership Director	LSC Essex
Linda	Bostock	Strategic Leader 14+ Pathways Development	CEF, Thurrock Council
Ros	Cooper	Principal Office, Pupil Support, Behaviour & Attendance	CEF, Thurrock Council
Ann	Farrell	IYSS Manager	Youth and Connexions
Julia	Spearman	Acting Principal	Thurrock & Basildon College
Richard	Glasby	Head Teacher	Hassenbrook School
Malcolm	Newsam	Interim Corporate Director of Children, Education & Families	CEF, Thurrock Council
Paul	Griffiths	Head Teacher	St Clere's School
Terry	Hammond	14-19 Curriculum Development Manager	CEF, Thurrock Council
Jan	Hodges	Principal	South East Essex College
Barbara	King	Head Teacher	The Ockendon School
John	King	Head Teacher	Gable Hall & William Edwards School
Gareth	Williams	Acting Head Teacher	Grays Convent High School
Michele	Lucas	Partnership Manager	Thurrock 14-19 Partnership

Maggie	McLinden	UEL	UEL
Jay	Mercer	Head of Service, Children Youth and Families	CEF, Thurrock Council
Richard	Milligan	Head Teacher	Beacon Hill School
Kevin	Sadler	Principal	The Gateway Academy
Paul	Smith	Head Teacher	Treetops School
Chris	Tomlinson	Head Teacher	Chafford Hundred Campus
Christine	Tinkler	Head of Service, Schools and Learning	CEF, Thurrock Council
Mark	Vinall	Principal Palmers College	Palmers College
Tess	Walker	Head Teacher	Belhus Chase School
Sharon	Walsh	Principal	Adult Community College
Maureen	Wilcox	Thurrock Learning Partnership Manager	CEF, Thurrock Council
Richard	Groome	General Manager	Park Inn, Thurrock

7. Consultation and review on this plan: (See Appendix 2)

This plan will be reviewed in the same way as the Young Persons Plan. We will work with IYSS to ensure that young people voice is captured, for the 14 -19 Education Plan, in line with other IYSS activities.

8. Supporting Documents:

QCA Diploma website http://www.qca.org.uk/qca_5396.aspx

The following links from the QCA website are useful:

- Design for Success (Shaping your Curriculum) – download the four related documents from this link (right-hand side of the page) http://www.qca.org.uk/qca_13949.aspx
- Curriculum guidance for Society, Health & Development diploma can be found at the following link; you can access each level and other diploma lines by clicking on the links on left-hand side of page http://www.qca.org.uk/qca_13485.aspx
- Page of suggested further links from QCA http://www.qca.org.uk/qca_13916.aspx
- Diploma Structure & Standards (Version 2) - http://www.qca.org.uk/libraryAssets/media/qca-07-3312_The_Diploma_web.pdf
- List of Awarding Bodies accredited to offer diplomas (or components) - http://www.qca.org.uk/qca_12987.aspx
- Work related learning resources - http://www.qca.org.uk/14-19/11-16-schools/index_s4-2-resources.htm
- Higher Education experience - http://www.qca.org.uk/14-19/6th-form-schools/68_2458.htm
- Collaboration guide - http://www.qca.org.uk/14-19/11-16-schools/index_s6-0-collaboration.htm

DCSF Diploma Website <http://www.dfes.gov.uk/14-19/>

The following links from the DCSF website are useful:

- Diploma website for young people (Directgov) - <http://yp.direct.gov.uk/diplomas/>
- 14-19 Jargon Buster - <http://www.dfes.gov.uk/14-19/index.cfm?sid=26&pid=316&ctype=TEXT&ptype=Single>
- Resources for diploma delivery & gateway (including Professional Development Directory, hot topic guides & young peoples forum) - <http://www.dfes.gov.uk/14-19/index.cfm?sid=39>
- Functional Skills basics - <http://www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=225&ctype=None&ptype=Contents>
- Information for HE - <http://www.dfes.gov.uk/14-19/index.cfm?sid=34>
- IAG - <http://www.dfes.gov.uk/14-19/index.cfm?sid=27&pid=307&ctype=None&ptype=Contents>
- Funding - <http://www.dfes.gov.uk/14-19/index.cfm?sid=27&pid=266&ctype=None&ptype=Multiple>
- National Portal (local prospectuses) - <http://www.dcsf.gov.uk/14-19/index.cfm?sid=41&pid=331&ctype=None&ptype=Contents>
- Good practice for partnerships (including Manual of Good Practice to download or order and video case studies) - <http://www.dfes.gov.uk/14-19/index.cfm?sid=9>
- Critical success factors to delivering 14-19 reforms - <http://www.dfes.gov.uk/14-19/index.cfm?sid=9&pid=289&ctype=TEXT&ptype=Single>
- Work Related Learning publication - http://www.dfes.gov.uk/14-19/documents/14-19workrelatedlearning_web.pdf
- Diploma visual identity support, assists with partnerships/consortium marketing materials - <http://www.dfes.gov.uk/14-19/documents/DiplomavisIDprint.pdf>
- Diploma information packs (to download or order) - <http://www.dfes.gov.uk/14-19/index.cfm?sid=39&pid=308&lid=287&lid=94&ctype=Text&ptype=Single>
- Quality standards for young people's IAG (Every Child Matters website) - <http://www.everychildmatters.gov.uk/iag/>
- Developing the IAG workforce - <http://www.iagworkforce.co.uk/site/iag/home>
- To subscribe to Planning 09 newsletter - <http://www.dfes.gov.uk/14-19/index.cfm?sid=39&pid=346&ctype=NEWSLETTER&ptype=Single>
- Newsletters and Delivery 08 - <http://www.dfes.gov.uk/14-19/index.cfm?sid=30>

National Database of Accredited Qualifications:

Browse Diploma Qualifications, accredited awarding bodies, assessment criteria, guided learning hours and equivalent levels / qualifications.

<http://www.ndaq.org.uk/DiplomaCatalogueSelection.aspx>

Centre for Excellence in Leadership (CEL) 14-19 website

<http://www.centreforexcellence.org.uk/default.aspx?Page=1419Agenda>

Quality Improvement Agency (QIA) 14-19 website

<http://www.qia.org.uk/programmesandservices/curriculumreforms.html>

QIA Excellence Gateway <http://excellence.qia.org.uk/>

National Teaching & Learning Change Programme resources <http://teachingandlearning.qia.org.uk>

QIA Resources for Teachers, Tutors & Trainers <http://ntlcp.qia.org.uk>

National College for School Leadership (NCSL) website <http://www.ncsl.org.uk/index.cfm>

ECM Leadership Direct (open access resource for leaders)

<http://www.ncsl.org.uk/priorities/priorities-ecmleadershipdirect.cfm?CFID=13168584&CFTOKEN=84144081>

Specialist Schools Academies Trust (SSAT) 14-19 website

<http://www.ssatrust.org.uk/vocationallearning/default.aspa>

SSAT 14-19 Vocational Updates

<http://www.schoolsnetwork.org.uk/Article.aspa?PageId=218229&NodeId=204>

National Assessment Agency (NAA) 14-19 website

<http://www.naa.org.uk/examsoffice/1419reform.asp>

Teachers TV (30 minute video about Diplomas) <http://www.teachers.tv/video/20558>

Parents Centre (information on 14-19 reforms for parents)

<http://www.parentscentre.gov.uk/foragegroup/16plusyears/reformsannouncedovereducationfor14to19years/>

TDA/LLUK 14-19 website <http://www.teach14-19.org/>

Are You Ready (training needs analysis toolkit for teachers who will deliver diplomas)

<http://www.teachertna.org/>

Online training needs analysis for support staff who will be involved in delivering the diplomas

<http://www.sstna.org/Content/index.asp>

CEGNET (DCSF careers education support programme) <http://www.cegnet.co.uk/site/cegnet/home>

Aimhigher Focus on Careers (aimed at young people) <http://www.focusoncareers.org.uk/>

Society, Health & Development DDP website <http://diploma.skillsforhealth.org.uk/>

Engineering DDP website www.engineeringdiploma.com

Construction & Built Environment DDP website www.cbdiploma.co.uk

IT DDP website <http://www.e-skills.com/diploma>

Creative Media DDP website <http://www.skillset.org/qualifications/diploma/>

Edexcel diploma website <http://developments.edexcel.org.uk/diplomas/>

City & Guilds and AQA diploma website <http://www.diplomainfo.org.uk/>

OCR 14-19 Changes website <http://www.ocr.org.uk/qualifications/1419changes/index.html>

EDI general website <http://www.ediplc.com/edi/Web/edi/index.aspx>

Business Link Diploma Page

<http://www.businesslink.gov.uk/bdotg/action/detail?type=ONEOFFPAGE&itemId=1079879230&r.li=1079883595&r.l1=1073858787&r.pp=11&r.pt=global&furlname=diplomas&furlparam=diplomas&ref=http%3A//www.dfes.gov.uk/14-19/documents/Planning%2520for%2520Delivery%252009%2520-%2520December%252007.htm&domain=www.businesslink.gov.uk>

9. Availability & Analysis of Data:

Verified data will be used to update and review the plan as it becomes available.

Thurrock Performance and Targets

GCSE or Equivalent 5+ A*-C Including English and Maths			
Academic Year	2007/2008	2008/2009	2009/2010
Target	47.4%	53.1%	54.1%

Indicators	Baseline	LAA Improvement Target		
		08/09	09/10	10/11
Agreed LAA targets				
NI.79 - Achievement of Level 2 qualification by age 19	61.7% (05/06)	69.9%	72.2%	74.3%
NI.117 - 16-18 year olds who are not In education, training or employment	7.4%	7.5% (LAA07)	7.3% (LAA07)	6.7%
NI.80 - Achievement of Level 3 qualification by age 19	3.5% (06/07 school year)	36.5%	39.7%	42.7%

10. Glossary:

BAF	Business, Administration and Finance Diploma
BME	Black and Minority Ethnic
C&M	Creative and Media Diploma
CBE	Construction and Built Environment Diploma
CEF	Children, Education and Families
CPD	Continuous Professional Development
CYPP	Children and Young People's Plan
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
EST	Essex, Southend and Thurrock
FE	Further Education
HE	Higher Education
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
INSET	In-Service Training
IT	Information Technology
JAR	Joint Area Agreement
JSA	Job Seekers Allowance
LAA	Local Area Agreement
LA	Local Authority
LLDD	Learners with Learning Difficulties and Disabilities
LSC	Learning and Skills Council
MIS	Management Information System
NAA	National Assessment Agency
NCSL	National College for School Leadership

NEET	Young People not in education, employment or training
QCA	Qualifications and Curriculum Authority
SEEC	South East Essex College
SEN	Special Education Needs
SHD	Society Health and Development Diploma
SME	Small and Medium Employers
SP	Strategic Partnership
VSC	Voluntary Sector Co-ordinator
VCS	Voluntary and Community Sector
WBL	Work-based Learning