



14-19 Education Plan 2008 – 2013

Refreshed June 2010

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 14-19 education. 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.

In Thurrock we have a significant challenge 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.

Our 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 a 14 -19 curriculum, which includes all information, support, delivery and infrastructure services for young people.

This will be delivered by Thurrock's institutions and organisations working in partnership. 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, currently, joint working is being undertaken by Directors of Children's Services at the Regional Planning Groups. Thurrock is part of a Sub-Regional Group comprising Essex, Southend and Thurrock that is working to provide a quality offer of provision that meets the needs of local young people.

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 14-19 transition planning. It will shape strategic commissioning by the local authority through the Children's Trust. The Plan will review the curriculum offer. It will be 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 include how we will facilitate the phased introduction of Diplomas, the availability of the International Baccalaureate, the development of the Apprenticeship Pathway and Foundation Learning in readiness for the raising the participation.

The 14 -19 Education Plan will set out local policies for:

- coordinated and collaborative curriculum planning and delivery
- the provision of impartial information advice and guidance
- the reduction of the numbers of young people not engaged in education, employment or training
- the delivery of the entitlement to young people with Special Education Needs or Learners with Learning Difficulties and Disabilities
- the engagement of young people in the care of the local authority
- quality assurance and quality improvement
- access and transport
- employer engagement
- 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.

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. Figures are rounded to the nearest 5.

Area	Apr 07	Apr 08	Apr 09	Apr 10
Aveley and Uplands	20	15	40	30
Belhus	30	25	50	50
Chadwell St Mary	35	10	35	35
Chafford and North Stifford	5	0	10	5
Corringham and Fobbing	0	0	15	10
East Tilbury	10	10	15	15
Grays Riverside	20	25	40	35
Grays Thurrock	25	20	30	25
Little Thurrock Blackshots	10	5	20	10
Little Thurrock Rectory	10	5	10	15
Ockendon	25	20	35	35
Orsett	5	5	10	10
South Chafford	0	0	10	5
Stanford East and Corringham Town	15	15	20	30
Stanford-le-Hope West	10	15	20	15
Stifford Clays	10	5	20	20
The Homesteads	10	5	20	30
Tilbury Riverside and Thurrock Park	25	15	30	35
Tilbury St Chads	30	25	50	35
West Thurrock and South Stifford	30	25	35	35
Great Britain	107,735	93,985	154,010	142,330
East	8,315	6,925	12,550	11,245
Thurrock	325	250	520	490

Source NOMIS

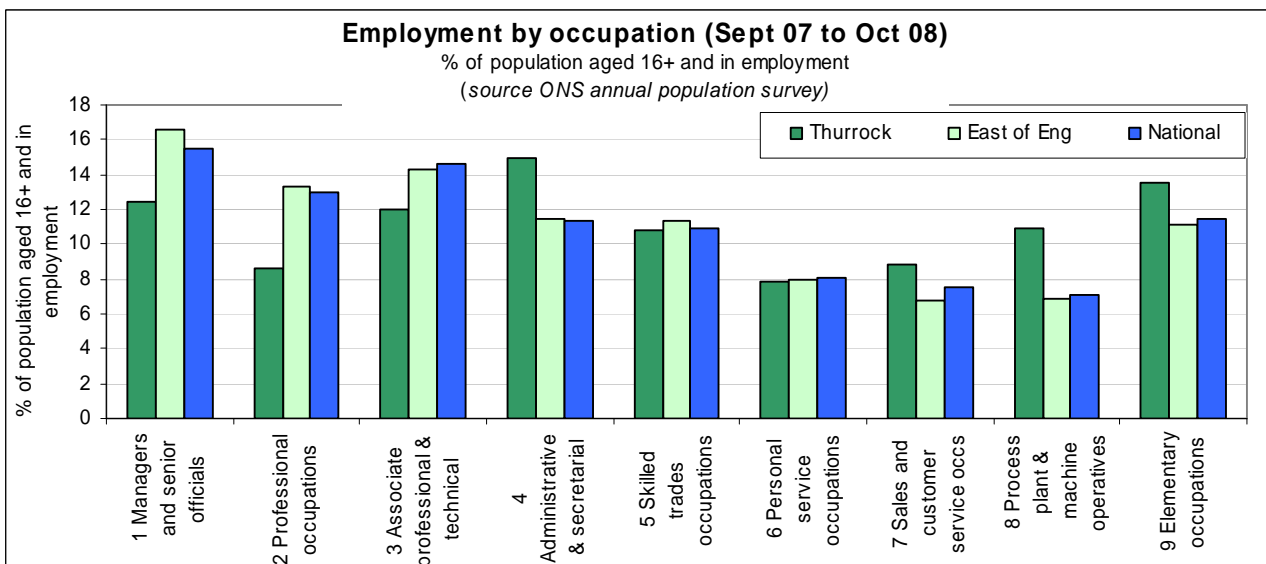
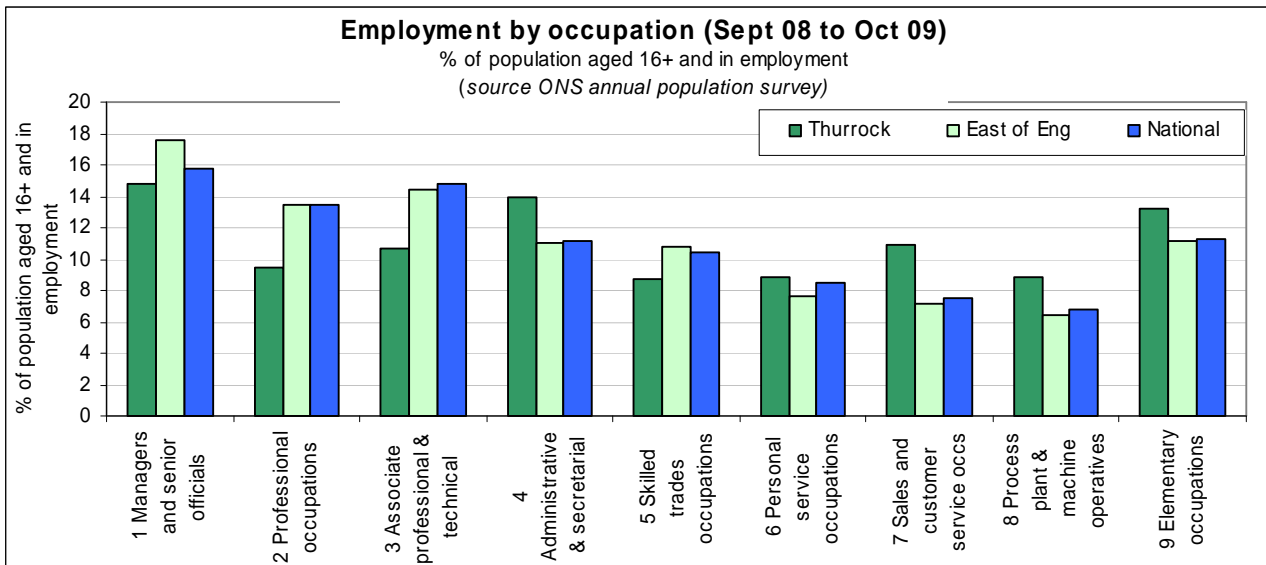
The figures below are for 24 and under claiming JSA. Figures are rounded to the nearest 5.

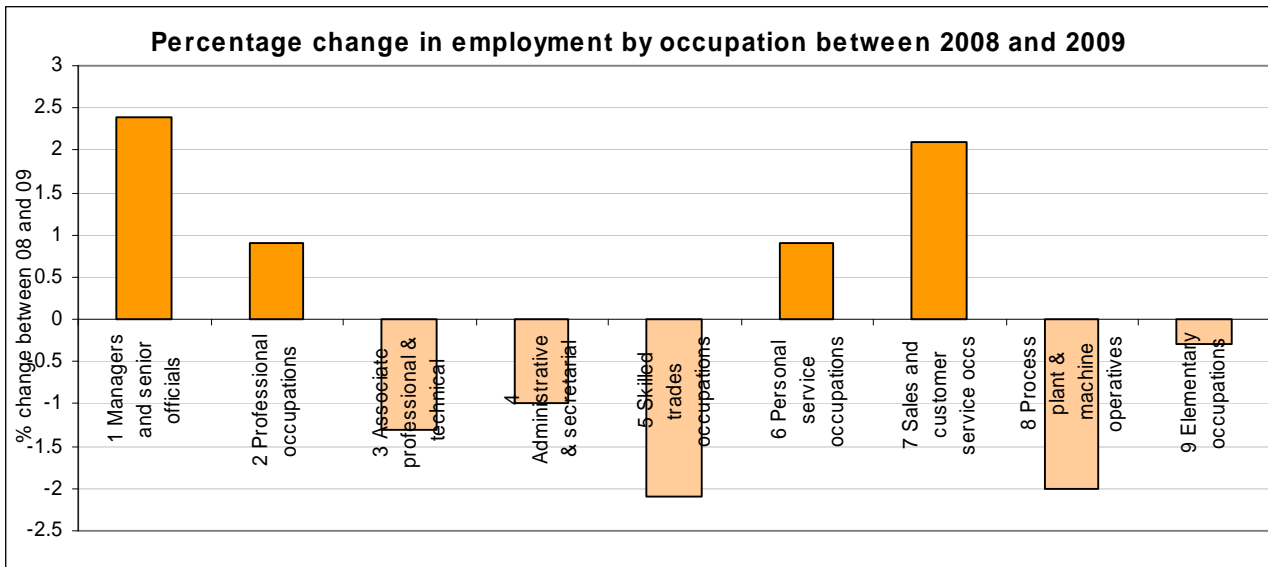
Area	Apr 07	Apr 08	Apr 09	Apr 10
Aveley and Uplands	45	35	90	70
Belhus	80	75	125	125
Chadwell St Mary	60	45	110	115
Chafford and North Stifford	15	10	35	20
Corringham and Fobbing	5	5	40	30
East Tilbury	30	30	50	40
Grays Riverside	70	80	115	105
Grays Thurrock	50	45	90	80
Little Thurrock Blackshots	30	25	55	35
Little Thurrock Rectory	20	20	30	50
Ockendon	55	55	85	85
Orsett	10	5	20	25
South Chafford	10	15	25	20
Stanford East and Corringham Town	30	25	60	70
Stanford-le-Hope West	25	25	40	40
Stifford Clays	20	15	45	45
The Homesteads	25	20	55	50
Tilbury Riverside and Thurrock Park	75	50	95	95
Tilbury St Chads	75	50	110	95
West Thurrock and South Stifford	75	65	100	100
East of England	20,085	17,740	35,370	33,135
Thurrock	790	700	1,375	1,300

Source NOMIS

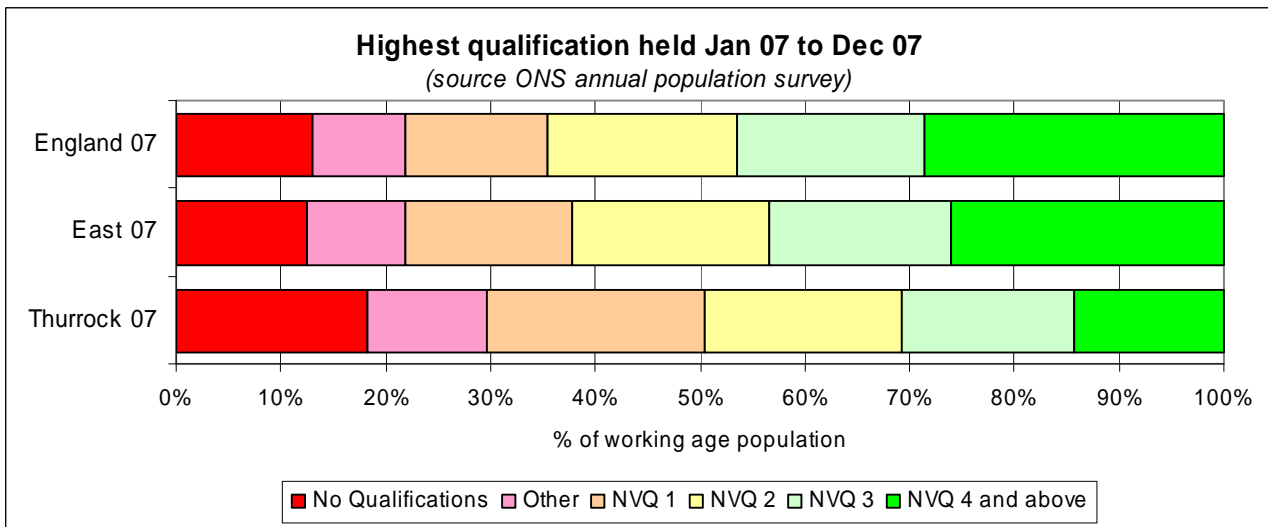
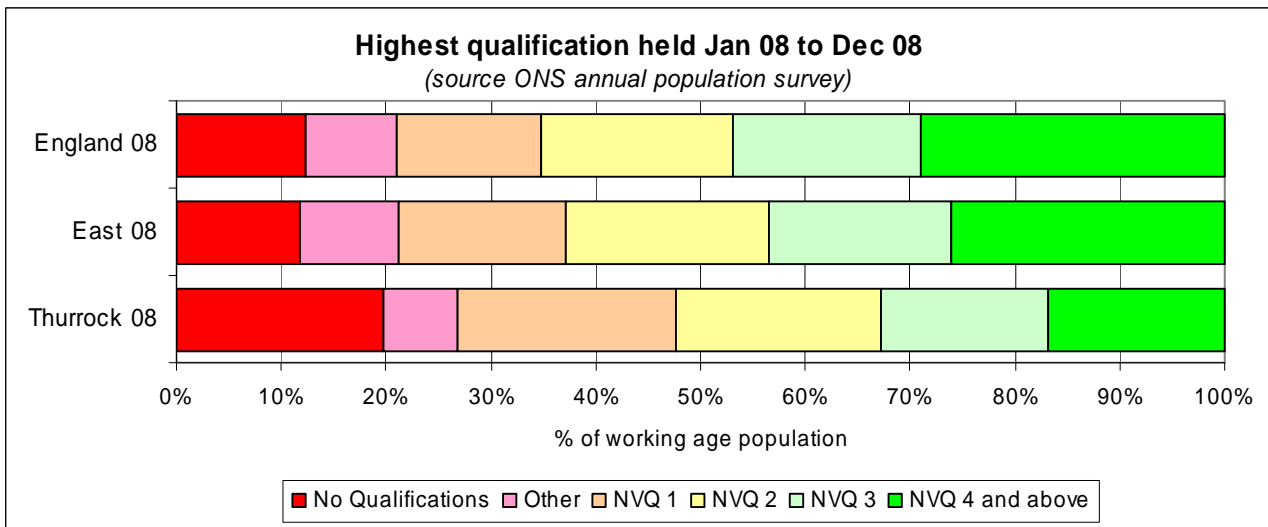
During the next decade it is expected that significant regeneration will mean that the Thurrock area will have more housing, jobs and public infrastructure to meet the needs of a diversifying population. The development of 14-19 education and training, both curriculum and facilities, will require that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

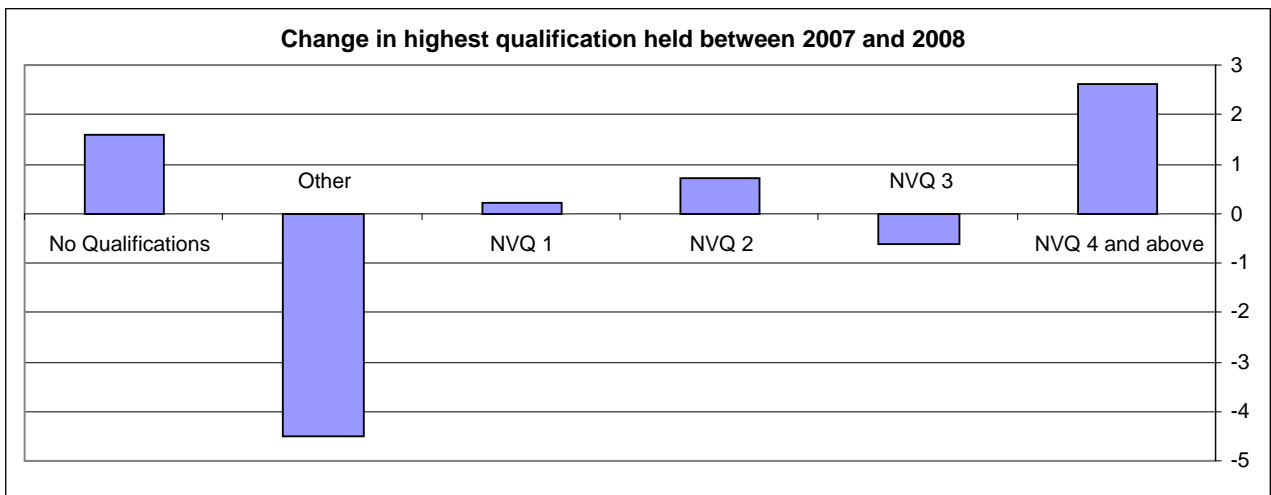
The annual population survey, published in January 2009, shows fewer people employed in areas 1, 2 and 3 in Thurrock compared to the national and East of England averages. As can be seen from the chart below, more people are employed in areas 4, 7, 8 and 9 as administrative and secretarial staff or in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



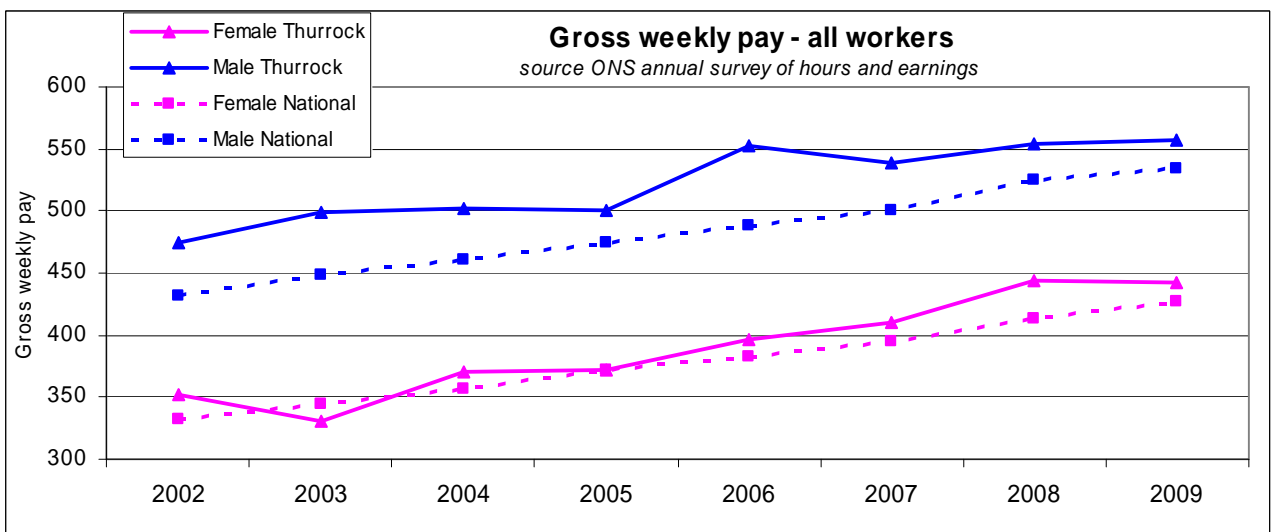
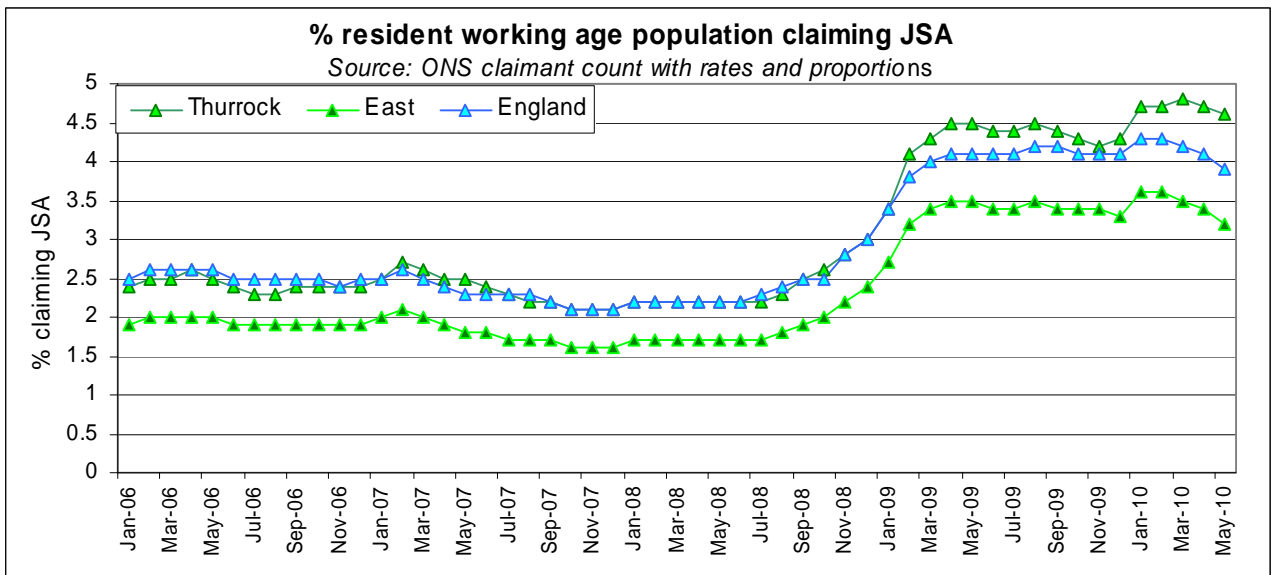


The percentage of Thurrock residents who hold a level 4 qualification is extremely low, roughly half the National average. A greater percentage of Thurrock residents have no qualifications than the National or the East of England average.



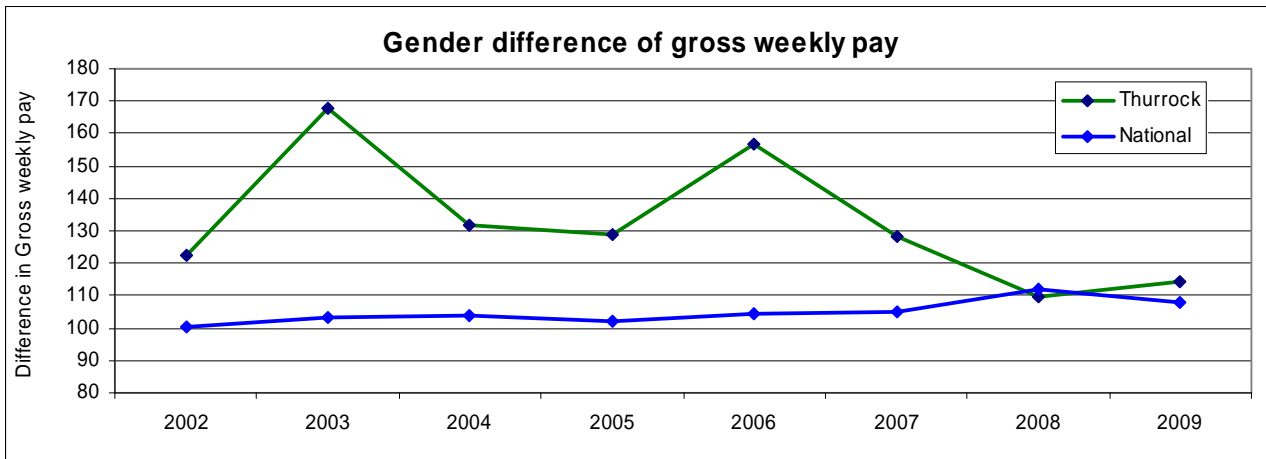


Historically the percentage of the resident working population who are claiming Job Seekers Allowance (JSA) was above the average seen in East of England but in line with the National average. Recent months have seen a large increase in JSA claimants. But Thurrock has risen at a faster rate and is now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



Source ONS 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.

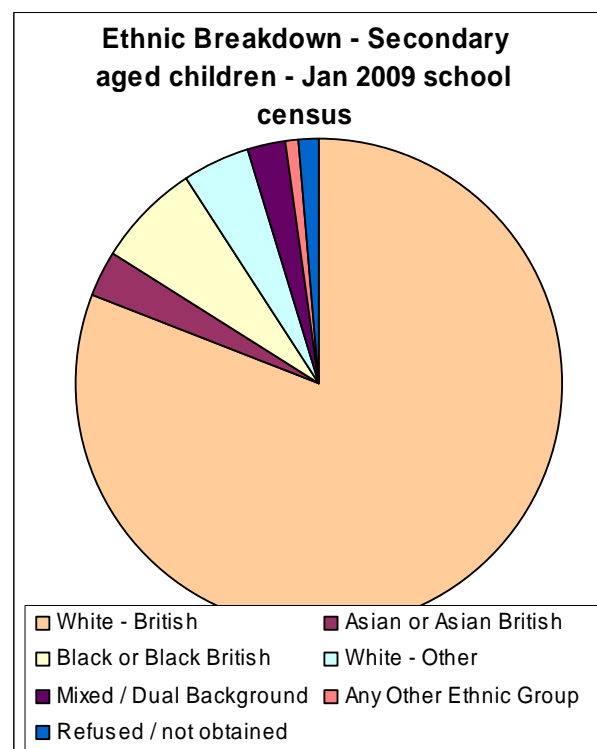
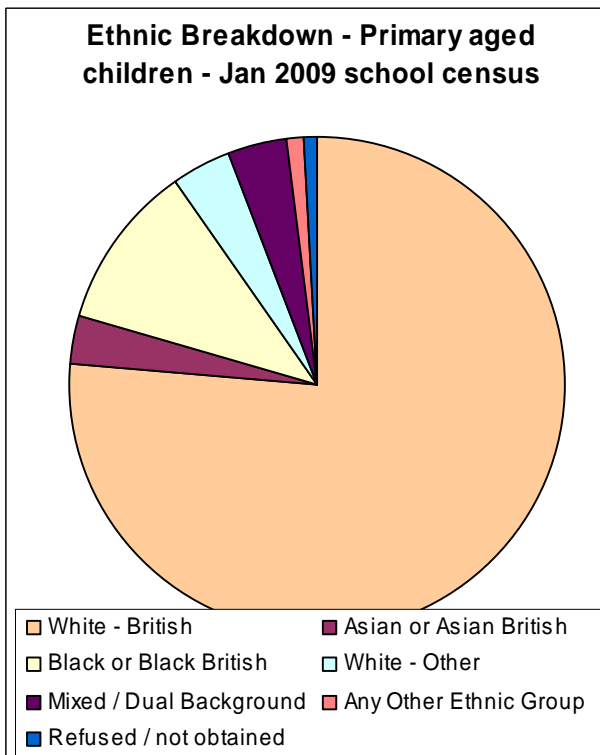


Source ONS annual survey of hours and earnings - resident analysis

2.2 Projected population statistics

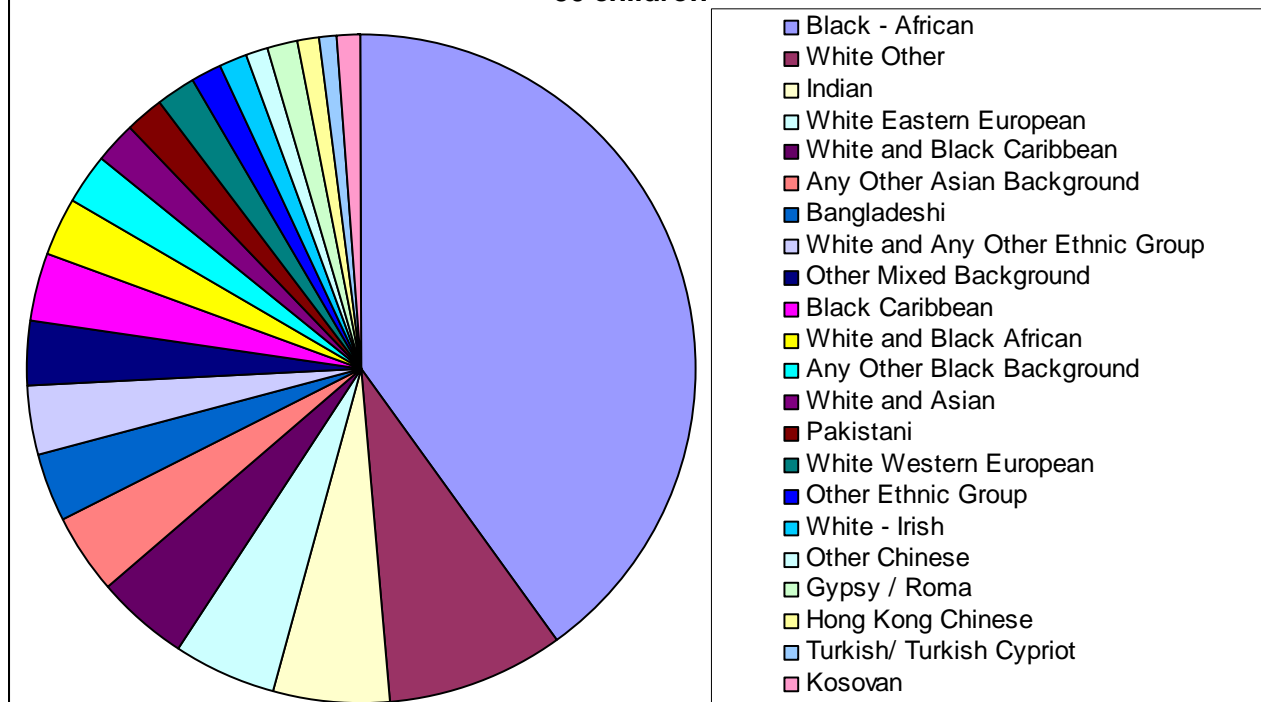
The 2001 census showed Thurrock to have a low proportion of people from Black and Minority Ethnic (BME) groups; whilst accurate data for the entire population is not available or accurate, up to date information on school age population shows that there has been a large rise in the proportion of children 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 whose Ethnicity is classified as White – Other (430) followed by Indian (270).

Breakdown of Ethnic groups where there is a population of greater than 50 children



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
Ormiston Park Academy	Humanities	New site opening 2013
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
Gateway Academy	Engineering and Performing Arts	Sixth Form Provision from Sept 09
Grays Convent School	Languages	
Hassenbrook School	Technology	
St Clere's School	Languages	Hearing and Visually impaired resource base
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
South Essex College	FE College	Campuses in Southend, Basildon and Thurrock. New Grays town centre site to open in 2014
Palmer's College	Independent Sixth Form College	Quality Improvement Agency (QIA) Beacon Status. International Baccalaureate World School
Stanford and Corringham Sixth Form Centre	Collaborative 6 th Form	Partnership between Gable Hall, Hassenbrook and St Clere's

The table below shows the position with regards to the delivery of Diplomas.

Diploma		Diploma	
Sept 2009	IT	Sept 2010	Hair and Beauty
	Creative and Media		Hospitality
	Construction and Built Environment		Environmental and Land-based
	Business, Administration and Finance		Engineering
	Society, Health and Development		Sport and Active Leisure
Sept 2011	Public Services		
	Retail Business		
	Manufacturing and Product Design		

2.4 Performance at 16 (Key Stage 4)

	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
Thurrock Average	46.60%	78.60%	93.90%	93.00%	98.70%
England Average	50.90%	70.00%	93.70%	92.20%	98.70%
Difference to National	-4.30%	8.60%	0.20%	0.80%	0.00%
Rank - All LAs (152)	109	7	73	58	80
Rank Statistical Neighbours (11)	9	1	5	4	8

Level 2

5+ A* to C

In Thurrock in 2009 78.6% 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 70.0%.

5+ A* to C including English and Maths

For 5+ A* to C including English and Mathematics, Thurrock pupils achieved 46.6%, which is 4.3% below the average for England.

Level 1

5+ A* to G

In 2009, 93.9% of Thurrock pupils leaving Key Stage 4 achieved Level 1. This was 0.2% above the national average for England.

5+ A* to G including English and Maths

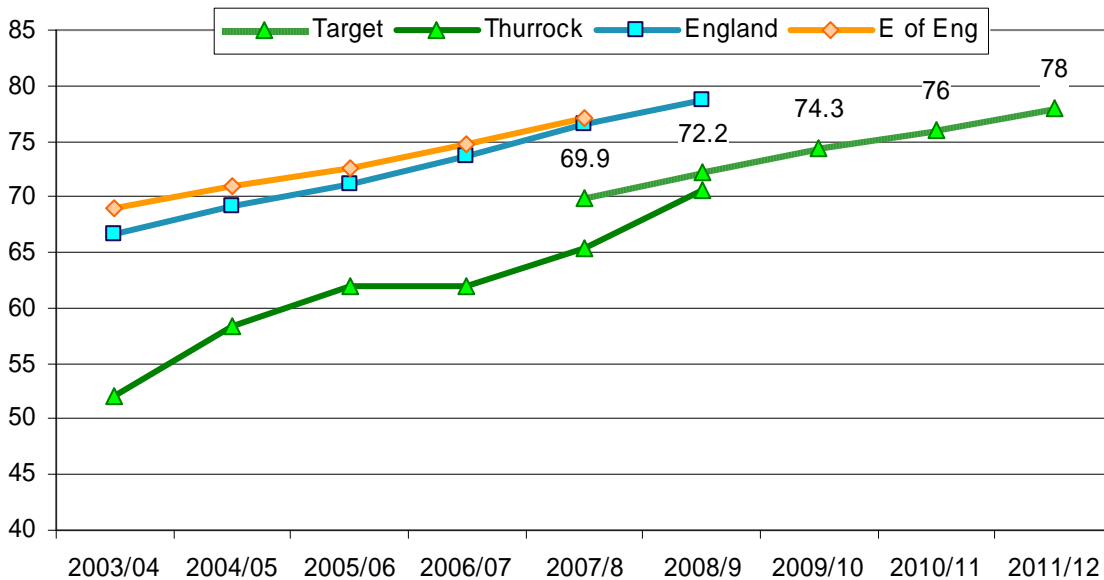
In Thurrock 93% of pupils left Key Stage 4 in 2009 with English, Maths and at least three other passes above grade G. This was 0.8% above the national average.

2.5 Performance post 16

Level 2 Qualification by 19 (NI 79)

Thurrock's performance rose to 70.5% in 2008/9 from 65.3% in 2007/8 giving an Amber Green for progress in the Progress Check.

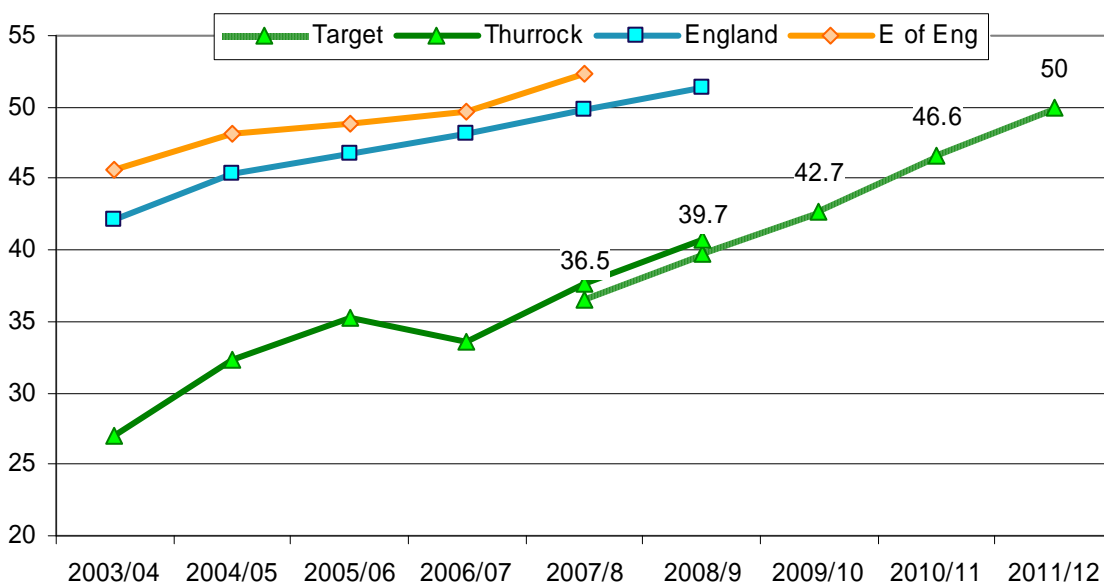
NI 79: Achievement of a Level 2 qualification by the age of 19



Level 3 Qualification by 19 (NI 80)

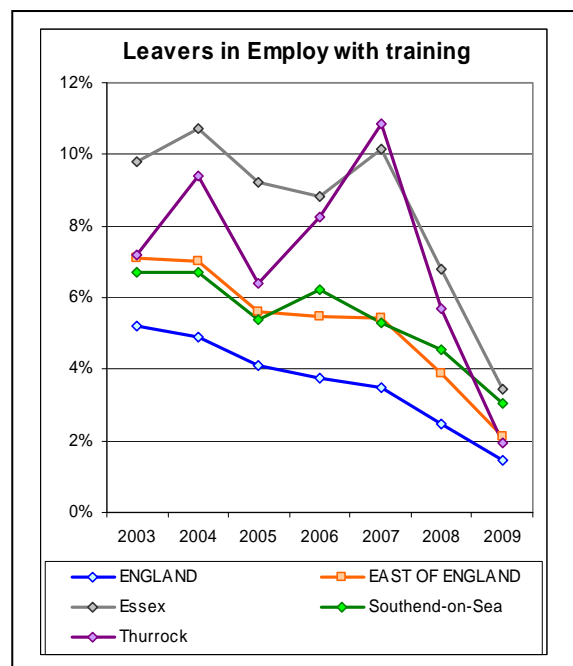
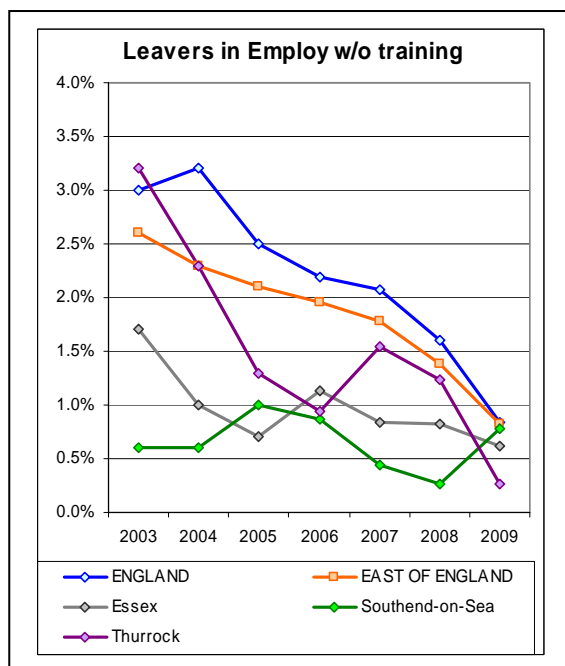
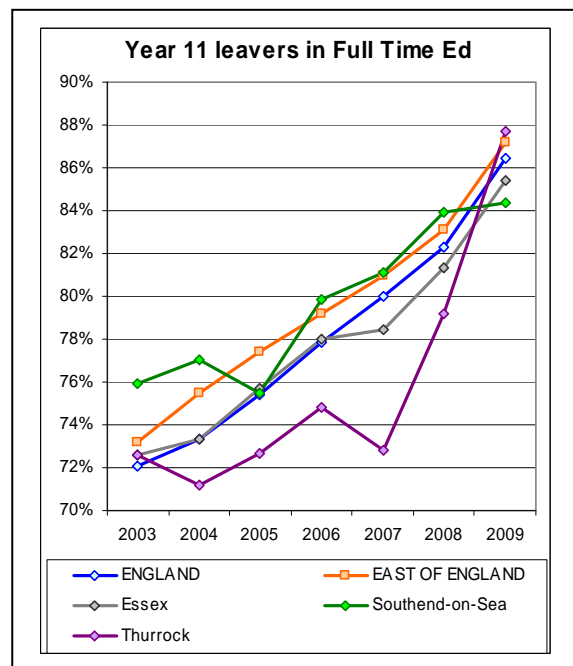
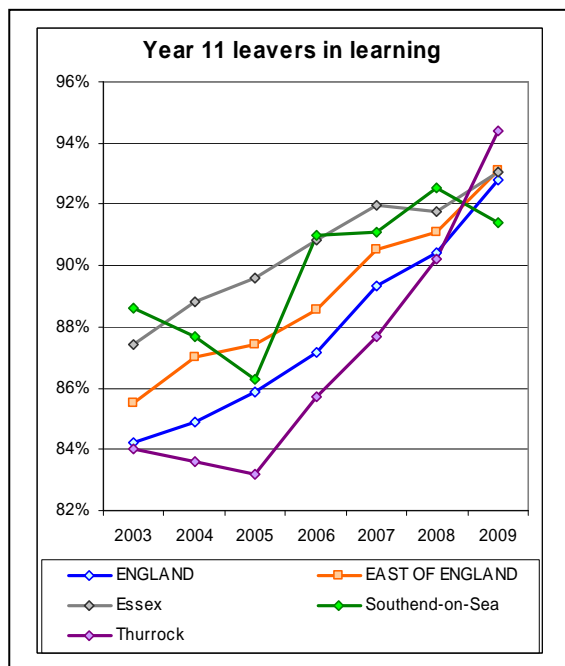
Thurrock saw an increase from 37.6% in 2007/8 to 40.7% in 2008/9. Being rewarded with an Amber green on the Progress Check.

NI 80: Achievement of a Level 3 qualification by the age of 19



2.6 Destinations of young people over 16

A large proportion of the 2009 cohort (over 94%) remained in learning post 16. Very few young people progressed to work-based training (non-employed), 2% choose to move straight to employment with structured training only 0.25% moved into jobs without structured training.



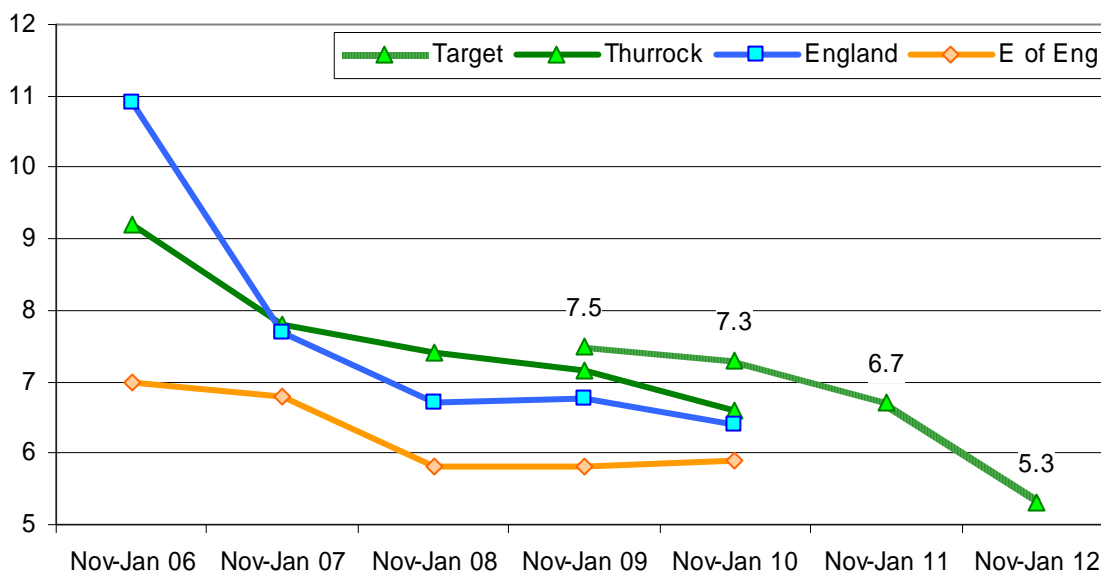
The profile of 16-18 NEET varies over the year and is different from one district to another. However, there are common factors, which affect the percentage NEET i.e.

- 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 2009 to Jan 2010, Thurrock once again saw a reduction in adjusted NEETS. Nationally NEETS dropped slightly. The gap between Thurrock and National closed further.

NI 117: Percentage of 16-18 yo Not in Education, Employment or Training



2.7 Post 16 Education and Training

Palmer's College and South Essex College, established in January 2010 from the merger of South East Essex College and Thurrock and Basildon College, provide post-16 college education.

It is intended that South Essex College in Thurrock will eventually engage around 3,000 learners in daytime learning. Additional learning outside daytime hours will engage 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.

South Essex College delivers programmes at the Woodview Campus and Thurrock Learning Campus for 14-16 (including pre NEET) through to Adult Learners and from Entry Level to Higher Education and Level 5 in most areas of learning. The College is a member of the NOVA Work Based Learning Consortium Thames Gateway and offers a range of Apprenticeships.

Palmer's College is an outstanding sixth form college holding Quality Improvement Agency (QIA) Beacon Status. The majority of Palmer's students are drawn from the ten Thurrock partner schools. Most 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).

The table below shows the current Post-16 learner numbers in colleges and the potential increase in numbers (data from Essex LSC)

	Numbers 09 /10	Overall Growth in Predicted numbers for future, if funding is available
Thurrock Learning Campus(TLC) South Essex College	400	3648 by 2011/12
Thurrock & Basildon College	2062	Learners move to South Essex College allocation
Palmer's College	1954	2650 by 2015

Beacon Hill and Treetops Special Schools

Beacon Hill School offers places for students aged 16-19 with profound and multiple learning difficulties. Treetops School caters for students with moderate learning difficulties up to 19. Both schools are rated highly by Ofsted and provide for learners who might otherwise take up out of county placements. They provide a three-year sixth form programme and work in close cooperation with other post 16 providers in the borough.

Thurrock Adult Community College

This is a small local authority maintained Adult College for students aged 16+. The college is an accredited FE, Adult, and Community Learning provider. The college currently has few learners in the 16-19 age group but the LSC has been working to increase the provision for vulnerable learners.

Post 16 Destinations - Schools

Gable Hall School is a High Performing School with a Specialism in Applied Learning resulting in a sixth form presumption. The Gable Hall sixth form was established in September 2009 in collaboration with St Clere's and Hassenbrook schools and it was agreed that the new sixth form would be called Stanford and Corringham Sixth Form Centre.

In the view of the LSC this collaborative model, will in time, be likely to generate a financially viable sixth form enabling learners to be drawn from all three schools and elsewhere in Thurrock. The sixth form recruited 42 learners in September 2009 and has been allocated 100 learner, places by the LSC, from September 2010.

The cost of establishing a 6th Form is considerable. For a traditional standalone sixth form to be financially viable and not be drawing resources from 11-16 learners in the school, it needs to recruit 200+ learners. This should be demonstrated by the end of the third year of operation.

Chafford Hundred School became a High Performing School with a Specialism in Applied Learning in September 2009. The DFE advice indicates that there should be a strong presumption in favour of the approval of proposals for a new sixth form under presumption arrangements if:

- the school is a Specialist School that is assessed as meeting the criteria for "high-performing" as part of its specialist redesignation process
- fewer than 20% of schools in the area have sixth forms, or
- the overall 16-19 participation or attainment rates in the area are low (expected to be defined as below national average participation in full-time education and attainment at level 3, which would indicate a need for new school sixth form provision).

In normal circumstances, the LSC would have funded capital developments resulting from sixth form presumptions. There is currently no 16-19 funding available from the LSC to support capital projects as expenditure from the capital pot far exceeded the money available such that many FE colleges and sixth forms across the country have had to put capital development plans on hold. It is unclear what if any funding will be available in future years.

There are two Academies in Thurrock. Both the Gateway Academy and Ormiston Park Academy can establish a post 16 curriculum offer. The Gateway Academy post 16 curriculum offer was opened in September 2009 and recruited 24 learners and has an LSC allocation of 80 learner places from September 2010. The school is working with Palmer's College to plan and implement its post 16 offer. Ormiston Park Academy will establish a post 16 curriculum offer in September 2010 and has a proposed allocation of 50 learners from the LSC. Academies will receive their sixth form funding from the Young People's Learning Agency (YPLA) from April 2010.

In our 14 -19 Education Plan, it is made clear that in Thurrock we are determined to drive up attainment as well as increasing learning opportunities and broadening the curriculum offer post 16.

Work-based Learning

South Essex College (SEC) leads the NOVA Partnership. NOVA has opened a centre in Grays to help raise participation.

3. 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 from 2008.

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.

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 DFE 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>

<p>CYPP Priorities – will be updated in line with CYPP 2010/13</p>	<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 	<p>Key Performance Indicators</p>	<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 – will be updated in line with CYPP 2010/13	<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 – will be updated in line with CYPP 2010/13	Priority 11.2 Improve the attainment of Thurrock young people after the age of 16 <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	Is there effective targeted provision, including capacity to deliver the September guarantee, for those young people who are disengaged or at risk of disengagement? <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.
			LAA Targets 16-18 NEET 08/09 7.5%; 09/10 7.3% (stretch); 10/11 6.7%

Raising Attainment Now

Plan A | **Raising Attainment at 16 and 19**

Funding - £4,000

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 2007 (JAR) highlighted that post 16 options were narrow but this situation has improved. South East Essex College has merged with Thurrock and Basildon College to form South Essex College. The new college offers a wide range of courses across 3 campuses; Southend, Basildon and Thurrock. Young people can now choose to study post 16 at the Stanford and Corringham Sixth Form Centre and the Gateway Academy. The provision will be enhanced with the opening, in September 2010, of post 16 at the Ormiston Park Academy. The Diploma programme, Foundation Learning (FL) and a broader vocational curriculum 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 10	JM	LB	Standards Fund
		b	SIPS to provide schools with clear guidance for improvement against key priorities.	Termly	JM	LB	Standards Fund
		c	SIPs to track school performance and broker support from the LA and other providers	Annual	JM	LB	Standards Fund
		d	SIPS will analyse individual student data and reasons for discrepancies with Heads	Termly	JM	LB	Standards Fund
		e	SIPS will monitor school progress and evaluate impact of interventions with Heads	Termly	JM	LB	Standards Fund
		f	Review the impact of LA and other support through attendance and contribution to the Alerts meeting twice a year	Termly	JM	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	JM	LB	Standards Fund
A2	Improve attainment at 19	a	The 14-19 SP will monitor performance for 5A*-C including English & Maths	Oct 2010	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 DFE.	Oct 2010	LB	JM	LA
		c	The 14-19 SP will monitor targets for level 3 achievement by 19 against the national trajectory	Oct 2010	LB	JM	LA
		d	The 14-19 SP will monitor targets for the % of young people achieving an Apprenticeship	Oct 2010	LB	JM	LA
		e	The 14-19 SP will monitor targets and monitor the average points score per entry at A level	Oct 2010	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 2010	LB	JM	LA
		h	Ensure that the Curriculum delivery impacts on attainment	Sept 10	BG	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	JM	LB	£4,000
		b	Implement value-added project	Annual	BG	LB	LA
		c	Support providers to ensure that 25% of Children in Care achieve 5A* - C including English and Maths	Sept 10	MH	CM	LA

The Education and Skills Act of 2008 sets out the duty for all young people, under 18, resident in England and without Level 3 qualifications to participate in some form of learning until they are 18. This duty will be introduced in phases. This will apply to all young people who are 17 in 2013 and to those 18 in 2015. This initiative is known as 'Raising the Participation Age' (RPA).

The duty is to participate in

- Full time education
- Work Based Learning e.g. Apprenticeship
- Part time accredited learning of around a day per week if in employment or volunteering full time for at least 20 hours per week

In Thurrock, we recognize the benefits to each young person, their family, employers, our community and the UK economy of achieving better skills. No longer can a young person leave school without qualifications and still be attractive to employers. We know that an individual with a Level 2 qualification, equivalent to 5A*-C grades at GCSE, will earn 25% more in their lifetime. There are also intergenerational benefits for the children of those who participate in education for longer. This means we must prevent young people disengaging from education and ensure they can access jobs with high quality training.

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.

DFE has set national targets for 2011 for local authority areas and these form a critical priority within the LAA. To reach the target for Thurrock the following must be met. The LA has exceeded "stretch" targets for 2007-10 which will trigger reward funding:

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 Youth, Connexions, Targeted Youth Support and other 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

We recognise 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, LLDD and for those young people who are hard to reach and engage.

We must ensure that through RPA even greater numbers of young people achieve higher qualifications and skills, and progress on to further learning or employment at 18. The September Guarantee for school leavers enables all 16 and 17 year olds who want to stay in learning to have an offer of a place in sixth form, college, on an Apprenticeship or training by the end of the September they leave school.

We recognise that there is a lot to be done over the next three years before the first phase of RPA for 17 year olds in 2013. Under the September Guarantee, we have reduced NEET. Our NEET strategy now sits within the 14 -19 Education Plan and is linked closely to the plans informing the development of the curriculum and engaging local employers.

The transfer to the local authority, from the LSC, of 16-19 participation funding and planning creates the opportunity to ensure that Thurrock has the capacity to support RPA. We are already working through our 14 -19 SP to deliver an integrated, responsive and tailored offer to bring about improved outcomes for learners.

Specific activities in support of this work will include; promoting EMAs; collaborative and responsive provision; matching supply and demand; monitoring the September Guarantee; increasing the number of Apprenticeship opportunities; an improved and co-ordinated employer engagement strategy; improved information and full participation in the on-line prospectus. We will seek to integrate more fully and proactively with the 'Shaping Thurrock' agenda.

Recent changes made to the organisation and management of our successful 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 we are building on this to develop our Foundation Learning (FL) programme. Their content is similar to that of the Engagement Programme. The Partnership working closely with IYSS, South Essex College and NOVA to develop a post 16 offer that leads on from the FL Programme.

The activities above will support the LAA NEET reduction priorities.

For the NEET strategy and the full implementation plan including NEET prevention and NEET reduction see Appendix 1

B	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
B1	To raise participation	a	Work with parents, schools and local partners to tackle the causes of disengagement in the earlier stages of education with a particular focus on KS3.	April 2011	POPA	JM	LA
		b	Work with the National Apprenticeship Service (NAS) to engage with and assist employers to support more young people into an Apprenticeship.	April 2011	PF	LB	LA
		c	Ensure all young people who need intensive tailored support have a participation adviser and a Learning and Support Agreement, to support their engagement in learning.	To start Sept 10	AF	JM	£3000
		d	Use the opportunity of the 16–19 commissioning transfer to ensure the knowledge and expertise of all local providers and agencies inform commissioning, including participation trajectories to 2013/15.	April 2011	PF	LB	LA
		e	Deliver tailored communications to the wide range of local audiences about RPA.	April 2011	AF	JM	£2000
		f	Work with a wide range of partners, including Jobcentre Plus, to ensure that young people who participate go on to make a successful transition at 18–19 to further education, higher education or sustainable employment.	April 2011	AF	JM	LA
		g	Monitor implementation plans for the four Learning Pathways	Ongoing	TH	LB	LA
		h	Ensure that the area has a coherent strategy for the entitlement to Foundation Learning	April 2011	TH	LB	£10,000
		i	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
B2	To reduce NEET	a	Refresh the area strategy to reduce NEET	April 2011	AF	LB	LA
		b	Demonstrate actions to achieve local targets and indicators in line with the LAA on reducing NEET	Ongoing	AF	LB	LA
		c	Implementation of NEET Strategy and Action Plan for NEET prevention and reduction	Ongoing	AF	LB	LA
		d	Fully deliver the September Guarantee and make available quality, flexible and part-time provision that attracts and motivates young people and meets the needs of the more vulnerable and those wishing to study part-time alongside a full-time occupation.	Sept 10	AF	JM	LA
		e	Ensure that there are rigorous systems in place to identify and track young people who have disengaged from education or training, and offer the flexible support and provision they need to re-engage at the earliest opportunity.	Sept 10	AF	JM	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	MS	TH	LA
		b	Ensure that improvements are made to the provision of information in a variety of appropriate formats	Ongoing	AF	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	MH	TH	LA
		f	Offer taster courses to ensure that SEN is not a barrier	Ongoing	TH	SP	£5000
		g	Ensure that the extra costs for learners with autism and other complex learning difficulties are not a barrier to access.	Ongoing	MT	PF	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	SP	LA
		b	Promote disability equality across all areas of 14-19 education	Ongoing	PF	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 DFE 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 – will be updated in line with CYPP 2010/13	<p>Priority 6.1 Access to Education</p> <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	<p>Is the area making good progress in developing a local Prospectus and is there good quality IAG to support young people in their choices?</p> <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)
	<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 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+ 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CYPP Priorities – will be updated in line with CYPP 2010/13</p>	<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 	<p>Key Performance Indicators</p>	<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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CYPP Priorities – will be updated in line with CYPP 2010/13</p>	<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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Performance Indicators</p>	<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

Partnership Working

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, Foundation Learning 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 15 Diploma Gateway self-assessments. 5 Diploma Lines were delivered in 2009 and 5 more will be delivered in 2010 and 5 further lines have been given approval for 2011. Outcomes from this include:

- a timeline for collaborative activities
- a hub structure for delivery of local curricula
- a Common Application Process and Electronic Prospectus
- protocols to support collaborative working

The Education Plan will deliver the shared vision. A costed action plan supporting 14-19 developments using DFE 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. We are working to expand our local work-based learning offer.

The establishment of Thurrock Learning Campus will encourage improved progression into level 2/3 and from Level 3 courses. Links with HE are established. The Learning Shop in Grays town centre was opened in early 2010 and provides support for entry into learning pathways including HE. 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, Arts Council England and the Sector Skills Councils in Retail and Logistics.

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 2010	LB	JM	LA
		b	Review membership and terms of reference for sub groups to ensure key stakeholders are involved	Sept 2010	ML	JM	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 2011	JM	JO	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 2011	TH	JM	LA
		f	The Quality Assurance sub-group will support and challenge partners, ensuring commitment to high quality delivery and improving outcomes	April 2011	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 2011	JM	JO	LA
		h	Maintain a strategic view to capital needs across the area and develop a Thurrock Strategy for Change that aligns with the schools Strategy for Change documents	April 2011	MS	JO	LA
		i	Maintain links with the Children's Trust	Ongoing	JM	JO	LA
D2	Develop collaborative working across the Thurrock Consortium	a	Further develop organisational and administrative arrangements	April 2011	ML	JM	SP
		b	Develop the use of RIAS data to inform planning of the SP	April 2011	AJ	LB	LA
		c	Project to review post 16 excellence and challenge with Learning Plus UK	Mar 2011	BG	LB	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 have been responsible for commissioning and managing IAG services. The set of National Quality Standards both supports this transfer and ensures the effectiveness and availability of IAG to all young people. The standards serve as a benchmark to secure and maintain a first class IAG service and have been incorporated into our Quality Assurance framework in Thurrock, thereby offering a framework to partnerships for planning, managing and reviewing IAG services locally. The IGEN audit of 2009 gave Thurrock a 'Good' assessment and informs the action plan to develop key areas of roles and responsibilities for IAG to the wider community.

In October 2009 DFE published 'Quality Choices and Aspirations' and Statutory Guidance for Impartial Careers Education to underpin Youth matters and secure the quality and effectiveness of IAG services towards 2013.

Statutory Guidance: Impartial Careers Education encompasses :-

- checklist of 12 points for Headteachers to consider
- Six Principles of impartial careers education
- Key Information on 14-19 options and learning routes
- links to new Ofsted framework for inspection

In 20010/11 Thurrock 14-19 Strategic Partnership, will:-

- Secure Impartial Careers Education as in the bullet points above
- Monitor the implementation of National Quality Standards for IAG
- Support for the implementation of Statutory Guidance on Impartial Careers Education
- Monitor, review, evaluate and enhance IAG services across all providers and with young people, parents and carers.
- Support the development of the new area prospectus
- Support workforce development and training – including understanding of roles and responsibilities for all in IAG, managing and delivery of Impartial Careers Education and Guidance
- Embed the partnership Communication Strategy in practice to ensure access to high quality information and advice open to all
- 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	Implement inclusion of IAG monitoring, review and enhancement IAG services across all providers	a	Include IAG standard audit in Quality Assurance framework for National IAG Quality Standards: <ul style="list-style-type: none"> Annual Review of effectiveness of referral systems Partnership agreements/Protocols for all providers 	April 2011	AF	JM	LA
		b	Ensure continuing support for achieving Quality Award for all providers	April 2011	KL	AF	LA
E2	Implement the 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	Secure agreement with Quality Assurance sub group of 14-19 SP to ensure embedding in a cross LA strategy – open to all	Sept 2010	LB	SP	LA
		c	Evaluate and review all IAG Resources in learning establishments	June 2010	KL	AF	LA
		d	To continue to raise awareness of progression routes and processes 14-19 and into HE	Ongoing	LB	SP	£4,000
		e	Develop an improved Common Application process across the regional partnership	Apr 2011	TH	SP	£5,000
E3	Ensure the incorporation of IAG and a programme of Careers Education in the development of new curriculum opportunities	a	Host a WBL provider workshop within programme of events	June 2010	KL	ML	£1,000
		b	Continue to build on work of Aimhigher consortium to increase ways to inform young people about opportunities	Ongoing	KL	LB	LA
		c	Deliver impartial IAG using a range of providers and resources	April 2011	KL	TH	£5,000
E4	Further develop CPD offer to include IAG roles and responsibilities across all providers	a	Implement joint CPD programme (include multi-agencies of providers and users) to include: <ul style="list-style-type: none"> IA training for teaching assistants and Personal Advisers apprentices Management of Careers programmes Interactive workshop on 'Quality Choices and Aspirations' and implementation guidance (DCFS Oct 2009) 	Ongoing	KL	AF	LA
		b	Carry out a training support audit with provider's staff to inform a above	June 2010	KL / AF	JM	LA
		c	Continue to provide training and support for staff using the web based prospectus	Ongoing	KL	AF	LA

		d	Ensure ongoing CPD programme for all providers for new entrants into borough	Ongoing	KL	AF	LA
E5	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 Young Inspectors /Scrutiny Panel 	April 2011	ML	LB	LA
				April 2011	AF	JM	LA
				April 2011	ML/ AF	JM	LA

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. The results of a mapping exercise are accessible on 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 and the Link Ed Consortium recognizing that no one partner can support this area on their own. As we work towards the 10 Diploma lines of learning to be available in 2010 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. Our Employer Engagement Champion provides a single point of contact.

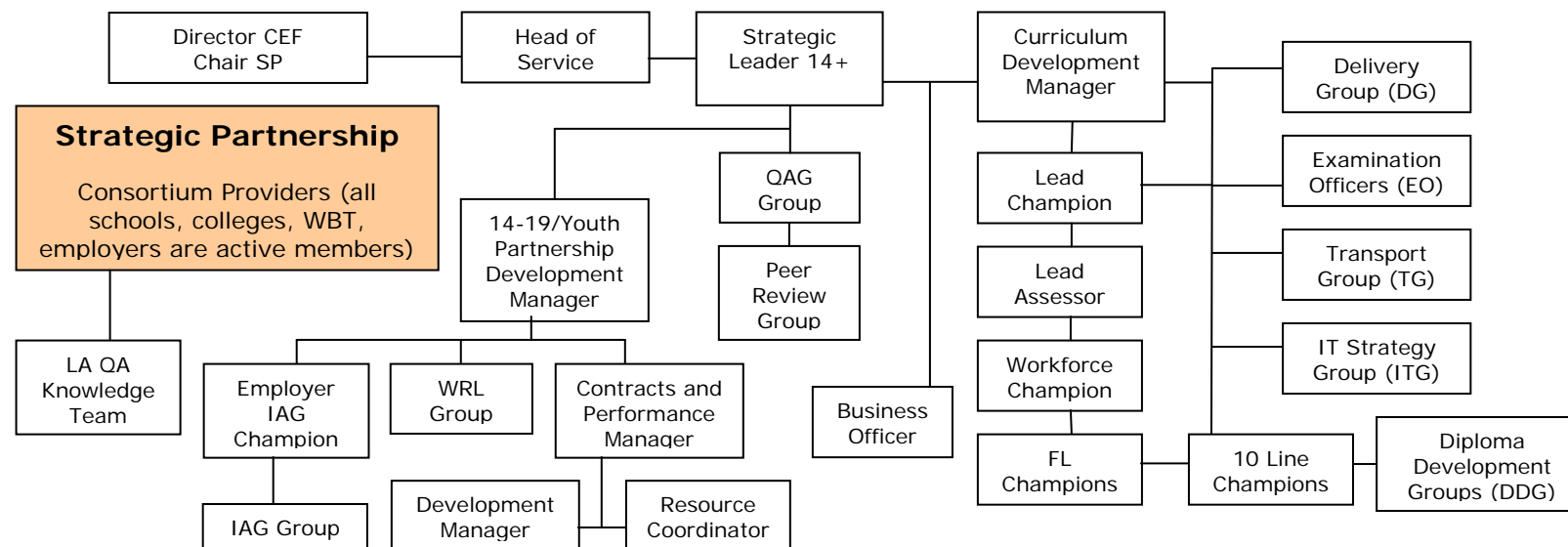
Work-related learning helps students develop knowledge, skills and understanding that will be useful in the world of work. It describes a broad range of activities for students of all ages. The activities help students learn about the world of work and develop their skills for enterprise and employability.

As part of our ongoing strategic commissioning role, we acknowledge that from April 2010 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. We are currently working closely with Essex and Southend to undertake a tendering process from 11/12 this will involve re-examining our current offer to ensure it still meets learner and employer needs.

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. This group also has responsibility for ensuring that we deliver a range of apprenticeship opportunities to meet the targets that have been set nationally. The group is chaired by a local business man and has a range stakeholders who are working towards supporting young people in all aspects of work related learning activity.

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 2011	ML	LB	£2,000
		b	Update existing audit around educational institutions links with local employers	April 2011	KL	ML	LA
		c	Maintain links with Thurrock Learning Partnership & Thurrock Business Association	April 2011	ML	LB	LA
		d	Maintain consistency of approach to employers when working in educational institutions	April 2011	ML/KL	LB	LA
		e	Embed across Thurrock work related learning opportunities for young people	April 2011	ML	WRL Chair	£3,000
		f	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 2011	ML	WRL Chair	SP
		g	Work with Link Ed to present a Retail Business Diploma Enterprise Day for students	Sept 2010	KL	ML	£1,000
		h	Prepare for the 2010 WRL Conference	Oct 2010	KL	ML	£1,000
		i	Support secondary school 'Mock Interview Days'	Ongoing	KL	ML	Schools
F2	To ensure employer engagement in strategic developments	a	Review and maintain appropriate business links with the 14-19 Strategic Partnership	April 2011	ML	SP Chair	SP
		b	Continue to develop new routes in relation to employer engagement via the Thurrock Learning Partnership and Thurrock Business Association	Ongoing	ML	LB	SP
F3	To promote apprenticeship opportunity	a	Work with the National Apprenticeship Service to identify opportunities within Thurrock.	April 2011	ML	LB	SP
		b	Work with partners to promote and develop public sector apprenticeship opportunities	April 2011	ML	LB	SP
		c	Encourage local businesses to support the Young Apprenticeship Programme	Ongoing	KL	ML	LA



This structure shows our capacity to support providers to deliver the entitlement. The SP is a sub group of the Children's Trust. The LA Senior Officers Group oversees the work of the SP and DG. A senior representative from all consortium partners attends the SP and DG.

Diploma Development Groups (DDG) meet monthly, plan for provision, identify gaps, build existing lines and introduce new lines with clear progression and transition supported by IYSS and CEG. All Champions and our 14 -19 Partnership Development Manager are part-funded by the Consortium. LA funding is in place to support and ensure sustainability. We are integrating pre-foundation provision into the FL.

Achievement and progression is centrally co-ordinated by the LA QA Knowledge Team. Data is shared with partners to plan provision across the Consortium in line with our L2 and L3 targets at 19. The Consortium uses the data to evaluate effectiveness of provision and partners are supported and challenged under our agreed QA system. The Consortium, part of the DFE QA network, is following the QA framework for EE and has developed in line with this a QA system featuring peer assessment similar to that used in Beacon Colleges.

Local and SRG planning for the Common Application Process and Electronic Prospectus is underway. The 14-19 Curriculum Manager is a member of the LA IT Strategy Team that is working on interoperability between VLE and MIS to ensure accurate, secure data exchange.

Protocols allow the SP to manage and deploy financial arrangements and resources. These include Child Protection, Transport, Attendance and Registration, Student Discipline and Complaints. Service Level Agreements are in place between partners, including training providers, to ensure appropriate provision across the LA.

The SP has common timetabling for Principal and Additional Specialist Learning. FS and PLTS are embedded.

The 14-19 Curriculum Manager chairs the Post 16 Transport Partnership and contributes to pre 16 and public transport planning. Inter-provider charging and transport arrangements facilitate access. We have considered geographical spread, ensuring that access is local where possible and fully DDA compliant. An LA priority is to ensure that transport is not a barrier to learning.

Our LA Strategic Leader 14+ supports London Consortia. Wider collaboration within the SRG and NE London is planned through strategic meetings. Our SRGs consider learner access, common timetabling, cross boundary provision and transport strategies, IAG, strategic protocols and data sharing.

Regional, sub-regional and local groups are working on the LLDD and FL offer to ensure fair access to a quality broad curriculum. The Consortium endeavours to provide open access to all sections of the community irrespective of race, gender or disability. In the latest inspection Thurrock achieved Level 3 of the Equality Standard for local government; the report highlights "Thurrock is dedicated to equality and diversity". Our 14 -19 Equality Impact Assessment was praised at a recent inspection.

The SP is committed to offering an entitlement 14 -19 curriculum and improving progression opportunities for all young people.

The SP's commitment is well evidenced in our DFE 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 and Colleges 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 Gateways 2, 3 and now 4 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.

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 four Learning Pathways.

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	£3,000
		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	Quality assurance group monitor that the courses offered are of good quality	April 2011	LB	JM	LA
		d	Plan the curriculum offer based on an assessment and analysis of learner needs	Ongoing	Providers	LB	LA
		e	Develop the local commissioning plan for further provision based on the analysis of local need	Ongoing	PF	LB	LA
		f	Plans for the delivery of 10 Diplomas for Sept 2010	Sept 2010	TH	LB	£10,000
		g	Plans for the introduction of 3 Diplomas for Sept 2011 delivery	Sept 2011	TH	LB	£9,000
		h	Ensure curriculum offer is comprehensive to include all four Learning Pathways	Ongoing	TH	LB	LA
		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 progress of the development of the Foundation Learning action plan	Ongoing	TB	TH	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	PF	LB	LA
		b	Identify progression pathways through the Electronic Prospectus	April 2011	TH	LB	LA
		c	Ensure that the Common Application Process supports Progression across the SRG	April 2011	TH	LB	£4,000
		d	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	PF	LB	LA
		e	Ensure that learning programmes can be personalised to raise the aspirations of all learners in line with Aimhigher initiatives	Ongoing	LB	SP	DfE
		f	Consult with TLP 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 DFE 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

<p>CYPP Priorities – will be updated in line with CYPP 2010/13</p>	<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 	<p>Key Performance Indicators</p>	<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>Priority 6.2 Improve the attainment of children and young people of all ages in Thurrock</p> <p>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 	<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 		

<p>CYPP Priorities – will be updated in line with CYPP 2010/13</p>	<p>Priority 8.1 – Seek, value and act on the views of our children and young people 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 	<p>Key Performance Indicators</p>	
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Delivering on the Ground

Plan H **To develop a workforce strategy**

Funding - £12,000

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 are required to carry out a staff audit across partners. This is mapped against their delivery strategy to identify whether there are staff whose current experience and skill set would be readily convertible to contribute to a specific line of learning. We 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, FE and HE partners are willing to offer staff placements and exchanges. Care Ambassadors and Student Ambassadors from Social Work will also work alongside staff and students. They provide up-to-date intelligence on career progression pathways and skill requirements and credible work related learning.

Link Ed, our WRL partner, will support learners in the development of their enterprise skills, important transferable skills running throughout the Diplomas.

We will continue to make full use of the 14 - 19 Workforce Support Package provided nationally. Diploma administration training including examination officers is in place.

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, Workforce Development and Foundation Learning Champions will also identify and disseminate good practice across our providers using the expertise of the high performing and Ofsted rated “Outstanding” providers.

14 – 19 Education Plan

H	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
H1	To understand the staff skills and qualifications required to deliver the 4 Learning Pathways	a	Audit staff skills including those relating to industry and sector experience	April 2011	SS	TH	SP
		b	Address workforce diversity issues	Ongoing	WDT	KS	LA
		c	Analyse the skills and qualifications of support staff	Ongoing	WDT	KS	LA
		d	Monitor the staffing of 13 Diploma lines, Functional Skills and Foundation Learning	April 2011	SS	TH	£2,000
		e	Develop appropriate CPD programmes	April 2011	SS	TH	£3,000
H2	Ensure that the workforce has the skills and qualifications to deliver the 4 Learning Pathways	a	Develop a consortium wide approach to planning, teaching and learning	Ongoing	Champions	TH	£3,000
		b	Monitor the work of the Diploma Champions as a cross partnership resource	Ongoing	TH	LB	LA
		c	Second Lead Champion to work across all lines of learning	Ongoing	TH	LB	SP
		d	Develop a workforce development plan in negotiation with LSIS, LSN, SSAT and other DfE workforce support delivery partners	April 2011	SS	TH	LA
		e	Develop CPD placements for staff in appropriate work sectors	April 2011	SS	TH	£2,000
		f	Support and develop cross-consortia training opportunities	April 2011	SS	TH	£2,000
H3	Ensure that new recruits will be brought in to the workforce	a	Monitor gaps in the skills of the workforce through new appointments from a range of backgrounds	Annual	TH	LB	Delivery Partners
		b	Monitor recruitment projections to allow sufficient time to recruit for preparation for line of learning delivery	April 2011	TH	LB	LA
		c	Market career opportunities within services to young people in Thurrock	Annual	ML	AF	LA

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 DFE 14–19 Implementation Plan provides a commitment to a national entitlement to four Learning Pathways 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 and Foundation Learning will be phased in:

2009: IT, Business Administration and Finance, Society Health and Development, Creative and Media, Construction and the Built Environment

2010: Environmental and Land-based Studies, Hospitality, Hair and Beauty, Sport and Active Leisure, Engineering

2011: Public Services, Science, Retail Business, Manufacturing and Product Design, Languages and International Communication

2013: Humanities, Travel and Tourism

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 SP plays a major role in the development, management and allocation of all facilities through the refreshed EP. 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 to improving facilities through the 14 -19 Capital Programme is well evidenced in our Progress Check.

The DDGs undertake two facility audits (October and June) both prior to and after Gateway submissions in order to identify available facilities, any gaps in provision and to ensure that Diploma learner demand is matched in order to deliver quality-learning programmes. We have secured high quality specialist facilities that will enable the Consortium to deliver Principal Learning and our planned Additional and Specialist Learning. The Consortium partners have agreed that sharing facilities without charge is a way to maintain and expand learner numbers and institutions within the SRG and neighbouring SRGs are supporting Consortium provision.

Facilities are in place to support expected numbers. Commitments by the LA, FE and HE to develop a modern teaching environment for all Diploma lines will enhance the ability to expand learner places when required. South Essex College is recognised for its work on Logistics, Retail, Electrical, Electronic Technologies. The support of our FE and WBL partners has enabled us to guarantee industry standard facilities. The lead institution for the Retail Business Diploma, is a National Skills Academy for Retail and their facility is located within the Lakeside Shopping Centre, providing vast business facilities that relate to all Diploma lines.

Capital funding will provide skills centres in the East and West of the Consortium. It also provides additional facilities at other Consortium partners to include specialist facilities for C&M, ELB, H&B, HOS and Engineering facilities that are industry compliant and 21st century in respect of provision. Well have funded new hair and beauty facilities at South Essex College. The new Stanford and Corringham VI Form Centre and both the Gateway and Ormiston Park Academies are developing post 16 facilities.

The SP has agreed to use training days to provide Diploma-linked activities. By making links with the Performance Management process in our partner schools and colleges we will be able to ensure that the programme is "personalised" to the varying level of needs of staff and that facilities meet Diploma capacity.

The LA is developing a Strategy for Change to ensure that 14 – 19 learning pathways will be a major part of our evolving BSF programme. The LA BSF lead has led on the prioritisation of the use of the 14 -19 Capital Grant to ensure a coherent approach to the development of facilities across the borough.

I	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
I1	To have appropriate facilities in place, including those for applied learning, in a suitable environment	a	Deliver capital projects to provide desired facilities in the preferred "Hub and Spoke" delivery model	Sept 2012	TH	LB	LA
		b	Take account of any future local developments on 6 th Form presumptions, Academies and FE capital projects	Ongoing	TH	LB	LA
		c	Investigate the availability of appropriate funding sources	Ongoing	TH	LB	LA
		d	Investigate suitable, available resources within the local community including employers	Ongoing	TH	LB	LA
I2	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 DFE	Ongoing	TH	LB	LA
		d	Contribute to the BSF working group to produce a coherent plan for the future	April 2011	MS	JO	LA
I3	Develop clear management arrangements to provide full access to facilities for all learners	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
		c	Review protocols for access to all Consortium facilities	April 2011	TH	LB	LA
I4	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	MS	JO	LA
		b	Use the representation of the 14-19 Strategic Partnership to collate and produce a the Strategy for Change	July 2010	MS	JO	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 Vision	Sept 2010	MS	JO	LA
		e	Adjust vision following consultation and place annual report before Partnership for approval	Nov 2010	MS	JM	LA
I5	Establish access to available funding	a	Liaise with all funding bodies	Ongoing	MS	JM	LA
		b	Submit bids as appropriate	Ongoing	MS	JM	LA.
		c	Manage capital development programme	Ongoing	MS	JM	LA
		d	Feedback impact of capital funding to the Partnership	Ongoing	MS	JM	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.

Funding will be offered to enable access to all Diploma lines as the LA recognises that transport cannot be a barrier to learner choice. The robust QA framework and Peer Review Process give confidence to home institutions that provision from all partners is high quality.

We have and are developing innovative solutions in the form of the Skills Lorry (operational since April 2008) and Performing Skills Lorry available from Feb 2011) that take facilities to young people. The 14 -19 Capital Programme will provide skills centres in the East and West to deliver in a hub and spoke model. Current Diplomas use peripatetic staff to ensure access. Flexibility is supported by our common timetable arrangements.

There is currently a review of school and college transport for implementation in September 2012. This will consider the implications of increased provision and implementation of FL, Diplomas, RPA and the 2013 Entitlement.

The 14-19 Curriculum Manager chairs the Post 16 Transport Partnership and contributes to pre 16 and public transport planning. His role includes liaison with transport officers, schools and transport providers to formulate plans to accommodate the new agenda. The current review sets out the improvements to be delivered to the local transport network for the period 2012 to 2016. The Council recognises the transport needs of local people in relation to population growth, opportunity, the environment, safety, health and quality of life.

The Aimhigher partnership has demonstrated impact in improving access to progression and raising aspiration. The number progressing to FE and HE increased 2% (IAG QS59). 5 GCSEs A*-C for 2008 have improved **18%** for Thurrock on 2006 results, Amber/Green DfE RAG rated for future progress 5A*-Cs incl. English and maths. We have set YoY targets for increasing entry into HE, 5% in the first year.

We track destinations from disadvantaged groups (IAG QS1235) and ensure that mobility of learners is sustained by transport provision for all Diploma learners at pre 16. Post 16 learners are accommodated through the LA Transport Policy.

A successful Diploma transport strategy has been introduced to enable learners to access all Lines being delivered within the Consortium and this will be expanded and adjusted to meet the demands of the further five lines in 2011. In addition to Consortium and LA planning to prepare for increased learner mobility through the 14-19 Agenda, the SRGs across Essex, Southend and NE London are also considering future strategies in order to align transport provision where capacity allows.

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 to meet the needs of the learners	Ongoing	TH	LB	£2,000
		c	Facilitate the Post 16 Transport Partnership	Ongoing	TH	LB	£2,000
		d	Contribute to the production of SMOTS	April 2011	TH	LB	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	£6,000
		f	Identify business partnerships who might benefit from and hence contribute to new arrangements	Ongoing	TH	LB	LA
		g	Present recommendations to the Partnership, amend and implement	April 2011	TH	LB	LA

We are about to launch, with Essex and Southend, a pilot of an on-line Area Prospectus (AP) to replace “Stepon”. This will link with an on-line Common Application Process (CAP). This scheme will provide a wealth of information and advice about courses available and the partners providing training. The CAP will allow learners to prepare an application form and submit to several providers. The system will have a clearing house facility and will be able to provide all necessary reports to providers, Connexions and the LA.

We expect that by September 2011 a fully functioning AP and CAP will enable learners in and around Thurrock to make informed choices and access the breadth of provision now on offer.

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. 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.

Thurrock’s response to the DFE “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.

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 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	Enable non-school models of learning for disaffected learners	Ongoing	RE	TH	Partners
		b	Support the use of distance-learning and video-conferencing technologies across the partnership and beyond	Ongoing	SP	TH	Partners
		c	Provide access to appropriate facilities and equipment	April 2011	TH	LB	£31,000
K2	Encourage and support the introduction of a common digital infrastructure to support transformation and reform	a	Encourage partnerships and collaboration among the institutions and organisations through the use of ICT	Ongoing	TH	LB	LA
		b	Support the Introduction of appropriate MIS systems to track and monitor the attendance and achievements of young people	April 2011	SP	TH	Partners
		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	April 2011	Partners	TH	Partners
		b	Provide e-learning opportunities in workplace and work-based learning	Ongoing	ML	AF	LA
		c	Support the developments in Learning Platform technology across the partnership	Ongoing	SP	TH	Partners
K4	Collaborate with all partners to develop an AP and CAP	a	Work with Essex and Southend to secure an on-line AP and CAP	July 2010	TH	LB	£3,000
		b	Support all partners to populate and train staff in the use of the AP and CAP	April 2011	TH	LB	£5,000
		c	Develop a common web-based application form and process for all providers	Jan 2011	TH	LB	£3,000
		d	Work with partners and Connexions to raise awareness of opportunity through the use of the AP	April 2011	AF	LB	£3,000
		e	Ensure the common application process informs/links with the September Guarantee	April 2011	TH	LB	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.

L	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
L1	Develop the work of voluntary sector co-ordinator (VSC) in 14-19 team	a	Update audit of existing voluntary sector provision, cross referencing with the education plan to identify gaps	April 2011	LT	ML	LA
		b	Identify funding for joint bids with voluntary sector partners	Dec 2010	LT	ML	LA
		c	Work with voluntary sector partners to produced a strategy of how we will work together with 14-19 Strategic Partnership	July 2010	LT	ML	LA
		d	Ensure application process and monitoring systems continue to move this agenda forward	Sept 2010	LT	ML	LA
		e	Advertise funding opportunities	Ongoing	LT	ML	LA
		f	Host an advisory group to support grant funding application and decision	April 2011	LT	ML	LA
		g	Enhance corporate links to support and develop volunteering opportunities	April 2011	LT	ML	LA
		h	Commission and support volunteering opportunities within Thurrock	April 2011	LT	ML	£1,000
		i	Engage with V involved to establish improved volunteering opportunities for Young People.	Ongoing	LT	ML	£1,000
		j	Plan and deliver a Volunteer Celebration Event during National Volunteering Week	June 2010	LT	ML	£1,000
		k	Promote opportunities with T-Fest in Grays	July 2010	LT	ML	LA
l	Promote Media Box and Vcash funds to partners working with young people to facilitate youth led community based projects	Ongoing	LT	ML	LA		

The 14 -19 Strategic Partnership in Thurrock is committed to deliver a high quality offer across the curriculum entitlement. A QA framework has been developed by members of the Delivery Group, aligned with the East of England "Quality for ALL" paper and the Beacon Colleges peer review system. A QA subgroup of the SP has been convened and meet termly.

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

The 14 -19 Strategic Partnership expects that each provider will meet the quality standards. 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

The work of the QA subgroup will feed into the post 16 Curriculum development group, the post 16 commissioning group and the IAG subgroup.

M	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
M1	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
M2	Set clear targets	a	Agree local targets linked to regional and national	Ongoing	LB	SP	LA
M3	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	April 2011	LB	SP	Partners
		b	Agreed standards are developed and monitored across the Partnership for all teaching and learning in shared provision	Ongoing	LB	SP	Partners
		c	Responsibility and procedures for peer observations for shared provision have been piloted and will be developed across the 4 Learning Pathways	April 2011	PH	LB	£4,000
		d	Work with Learning Plus UK to support quality improvement and achievement post 16	April 2011	BG	LB	LA
		e	Develop the use of RIAs to monitor quality and performance across post providers and to inform commissioning	April 2011	AM	LB	LA
M4	Transparent selection procedures Diplomas and Foundation Learning for learners	a	Agree and publish protocols and procedures for the application process to shared courses	April 2011	TH	SP	£4,000
		b	Agreed and publish criteria for the selection of learners.	Jan 2011	TH	SP	
		c	Pilot the agreed Common application process	Jan 2011	TH	SP	
M5	Monitoring and tracking, recording and reporting processes	a	Continue to review Protocols and implement trial attendance scheme	Jan 2011	TH	LB	£4,000
M6	Learners are listened and responded to	a	IAG subgroup respond to learner voice	Ongoing	AF	LB	LA
M7	Secure safe and secure learning environments through Service Level Agreements.	a	Ensure that a school sending learners to a provider including Work Experience 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 all legislation • appropriate CRB checks and child protection procedures are in place 	Ongoing	Partners	ML	Partners
M8	Agree the curriculum and learning opportunities offered to all learners	a	The SP maintains a statement of entitlement on the learning opportunities that will be available in all four Learning Pathways	Ongoing	ML	LB	SP

		b	Communicate the entitlement to all learners, teachers and parents in the Partnership.	Ongoing	SP	LB	Partners
M9	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	Partners
		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 working is being undertaken by the Directors of Children's Services, YPLA, Government Office and EEDA at regional and local levels to implement the commissioning of 16-19 provision.

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

- A Regional Planning Group (RPG) to maintain the strategic direction for commissioning of learning provision for young people. The RPG is composed of Directors for Children's Services, YPLA, Skills Funding Agency, GO East and EEDA
- An (RPG) Executive group to function as a sub group reporting to the 14-19 RPG to undertake specific operational work relating to the business cycle for commissioning, 16-19 provision and have oversight of the delivery of the ESF Priority 1, 14-19 programmes. The RPG Exec is composed of YPLA Regional Director (Chair), YPLA, Skills Funding Agency, National Apprenticeship Service, all East of England Local Authorities 16-19 commissioning leads and Regional Information and Analysis Service (data)
- The East of England has three Sub-Regional Groups that work together to plan across areas to address the needs of local residents and learners flowing in and out of the area. Thurrock is a member of the sub regional group with Essex and Southend (EST SRG) this group comprises of the Directors of each Local Authority and 14-19 Leads
- Essex, Southend and Thurrock Sub Regional 14-19 Executive Group (EST 14-19 Exec) is composed of the three LA 14-19 Strategic Leads and the three LA commissioning leads. This group reports to the EST SRG and makes recommendations on common and shared approaches to the commissioning framework
- ESF CO Financing Board

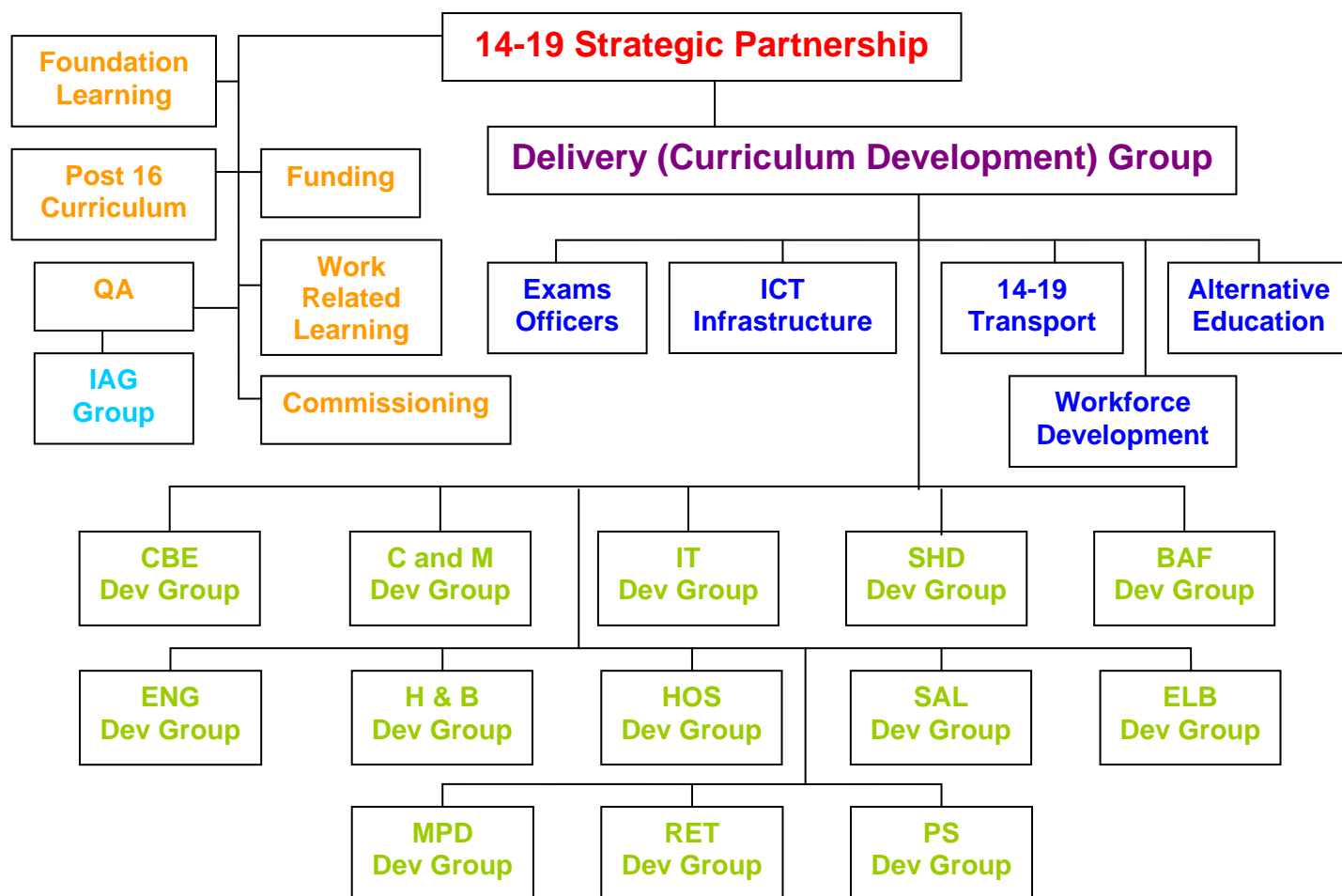
All groups have agreed Terms of Reference and a meeting structure for the business cycle of 11/12.

Within Thurrock, there is now a Learning and Skills Commissioning Team working under the guidance of the Strategic Lead 14+.

The Team will commission 16-19 learning places within Thurrock to meet the Raising Participation Age agenda of 17 year olds at 2013 and 18 year olds at 2015.

N	Objectives		Actions	Date to be achieved	Lead	Monitoring	Funding + Resources
N1	Commission the Learning for 16-19 entitlement for 2011/12	a	Drive the development of 16-19 commissioning to meet the vision within the 14 -19 Education Plan	April 2011	PF	LB	LA
		b	Lead the allocation process for Post 16 providers within the LA	April 2011	PF	LB	LA
		c	Ensure that the Sub-Regional Exec Group develops cross-border responses to issues as required	April 2011	PF	LB	LA
		d	Maintain the relationships with YPLA, Skills Funding Agency and National Apprenticeship Service in order to manage the commissioning of provision linking with the Youth, Connexions and Targeted Support Team and the adult and skills agendas	April 2011	PF	LB	LA
		e	Build capacity and management skills within the LA to plan, research and apply for external funding from ESF, EPP, EEDA	April 2011	PF	LB	LA
		f	Develop structures that meet the LA responsibility for LLDD funding	April 2011	PF	LB	LA
		g	Build LA capacity to support vulnerable groups back into education	April 2011	PF	LB	LA

5. Strategic Partnerships Working Groups:



6. Membership of 14-19 Strategic Partnership

Name		Role	Representing
Linda	Bostock	Strategic Leader, 14+ Pathways	CYF/CEF, Thurrock Council
Ann-Marie	Brister	Head Teacher	Grays Convent high School
Ann	Farrell	Youth & Connexions Service Manager	CYF/CEF, Thurrock Council
Philippa	Fitch	Learning and Skills Commissioning Manager	CYF/CEF, Thurrock Council
Richard	Glasby	Head Teacher	Hassenbrook School
Paul	Griffiths	Head Teacher	St Clere's School
Richard	Groome	General Manager	Park Inn, Thurrock
Terry	Hammond	14-19 Curriculum Development Manager	CYF/CEF, Thurrock Council
Jan	Hodges	Principal	South Essex College
Lynn	Ibeji	Head Teacher	Grays School Media Arts College
Barbara	King	Head Teacher	Ockendon School
John	King	Head Teacher	Gable Hall / William Edwards School
Michele	Lucas	14-19 Partnership Development Manager	CYF/CEF, Thurrock Council
Sally	Lyons	Delivery Manager	Thurrock Thames Gateway Development Corporation
Maggie	McLinden	UEL	UEL

Jay	Mercer	Head of Service for Children, Youth & 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
Mark	Vinall	Principal	Palmers College
Tess	Walker	Principal	Ormiston Park Academy
Vince	Webb	Learner Services Manager	National Apprenticeship Service (NAS)

7. Consultation and review

This plan will be reviewed, as in previous years by stakeholders from the Strategic Partnership. 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. Analysis of Progress

See Appendix 2 – Moderated Progress Check

9. 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
DFE	Department for Children, Schools and Families
EST	Essex, Southend and Thurrock
FE	Further Education
HE	Higher Education
IAG	Information, Advice and Guidance
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
NAA	National Assessment Agency
NCSL	National College for School Leadership
NEET	Young People not in education, employment or training
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