

Delivery Planning for the LAA (2008/11): The Context

Please answer the following questions to help set the context for this LAA delivery plan. This will also provide assurance that the relevant, minimum standards have been met in terms of delivery planning.

What the plan is seeking to achieve? Please include details of the people and places it will affect, linking it back to the persuasive rationale.

The plan seeks to improve attainment L3 in schools in the first instance.

The Post 16 Strategy arose from the identification that performance in schools was below the National. Phase 2 of the plan will incorporate Colleges, and this is now in draft form with objectives agreed by the 14-19 Strategic partnership in March 09. In phase 1 data analysis is focused on schools. All other aspects of the plan (training, t/l, IAG, curriculum development have been included all partners)

- L3 by 19 (including Colleges) in the region has increased steadily by 3% from 42.6% in 2005 to 45.6% in 2007 – we are still awaiting 2008 data. – this will not be available from LSC until late April 2009 .
- Staffordshire per candidate score declined by 4.5 points (Nationally increased 2.3 points)
- Staffordshire per Entry score improved by 3.5 points (Nationally improved 1.6 points). With this indicator we are closing the gap
- Staffordshire schools are below national by 50.8 points per candidate and 11.0 per entry.
- Ranking per entry 121 out of 147 LAs, whilst per candidate ranked 91st

Who is the activity intended to affect/benefit? Who else might the activity impact one? Please consider factors such as age, gender, religion, race, sexuality, disability. If there is likely to be a negative impact, what actions will you take to mitigate against this?

All young People in education 16-19.

Overall it is intended to benefit school leavers and all young people in Education 16 – 19 by ensuring:-

- students are provided with impartial information and guidance at key transition points;
- support strategies are in place that focus on developing a range of teaching and learning strategies to support student attainment;
- students have access to a range of courses post 16 to suit their interests and abilities;
- skills and expertise of all staff teaching post 16 are developed and shared through a programme of CPD.

Added value activities highlighted in this plan specifically provide the key to effective delivery of the above by reinforcing effective collection, analysis interpretation and dissemination of data to support students' progress and achievement.

16+ performance is a key priority for improvement because of its wide ranging impact. Activity from 16 onwards can significantly influence a person's success in entering the labour market or further / higher education. Increasing extent of achievement of level 3 qualification by the age of 19 will in addition support and strengthen approaches to raising aspirations of young people, and underpin a vibrant skills base essential to provide economic prosperity for all. This in turn should impact on community cohesion agenda and preventative strategies re youth offending and NEETs to the benefit of society as a whole.

Negative impact on identified groups is minimised by the manner in which delivery, communication, accessibility issues are addressed and monitored – given that clearly this agenda has been designed with a particular age range in mind.

Are the activities set out in the plan, accessible and inclusive? Have you considered the barriers to access? How will you overcome these barriers?

Activities are universally offered, delivery communication and accessibility safeguards apply but take up / extent of enthusiasm involved on part of range of providers could vary. Emphasis will be on providing training and information that illustrates benefits to be derived from active participation to overcome such barriers.

Under Section 17 of the Crime and Disorder Act, all local authorities, police authorities and other agencies must consider crime and disorder reduction and community safety in the exercise of all their duties and activities. How have you met this requirement in developing this plan?

This plan by promoting aspiration impartially social mobility and opportunities for progression will promote good relationships within and between communities through wider engagement, participation and developing relationships between students from different backgrounds and circumstances. This in turn will contribute to reducing crime and disorder prompted by disaffection.

How have you considered the impact the activities in this plan may have on climate change?

Work primarily centres on possible transport implications of greater partnership working, collaborative provision across providers in delivering entitlement.

Delivery Planning for the LAA (2008/11): The Template

LAA Delivery Lead	<p>W. Dewar – Assistant Director, Head of School Improvement Division, Children and Lifelong Learning Directorate, Staffordshire County Council.</p> <p>Telephone: 01785 278603</p> <p>Email: bill.dewar@staffordshire.gov.uk</p>		
Name of Delivery Cluster	[Cluster] Under 19 skills		
Is an existing partnership to be used for delivery?	<p>Yes</p> <ul style="list-style-type: none"> • 14 – 19 strategic partnership representing Children and Lifelong Learning Directorate, LSC, Connexions, Be Together, Staffordshire Providers Association, Secondary Heads Forum, Staffordshire College Principals, Aim Higher. • Post 16 Focus group (representative of all providers) will monitor. 		
If no, please specify the other partners to contribute	[Name] – [Organisation]		
Please specify the plans to which you are going to add value in delivering this	<p>14-19 Implementation Plans for Staffordshire.</p> <p>Post 16 Strategy phase 1 and draft phase 2 – attached.</p> <p>DCSF sixth from challenge and support programme</p>		
Added Value Activities	Description	Completion Date	Lead Officer and Organisation

	<p>Improved data analysis Post 16 – ERA has now produced a comprehensive set of data / reports and support for schools on Post 16 analysis. This offer is now expanding to schools</p> <p>Tracker in use for schools for formative assessment</p> <p>Integration of SIP reports into actions for SID officers and the Post 16 focus group.</p> <p>Support for work experience Post 16 to improve the quality and value – funded through LSC - working with Be together to produce health and safety protocols as well as Post 16 w experience log book to support diploma delivery as well.</p> <p>Heads of Sixth forums well attended and with a focus not only on data but a move to teaching and learning pedagogy in the sixth form. This is open to FE as well.</p>	All September 2008	Jan Myatt -			
Please specify the activities to be delivered /supported by the Third Sector	Staffordshire Providers Association an active participant in partnerships and the delivery of the plan.					
LAA Indicators / Baselines and Targets	LAA Indicator(s)	Baselines	Target (2008/09)	Target (2009/10)	Target (2010/11)	
	NI 80 Achievement of a level 3 qualification by the age of 19.	45.2%	48%	49%	51%	
Disaggregated Targets for Delivery Purposes, if applicable	Disaggregated Targets	Baselines	Target (2008/09)	Target (2009/10)	Target (2010/11)	
	None planned / none available at District Level.					

	Proxy Indicator(s)	Baselines	Target (2008/09)	Target (2009/10)	Target (2010/11)
Proxy Indicators, if applicable	<p>All schools with sixth form purchase the SIA system. – We have exceeded the target here and 70% of schools have purchased the Post 16 SIA on a 3 years contract</p> <p>Colleges are engaged in development of SIA to include college data.</p> <p>The SIA system is used to support strategic development for the curriculum and also teaching and learning issues – raising standards – this would be evidenced through training sessions participation and the Post 16 focus group.</p>	No SIA post 16 in May 08	<p>Sept 08 25% schools have purchased the SIA system</p> <p>Actual 70%</p> <p>All have accessed training</p>	<p>Sept 09 50% schools and colleges have purchased the SIA system</p> <p>Increase with 8 more schools who currently have not responded</p> <p>All have accessed training</p>	<p>Sept 10 90% schools and colleges have purchased the SIA system</p> <p>All have accessed training</p>
Rationale for the Proposed Proxy Indicator	The SIA will be launched in 2008 – therefore it will not impact on results until two years hence when the first cohort goes through.				
Impact on other LAA outcomes/priorities/indicators (not specified above)	<p>In addition to impact on delivery of vibrant prosperous and sustainable economy significant contribution to priorities relating to strong safe and cohesive communities, improved health and sense of well being. Additionally activities build on / consolidate agendas relating to statutory identified education and early years targets.</p> <p>More specifically activities impact on NI 117 re young people not in Education or Employment or Training, NI 172 re Business Growth, NI 45 re Youth offending.</p> <p>In relation to NI91 - NEET the SIA will enable providers to improve analysis at subject level and look at prior attainment – drawing out information on drop out rates at L3 and therefore being able in the future to place young people on more appropriate courses</p>				
Resources Required	Please identify any existing resources required	Please identify any additional resources required			

	<p>Support for training from ERA</p>	<p>£23 000 per annum for the SIA system for the whole authority. Schools now purchase this.</p>		
<p>Risk Management</p>	<p>Description of any high level risk</p>	<p>Actions to mitigate the risk</p>	<p>Timescales</p>	<p>Lead Officer</p>
	<p>Schools and Colleges do not buy into the package – Colleges still not engaged</p> <p>Additional risk – schools do not <u>use</u> the data effectively.</p> <p>Capacity of ERA team as we see demand for their quality services expanding</p>	<p>ERA will be working with FE on protocols and mechanism to improve data sharing across sectors.</p>	<p>2009-10</p>	<p>J Myatt</p>