



EUROPEAN UNION
European Social Fund

Lowestoft Goals Project

Feasibility Report

by
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Summary Information

Project Title	Lowestoft Goals Project
Project Partners	The Ashley School (TAS) The Denes High School (DHS) Benjamin Britten High School (BBHS) Kirkley High School (KHS) Lowestoft College (LowC)
Other interested Parties	CTS construction training YMCA Training
Management Committee	Lawrence Chapman TAS co-ordinator Caroline Trip TAS Secretary/ Admin Support Keith Hunter DHS Mike Masters KHS Chris McShane BBHS Maxine Bye LowC

Introduction

Following the publication of Success for all: reforming further education and training, (DfES, 2002) and 14–19: Opportunity and excellence, (DfES, 2003) the government published a white paper.

“On 23 February 2005, the Government published the 14-19 Education and Skills White Paper. The White Paper sets out clear proposals for reform, which build on the strengths of the existing system, that will:

- Secure the basics (functional skills)
- Stretch every pupil to their full potential
- Offer a high-quality vocational route
- Re-motivate the disengaged
- Prepare all young people for the world of work

From <http://www.teachernet.gov.uk/teachingandlearning/14to19/>

In response to this work Suffolk Local Education Authority set up a 14-19 strategy team to work within the county. Each area within Suffolk was tasked with developing plans to deliver the strategy.

As part of this work a Lowestoft Partnership of school looked at accessing funding from the European Social Fund (ESF) to develop a range of vocational courses.

This work plots the work of the partnership in developing these courses and looks at how these compare to other areas and how sustainability can be developed.

Background Information

This information is given to show the environment both educationally and socially, that makes up the Lowestoft partnership.

Geographically and Historically

Lowestoft is the most easterly tip of the UK. It lies at the Northern tip of Suffolk, Great Yarmouth is 10 miles to the north. Although Lowestoft is situated in a rural area bordering the National Park of The Broads the town itself is urban.

Much of the traditional industries of Lowestoft have revolved around the sea, fishing, boat building, and oil/gas rig servicing. The majority of this industry has now gone along with other large employers like the Co-op canning factory.

Employment opportunities are still wide and varied, but more are seasonal relying on the tourist trade.

The Locality Toolkit reports on education and its outcomes it states that:

- Lowestoft has more significant concentrations of multiple deprivation than any other area of Suffolk.
- The percentage of 14-74 year olds in Lowestoft who are economically active is lower than the average for Suffolk.
- Four wards in Lowestoft have over 10% of the population in receipt of income support.
- Lowestoft has a level of Education, Skills and Training deprivation higher than any other area in Suffolk.
- Waveney District Council has the lowest percentage of the population with NVQ Level 4 and above qualifications of all districts in Suffolk.

Within Key Stage Three (aged 11-14)

- English level 5+ The data shows that the performance of pupils at Lowestoft schools at KS3 English is below the overall Suffolk figure. Indeed while the Suffolk figure has increased markedly since 2000, the figure for Lowestoft pupils has remained static.
- English level 6+ The data shows that pupils at Lowestoft schools are consistently performing below the Suffolk figure. Whereas the percentage of pupils achieving this level in English has increased annually both nationally and in Suffolk as a whole, in Lowestoft the picture is decidedly mixed. The Lowestoft percentage (17.1) is now far lower than the county wide percentage (37%).
- Maths Level 5+ The data shows that the performance of pupils in Lowestoft as a cohort has improved at a rate quicker than improvements across the county and nationally. However, performance in Lowestoft (68.4) is still below the Suffolk (76%) and England figures. (73%).
- Maths Level 6+. There were considerable year on year improvements in the performance of the Lowestoft cohort between 2000 and 2003. 2004 has seen a slight drop, however, which was not replicated across Suffolk as a whole or nationally.

- Science 5+ Performance in science at Key Stage 3 in Lowestoft (64%) is below the Suffolk average (72%) and marginally below the England average (66%).
- Science 6+ The lower levels of performance at Level 6 and above throughout England (34%) in 2004 were replicated in Suffolk (38%) and in Lowestoft Schools (27%).

Within Key Stage Four (14-16)

- High School cohort size in 2004, BBHS 214, KHS 366, DHS 203, TAS 19 total 802
- Percentage of students achieving 5 A* to C grades at GCSE in Lowestoft. Lowestoft 44.6%, Which is lower than the Suffolk average 57.8%. National data is not available for 2004. In 2003 the Lowestoft score was 49.3%, Suffolk 57%, England 52.9%
- Average point score at GCSE in Lowestoft was 31.6 other data for 2004 unavailable, but in 2003 Lowestoft was 32.5%, in Suffolk 36.3% and in England 34.8%.

Post 16

- The percentage of 16-18 year olds in Lowestoft in school sixth forms is lower than the Suffolk average.
- The percentage of 16-18 year olds in Lowestoft who are unemployed is considerably higher than the Suffolk average.
- The percentage of 16-18 year olds leaving school and entering higher education is lower than the Suffolk average.
- The percentage of 16-18 year olds Not in Education, Employment or Training is considerably higher than the Suffolk average in 5 Lowestoft Wards.

Destinations 16-18 compiled by Connexions. Whole of Suffolk, then Lowestoft.

	Suffolk	Suffolk %	Lowestoft	Lowestoft %
Higher Education	115	5.3	77	3.8
Gap Year	136	0.6	3	0.1
6 th Form (inc indep)	6787	32	486	23.8
F.E. College	4705	22.2	586	28.7
Non-employed GST	214	1.0	72	3.5
Work with GST	1343	6.3	156	7.6
Work with other training	566	2.7	32	1.6
Work without training	3677	17.3	304	14.9
Unemployed	1287	6.1	193	9.5
Unavailable	314	1.5	58	2.8
No response / Not known	1077	5.1	75	3.7

Destinations at Destinations at 18

	Suffolk	Waveney	Lowestoft
Higher Education	1131	174	76
Gap Year	110	13	6
6 th Form (inc indep)	109	34	20
F.E. College	181	37	20
Non-employed GST	14	1	1
Work with GST	46	7	5
Work with other training	255	23	10
Work without training	313	71	39
Unemployed	99	14	11
Unavailable	191	21	11

Post 16 Attainment

- The performance of pupils at Lowestoft schools at Advanced level was below the Suffolk and England averages in 2002 and 2003.
- Success rates for 16-18 year olds at Lowestoft college were below the success rates of other colleges between 2000 and 2002, but have improved slightly for 2003.
- The performance of pupils at Lowestoft schools is below what it should be based on GCSE results.

Total number of Advanced Level cohort(at school)

Number Entered	2002	2003	2004
Lowestoft Schools	215	217	192
Suffolk Schools	3415	3398	
Average Total A level points			
Lowestoft Average	208.9	210.9	212.9
Suffolk Average	236.3	244.7	264.9
England	254.7	258.9	269.2

GCSE – Advanced level points per student value added.

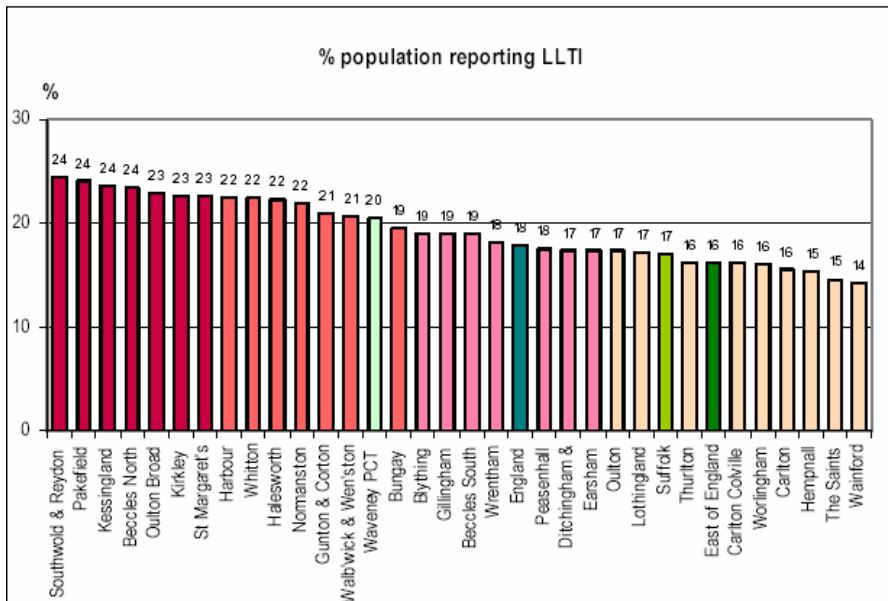
Average residuals			
	2002	2003	2004
Lowestoft Schools	-22.07	-33.46	-24.51
Suffolk	-10.92	-11.50	-3.69

From Locality Toolkit for Lowestoft

Lowestoft is a deprived area as recognised by the Health Atlas by the Primary Care Trust.

Percentage of population reporting long term illness.

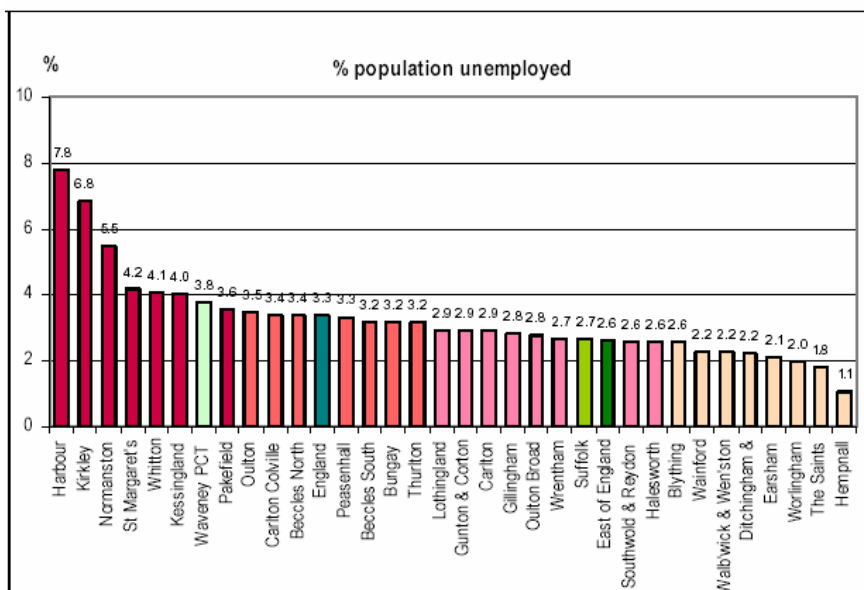
The majority of Lowestoft Wards are far higher than the Suffolk average. They are closer to The England Figure.

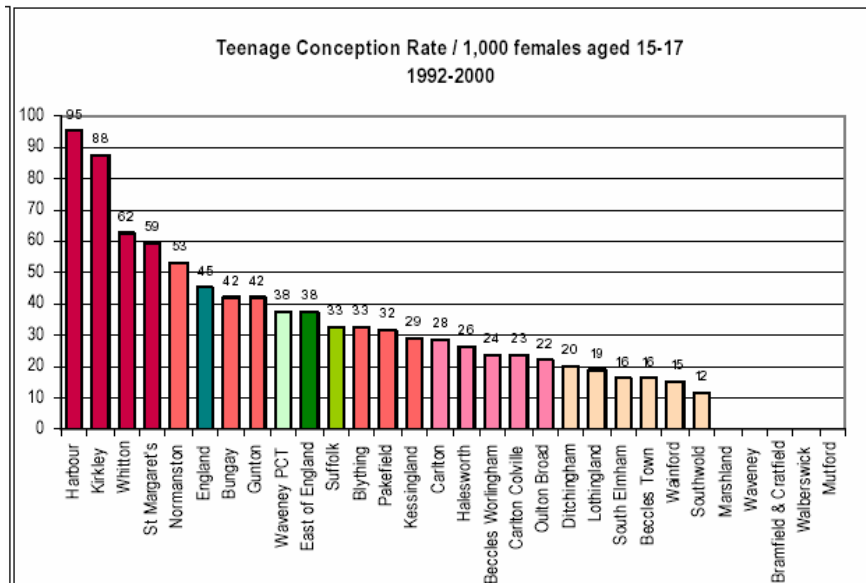


1-in-12 people are unemployed in Harbour ward - well over twice the average for Waveney.

Unemployment is concentrated in the urban areas of Lowestoft.

Waveney itself has higher levels of unemployment than England and 50% higher than for the East of England and Suffolk.





Teenage Conception Rates - per 1,000 females aged 15-17 (for the years 1992 - 2000)

The teenage conception rates in Harbour and Kirkley wards are 7 to 8 times higher than that in Southwold. The rates are about twice as high

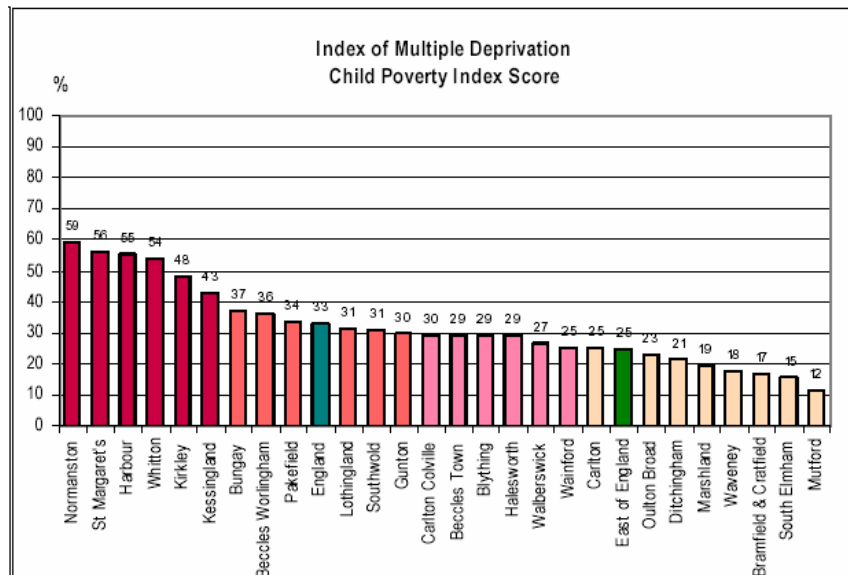
as that for England (45 per 1,000). There are 5 wards which have no reported teenage pregnancies at all.

The high rates follow the pattern of urban deprivation.

The rates for the United Kingdom are about 8 times higher than that for Sweden and the Netherlands.

(This data follows the old electoral ward boundaries)

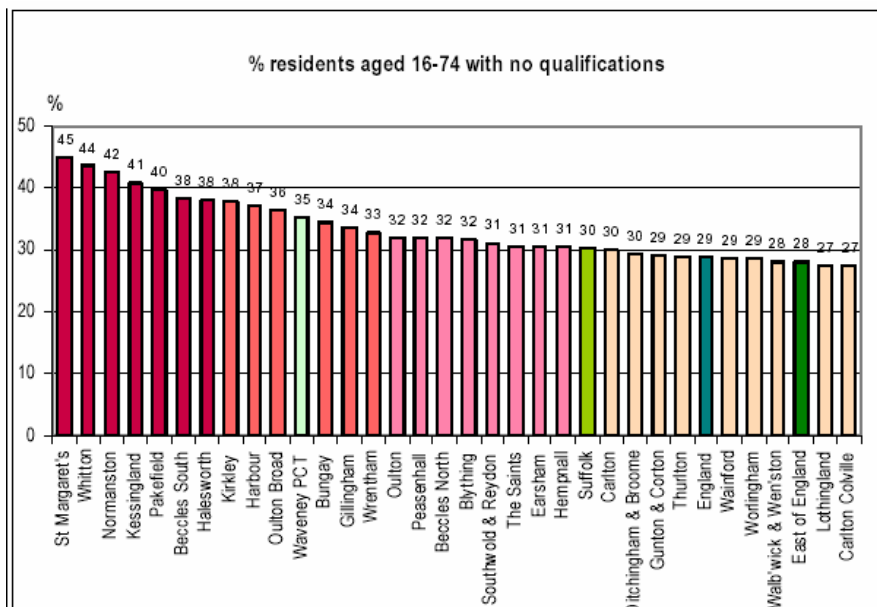
Index of Multiple Deprivation 2000 - Child poverty domain Score



This indicator shows the proportion of children under 16 years, living in households which receive means-tested benefits.

Thus, in Normanston ward, 59% of children under 16 are living in households receiving means-tested benefits. This is 80% higher than England and over twice that for the East of England.

(This data follows the boundaries of the old electoral wards)



Percentage of residents aged 16-74 with no qualifications

Waveney has an above average proportion of adults with no qualifications. St Margaret's ward has nearly twice as

many unqualified adults as England.

Nearly all the wards in Waveney have a higher proportion of adults with no qualifications than the rest of the East of England. This will have a significant impact on employment prospects.

From Lipp A, 2004 A Health Atlas for the Waveney Local Strategic Partnership, **Early draft.**

Summary

The data given clearly identifies Lowestoft as an area of great hardship requiring increased opportunity for learners to develop and grow at all levels. The rest of this work aims to set out how a small project aims to address some of this work at least in part.

Background on each partner

There are 5 partners:

- The Ashley School
- Kirkley High School
- Denes High School
- Benjamin Britten High School
- Lowestoft College

Benjamin Britten High School - Last OFSTED inspection 2003

INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive
School category: County
Age range of pupils: 13 – 18
Gender of pupils: Mixed
School address: The Benjamin Britten High School
Blyford Road
Lowestoft
Postcode: NR32 4PZ
Telephone number: 01502 582312
Fax number: 01502 566779
Appropriate authority: Governing Body
Name of chair of governors: Mrs Pat Sarson



INFORMATION ABOUT THE SCHOOL

The Benjamin Britten is a 13-19 mixed specialist technology college. There are 860 pupils and students on the school roll, which is average sized. The sixth form has 177 students, is of average size and has increased since the time of the last inspection. Pupils and students are of predominantly white United Kingdom background. A very small number of pupils come from Chinese, Japanese and Vietnamese backgrounds. Nine pupils have English as an additional language, and two are at the early stages of English language acquisition. The percentage of pupils entitled to free school meals is above average. The proportion of pupils with special educational needs is above the national average and the proportion on the school's register for special educational needs is below average. The school is situated in one of the most deprived wards in Suffolk but draws its pupils and students from a wider area. Around three quarters of the pupils are from four local middle schools, whilst the remainder come from further afield. Attainment on entry to the school is broadly average, although literacy skills are below average. Standards on entry to the sixth form are average.

HOW GOOD THE SCHOOL IS

Benjamin Britten makes satisfactory provision for the education of its pupils. They make satisfactory progress and achieve results at GCSE that are around the national average in most subjects but significantly above overall due largely to pupils' success in GNVQ information and communication technology (ICT), combined with an improvement in results in English, art and design and music. Much

of the teaching is good and the great majority of pupils have positive attitudes to work. Leadership and management are sound and the school provides satisfactory value for money. Provision in the sixth form is good.

What the school does well

- There has been a sharp rise in the percentage of five or more A*-C grades at GCSE largely due to GNVQ ICT, combined with an improvement in English, art and design and music.
- There is a significant amount of good and very good teaching, particularly in art and design, music and drama.
- The curriculum is broad and balanced, meets the needs of all pupils and is enhanced by a very good range of extra-curricular activities.
- Technology college status has led to very good contributions by the community to pupils' and students' learning.
- The behaviour of most pupils is good.
- The headteacher provides a clear strategic direction for the school to develop to meet the needs of the community.
- Sixth form provision is good.

Denes High School – Last OFSTED inspection 1999



Type of school : Comprehensive
Type of control : County
Age range of pupils : 13 - 18
Gender of pupils : Mixed
School address : Yarmouth Road
Lowestoft
NR32 4AH
Telephone number : 01502 574474
Fax number : 01502 573957
Appropriate authority : The governing body
Name of chair of governors : Mr David Ablett

Characteristics of the school

1. The school is of below average size with 730 pupils between the ages of 13 and 18 on roll. The number of pupils at the school is growing. The majority of pupils come from the surrounding area, many living in the ward in which the school is situated.
2. The school is part of the Lowestoft sixth form consortium consisting of the two other upper schools in the town and the college of further education. The majority of sixth form pupils at the school also attend at least some of their lessons at one of the other schools or the college.
3. The vast majority of pupils are white. The few from minority ethnic backgrounds constitute less than one cent of the roll. Very few pupils come from homes where English is an additional language. About 23 per cent of pupils, including those in the sixth form, are eligible for free school meals. The number varies considerably between year groups, ranging from 32 per cent in Year 9 to about 14 per cent in the sixth form. The level of social and economic disadvantage affects many of the pupils at the school. Overall, pupils' social and economic circumstances are below average.
4. Regular reading test scores going back several years indicate that the intake is skewed downwards with fewer higher attainers and more lower attainers. Overall, it is below average. There has been no significant change in the school's intake in the period between this and the previous inspection.
5. The school has a designated unit, the area support centre, for pupils with special educational needs. The majority of pupils attending the unit have moderate learning difficulties. The school has 160 pupils on the special educational needs register with another 19 under review. Thirty-nine pupils have a Statement of Special Educational Need, most of these being part of the area support centre which is set up for 30 pupils. The number of pupils on the register and those with Statements is above the national average. Most of the pupils on the register have difficulties in literacy and numeracy.
6. There has been a change in the leadership of the school and a new headteacher took up post in September 1999. There has been some lack of continuity in the leadership and management of the school which has had a bearing on its development. The previous headteacher was seconded away to head another school for the academic year 1997-8. He returned to The Denes for a year before taking up the permanent headship of another school. The deputy headteacher, who took over the school in the absence of the headteacher during his secondment was promoted and left earlier last year. Overall, during the previous two academic years, the senior management team has not had its full complement of staff.
7. The school's main aims as set out in the school prospectus are encapsulated in the school motto 'Excellence and pride' and are as follows:

- .Excellence...we aim for the highest possible quality in all that we do, especially in encouraging all pupils to reach their potential.
- .Pride... we care that pupils value achievement and take pride in all that they do and that the community is proud of the school.
- .Our aim is that its young people will leave school well prepared for the ever-increasing demands of the adult world'.

Since 1999 the school has become a business and enterprise specialist college.

Kirkley High School – Last OFSTED inspection 1999



Type of school : Comprehensive
Type of control : County
Age range of pupils : 13-18
Gender of pupils : Mixed
School address : Kirkley Run
Lowestoft
NR33 0UQ
Telephone number : 01502 566321
Fax number : 01502 566003
Appropriate authority : Suffolk County Council

Characteristics of the school

1. The school is of above average size with 1,188 pupils between the ages of 13 and 18 on roll. The number of pupils at the school is growing. The majority of pupils come from the surrounding area, many living in the ward in which the school is situated.
2. The school is part of the Lowestoft sixth form consortium consisting of the two other upper schools in the town and the college of further education. The majority of sixth form pupils at the school also attend at least some of their lessons at one of the other schools or the college.
3. The vast majority of pupils are white. The few from minority ethnic backgrounds constitute less than one per cent of the roll. A couple come from homes where English is not the first language. About 18 per cent of pupils are eligible for free school meals. This is about average but does not fully reflect the low standards of living within the local area, which has been designated as an urban priority for development owing to the high level of social and economic deprivation. The number of pupils eligible for free school meals varies considerably between year groups, ranging from 25 per cent in Year 9, to five per cent in the sixth form. Although, pupils are drawn from a wide range of backgrounds, many are directly affected by the high level of disadvantage and deprivation prevalent in the local area. Overall, pupils' social and economic circumstances are below average.
4. Regular reading test scores going back several years indicate that the intake is skewed downwards with fewer higher attainers and more lower attainers. Overall, it is slightly below average. There has been no significant change in the school's intake in the period between this and the previous inspection.
5. There have been four headteachers in post since the previous inspection. The headteacher in post at that time retired shortly after the inspection. A new headteacher was appointed, but left after six months and was replaced by one of the deputy headteachers in an acting capacity until the current headteacher took up post about 18 months ago.
6. The school has a designated unit for pupils with special educational needs. The majority of pupils attending the unit have moderate learning difficulties. It is designed to cater for 25 pupils, although more are accepted. Currently there are 60 pupils attending the unit on a parttime basis, and 45 of them have a Statement of Special Educational Need.
7. In the main school, there are 167 pupils, 14 per cent of the number on roll, on the special needs register. This is broadly average. About a third are on stages 3-5. The majority of these pupils, 35, have emotional and behavioural difficulties. The next biggest category, with 10 pupils, is moderate learning. The remaining 16 pupils have one of a

wide variety of needs. About four per cent have Statements, which is above the national average.

8. The school has a comprehensive mission statement based on the following main principles:

- (i)Challenging staff and students to have high expectations based upon what they ought to be able to do;
- (ii) Promoting an environment conducive to effective teaching and learning;
- (iii)Promoting education as an active partnership between the school, parents and the wider community;
- (iv) Presenting education as a lifelong process.

***The Ashley School* – Last OFSTED inspection 2000**



Type of school:	Special
School category:	Community special
Age range of pupils:	7 - 16
Gender of pupils:	Mixed
School address:	Ashley Downs Lowestoft Suffolk Postcode: NR32 4EU
Telephone number:	01502 574847 / 565439
Fax number:	01502 531920
Appropriate authority:	The Governing Body

INFORMATION ABOUT THE SCHOOL

Ashley is a day and residential, community special school, providing for 115 pupils aged 7 to 16. Most pupils have moderate learning difficulties, some have emotional and behavioural difficulties and a few have speech or communication difficulties. All pupils have Statements of Special Educational Need. Most pupils are white; a small number are black, and there are a few travellers. None speak English as a second language. The attainment of pupils entering the school is below national expectations. Just under half the pupils are eligible for free school meals, indicating that socio-economic circumstances are not favourable.

HOW GOOD THE SCHOOL IS

Pupils achieve good standards of work in most subjects, and in art and physical education standards are very good. Pupils have very positive attitudes to their work and their behaviour is generally good. The quality of teaching is very good with particular strengths in art, physical education and music. Leadership by the headteacher and senior staff is very strong, and the school has made good improvement since the last inspection. The school has high quality residential provision. Parents have positive views of the school, which provides good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils achieve well. They make very good progress in speaking and listening, in art and physical education. Generally good progress is linked to the high quality of teaching.
- The school is very successful at encouraging pupils' personal development. Relationships between all groups in the school are very good.
- Leadership by the headteacher and key staff is very good. The school examines its work rigorously and uses the information to set suitable targets for development.
- Staff share a commitment to improving the school and are well supported with high quality training.
- There are high standards of pupil welfare and care. The residential setting makes an important contribution in this respect.
- Extra-curricular activities enrich the curriculum, so do productive links with the community.

Lowestoft College – Last inspection 2005



Type of college:	General Further Education College
Principal:	Gwen Parsons
Address of college:	St Peter's Street Lowestoft Suffolk NR32 2NB
Telephone number:	01502 583 521
Fax number:	01502 500 031
Chair of governors:	Robert Mee

Information about the college

Lowestoft College is a medium-sized general further education (FE) college serving the district of Waveney in north-east Suffolk. The college also attracts significant numbers of students from Norfolk. Waveney has a population of around 115,000. Over half of all residents live in Lowestoft. In 2004, Waveney was ranked as the 113th most deprived district in the country. It is the most deprived district in Suffolk. Four Lowestoft wards are placed within the most deprived 10% of all wards in England. Attainment, at all key stages, is lower than that in the rest of Suffolk. Unemployment is relatively high. In May 2004, local unemployment was recorded as 3% against a regional average of 2%. In Lowestoft, the central wards of Kirkley and Harbour record unemployment rates of around 12%. Some 3% of the local population are from minority ethnic groups.

The college specialises in vocational education and training. Most courses are located on the main campus, close to the centre of Lowestoft. The main outreach centre is in Kirkley. The largest areas of provision include: construction; engineering; hospitality, sport, leisure and travel; health and social care and foundation programmes. Work-based learning is offered in construction, engineering, hairdressing, hospitality and catering and in oral health. Vocational courses are provided for increasing numbers of 14 to 16 year olds from local schools. Higher education (HE) courses are offered in collaboration with Anglia Polytechnic and East Anglia universities. A maritime and offshore centre attracts international students and a commercial centre for management runs courses for industry. In 2003/04, 1,079 students aged 16 to 18 and 2,402 adult students attended the college's FE courses. More than 75% of all enrolments are at levels 1 and 2. Around 73% of all full-time students are aged 16 to 18. The college's mission is to 'work in partnership to deliver high-quality teaching and learning opportunities to meet the needs of individuals and the economy within the area'.

How effective is the college?

Lowestoft College has made good progress since its last inspection by Ofsted, in February 2003, when it was judged inadequate. Teaching has improved. Overall retention and pass rates are at, or above, the national averages. Leadership and management are satisfactory. Of the eight curriculum areas inspected, three were judged by inspectors to be good and five were satisfactory. Provision is good in information and communications technology (ICT), hairdressing and beauty therapy, and hospitality, sport, leisure and travel, where a contributory grade of outstanding was awarded to travel and tourism. It is satisfactory in construction and in work-based learning in construction, in engineering and in work-based learning in engineering. Satisfactory grades were also awarded in health and social care, in provision for students with learning difficulties and/or disabilities, and in literacy and numeracy. The college is no longer inadequate. The main strengths and areas for improvement are set out below.

Key strengths

- strong leadership
- good achievement on level 1 courses
- productive and effective partnership working
- well-developed provision for 14 to 16 year olds

- caring and supportive ethos
- very effective monitoring of students' attendance
- inclusive approach to learning.

Project Goals

Objectives

- To provide learners in Lowestoft aged 14-16 with SEN with a choice of vocational courses
- Courses to offer accreditation that holds validity
- To use specialists schools status of the High Schools as the backbone of the vocational options.
- To ensure all options offer quality provision through specialist teaching.

Specifics of project

Each of the four school partners to provide a group of learners and all five partners to deliver a specialist vocational option.

Target Group Learners aged 14-16 with SEN who are not accessing the mainstream curriculum and for whom a vocational option would seem appropriate. These learners will be working at level 2-4 of the National Curriculum.

Planning Issues

Using the 3 high schools specialist status to provide vocational courses. Within 1 accreditation process. The Edexcel Btec Entry level Skills for working life was chosen. Full Btec Syllabus shown in appendices .

- BBHS with Technology status to deliver ICT
- DHS with Business and Enterprise status to deliver retail
- KHS with Sport Status to deliver sport and recreation.
- In addition TAS to offer practical skills, initially by buss group to CTS at Yarmouth, but eventually providing on site.
- Lowestoft College to provide catering. The college were consulted about courses they could offer and guarantee quality provision.

Key issues to agree

- The level of youngster. Those with SEN working at National Curriculum 2-4 who are not displaying significant behavioural issues.
- The day this will take place. Tuesday afternoon agreed.
- Unifying time table. Agreed start time of 1pm, 3pm finish.
- College not open for full school year. As yet to be resolved.
- How to transport learners across the area. Use of school minibuses, paying for extra drivers where needed. This has been updated to the use of taxis.
- Training of practitioners delivering the courses. Number of dates set.

Additional issues

- Accreditation registration and management. Through project co-ordinator and administrator.
- Annual report to parents. All partners have a different format, but want reporting to be part of the report not separate report for Goals.

- Code of conduct, schools teaching pupils from other schools. Who will follow up issues.
- How will work experience be embedded? Probably using existing model in place but placements where possible to reflect vocational option.

Vocational Programmes

The edexcel Btec Entry level skills for working life offers a qualification that can be used across the range of options. Each learner must complete modules.

The partnership have agreed that learners will stay in the home school during the first term (autumn 2005). They will complete one of the core modules “introduction to skills for work”. With all four schools running the same module at the same time it is easier to work collaboratively sharing ideas and resources. The planning for this term is given in the appendices.

The Entry level qualifications offer good differentiation as they are available to be awarded at 3 levels. Entry level 1, entry level 2 and entry level 3.

Within the National Qualifications Framework (NQF) these qualifications are below level 1, but Entry level 3 is broadly comparable to a ‘G’ GCSE.

[Structure of the NQF](#)

The following table compares original and revised NQF levels with broad indications of FHEQ levels.

National Qualifications Framework		Framework for Higher Education Qualification levels (FHEQ)
Original levels	Revised levels	
5 Level 5 NVQ in Construction Project Management* Level 5 Diploma in Translation	8 Specialist awards	D (doctoral) Doctorates
	7 Level 7 Diploma in Translation	M (masters) Masters degrees, postgraduate certificates and diplomas
4 Level 4 NVQ in Advice and Guidance* Level 4 Diploma in Management Level 4 BTEC Higher National Diploma in 3D	6 Level 6 Diploma in Management	H (honours) Bachelors degrees, graduate certificates and diplomas
	5 Level 5 BTEC Higher National Diploma in 3D Design	I (intermediate) Diplomas of higher education and further education, foundation degrees, higher national diplomas

Design Level 4 Certificate in Early Years Practice	4 Level 4 Certificate in Early Years Practice	C (certificate) Certificates of higher education
3 (There is no change to level 3 in the revised NQF) Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels		
2 (There is no change to level 3 in the revised NQF) Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C		
1 (There is no change to level 3 in the revised NQF) Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G		
Entry (There is no change to level 3 in the revised NQF) Entry Level Certificate in Adult Literacy		

*Revised levels are not currently being implemented for NVQs at level 4 and level 5. For up-to-date information, visit openQUALS. From <http://www.qca.org.uk/493.html>

The qualification allows for specialist vocational options to be followed.

Edexcel Btec Entry Level Skills for Working Life (Practical)

Edexcel Btec Entry Level Skills for Working Life (Sport and Recreation)

Edexcel Btec Entry Level Skills for Working Life (Hospitality and Catering)

Edexcel Btec Entry Level Skills for Working Life (Information and Communication Technology)

Edexcel Btec Entry Level Skills for Working Life (Business, Administration and retail)

BTEC ENTRY LEVEL CERTIFICATE IN SKILLS FOR WORKING LIFE		
CORE UNITS	SPECIALIST PATHWAYS	OPTION UNITS
Compulsory Core Unit: Health & Safety	Land Based Small Animal Care Farm Livestock Growing Plants Investigating Land & Environment Floristry	Your Role at Work Setting Up an Enterprise Activity Producing a Product Personal Safety Positive Alternatives to Paid Work
Plus two from: Information Technology Interview Skills Assertiveness Introduction to Skills for Work Improving Your Learning Managing Money Personal Presentation Skills Rights & Responsibilities	Hair & Beauty Introduction to Hair Care Assisting the Hair Stylist Introduction to Beauty Therapy Assisting the Beauty Therapist Business, Administration & Retail Introduction to Business Administration Introduction to Business Introduction to Retail Developing Skills in Storing Goods Working as a Shop Assistant Health & Social Care Caring for Children Caring for Older People Health Emergencies Hospitality & Catering Introduction to Food Hygiene & Safe Practice Developing Food Preparation & Cooking Skills Developing Food Service Skills Arts & Media Developing Creative Skills Developing Media Skills Developing Performing Skills Performing Arts - Performing Work Creative Use of Your Computer Information & Communication Technology Introduction to Word Processing Introduction to Internet & email Introduction to Handling Data Practical Skills Introduction to Brickwork Introduction to Painting & Decorating Introduction to Joinery Introduction to Metalcraft Health & Safety in a Workshop Introduction to Motor Vehicle Care & Maintenance Sport & Recreation Sport & Recreation Practice Investigating Sport & Recreation Helping in a Sports & Leisure Centre	Working in the Community Introduction to Computers Working Together Dealing with Problems Investigating Personal Lifestyle

From Edexcel Entry Level BTEC Certificate in Skills for Working Life 2004

For the Goals Extra course the partnership is investigating level 1 NQF accreditation that builds on the Skills for Working Life.

For syllabus please see appendices.

Main Cost Headings

The partnership management group have discussed a variety of costing options as the project adapts and grows so the costings have to be altered.

- College Catering course £7,840 per cohort.
- Accreditation registration fee @ £65 per head
- Transport estimated £2000 per cohort
- Administration £7,000 for the whole project
- Training of practitioners, this will be paid for by individual institutions from the finance they are given for the project.
- Resources, this will be paid for by individual institutions from the finance they are given for the project.

Detailed Spreadsheet showing the budget plan for the first Cohort 2005-2007. This was revised in January 2006 in light of using taxis to transport rather than school minibuses and staff.

Cohort 1 05-07

Numbers	per head	Total	
41	517	21197	

College Catering		7,840	
Transport		2,500	over 3 1/2 terms
4 schools	2000	8000	over 2 years
exam fee	65	2665	
Total		21,005	
	balance	192	

	per week	no.weeks	
transport	50	45	2250

Phasing the project

The phasing of the project is important to ensure its success. It is felt that trying to work to big too quickly would stress the system to breaking point.

With this in mind the following phasing has been developed.

In year 1 September 2005 40 learners to enrol from year 10 cohort.

In year 2 September 2006 60 new learners enrol from year 10 cohort and continue with previous cohort as well.

The original ESF bid for the partnership was 170 learners. However it is now felt that the partnership will have difficulty recruiting 130 learners in the second year. Therefore the partnership plans to make use of existing capacity by trying to ensure that the 5 vocational options have 12 learners each. This is a total of 60 learners.

The partnership is currently developing a strategy to over a further 70 pupils a vocational option. The partnership has identified a group of learners who are working at a higher level than the existing Goals project, but are not working at a high enough level to access the Increased Flexibility programme (IFP) where pupils access college courses 1 day a week.

Within the partnership this part of the project is called Goals Extra.

Goals Extra

Currently it is likely that Goals Extra will run on a Friday from September 2006.

The partnership is investigating vocational options in:

- Vehicle maintenance
- Child / Social Care
- Hair and beauty
- Travel and Tourism
- Land management / horticulture.

We are planning to offer a level one qualification that offer progression from the Entry level qualification running through the Goals project.

Comparative Research

Birmingham City College is working with 10 schools as two Collegiate's. Liz Hayes is the 14-19 Collegiate Co-ordinator. The information contained here is derived from discussions and emails with Liz. Her post is funded by the LSC. Currently there are approximately 600 learners 14-16 years on either full or part-time courses. These include courses with other training providers and Entry to Employment (E2E) courses running 1 day a week. "For Real" a course set up by connexions offers courses for pupils with less ability or challenging behaviour again these run 1 day a week.

Each Collegiate's has an SEN working group which looks at a myriad of issues including joint qualifications, sharing resources and internal moderation.

At the moment the collegiate's do not move learners between them only to the college and other training providers.

Courses include: construction; motor vehicle maintenance; child care; catering; hair and beauty.

Short courses are also offered where tutors go into schools to deliver for a few weeks usually not more than 1 term in length. These course include essential food hygiene and also make use of E2E as well as GNVQ options.

Issues that the collegiate' are similar to our own, especially timetabling and timings. Schools now have vocational pathways on the timetable that are planned to coincide. The collegiate has management structure which is responsible for the negotiation of the timetable.

Individualised learning is becoming increasingly important across the collegiate.

The LSC has granted £250,000 to the collegiate, an additional £300,000 to run modern apprenticeships and £50,000 for the Increased Flexibility Programme (IFP).

Currently the collegiate is developing greater e-learning resources especially for learners with additional needs. These learners often enrol onto level 1 or 2 literacy and numeracy courses before moving to a BTec course in their second year.

The Collegiate has a good record of delivering Btec Skills for Working Life and Liz Hayes has agreed that we can contact her for further discussion and moderation of learners work.

The Collegiate can also offer good progression routes from the 14-16 courses.

The Following is information from the City College Website www.citycol.ac.uk

Support for 14-19 Years Olds

We have a dedicated team of staff who coordinate the services and provision for 14-19 year olds attending college. They also coordinate funded projects. The 14-19 team works closely with the learner services team and others in the college to ensure that all our 14 -19 year olds get a good service and their proper entitlement.

the main areas in which the 14-19 team offer support are:

Curriculum 2000

All 16 -18s on full time courses are entitled to an enrichment programme, to develop key skills, and have a tutorial.

Education Maintenance Allowances (EMAs)

We have an EMA officer who encourages people to apply for EMAs and coordinates EMA administration across the college.

Child Protection and Welfare Support

We have a manager who deals with Child Protection issues and who leads on welfare for 14 -18s, working closely with the learner services team.

Attendance

We have retention officers who follow up and contact students and/or parents/carers if they are absent from classes.

Mentoring

We have several learning mentors who work across the college as part of funded projects. A mentor is someone who can meet with you regularly to talk with you about your progress. S/he will be able to help you with any problems you have which are affecting your work at college. If you would like a mentor tell your personal tutor or contact Kath Lloyd Roberts via reception or through your Centre Manager. If your personal tutor thinks you would benefit from having a mentor they can ask for you to be given one. They will tell you that they are going to do this. Remember - a mentor is there to give you one-to-one help so that you get the most out of your time at college.

Enrichment

We have an enrichment coordinator who works with college tutors and the sports and recreation officer to help make your time at college as enjoyable as possible, by organising sports, trips and visits.

Aim Higher project

We get special funding to pay for extra support and activities for 16-19s to encourage them to go onto university e.g. catch up workshops, mentoring, master classes and celebrations of achievement and specialist careers advice. The project also gives us funding to develop work experience opportunities for students.

Please note, if you are 14 - 18:

- We must have contact details for your parent/carer.
- You must give us this information on your enrolment form and you must let your personal tutor know if any details change.
- We will inform your parents/carers/employers of your attendance and progress on your course. They will be invited to parents' evenings and celebrations of achievement. They will get copies of your progress reports.
- We will inform your parents/carers/employers if you receive a second verbal warning for breaking the Learning Agreement or College Code

- We need have to have written consent from your parents/carers for college visits, trips, residentials and work experience. Your tutor will give you the forms for this they must be signed and returned before you can join in these activities.

Sustainability and Progression

The main model of Goals is sustainable as learners are shared between the schools for each school to provide learners and provide a course this is essentially cost neutral. Exam fees will come from the home school exam budget once the project is finished. Transport will be shared using the schools minibuses and taxis. Taxis will be paid for by schools. The use of a college course will depend on the outcome of the two years trial. If the schools feel this is worth while they will have to pay a share of the cost to enable this to run.

The project develops the idea of using schools with specialist status which is one of the key failings reported by OFSTED.

Key findings

- ☐ There has been insufficient joint leadership by LAs and local LSCs in developing 14–19 strategies.
- ☐ Strategies to raise achievement and increase participation of 14–19 year olds were unsatisfactory in a third of the areas inspected between 2003 and 2005, though there was a significant improvement towards the end of this period.
- ☐ LAs and local LSCs have succeeded in promoting a climate of greater collaboration between learning providers. However, this has too rarely been translated into concerted joint action and the impact for young people remains limited.
- ☐ Few areas have an effective forum for developing and maintaining oversight of 14–19 strategies which involves senior LA and local LSC officers and an opportunity for appropriate stakeholders to contribute.
- ☐ There has been good progress in broadening the scope of the curriculum at Key Stage 4 for pupils in many of the schools. However joint provision between schools for Key Stage 4 remains rare and there is very limited use of school specialisms within 14–19 strategies.
- ☐ Some areas have adopted a radical approach to extending vocational learning at Key Stage 4 by establishing a specialist skills centre to serve the needs of pupils from many of the schools. These centres have been successful in motivating young people and keeping them in learning.
- ☐ A growing number of collaborative arrangements for schools' sixth form provision are succeeding in broadening the curriculum and improving their cost effectiveness. However, the quality assurance arrangements for these and similar arrangements involving colleges at Key Stage 4 are often poorly developed. The performance of school sixth forms is not adequately monitored or supported.
- ☐ Little concerted action has yet been taken to make available clear progression routes from 14 to 19 for all young people.

- ❑ Post-16 progression routes for many pupils with profound or multiple learning difficulties are poorly developed.
- ❑ The extension of work-based learning is hindered by the poor understanding of its nature and purpose by teachers and parents, and limited access to good quality provision in some areas.
- ❑ There is a lack of impartial advice and guidance to inform young people's decisions at the ages of 14 and 16.

From OFSTED₂ 2005 p2

In addition the goals project is providing useful information for the Lowestoft 14-19 partnership and the Curriculum Development Group trying to find ways to implement their 14-19 locality plan. To date the basic model seems to be to identify lead intuitions in the 14 lines of learning identified. This will build on the model used by the goals project.

The experience of trying to move 15 year old learners across the town has been useful in thinking about how modified times of day for the partnerships timetable might look. For example it would be useful if the day was split into two 2 ½ hour slots rather than the existing 3 in the morning and 2 in the afternoon. The experience of the Goals project is that the existing 2 hours in an afternoon is very tight for moving learners around and still having sufficient time to complete meaningful vocational tasks.

With the extension to the Goals Extra project offering level 1 accreditation we will be enhancing the ability of the partnership to deliver progression. Although initially we will be offering entry level and level 1 accreditation from year 10 (15), it is envisaged that those completing entry level at 16 could then have the option of moving to level one in the same vocational area as part of their post 16 opportunity. At this stage it is envisaged that the delivery would be with the same specialist partner and therefore learners should have good opportunity to have a smooth transition post 16 with good chance of success.

In this way it can be seen that the Goals project is having a significant impact on the vocational options of learners in Lowestoft.

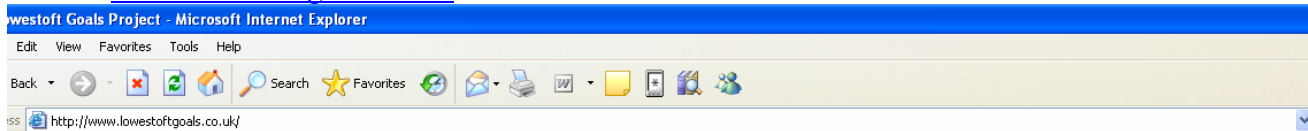
The 14-19 locality plan is given in the appendices.

Other Information

website

At the time of writing the website is still in the early stages of development. A URL has been bought and the front page loaded to this.

www.lowestoftgoals.co.uk



Lowestoft Goals Project

Working with partners across Lowestoft for learners aged 14-16.

Funded by the European Social Fund



EUROPEAN UNION
European Social Fund

Site currently under construction, please come back soon. for more information please [contact the project co-ordinator](#)

Partners in the project.

The Ashley School, Benjamin Britten High School, Denes High School, Kirkley High School, Lowestoft College, Contruction Training Specialists

The website will contain a basic outline of the course and showcase photographs from the courses. We hope that this will be useful for the enrolment of future cohorts of learners.

Monitoring progress and other systems

The project makes full use of the paperwork provided by ESF.

- Pre-entry Guidance form, to select pupils for the project
- The APIR wheel, Assessment, planning, implementation and review. This assessment looks at a range of areas. This will be completed before the course and on completion and the data gathered will be used to make comment on the “value added” nature of the project.
- Record form to enrol learners on to the programme.
- Individual Learning Plan (ILP), to set termly targets that are reviewed by the tutor in discussion with the learners.

Samples of this paperwork are given in the appendices.

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Appendix 1 Information to Learners.

**Letter to parents regarding
Goals project.**

**Options sheet used by learners
and parents.**

Benjamin Britten High School

Blyford Road
Lowestoft NR32 4PZ
Tele: 01502 582312
Fax 01502566779

Denes High School

Yarmouth Road
Lowestoft NR32 4AH
Tel: 01502 574474
Fax: 01502573957

Kirkley High School

Kirkley Run
Lowestoft NR33 0UQ
Tele: 01502 525300
Fax: 01502525345

The Ashley School

Ashley Downs
Lowestoft NR32 4EU
Tel: 01502 574847
Fax: 01502531920

Lowestoft College

St Peters Street
Lowestoft NR32 2NB
Tel: 01502 583521
Fax: 01502 500031



October 2005

Dear Parent/Guardian

GOALS PROJECT

As you know your child has started work on the GOALS project this term. This project involves all the high schools in Lowestoft, The Ashley School and Lowestoft College.

On Tuesday 15th November 2005 there will be a GOALS Project open afternoon from 2.00 pm until 3.00 pm which your son/daughter will attend at The Ashley School. Your child will come along to this with their school. On behalf of the Project I would also like to invite you, as parents/carers, to attend at 2.00 pm. Some students may benefit from support from their family when choosing their options and it would be a good opportunity for you to be fully aware of the course details.

During this afternoon they will be able to find out more about the options available to them for after Christmas. Youngsters will follow this option for just over a year, until February 2007. It is important that they make a considered selection. The Options are:

- Sport and Leisure
- Practical Skills (painting and decorating, brick laying and carpentry)
- Retail
- Catering
- ICT

There will be an opportunity to speak to representatives from each of the courses available. The students will then be asked to rank the options they would like to pursue (from 1-5, 1 being the course they would **most** like to do).

It should be an entertaining and informative afternoon and I look forward to meeting you then.

Yours sincerely

Lawrence Chapman

Manager for Lowestoft Goals Project.

Benjamin Britten High School
Blyford Road
Lowestoft NR32 4PZ
Tele: 01502 582312
Fax 01502566779

Denes High School
Yarmouth Road
Lowestoft NR32 4AH
Tel: 01502 574474
Fax: 01502573957

Kirkley High School
Kirkley Run
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Lowestoft College
St Peters Street
Lowestoft NR32 2NB
Tel: 01502 583521
Fax: 01502 500031



Tuesday 15th November

Name: Nathan Rice

Home School: Kirkley High School

Goals ID Number: G007

Goals Options Sheet

**Please rank 1-5, 1 is the course you
would most like to do.**

Course Name

Your ranking 1-5

Sport and Leisure

Practical Skills

(painting & decorating, brick laying & carpentry)

Retail

Catering

ICT

Signed _____

Signed: _____ Parent / Guardian

Please also take a minute to complete the evaluation on the back

Benjamin Britten High School
Blyford Road
Lowestoft NR32 4PZ
Tele: 01502 582312
Fax 01502566779

Denes High School
Yarmouth Road
Lowestoft NR32 4AH
Tel: 01502 574474
Fax: 01502573957

Kirkley High School
Kirkley Run
Lowestoft NR33 0UQ
Tele: 01502 525300
Fax: 01502525345



The Ashley School
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Lowestoft NR32 4EU
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Fax: 01502531920

Lowestoft College
St Peters Street
Lowestoft NR32 2NB
Tel: 01502 583521
Fax: 01502 500031

Goals Evaluation

Please tick the box that is the best answer
for you.

For Parents / Guardians

- 1 My child enjoys Goals.
- 2 I think Goals is a good idea.
- 3 I think the courses look good.
- 4 I think the certificate at the end of the course will be useful.
- 5 I have been able to ask questions.

Is there anything else you would like to say?

Yes		O.K.		No

For Pupils

- 1 I understand the options I have made today.
- 2 I am looking forward to next term.
- 3 I am enjoying Goals.
- 4 I think the qualification I am working towards will be useful.

Anything else you would like to say?

😊		😐		😞

Thank you for taking the time to fill this in.

Photo permissions form

Goals Project



School name: _____

We would like to take photographs of the young people at their vocational placements on Tuesday afternoons. We may use these images in our schools prospectus or in other printed publications that we produce, as well as on our website or on project display boards in our schools. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use.

Suffolk County Council may also use our photographs of pupils to illustrate work in Suffolk schools in council publications, publicity materials and the internet.

From time to time, our school may be visited by the media who will take photographs, film footage or carry out radio interviews. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes. Photos for the media and other publicity purposes may also be taken at events where our school is taking part.

Please answer the questions below, then sign and date the form where shown. Please return the completed form to the school as soon as possible.

**Please circle
your answer**

1) Are you happy for your child's photograph to be taken when participating in Goals project on a Tuesday afternoon?	Yes / No
2) If your answer to question 1 is yes, please tick the box to say you are happy for your child's photo to be used in the following ways: ☐ a) In publications and publicity materials produced by the school and by Suffolk County Council ☐ b) On the Goals website, school websites and Suffolk County Council websites ☐ c) Recorded on video or webcam	
3) Are you happy for your child to appear in the media? This may mean their photo and name is used in print	Yes / No

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies. Please also note that the conditions for use of these photographs are on the back of this form.

I have read and understood the conditions of use on the back of this form.

Parent/Carer signature: _____ Date: _____

Name of child: _____

Parent/Carer name (in block capitals): _____

**Address (in
block capitals):**

--

**Telephone
number:**

--

Conditions of use

1. This form is valid for the period of time your child attends this school, plus one year after they leave, to enable us to publicise the work of final year pupils. The consent will automatically expire after this time.
2. We will not re-use any photographs or recordings for more than one year after your child leaves this school.
3. If we use photographs of individual pupils or small groups of pupils, we will avoid using the full name (which means first name **and** surname) of that child in the accompanying text or photo caption. **Please note that the media are likely to use first names and surnames in their publications/broadcasts.**
4. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.
5. We may use group or class photographs or footage with very general labels, such as “a science lesson” or “making Christmas decorations”.
6. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Appendix 2 medium term plans

Medium Term Plan for the 1st Term, Introduction to Skills for work. 1/3

Tue/06/Sep/05	intro to course, explain about options and intro module start completing ILP	All: Have completed ILP. Can describe that the course is 6 assessed modules. Most: Can state that there will be choices to make at the options event. Some: can state that a folder will be used to collect evidence.	Small group work. Introduce the qualification and explain the 6 modules required. Complete ILP for each youngster. SFW1 may help.	VARC Testing http://www.vark-learn.com/english/page.as				upto 1/2 term context is general. After 1/2 term Context specialist.
Tue/13/Sep/05	Things which are common to all Jobs							
Tue/20/Sep/05	looking for jobs, adverts and job descriptions.	All: completed a sorting exercise about jobs. Most: contributed to the discussion about jobs and the type of work. Some: suggested key headings unsupported.	Using a newspaper e.g. Lowestoft Journal. Look at the job adverts. Cut out and sort into different types of work – office, retail, practical, dealing with people etc. Each pupil needs to complete work but may be activity lead / modelled by teacher. Pages to provide evidence for portfolio.					Options forms returned. LC to approach Journal for 60 copies.
Tue/27/Sep/05	things that are common	All: complete mind map. Most: suggest key things with some support/ prompting Some:	Recap previous work, Use mind map either individually or modelled on board to think about things common to all jobs- punctuality, team work, following instructions, working on your own. Sheet SFW4 may be a starting point pupils to add drawings, eg a watch for punctuality.					

Medium Term Plan for the 1st Term, Introduction to Skills for work. 2/3

Tue/04/Oct/05		skills important for work	All: suggest and contribute to discussion skills for work. Most: View resources about jobs Some:	Recap previous work, discuss other skills for work like Behaviour skills, Interpersonal skills, eg personal appearance, clothes, cleanliness, talking with other people, listening to other people. Education skills — basic vocational. Use connexions booklets either on Goals CD, on internet http://www.connexions-direct.com/index.cfm?pid=51 or careers library.					
Tue/11/Oct/05		my skills and interests	All: Most: Some:	Pupils to devise list of their skills and attributes. Could be mind map of a list with pictures or a text to a friend see SFW 6					
Tue/18/Oct/05		matching my skills to jobs	All: Most: Some:	Use “look at work” resources + connexions booklets.					
Tue/01/Nov/05		What are the skills for my specialist pathway?	All: Most: Some:	Produce a display of the skills needed for their specialist pathway. <i>(this will need to be provided by each pathway)</i>					ashley group to arrange visits to each provider
Tue/08/Nov/05		Visit Connections	All: Most: Some:						

Medium Term Plan for the 1st Term, Introduction to Skills for work. 3/3

Tue/15/Nov/05		Options at Ashley	All: Attend options event and make options. Most: Complete options with some support Some: Complete options unsupported	The options event will consist of a short presentation by LC over viewing the project. And reiterating the 5 options. Each pathway will run a "stall" to promote their course.					invite parents, each provider to provide stall.opening presentation
Tue/22/Nov/05									
Tue/29/Nov/05		What skills do I need to work on for my chosen job?		Review of where they are and where they would like to be, and therefore what they need to do to get there.					
Tue/06/Dec/05									
Tue/13/Dec/05									
Tue/20/Dec/05									

Spring Term Plan for the Retail Option

	Lesson outcomes, Aims	Pupil Activity
Week 1	Introduction to course. What a retail business is? Preparation for retail shop audit.	Mind map and quiz of pupils existing knowledge. Discussion on what pupils want to achieve on course. Preparation of a table for carrying out retail audit next lesson
Week 2	Visit to town centre. Retail shop audit	Pupils complete table with information about shops including the name, location, and what type of retail business each is.
Week 3	Collating of information from visit. Plot shops on a map. Identify what type of retail business they each are.	Identify different types of retail business. Group work completing a map of the high street showing information about each retail outlet.
Week 4	Identify the range of goods offered by retail stores. Identify services that could be offered. What makes good customer service? Preparation for service audit.	Mind map. Drawing a poster showing goods and services offered. Discussion on what makes good customer service. Prepare an audit document for next weeks visit
Week 5	Visit to town centre. Service audit.	Visit several shops. Complete service audit document
Week 6	Collate information from visit. What services were identified? Did these match what were identified in the classroom.	Group work. Produce a chart/poster showing what services were offered in the shops audited. Review of services.
Week 7	Tasks carried out by staff in retail. Personal skills needed.	Identify tasks that are carried out by staff. Role play. Personal skills audit.
Week 8	Using retail shop audit from week 2 identify small and large retail businesses. Identify the differences between small and large retail businesses. Identify small and large retail businesses that sell the same goods.	Group work using information already gained. Discussion about the differences between small and large retail businesses. Present information on small and large retail businesses in a table or list.
Week 9	Prepare for visit to large and small retailer to carry out a comparison of range, price, layout, and service offered.	Compile a list of business to visit using information from previous week. Create a document that can be used easily to record all required information on next weeks visit.
Week 10	Visit to a large and small retailer.	Conduct audit of small and large retail business.
Week 11	Collate information and present findings.	Present findings. Comment on things that are the same and those that are different. Suggest reasons as to why this could be.

Week 12	Recapping and assessment	
Week 13	Recapping and assessment	
Week 14	Recapping and assessment	
Week 15	Recapping and assessment	

Appendix 3 meeting cycle and CPD

The Lowestoft Goals project is overseen by the management team.

The deliverers of the project are called the practitioners team.

This is the list of meetings that have been held or are scheduled.

16-05-05	management meeting
14-06-05	management meeting
22-06-05	practitioners training day
22-09-05	management meeting
02-12-05	management meeting
14-12-05	practitioners meeting
27-01-06	management meeting.
30-03-06	practitioners meeting.

From here on there will be approximately 1 meeting of each type per term.

The focus of the management meetings will evolve from initial set up issues to monitoring, development for set 2006 through to sustainability issues.

The practitioners group focuses on the delivery, the curriculum, monitoring and moderation of work. This is an ongoing process.



Appendix 4 Partnership Protocols

Partnership Agreement



This partnership agreement is for the Lowestoft Goals project.

The partners in the project are The Ashley , Denes High, Benjamin Britten High, Kirkley High Schools, and Lowestoft College

Definitions

Home school, the school that youngsters are registered for the majority of their lessons when not part of the Goals project.

1. LEGAL MATTERS, CONSENT, AND HEALTH & SAFETY

1.1 Parental Consent

- 1.1.1 The Home School is responsible for obtaining prior parental consent for the students to attend the course.
- 1.1.2 It is the School's responsibility to ensure that activities the students will take part in are also appropriate.
- 1.1.3 The School will confirm in writing that all Parents/Guardians of students on the course are fully informed of the nature, requirements and qualification aims of the course, and gives permission for the student to take part.
- 1.1.4 All partners will seek specific consent for photographs used for external publicity (i.e. outside the school and Colleges) on both printed and electronic media.

1.2 Health and Safety

- 1.2.1 The College has a Duty of Care and will maintain the property and will be responsible for the health and safety of all students of staff therein.

1.3 Risk Assessment

- 1.3.1 Schools must be satisfied that all their students on the programme are suitable for work, and are capable of behaving appropriately, in what is essentially an adult environment.
- 1.3.2 The College and other training providers will carry out a general risk assessment for 14-16 year olds on the College Campus.
- 1.3.3 The College and other training providers will assess the risk and will clearly identify tasks that students can and cannot do.

1.4 Child Protection

- 1.4.1 College staff will inform the College Child Protection Officer (CPO) of any issues affecting students' welfare in accordance with the College Child Protection Policy and Procedures.

- 1.4.2 Schools will inform the College and other training providers of their nominated CPO.
- 1.4.3 The College CPO will contact the School CPO on all such matters.
- 1.4.4 The College will ensure that all appropriate Police checks have been followed for all existing staff.
- 1.4.5 The College will ensure that all new staff employed to teach on the programme will be certified with Enhanced Disclosure by the Criminal Records Bureau.

1.5 Emergencies

- 1.5.1 The College and other training providers will ensure that Schools & Parents/Guardians can contact a student in an emergency.
- 1.5.2 Where a student has to be sent home, the College will ensure that Parents/Guardians and the School are informed beforehand.

1.6 Emergency Medical Treatment

- 1.6.1 The College and other training providers will carry out First Aid on students when needed. All accidents will be recorded in accordance with College policies.
- 1.6.2 Under the College's Duty of Care, if a student requires emergency medical treatment, these arrangements as required will be made as required.
- 1.6.3 The College and other training providers will seek to notify the School and Parents/Guardians in all cases where significant First Aid or emergency hospital treatment is necessary.

1.7 Medication

- 1.7.1 The Home School should inform the College of any students who have a known medical condition that may necessitate treatment whilst at College.
- 1.7.2 The College will establish Care Plans for all such students, which will be kept in the Medical Centre, and will include all necessary details on medication needed, and in some cases spare medication will be kept in the Medical Centre.
- 1.7.3 Home Schools must get permission from Parents/Guardians and the student's General Practitioner for the College Nurse to administer any such medication.

1.8 Information

- 1.8.1 The College and other training providers will use all information provided by students on application and enrolment forms, and any further information provided by the school, in accordance with the Data Protection Act.
- 1.8.2 Such information will include information about students which the College passes to School and Parents in accordance with this protocol.
- 1.8.3 The Home School will inform the named College / training provider contact of any issues arising that may affect a student's educational welfare at College.
- 1.8.4 The College and other training providers will complete ESF paperwork as required.

1.9 Drugs, Alcohol and Weapons

- 1.9.1 Any Student found to be in possession of illegal drugs, solvents, or alcohol whilst at College and other training providers will be withdrawn from the course.
- 1.9.2 Any Student found to be in possession of a dangerous weapon whilst at College and other training providers will be withdrawn from the course.
- 1.9.3 The College reserves the right to involve the Police when any act of criminal nature is alleged.
- 1.9.4 In all cases the College and other training providers will liaise with the School beforehand.

1.10 Supervision outside classes and Extra-Mural activities

- 1.10.1 Students will be required to remain on the College site when out of class.
- 1.10.2 Students will only be able to leave the College site if the College receives the specific consent of their Parent or Guardian.
- 1.10.3 Students will not necessarily be directly supervised during breaks, but any student who is found to have left the site will be disciplined. And reported to school.
- 1.10.4 The College and other training providers will take all reasonably practicable steps to provide an appropriate level of supervision. A member of staff will be available at all times during the day to deal with any emergencies.
- 1.10.5 Students will be made aware of points of contact with staff in case of an emergency.
- 1.10.6 The College will obtain Parental Consent, and School approval for any Extra-Mural activities.
- 1.10.7 All Extra-Mural activities will be organised according to the College's Health and Safety Policy, and will be approved by the relevant College Head of Centre.

2. CURRICULUM AND COURSE PROVISION

2.1 Courses

- 2.1.1 The partnership management group will ensure that qualifications are approved for use by QCA for Key Stage.
- 2.1.2 Where the courses are not QCA approved, the College will inform the School, and the School will be responsible for ascertaining that the course is an appropriate educational activity for that group of students.
- 2.1.3 Administration for the BTec Entry Level award is through The Ashley School.

2.2 Registration

- 2.2.1 The Ashley School will register all pupils for the BTec Entry level award. Each Home school will pay for their pupils.

3 PASTORAL ISSUES

3.1 Registration and Absence Reporting

- 3.1.1 Students will be registered in their workshops/classrooms at the start of each morning and afternoon session.
- 3.1.2 The course co-coordinator will inform the Home School by phone, email, or fax within the morning or afternoon session if a student is absent.
- 3.1.3 The College will send a written record of each absence to the Home school.
- 3.1.4 The partnership will establish contact telephone number(s) for Parents/Guardians to inform of justified absences.
- 3.1.5 Home Schools will address absences through their own pastoral systems in the normal way.
- 3.1.6 The Schools and College will have direct contact when any student misses 2 consecutive weeks, or has another pattern of unsatisfactory attendance.
- 3.1.7 The partnership will contact Parents/Guardians when attendance patterns become a cause for concern.
- 3.1.8 Four consecutive unjustified absences may result in withdrawal from the course.
- 3.1.9 The School is responsible for maintaining a record of attendance and for liaising with Educational Welfare Officers.
- 3.1.10 The College will provide an overall record of attendance for each school at the end of each Term, or on request.

3.2 Progress Reporting

- 3.2.1 The partnership will provide Progress Reports on all students at the end of each term.
- 3.2.2 The College, school and other training providers will provide an Annual Report for each student at the end of the Summer Term.
- 3.2.3 Progress will also be monitored with each pupil through use of the Individual Learning Plan (ILP) to be completed at the end of each term by the course tutor and pupil.

3.3 Disciplinary Policy

- 3.3.1 The College will supply a copy of the Rewards and Disciplinary Policy to every student, and will ensure that they understand it as part of the Induction process.

3.4 Smoking

- 3.4.1 The College will inform the Home Schools of any Under-16 Student who is found to be smoking.

3.5 Withdrawal of students from course

- 3.5.1 In all cases, the College will liaise fully with the School.
- 3.5.2 Students can be withdrawn from the course for the following reasons: Bullying and Violence; Theft; Vandalism; the possession of a dangerous weapon; Failure to comply with Health and Safety Regulations; use or

possession of illegal drugs or alcohol; persistent disruptive behaviour; 4 consecutive absences or other patterns of inadequate attendance.

3.6 Equipment

- 3.6.1 The College and other training providers will ensure that all Personal Protective Equipment (PPE) meets industry standards.

3.7 Transport

- 3.7.1 The partnership is responsible for making appropriate transport arrangements for their student(s).

4 PARTNERSHIP ARRANGEMENTS & FINANCIAL ASPECTS

4.1 Fees

- 4.1.1 Partnership will pay the College and other training providers for course fees as agreed in advance.

4.2 Transport Costs

- 4.2.1 The partnership funding will be used to help pay for transport costs.

4.3 Liaison and Communications

- 4.3.1 Schools will establish a member of staff to be the main Contact with the College.
- 4.3.2 Schools will ensure that there is a back-up system of communication when this member of staff is not available.
- 4.3.3 Schools will ensure that they establish a suitable means for relaying information to the School Contact, so that this information can be passed on within one working day.
- 4.3.4 The College will establish a member of staff to be the main Contact with partner Schools.
- 4.3.5 The College will ensure that there is a back-up system of communication when this member of staff is not available.

4.4 Partnership meetings

- 4.4.1 All Partners will be represented at partnership meetings which will be held once per Term at The Ashley School.

4.5 Agreement with the Partnership Protocols

- 4.5.1 Schools participating in the partnership need to subscribe to these protocols and will confirm this agreement before students undertake College and other training providers placements.
- 4.5.2 In the Autumn term of each year, these partnership protocols will be reviewed by the partnership.

4.6 Monitoring Provision

- 4.6.1. Beyond existing monitoring arrangements within Schools and Colleges, a group of senior staff representing Schools, the Colleges and the LEA will monitor provision and the progress of students involved.
- 4.6.2. The outcomes of this monitoring will be reported to the County Goals project.

Appendix 5 ESF paperwork

ESF – GOALS Project



Record of Pre Entry Interview / Guidance

Student Name:	Date of Interview:
Adviser Name:	
Student's interests and ideas regarding their next steps:	
Student's long term goals and career plans:	
Student's current strengths and aspects they wish to develop through further learning:	
Possible options for Key Stage 4 discussed:	
Next Steps Agreed:	
Action by adviser	

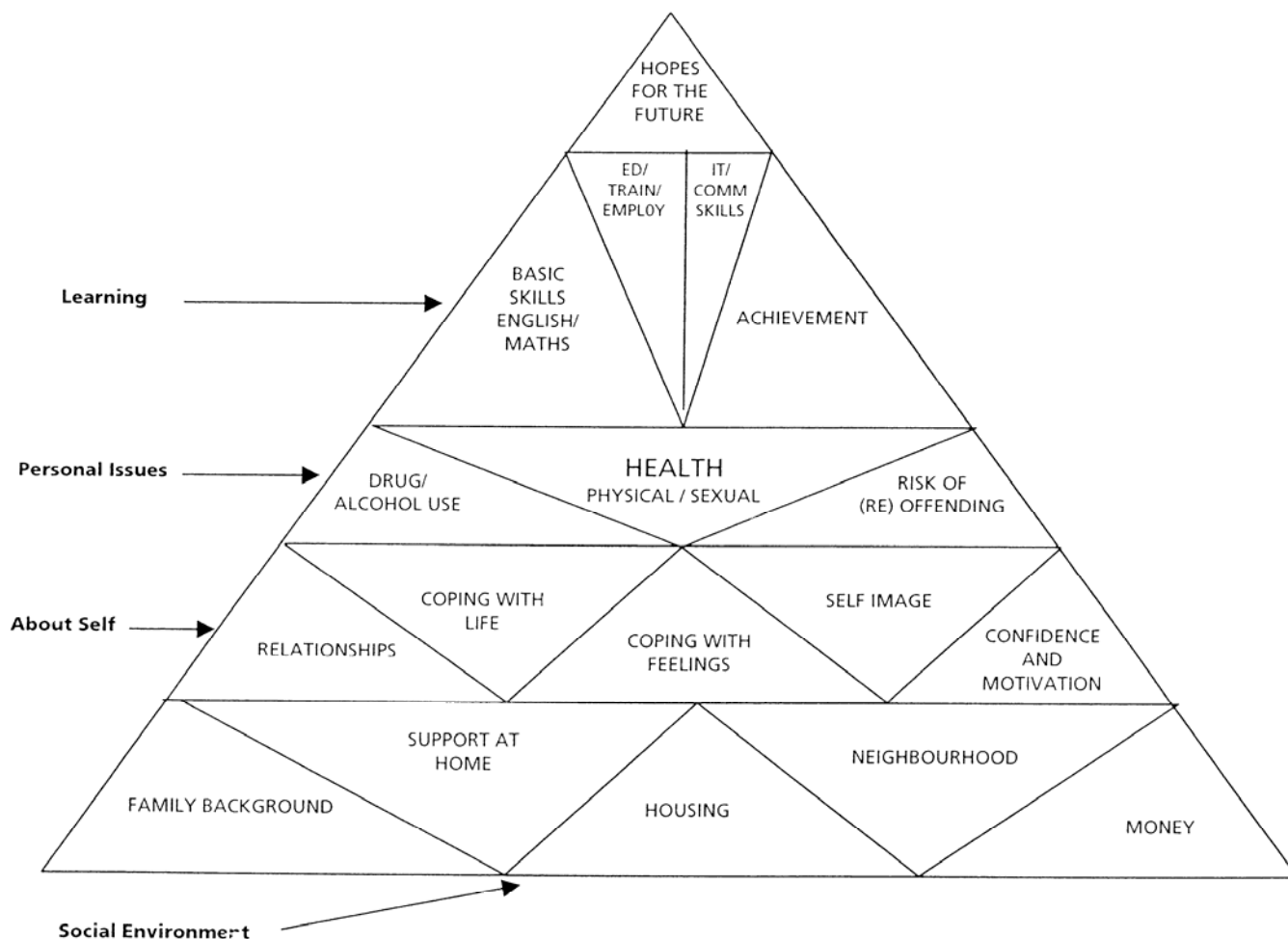
Signed:

Student	Date
Adviser	

NAME:

D O B:

DATE:



KEY

I feel that I need help

I might want to get my Personal Adviser to assist me with this

- Red

I have some issues (problems)

I might want to discuss these issues with my Personal Adviser

- Yellow

I have no issues (problems) and feel fairly confident

- Green

GOALS Project – Individual Learning Plan



Section 1 - My information

Name	
Address	
Contact numbers	

Section 2 – My Personal Tutor(s)

Name	Contact	Role

Section 3 - Achievements to date [these can be added to as appropriate during the your time as a learner]

Qualification/subject	Level	Grade	Date achieved
Details of other relevant achievements/experience e.g. work related learning			

What I am good at and what I want to get better at:

What the APIR and my own knowledge tell me:	
My strengths:	Skills I want to develop further:

How I Learn:

This is how I prefer to study and learn:
This is what I don't enjoy when I am learning:

Section 4

My long Term Personal / Employment / Career Goals

My learning goals for the next two years

Qualification or programme	Planned Start date	Planned end date	Target achievement

Review 1 - with my personal tutor

Date:
How I think things are going:
How my tutor thinks things are going:

What I plan to work on over the next few weeks:

My targets	How I am going to achieve the targets:	What happened? (complete at next review)
Extra help I need		
What my tutor has agreed to do:		
My signature:	My personal tutor's signature:	

Don't forget to agree a date for your next review :

Review 2 - with my personal tutor

Date:
How I think things are going:
Have you recorded how you got on with your targets in your last review? YES / NO
Have you reviewed your strengths and areas to work on and added any achievements since your last review? YES / NO
How my tutor thinks things are going:

What I plan to work on over the next few weeks:

My targets	How I am going to achieve the targets:	What happened? (complete at next review)
Extra help I need		
What my tutor has agreed to do:		
My signature:	My personal tutor's signature:	

Don't forget to agree a date for your next review :

Review 3 - with my personal tutor

Date:
How I think things are going:
Have you recorded how you got on with your targets in your last review? YES / NO
Have you reviewed your strengths and areas to work on and added any achievements since your last review? YES / NO
How my tutor thinks things are going:

What I plan to work on over the next few weeks:

My targets	How I am going to achieve the targets:	What happened? (complete at next review)
Extra help I need		
What my tutor has agreed to do:		
My signature:	My personal tutor's signature:	

Don't forget to agree a date for your next review :

Review 4 - with my personal tutor

Date:
How I think things are going:
Have you recorded how you got on with your targets in your last review? YES / NO
Have you reviewed your strengths and areas to work on and added any achievements since your last review? YES / NO
How my tutor thinks things are going:

What I plan to work on over the next few weeks:

My targets	How I am going to achieve the targets:	What happened? (complete at next review)
Extra help I need		
What my tutor has agreed to do:		
My signature:	My personal tutor's signature:	

Don't forget to agree a date for your next review :

Review 5 - with my personal tutor

Date:
How I think things are going:
Have you recorded how you got on with your targets in your last review? YES / NO
Have you reviewed your strengths and areas to work on and added any achievements since your last review? YES / NO
How my tutor thinks things are going:

What I plan to work on over the next few weeks:

My targets	How I am going to achieve the targets:	What happened? (complete at next review)
Extra help I need		
What my tutor has agreed to do:		
My signature:	My personal tutor's signature:	

Don't forget to agree a date for your next review :

Review 6 - with my personal tutor

Date:
How I think things are going:
Have you recorded how you got on with your targets in your last review? YES / NO
Have you reviewed your strengths and areas to work on and added any achievements since your last review? YES / NO
How my tutor thinks things are going:

What I plan to do next – after this course:

My plans	What I need to do next
What my tutor has agreed to do:	
My signature:	My personal tutor's signature:

Appendix 6 14-19 locality plan

Suffolk 14-19 Strategy

Template for Final Locality Plan for submission by 30 November 2005

Locality	Lowestoft	
Key Contact for any points of clarification	Name	John Clinton
	Telephone	01502 525300
Membership of Locality Group		

Please return this completed plan by 30th November 2005 to Pat Hunter, 14-19 Strategy Team Administrator, c/o Suffolk LSC, Felaw Maltings, Ipswich, Suffolk. Or email pat.hunter@lsc.gov.uk
Any telephone queries regarding the template should be addressed to Pat Hunter on Tel 01473 883008

Part A: Identifying Future Priorities and Local Targets

The locality group has confirmed the following targets:

Breadth and Choice

THRESHOLD (Please see Suffolk 14-19 Thresholds Document for full text of each threshold)	Suffolk Milestones			Locality Milestones and targets					
	By Sept 2006	By Sept 2008	By Sept 2010	Current position at Sept 2004	By Sept 2006	By Sept 2008	By Sept 2010	By Sept 2015	Growth needed by 2010
By 2015 arrangements in place in each local area to enable every young person to have access from their institution to a breadth of learning options including entry and higher level programmes; and all 14 lines of specialised diplomas at appropriate levels at both KS4 and Post 16.	KS4 Open access for all to at least 2 line	Open access for all to at least 4 line	Open access for all to at least 8 line	KS4 IFP, GOALS and other programmes offer 2 lines	Open access for all to at least 6 lines	Open access for all to at least 8 lines	Open access for all to at least 10 lines	Open access for all to at least 14 lines	To ensure offering is uniform across the Partnership
	Post 16 Open access for all to at least 8	Open access for all to at least 12	Open access for all to all 14 lines	All 14 lines offered, but not all at Level 3	All 14 plus 8 at all Levels	All 14 lines at all Levels	All 14 lines at all Levels	All 14 lines at all Levels	Offer 8 – Retail

Participation in Learning

Participation of 16-18 year olds in structured learning to be at least 86% by 2010	At least 80%	At least 84%	At least 86%	69.1%	72%	76%	79%		10%
The proportion of young people in the NEET group to be less than 5.9% by 2010	Less than 7.1%	Less than 6.65%	Less than 5.9%	9.5%	8%	7%	6%		-3.5%

Participation in apprenticeships (16 to 22yrs) to be increased to at least 12% by 2010	At least 8%	At least 10%	At least 12%	7.6%	9%	10.5%	12%		4.4%
At least 50% *of 18 year olds completing level 3 study progress to HE study (including Gap Year students with HE place) by 2010	At least 48%*	At least 49%*	At least 50%*	45%	46%	48%	50		5%

*Threshold relates to those attending school sixth forms, once baseline data is available will be extended to all 18 year olds completing L3 study

Quality

THRESHOLD (Please see Suffolk 14-19 Thresholds Document for full text)	Suffolk Milestones			Locality Milestones and targets				
	By Sept 2006	By Sept 2008	By Sept 2010	Position at Sept 2004	By Sept 2006	By Sept 2008	By Sept 2010	Growth needed by 2010
Proportion of students achieving 5A*-C to be at least 60% by 2010	At least 54%	At least 58%	At least 60%	44.6%	48%	54%	60%	15.4%
By 2010 success rates for 16-18 yr old learners on level 1 long courses at least 59%	55%	57%	59%	57%	58%	59%	60%	3%
By 2010 success rates for 16-18 yr old learners on level 2 long courses at least 61%	59%	60%	61%	56%	59%	60%	61%	5%
By 2010 FE success rates for 16-18 yrs at level 3 achievement at least 63%	59%	61%	63%	57%	59%	61%	63%	6%

Achievement at A level and equivalent, average points score per entry to be at least 83 points by 2008	At least 78.5 points	At least 83 points	At least 85 points	66.1	70	75	80	13.9
At least 60% of students to do as well as or better than similar students nationally in value added terms by 2010 based on points per entry at advanced level (cf NCER Value Added national dataset)	At least 50%	At least 55%	At least 60%	38.4%	43%	50%	55%	16.6%

Value For Money

THRESHOLD (Please see Suffolk 14-19 Thresholds Document for full text)	Suffolk Milestones			Locality Milestones and targets				
	By Sept 2006	By Sept 2008	By Sept 2010	Position at Sept 2004	By Sept 2006	By Sept 2008	By Sept 2010	Growth needed by 2010
Average group size across an institution for post-16 provision at least 14 learners by 2010	12	13	14	16.6 (for high schools)			14	
<i>Please leave this box for the later addition of a further value for money measure which is currently being developed in consultation with headteachers and will be considered by the 14-19 consultative group.</i>								

Priorities Identified by the Locality

Based on the above targets and other local information, the locality group has agreed the following development priorities for 14-19 education:

Increasing the range of learning options for 14-16 year olds and at advanced level

The following extract from the Strategy Group's letter in response to your locality's initial ideas may be helpful in informing thinking:

In general, younger students (14-16 years) will need programmes to be closer to home. Similarly, those students who require access to level 1 and 2 courses Post-16 are also more likely to need local access. It is therefore reasonable to expect that courses below level 3 should be available within the locality in most lines of learning.

-Some lines of learning are more specialised than others and will be attractive to only a few learners. Within the locality the extent of provision across levels 1 to 3 is therefore also likely to vary according to the subject; offering more specialised lines of learning may well be a particular focus for partnership-based delivery.

-Where a line of learning is not available within the locality, plans will need to be made to ensure that students still have reasonable access to this provision. This could be achieved through working in co-operation with neighbouring locality group(s) and the use of remote delivery.

Following the direction set by the Government 14-19 White Paper, it is expected that all young people will have an open choice to study any line of learning offered. Their ability to access the programme has implications for its design and delivery; for integrated timetabling across provider partnerships; and for transport.

Having established the appropriate level of access for each of the lines of learning, it is envisaged that localities will include in their overall plan strategies to address the practical implications of providing access to the 14 lines of learning to all learners, including consideration of timetabling, transport, learner support, accreditation and allocation of funding between partners.

Increasing participation in learning for 16-18 year olds

The following extract from the Strategy Group's letter in response to your locality's initial ideas may be helpful in informing thinking:

The Strategy Group welcomes and supports the aspirations expressed through the targets proposed for extending breadth and choice. The growth of 10% participation by 2010 represents a significant improvement on the current position of 69% but is not as ambitious in its expression as the subsidiary targets for NEET, Apprenticeships and HE study. In the context of the radical proposals for change suggested by the group and the ambitious subsidiary targets we ask the group to reconsider the overall participation target set

Raising achievement for all learners 14-19

The following extract from the Strategy Group's letter in response to your locality's initial ideas may be helpful in informing thinking:

Raising achievement of learners is a key priority within Suffolk's 14-19 Strategy. In recognition of this, each locality group is asked to include within its future plans mechanisms to ensure the ongoing monitoring and review of the locality's achievements against the targets it has set.

Furthermore locality groups are asked to focus on the particular priority to raise post-16 achievement by including specific proposals for improving the quality of post-16 provision, taking account of the opportunities for partnership working that this presents.

A second aspect is the development of strategies to address the needs of specific groups of learners within the area. You will want to consider how this applies to the particular profile of need and participation in your area but, as a start, the needs of students with learning difficulties and disabilities, especially those with Special Education Needs (SEN), will need specific consideration within each local plan.

Providing high quality teaching and learning

-

Developing student guidance and review

Additional priorities / guidance from the Strategy Group's letter in response to your locality's initial ideas:

The locality group were asked to consider the following additional aspects of provision when developing their detailed plans for the area:

A Cross- Institutional Approach to the provision of impartial and appropriate advice and guidance

The following extract from the Strategy Group's letter in response to your locality's initial ideas may be helpful in informing thinking:

Strategies will need to be explicitly developed to ensure a cross-institutional approach to the provision of impartial and appropriate information, advice and guidance for all young people to inform their choice of appropriate progression pathways. Your final plan needs to set out how this is to be achieved.

Short and Medium Term Plan to Address the Priorities Identified (2005 to 2010)

Priority	a. Increasing the range of learning options for 14-16 year olds and at advanced level			
Outcome to be achieved	Summary of Interim actions to be taken	Person / Organisation Responsible	Target Completion Date	Actual Date completed

Priority	b. Increasing participation in learning for 16-18 year olds			
Outcome to be achieved	Summary of Interim actions to be taken	Person / Organisation Responsible	Target Completion Date	Actual Date completed
Participation of 16-18 year olds in structured learning to be at least 79% by 2010	Joint promotion of 14-19 common offer for all. Through an Integrated Lowestoft Prospectus. Training Providers and Connexions to specifically target those not in structured learning 16-19. Seek to encompass a wide range of	Task group from the Lowestoft 14-19 Partnership to consider structure of the day. Followed up by consultation with parents/governors and the wider community.	Preferably Sept 2007 but not later than Sept 2008	
The proportion of young people in the NEET group to be less than 6% by 2010				
Participation in apprenticeships (16 to 22yrs) to be increased to at least 12% by 2010				

At least 50% *of 18 year olds completing level 3 study progress to HE study (including Gap Year students with HE place) by 2010	community support – to ensure that there is a local offer for those students. Investigating the need for a new common structure to the school day, including a common timetable. Explore new forms of delivery. Explore potential implications for staff contracts. Ensure funding is available to support all courses on offer.	14-19		
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Priority	c. Raising achievement for all learners 14-19			
Outcome to be achieved	Summary of Interim actions to be taken	Person / Organisation Responsible	Target Completion Date	Actual Date completed
Proportion of students achieving 5A*-C to be at least 60% by 2010	Student success rates improve as per plan – listed left	To establish a Partnership data	From September	

By 2010 success rates for 16-18 yr old learners on level 1 long courses at least 60%	Sharing and aggregating achievement data in a common format. Share good practice on individual target setting and review. Share good practice on monitoring individual student progress. To work with County initiatives to develop and apply more sophisticated/contextualised success measures 16-19.	management group including representative from the LEA	2006	From September 2007
By 2010 success rates for 16-18 yr old learners on level 2 long courses at least 61%				
By 2010 FE success rates for 16-18 yrs at level 3 achievement at least 63%				
Achievement at A level and equivalent, average points score per entry to be at least 80 points by 2008				
At least 55% of students to do as well as or better than similar students nationally in value added terms by 2010 based on points per entry at advanced level (cf NCER Value Added national dataset)				

Priority	d. Providing high quality teaching and learning				
Outcome to be achieved	Summary of Interim actions to be taken		Person / Organisation Responsible	Target Completion Date	Actual Date completed

	Develop common understanding of effective teaching and learning strategies. Based upon agreed criteria for excellence. Initially with the support of the teaching and learning consultant. Consequent plan for Phase 2 developments to be incorporated into all institutional improvement plans for 2006/2007. Phase 2 will include effective teaching of applied and vocational courses and teaching hard to reach students.	Teaching & Learning Consultant plus CPD Co-ordinators across the Partnership	<i>Phase 1</i> July 2006 <i>Phase 2 to be identified in the medium term curriculum plan</i>	
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Priority	e. Developing student guidance and review			
Outcome to be achieved	Summary of Interim actions to be taken	Person / Organisation Responsible	Target Completion Date	Actual I complet
Proportion of students achieving 5A*-C to be at least 60% by 2010	Student success rates improve as per plan – listed left. Review individual student tutorial process 14-19 and share best practice. Building upon Inset in 2005. Agree and promote a high quality student entitlement including reporting, guidance and review across all institutions. This will include the use of the County Entitlement Model, when it is completed. Monitoring implementation and impact of entitlement provision. Harnessing support between the Partnership and various support agencies within the community, establishing a clear understanding of what provision is available, linked to the outcomes from Every Child Matters.	Ops Group from the Lowestoft Sixth, Student Services Manager from the Lowestoft College and representatives from other members of the Partnership.	July 2007	
By 2010 success rates for 16-18 yr old learners on level 1 long courses at least 60%				
By 2010 success rates for 16-18 yr old learners on level 2 long courses at least 61%				
By 2010 FE success rates for 16-18 yrs at level 3 achievement at least 63%				
Achievement at A level and equivalent, average points score per entry to be at least 80 points by 2008				
At least 55% of students to do as well as or better than similar students nationally in value added terms by 2010 based on points per entry at advanced level (cf NCER Value Added national dataset)				

Priority	i. A Cross- Institutional Approach to the provision of impartial and appropriate advice and guidance			
Outcome to be achieved	Summary of Interim actions to be taken	Person / Organisation Responsible	Target Completion Date	Actual Date completed
Each individual student receives appropriate advice and guidance	Raise awareness of what each member of the Partnership and various support agencies/services across Lowestoft can offer. Explicit progression routes referred to within priority (a) are publicised to all students from Year 9 onwards before decisions are taken regarding KS4 courses. An Integrated Lowestoft Prospectus will raise awareness of what is on offer in Lowestoft as a whole. Progression routes will be used to inform choices when they come on stream – to be identified in the medium term curriculum plan. The same pathways are used to inform choices at the end of each Key Stage. Student entitlement on advice and guidance (see priority (e) above) is established consistently, this will ensure awareness of what each Partnership member/service offers.	Ops Group from the Lowestoft Sixth plus representatives from other members of the Partnership – seeking advice from support agencies/services across Lowestoft.	July 2006	
	All institutions to acquire Suffolk standard for IAG.		Dec 2007	

New Models for Learning

Following the further consideration of options for infrastructure change and development the locality has identified the following model as its preferred option:

OPTION :	To develop the existing Lowestoft Sixth consortium into a federated provider 14-19 by developing the existing Partnership arrangements.
Summary of options key features:	
Key Local Priorities to be addressed by this option: See above priorities a to j, with particular emphasis on post-16 provision.	
Description of key features:	
Wider impact of proposed option:	

14-19 Partnership Arrangements

Most areas are proposing to establish a local 14-19 partnership to take forward the plans proposed above. In the feedback letter from the strategy group it was suggested that locality groups planning to do this should consider in more detail how the partnership would operate. This section of the template provides a framework for locality groups to set out their plans for the establishment of a 14-19 partnership. The italicised sections below are extracts from the strategy groups letter to your locality. In considering your partnership you may find it useful to consult the partnership development guidance document produced by the Suffolk 14-19 Strategy Team and available online at www.suffolk14-19.org. You may also wish to refer to the guidance available from the DfES on the establishment of Education Improvement Partnerships (EIPs) which is also available via the same website.

It is envisaged that locality groups will cease to exist once the local plan has been agreed and that whatever arrangements are planned to continue to take forward the local 14-19 provision should commence from January 2006.

Membership of the partnership	The stakeholders are Benjamin Britten High School, Denes High School, Kirkley High School, Lowestoft College, Ashley School, Warren School, Old Warren House and YMCA Training (on
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	behalf of other Training Providers).
Governance and leadership arrangements & formal framework	New models of leadership will be explored. The agreed model would need to provide clear leadership to deliver targets within the plan and establish clear lines of accountability. This is likely to produce a tighter management model than currently exists, possibly based upon a federated approach, developing the existing Partnership arrangements. The new centre would be a 'virtual' centre based upon existing sites, rather than a new site, at least in the first instance.
Key features of the Partnership	Sufficient clarity of accountability and leadership to deliver all aspects of the plan across the Partnership. Commitment to Build on current collaborative practice Develop a comprehensive 14-19 curriculum that is accessible across Lowestoft Joint curriculum planning Develop appropriate Partnership funding model/procedures Streamline leadership and management based upon intelligent accountability Exploration of implications for governance eg a Partnership Governor's Committee to review progress at least annually.

Role of Colleges and training providers	<i>As a stakeholder, Lowestoft College will be the principle provider of many elements delivered outside of the schools, based upon current provision and COVE status. Other training providers eg YMCA Training, would be included on a contractual basis to delivery any agreed areas of strength. It is anticipated that they would deliver much less of the provision than Lowestoft College. Contracts would be based on the ability to deliver, size of organisation, area of expertise and quality.</i>
Links planned with other local 14-19 partnerships	We will explore potential and practical links with neighbouring partnerships such as Leiston and Bungay/Beccles. We will also maintain links with South West Ipswich.
Next steps agreed to establish the Partnership from January 2006	<i>January 2006 is too ambitious a deadline; we intend to establish an agreed framework for leadership by July 2006.</i> <i>Develop a medium term curriculum plan by July 2006.</i> <i>Produce an Integrated Lowestoft Prospectus by September 2006. this will be updated to reflect developments in the curriculum plan.</i> <i>Establish agreed criteria for excellence in teaching and learning (initially for existing Level 3 courses by July 2006) and agreed shared monitoring procedures by July 2006.</i> <i>Agree appropriate funding model by September 2006.</i> <i>Agree leadership and management model by October 2006.</i> <i>Agree Partnership policies for teaching and learning and tutelage by December 2006.</i> <i>Explore implications for governance – complete by July 2006.</i> <i>A Partnership Agreement will need to be agreed and signed by all Partnership members, to formalise commitments – by December 2006.</i> <i>The common 14-19 curriculum needs to be accessible from, preferably, September 2007 (and September 2008 at the latest).</i>

Ongoing Monitoring and Evaluation of the Impact of the Locality Plan and Local 14-19 Developments

Please outline the arrangements that will be in place to monitor the progress and evaluate the impact of the proposed 14-19 developments

The details will be explicit and agreed by July 2006. Key features will be:-

Shared use of data in a common format to generate Lowestoft achievement targets.

A formal annual monitoring and evaluation schedule across the Partnership.

A Partnership Improvement Plan, informed by the outcomes of monitoring and evaluation.

An evaluation meeting with a Partnership Governor's Committee.

Appendix 7 Accreditation Syllabuses.

For this copy the syllabuses are available on the CDROM attached.