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## **REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS**

**EXECUTIVE BOARD: 24 January 2007**

**SUBJECT: Review of 14-19 Provision in Leeds**

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### **EXECUTIVE SUMMARY**

#### **1.0 PURPOSE OF THE REPORT**

- 1.1 To consider the new duty for the local authority to take the strategic leadership role for securing the 14-19 entitlement for young people and the need to link this to an integrated capital strategy.
- 1.2 The purpose of this report is to inform Executive Board of the findings of the Review of 14-19 Provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC) and to seek approval for the next stage of development.

#### **2.0 BACKGROUND INFORMATION**

- 2.1 The report on 14-19 Provision in Leeds produced by Cambridge Education follows previous reviews and consultations in Leeds over the past two years including the LSC's Strategic Area Review and the Melia and Donaldson reports on post 16 education and training.
- 2.2 Because the statutory responsibilities for any change arising from this report are shared by the LSC and the Local Authority/Education Leeds, there has been continuous dialogue and information exchange between the parties as the project has progressed.
- 2.3 Whilst acknowledging the significant progress made over recent years the report highlights the challenges we still face as a city around transforming Level 2 and 3 outcomes; increasing participation in Post-16 learning; reducing the number of young people not in employment, education or training; and developing the highly skilled workforce the city need to compete in a global economy.
- 2.4 The outcomes of this review will shape the future delivery of 14+ learning in the city and as such will have a major impact on schools, colleges and universities here in

Leeds and are designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This will be supported by a major LSC capital programme that could result in up to £200 million investment in the FE estate.

### 3.0 **OPTIONS**

3.1 Delivering the major improvements in achievement and progression that will ensure Leeds has the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change.

3.2 A number of options are being explored with the LSC, key partners and stakeholders. A detailed report on potential options will be brought to Executive Board in May.

### 4.0 **RECOMMENDATIONS**

Executive Board is asked to:

1. Approve further work on the development of an options paper to be presented to Executive Board in May 2007
2. Endorse the Leeds 14-19 Review produced by Cambridge Education

Agenda Item:

Originator: Gary Milner/Dirk Gilleard

Telephone: 2474979

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**Electoral wards Affected:**

ALL

**Specific Implications For:**

Equality & Diversity

Community Cohesion

Narrowing the Gap

Eligible for Call-in

Not Eligible for Call-in  
(Details contained in the Report)

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### 1.0 PURPOSE OF THE REPORT

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- 1.2 The purpose of this report is to inform Executive Board of the findings of the Review of 14-19 Provision in Leeds undertaken by Cambridge Education on behalf of the Learning and Skills Council (LSC) and to seek approval for the next stage of development.

### 2.0 BACKGROUND INFORMATION

- 2.1 The report on 14-19 Provision in Leeds produced by Cambridge Education follows previous reviews and consultations in Leeds over the past two years including the LSC's Strategic Area Review and the Melia and Donaldson reports on post 16 education and training.
- 2.2 The evidence for the final report produced by Cambridge Education in November

2006 is drawn from extensive interviews with key stakeholders, detailed analysis of data and documentation together with consultation on an interim report published in July 2006.

- 2.3 Because the statutory responsibilities for any change arising from this report are shared by the LSC and the Local Authority/Education Leeds, there has been continuous dialogue and information exchange between the parties as the project has progressed.
- 2.4 The Education and Inspection Act 2006 gives the local authority the strategic lead for securing the 14-19 entitlement for young people, with the essential role of making sure that schools and colleges between them make the full range of opportunities available in the area.
- 2.5 Whilst acknowledging the significant progress made over recent years the report highlights the well known challenges we still face as a city around transforming Level 2 and 3 outcomes; increasing participation in Post-16 learning; reducing the number of young people not in employment, education or training; and developing the highly skilled workforce we need to compete in a global economy. The recommendations contained in the LSC final review are included as appendix 1. A copy of the full 14-19 Review report is available in the Members' library.
- 2.6 The outcomes of this review will shape the future delivery of 14+ learning in the city and as such will have a major impact on schools, colleges and universities here in Leeds and are designed to significantly increase Level 2 and 3 outcomes and increase progression rates into further and higher education. This will be supported by a major LSC capital programme that could result in up £200 million investment in the FE estate.

### 3.0 **MAIN ISSUES**

#### 3.1 **Vision and aims**

- 3.1.1 Our challenge is to make Leeds the best and the most exciting place in the country to learn by ensuring that all young people and adults are able to achieve their full potential through a personalised learning pathway built on access to the widest possible range of high quality learning opportunities.
- 3.1.2 We must aim to:
- Ensure a step change in the achievement of young people at the age of 16 and 19 and the number of young people staying in learning post-16 and participating in higher education
  - Create a coherent learning infrastructure for the city based on high quality, innovative, inspiring, viable and sustainable learning environments that meet the skills needed by the local and regional economy, that supports the regeneration of disadvantaged communities and enhances lifelong learning opportunities
  - Meet the Leeds Learner Entitlement (see Appendix 2) /specialised Diploma entitlement and support the "Narrowing the Gap" agenda by ensuring equality of access to the full range of learning opportunities for all young people regardless

of where they live or which institution they attend

- 3.1.3 We must not be content to be satisfactory and perform at the national average. We must set out with the express intention of creating a world class learning system that is capable of delivering Level 2 achievement at 16 of 80%+, Level 3 achievement at 19 of 60%+ and participation rates in learning up to the age of 18 of over 90%, all by 2015 or earlier. We see 2015, rather than 2012 as proposed in the review as the date for measuring the success of the agreed model as this is when the outcomes of the Review and the national 14-19 curriculum reforms will have achieved full impact. However, we envisage the need for significant milestones on the way. A more detailed list of key outputs and outcomes the Review must deliver is given in appendix 3.

### 3.2 **Consideration of the challenges and opportunities**

We are still in the early stages of exploring options with the LSC, key partners and stakeholders and not yet in a position to recommend a definitive model for the future delivery of 14+ learning in Leeds. However, based on careful consideration of the findings of the 14-19 Review and other work undertaken by the LSC, the Council and Education Leeds, we are in a position to comment on the challenges we face and begin to consider ways that we might be able to deliver the required transformation in 14-19 outcomes in the city. Discussion on the Review have taken place at Education Leeds Board and the views expressed below have the full support of the Board.

### 3.3 **Further Education**

- 3.3.1 The report indicates that the current organisation of FE colleges will increasingly fail to meet Leeds' economic and social needs and there is a strong case for merger accompanied by substantial investment in the FE estate. The creation of a single FE college bringing together, Park Lane College, Leeds Thomas Danby, Leeds College of Building, Leeds College of Technology and Joseph Priestley College accompanied by major investment in the estate would be best placed to deliver the required outcomes. Further consideration needs to be given to the position of Notre Dame in this re-organisation of FE provision. A move to a single FE college would involve the creation of a new institution with the dissolution of existing colleges.
- 3.3.2 The emerging consensus is that Leeds College of Art and Design should be supported to follow the College of Music in seeking HE status. All the existing and new higher education institutions could then be linked to the new FE college through any future federated/trust arrangements. A single FE college would provide the opportunity to create truly world class vocational provision for Leeds capable of delivering the skills agenda. It would also ensure no wasteful duplication or competition around skill areas and support clear, comprehensive and effective planning and clear structures for collaboration that would facilitate a city-wide approach to the planning of provision and the creation of clear learning pathways that is not possible with the current provision of FE colleges. Any move towards a single FE College would need to incorporate a strong locality based dimension that linked closely to schools, employers and other organisations within the community.

### **3.4 Sixth Forms and the creation of a Post-16 Centre**

3.4.1 The review presents a strong case for the creation of a state-of-the-art new Post-16 Centre to serve a number of inner Leeds schools and bring focus to the AS/A2 and general level 3 provision delivered by the existing colleges. Any such Post 16 Centre could either be part of the FE college, but with its own distinct identity, or be a separate institution. There is evidence that Level 3 performance taking into account value added, is generally better in separate Post-16 Centres than when incorporated in general FE colleges.

3.4.2 Further detailed analysis is required to determine the schools that would be served by the Post-16 Centre. The schools best placed to directly benefit from the Centre might vary from the group of inner Leeds schools identified in the review. It is important to recognise that current provision in many inner Leeds schools delivers below average outcomes and inadequate choice, largely due to the very low student numbers that in most cases are unlikely to ever reach viable levels. Recent research also indicates that small narrowly focused sixth forms in inner city schools depress achievement at Key Stage 4. Details of the current schools post-16 numbers and performance are included as appendix 4. Further analysis is also needed on the likely future offer, performance and financial viability of school 6<sup>th</sup> forms, taking into account the impact of reducing levels of post-16 funding to schools, the imminent decline in the Leeds Yr 12 cohort size and the impact of any new FE College and Post-16 Centre. The new post-16 funding methodology due to come into force in 2008 will lead to major reductions in funding for many Leeds schools. A breakdown of current and forecast post-16 funding for Leeds schools is included as appendix 5.

### **3.5 14-16 Provision**

The delivery of 14-16 vocational and work-related learning and the future delivery of specialised Diploma entitlement at Key Stage 4 present a number of significant challenges around quality and accessibility. Further planning is need to ascertain how this best could be achieved. Initial views are that the bulk of such delivery would probably be best met through the developed of a small number of Vocational Skills Centres (VCSs) based at strategic locations around the city that are focused on delivering the practical elements of Level 1 and 2 programmes for 14-16 year olds. These Centres could be collaborations between the LSC/FE Colleges and the LA/Schools and would need to be a mixture of new build and enhancements of existing/planned facilities. In the case of inner Leeds the Centre could be a distinct part of the new FE college. The Centres would support the delivery of the specialised Diplomas, Foundation Tier, Young Apprenticeship Programme, Junior Job Guarantee and other work-related learning programmes, together with providing the hub for partnership activities involving local employers. The majority of 14-16 year old learners currently attending external providers would be catered for through the VSCs. Again, it is important to recognise that there would still be a need for a small number of other high quality providers delivering programmes targeted at learners requiring more intensive support. These Centres could have a key role in providing low level vocational opportunities for 16-19 year olds and adults.

### **3.6 School Post 16 Centres**

We need to move away from sixth forms and look to develop the post 16 offer. School post-16 centres would focus on their demonstrated areas of expertise and excellence, generally AS/A2 and other programmes linked to their specialist status. Partnership arrangements with the VSCs, the FE College and central Post-16 Centre would ensure all learners would have access to the full range of Post 16 programmes available across the city.

### **3.7 Adult and Community Learning**

We need to understand the ongoing need to re-skill our workforce.

We would look to ensure any new-found capacity created in schools through the proposed model is utilised in collaboration with colleges to support the adult and community learning delivery as part of the extended schools agenda along with providing accommodation for the extended service provision and the youth offer.

### **3.8 City-wide planning**

The foundations of city-wide planning of the 14-19 curriculum are currently being laid through the development of the Leeds on-line Area Prospectus and Common Application System, electronic Individual Learning Plan, and the central co-ordination and quality assurance of the 14-16 vocational learning offer. The development of a Leeds Curriculum Framework is vital and this will require further work around the Local Delivery Partnership/ Diploma Partnership structures, city-wide timetabling and transport, and the use of management information to ensure the offer is better aligned to the needs of the learner and the economy. The development of a cross sector city-wide e-learning strategy is recognised as essential to enable learners to access learning resources from a number of different locations.

### **3.9 Coherent infrastructure development**

The investment in the Building Schools for the Future programme and the potential major capital investment in the Further Education sector that should result from the review presents a tremendous opportunity for the coherent development of a world class environment for the delivery of inclusive 14-19 learning in Leeds. It must lead to the creation of learning environments that would better meet the needs of young people and establish greater connectivity between education, skills, employment and regeneration. Significant work will be required to ensure that no opportunities for synergy and coherence are missed.

### **3.10 Partnerships and collaboration**

We recognise that no single institution can manage this agenda.

Partnerships and collaborations that add value are essential at many levels if we are to create a viable and sustainable learning infrastructure. All schools, colleges, higher education institutions and other 14-19 providers in Leeds will need to be linked through a network of Local Delivery Partnerships and any future federation/trust arrangements. We must seek to build on existing successful partnerships and utilise the good practice that has developed over recent years.

## **4.0 IMPLICATIONS FOR COUNCIL POLICY AND GOVERNANCE**

The strategy being modelled through this paper is intended to make a major contribution to Council policy on raising standards, closing the gap and regeneration. It also aims to develop a 14-19 infrastructure appropriate for a regional capital. There are significant implications for the development of an appropriate governance model for 14-19 provision which clarifies the Local Authority's relationship with a reformed Learning and Skills Council. This will need to embrace the role of the LA in a demand-led skills system; particularly through the offices of an Employment and Skills Board as proposed by the Leitch Review of Skills.

## 5.0 **LEGAL AND RESOURCE IMPLICATIONS**

In relation to 14-19 education and training the Government announced in the recent FE White Paper that it wants "local authorities to play the strategic leadership role, consistent with their leadership role in children's services overall, ensuring the integration of the delivery of 14-19 reform with the wider agenda of children and young people in the locality". Further planning is needed to address the legal issues arising from any agreed changes. The plan will also clarify how existing resources, and future investments, will be used to achieve the desired transformation of learning outcomes.

## 6.0 **CONCLUSIONS**

Delivering the major improvements in achievement and progression that will ensure Leeds has the highly skilled workforce it needs to continue to compete in a global economy is only possible through major transformational change. Taking forward the recommendations from the review represents the best opportunity we will ever have to transform learning in Leeds and deliver the step change in outcomes required to secure the long term prosperity of our great city.

## 7.0 **RECOMMENDATIONS**

### 7.1 Executive Board is asked to:

- i) Approve further work on the development of an options paper to be presented to Executive Board in May 2007
- ii) Endorse the Leeds 14-19 Review produced by Cambridge Education