STRATEGIC OUTLINE CASE

The Future Delivery of Post 16 Education & Training in Newport

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Newport City Council

November 2010

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1 EXECUTIVE SUMMARY

1.0 INTRODUCTION

This Strategic Outline Case (SOC) has been prepared by Newport City Council in consultation with, and on behalf of the Learning Partnership. This seeks to develop and incorporate much of the work carried out by the Learning Partnership in the Strategic Outline Programme dated 14th October 2009.

The Strategic Outline Case is prepared using the agreed standards and format for business cases, as set out by HM Treasure and Welsh Assembly Government. The format is the Five Case Model, which comprises the following key components:

- The strategic case section. This sets out the strategic context and the case for change, together with the supporting investment objectives for the scheme.
- The economic case section. This demonstrates that the organisation has selected a preferred way forward, which best meets the existing and future needs of the service and is likely to optimise value for money (VFM).
- The commercial case section. This outlines what any potential deal might look like.
- The financial case section. This highlights likely funding and affordability issues and the potential balance sheet treatment of the scheme.
- The management case section. This demonstrates that the scheme is achievable and can be delivered successfully in accordance with accepted best practice.

In its primary aim of seeking to raise standards, the Local Authority, schools and partner education providers in Newport face a particular set of considerable challenges. There is currently a wide discrepancy in the achievements of different groups of learners in Newport, especially in Key Stage 4 and Post 16. Despite significant improvements at KS4 over the last two years the overall rate of improvement has barely kept pace with national trends and the proportion of young people who become disengaged from education and training after Year 11 has been among the highest in Wales.

This Strategic Outline Case seeks approval to invest an estimated £7.7m of revenue funding in "The Future Delivery of Post 16 Education and Training in Newport".

1.1 STRATEGIC CASE

The **Strategic Case** for transformation is presented in two parts: an updated profile of provision and the main elements of the case for change. The profile of education and training provision includes: an outline of the city's economic and skills needs, a brief introduction to main education and training providers and predicted numbers of learners over the next five years. There are also sections outlining future strategies for developing Newport's growing provision for Welsh medium education and arrangements for faith-based education provision.

The SOC presents a compelling case for change under the general aim of raising standards of educational attainment and skills for learners across the city. The main drivers for change derive from a combination of local priorities and a commitment to the WAG agenda for 14-19. More specifically, there is an urgent need to:

- increase participation in education and training
- raise standards of attainment for learners of all

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- extend curriculum breadth and choice to meet and exceed the requirements of the Learning and Skills Measure (Wales) 2009 – giving students access to a wider range of AS/A levels, a range of applied and vocational subject courses and increased provision at Levels 1 and 2
- increase social inclusion and reduce the number of young people not in education, employment or training (NEETs)
- maximise cost effectiveness and value for money by reducing duplication of provision and ensuring viable class sizes for an enhanced range subject courses
- establish effective arrangements for the governance and management of strengthened partnership arrangements – with particular reference to the potential role of Coleg Gwent within the partnership arrangements

1.2 ECONOMIC CASE

The **Economic Case** presents a comprehensive set of investment objectives for the proposed model of delivery, accompanied by targets and measures to enable close tracking and monitoring of Newport's progress in raising attainment. The investment objectives strongly reflect the Council's aspirations to increase participation and raise skill levels by providing all Newport learners with an equal entitlement to a broad and relevant set of learning pathways, which reflect the needs of the local economy and lead on to further education, training and employment.

On the basis of the consultation exercise with providers and stakeholders, five options are considered in terms of how well they would meet the investment objectives. The options are to:

A: Maintain the existing consortium of four schools and the college, plus partial collaboration between the remaining pairs of schools

B: Establish full collaboration between 8 schools and the college with a common options menu

C: Operate two local curricula based on either a north/south or east/west split, with common links to Coleg Gwent and other partners within and supporting work based learning (east/west split ratified by LP Oct 2010)

D: Establish a local authority sixth form centre located in an existing school building or re-developed campus

E: Full tertiary re-organisation based in new-build city centre campus for Coleg Gwent

Each of the options is considered in terms of its potential advantages, disadvantages and risks. These are summarised below.

A: Maintain the existing consortium of four schools and college, plus partial collaboration between remaining pairs of schools

The current division between schools within and outside the consortium is not sufficiently inclusive. The model may not be the best way to raise overall standards because it re-enforces social divisions and fosters the unhelpful perception that there are 'academic' students in some schools who should be taught separately, and differently, from their peers in other schools. This option would not provide an equal entitlement for learners or provide access to a balanced range of general and applied courses. The limited role of the college is a serious drawback in that the option does little to remove duplication and does not establish an equal entitlement for learners within the partnership and fails to establish formal collaborative links with the four schools outside the current partnership.

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B: Establish full collaboration between all 8 schools and the college

Full participation by all the eight schools in a similar partnership would address a number of the disadvantages outlined in option A. On the other hand, most consultees agreed that the amount of travelling involved would be counterproductive and wasteful of time, and that the timetabling of such provision would be unduly complex.

C: Operate two local curricula based on either a north/south or east/west split, with common links to the college

This option also addresses some of the key issues raised by the option A. While it would not give quite the same spread of subjects as a single consortia or tertiary option, it would enable all schools to meet the measure and quickly exceed the minimum requirements. Each of the two consortia could maximise the use of their specialist staffing, buildings and resources for the benefit of all the learners in their partnership. A major benefit of this option is that is has the potential to reverse outflow of pupils to schools outside the authority by opening up curriculum choices to Year 11 learners who are not currently accommodated in sixth forms of their choice. By linking schools that are geographically close, it would minimise travelling distances and times. Various models might be considered – there are currently two obvious geographic clusters of three schools: Bassaleg / Duffryn / St Joseph's and Caerleon / St Julian's / Hartridge. This would leave Lliswerry and Newport HS to be part of either consortium depending on whether the rationale was considered stronger for either a north/south or east/west split. This Strategic Outline Case is not destined to confirm which Option split will be taken forward, that decision however was made by the Learning Partnership in October and will be reflected in the Post 16 Project Implementation Executive meetings during November, 2010.

D: Establish a local authority sixth form centre located in an existing school building or re-modelled campus

A Post 16 centre catering for all students would be owned by the LA, governed and managed collaboratively by the re-constituted Newport Learning Partnership. This would ensure that the curriculum provided was entirely complementary to the curriculum of Coleg Gwent. In all likelihood, the bulk of the AS/A level provision would be at the new centre and taught by the teams of existing school staff, with vocational provision located at the college. As far as possible, there would be open access for students at the centre and the college to maximise choice.

The total number of current sixth form learners is just under 2000. The removal of these students from the eight existing secondary schools would mean that the future 11-16 population could be accommodated in seven rather than eight secondary schools, thus releasing one of the buildings for development as a sixth form centre. However, there would still be significant capital costs to increase the size of the chosen building and to equip it for the delivery of Post 16 courses – plus the question of political acceptability to schools, governors and parents,

Two other variants of option D were also considered: establishing a single Post 16 centre for half the schools in the existing consortium resulting in four 11-16 schools and four 11-18 schools. This was rejected on the grounds that it would exacerbate the existing divisions and result in a two-tier system which would further disadvantage learners in the consortium, affect parental preferences and result in reduced future numbers in the 11-16 schools.

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E: Full tertiary re-organisation based in a new-build city centre campus for Coleg Gwent

The full tertiary option would have a number of significant benefits. It would extend choices and be highly cost effective. It would essentially mirror what has been proposed for Torfaen: a new-build provision to replace existing FE and school sixth form provision across the city. A city-centre location with good bus and rail links would be particularly attractive to learners from other LAs such as Monmouthshire, Cardiff and Torfaen, for whom travelling to the Nash campus can involve at least two journeys. The two main objections would be the capital cost of new accommodation for a very large number of full-time learners (approximately 1900 from the school sixth forms alone). Even if this money were to be made available, there would be widespread, though not universal, opposition to the introduction of 11-16 schools. Governors and the Headteachers believe strongly that the sixth forms are an integral and successful feature of their schools and contribute to the achievement of success. Most heads feel that sixth forms will give the best future provision for learners. Schools argue strongly that continuity of relationships has benefited learners as evidenced by the increasing rate of return to sixth forms.

Preferred Option

The preferred option is **Option C.** This offers a radical solution which:

- provides multiple benefits for learners in terms of extending curriculum opportunities and entitlement
- has reasonably low capital costs compared with either of the tertiary solutions
- aligns closely with existing plans for 21st Century Schools
- incorporates a structural relationship with Coleg Gwent
- has wide support from providers and stakeholders

The existing revenue streams for the two consortia would each be of the order of £3.5 million. The savings made through collaboration in terms of more economic group sizes will support the extension of subject choices and contribute to the costs of travelling.

Successful implementation of the option will be dependent on a number of critical success factors. These include a high level of commitment from all partners to make collaborative work effectively for the benefit of learners. Joint planning and delivery of the future curriculum will need to challenge assumptions about the value of academic and vocational courses and allow equal access to provision for learners in school and college settings, with an expansion of work-based and other routes matched to the needs of learners across the ability range. Implementation of the preferred model will need to give particular emphasis to funding arrangements, governance and management, quality assurance and the expansion of Welsh-medium education.

1.3 COMMERCIAL CASE

This **commercial case** sets out to describe and assess the procurement of internal and external services, recognising that there are revenue consequences to deliver this programme. This strategic outline case demonstrates that the preferred option is deliverable without the need for capital investment at this time. Bids for capital investment for future years will be within the scope of the 21st Century Schools Programme.

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1.4 FINANCIAL CASE

The **financial case** acknowledges the Welsh Assembly Government's requirement of all partners in the transformation agenda to undertake a review and set in place a plan for transforming education and training for 16-19 year olds. This financial case sets out to demonstrate the affordability of the preferred and other options considered by the Learning Partnership.

Revenue summary based on the DCELLS School Formula Allocation

£ xxx	2009/10	2010/11	Predicted Year 2	Predicted Year 3	Predicted Year 4	Predicted Year 5
	£	£	£	£	£	£
Preferred Option						
Revenue	7,018,344	7,490,564	7,490,564	7,490,564	7,490,564	7,490,564
Total	7,018,344	7,490,564	7,490,564	7,490,564	7,490,564	7,490,564
Funded by:						
WAG Individual School Formula	7,018,344	7,490,564				
LA adjustments covering SEN		246,648				
Retrospective funding adjustments		28,234				
Total	7,018,344	7,765,446	7,490,564	7,490,564	7,490,564	7,490,564

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1.5 MANAGEMENT CASE

The **management Case** of this SOC proposes a straight forward structure, in which the Newport Learning Partnership will continue to inform, determine and oversee the general direction of 14-19 policy. Responsibility for day-to-day leadership and decision making will be delegated to a much smaller Executive Committee (EC) of no more than 9 members. This group will have an independent chair to ensure that decisions are taken in the interests of learners and not on the basis of sectional and individual institutional interests. The revised membership of the EC will consist of key representatives of the Newport learning provider network, each with a mandate to represent the relevant sector partners.

The EC will derive its delegated powers from two sources: the full Learning Partnership and the Governors' Group. While Coleg Gwent will be an integral part of both groups, it is understood that decisions that might impact on the wider operation of the college beyond agreed protocols would need to be ratified by the college's corporation.

A Governors' Group, composed of representatives of the governing bodies of all the participating institutions, will approve the development of a formal working protocol and memorandum of agreement determining the legal nature of the Executive Committee. The relevant regulations are outlined in Section 3 of the WAG's guidance document and regulations: *Collaborative Arrangements between Further Education Institutions and Schools (2009).* The Governor's Group will formally delegate responsibility to the Executive Committee and authorise the transfer of the relevant and agreed portion of the DCELLS Post 16 budget of the participating institutions to fund Post 16 learning.

The two 14-19 Curriculum Planning Groups, supported by relevant officers and 14-19 Network personnel, will have operational responsibility for planning and delivering learning provision. Their functions will include:

- carrying out a full, joint audit of existing provision
- mapping learner needs and progression routes
- advising on future partnership curriculum: subject courses, qualification aims, levels of provision, awarding bodies and syllabuses
- advising on the staffing and location of subject provision and appropriate modes of delivery
- exploring new models of training in liaison with Careers Wales, the Youth Service, the college and other potential trainers and employers who support the delivery of work based learning
- designing option systems to maximise learner choice and ensure cost effective group sizes
- timetabling partnership provision and agreeing travelling arrangements

The work of the Curriculum Planning Groups will be led and supported initially by a 14-19 Co-ordinator, but will require additional management and administrative capacity to carry out this wide range of tasks effectively in the longer term. The SOC acknowledges the key role to be played by Coleg Gwent in the partnership and complexities arising from the need to build on the current collaborative arrangements in order to extend access to a wider range of provision, particularly courses based in Newport, Crosskeys and Usk.

1.6 RECOMMENDATION

The Learning Partnership recommends that the preferred option C (with an east / west split) identified within this Strategic Outline Case is adopted and ratified by the DCELLS team for the Welsh Assembly Government, before implementation of the same from September 2011.

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Signed:

Senior Responsible Owner: **Alasdair Bovaird, Chair, Learning Partnership**

Date: **4TH November 2010**

2 THE STRATEGIC CASE

2.0 INTRODUCTION

The purpose of the Strategic Case within the Strategic Outline Case is to explain and revisit how the scope of the proposed project by Newport Country Council fits within the existing business strategies of DCELLS and the Welsh Assembly Government (WAG) and provide a compelling case for change, in terms of the existing and future educational and operational needs of the post 16 education in Newport. This section reviews the provision of 16-19 education in Newport and explores various options to respond to the WAG's Transformation Agenda.

Ensuring that the citizens of Newport have the necessary skills for the regeneration of the city is a key priority for Newport City Council and all its partners. The provision of these skills will serve to reduce worklessness and the number of those residents not in employment, education or training (NEETs). It will also serve to increase social inclusion and the engagement of residents in their city and its future.

The purpose of this SOC is to provide:

- a detailed evidence base, including a profile and analysis of current provision and outcomes
- a set of investment objectives
- a consideration, evaluation and costing of a set of options for the future delivery of Post 16 education and training
- governance arrangements for securing formal collaborative partnerships between the local authority (LA), schools, Coleg Gwent and work-based training providers

In its primary aim of seeking to raise standards, the LA, schools and partner education providers in Newport face a particular set of considerable challenges. There is currently a wide discrepancy in the achievements of different groups of learners in Newport, especially in Key Stage 4 and Post 16. This is not evident from aggregated data on the performance of schools overall. High achieving students achieve results that compare favourably with the best in Wales. However, despite significant improvements at KS4 over the last two years the overall rate of improvement has barely kept pace with national trends and the proportion of young people who become disengaged from education and training after Year 11 has been among the highest in Wales.

The SOC is based on an analysis of up-to-date information and data provided by the LA and providers. It draws heavily on the views of members of the Learning Partnership, senior LA officers and leaders of provider institutions, as well as the outcomes of consultation with other key stakeholders. A full list of those consulted is included in ANNEX A.

In the preparation of this SOC a number of discussions were held with members of governing bodies and also a sample of learners. The learners were invited to give their views on the subject choices available to them and how they felt about existing and further potential collaboration between schools and the local FE college. The proposals also drew on the responses of learners gathered during the most recent self-evaluation of 14-19 provision carried out by the Local Area Network.

The SOC looks in detail at the case for change and offers an evaluation of a set of options for future Post 16 learning provision. Each of the possible models of provision put forward for appraisal is evaluated against investment objectives, taking account of the principles agreed by the Newport Learning Partnership, which are to inform the development of the transformation proposals.

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PART A: THE STRATEGIC CONTEXT

2.1 ORGANISATIONAL OVERVIEW

The City of Newport has a population of about 140,100, the equivalent of 10% of the South East Wales total. It is the third largest urban area in Wales. Five of the city's twenty wards are among the one hundred most deprived in Wales. Overall, the population of the city is in the upper quarter for most indicators of deprivation, although five wards are among the one hundred least deprived. In recent years, the city has suffered major job losses caused by closures of its traditional manufacturing industries, particularly the steel making industry.

Newport is undergoing an extensive transformation that will change the face of the city. Newport City Council and partners are taking forward projects that will regenerate the city and turn it into a thriving centre for business, leisure and living. A number of national and international companies have been attracted to the city. The growth of electronic and service industries has emphasised the importance for those seeking work to develop flexible and transferable skills.

Within Newport's boundaries there is a wide range of linguistic, cultural and social traditions, often based on the nature of the different kind of communities in the City. The main ethnic minority communities in the city are Pakistani, Bengali, Somali and Yemeni and the main languages spoken in addition to English and Welsh are Urdu, Punjabi, Bangladeshi, Arabic and Somali. In all, just fewer than two thousand pupils have English as an additional language.

The number of people residing in Newport with an ability to speak Welsh, has increased during the last ten years and continues to grow. 9.6% of the population was identified as speaking Welsh in the 2001 Census. This is an increase from the 1991 census, which indicated that 2.4% of the population was Welsh speaking. The 2001 Census figures state that 31.92% of residents within the 3–15 age group and 8.54 % within the 16–24 age group are Welsh speakers.

Earnings in Newport average to £363 per week for full time employment, higher than in Wales as a whole (£331). The economic activity rate is 78% higher than South East Wales (75%) and Wales (75%). The customer service sector is higher in Newport (11%) than in South East Wales (9%). Dominant employment sectors include distribution, hotels and restaurants (22% of employment) banking finance and insurance (20%) and public administration, education and health industries (30%). This compares to 22%, 16% and 32% respectively for these sectors in South East Wales as a whole. In order to make a step change in the educational attainment of its pupils, Newport's Vision for Education draws together three elements:

1. Pedagogic development, curriculum and transition between phases of education;
2. The design of new school buildings and refurbishing new buildings; and
3. The development of emotional intelligence to raise learners' self-esteem so that they achieve their full potential and do not drop out of the system.

A map of the City of Newport is included on page 12, identifying the major providers of post 16 education and training.

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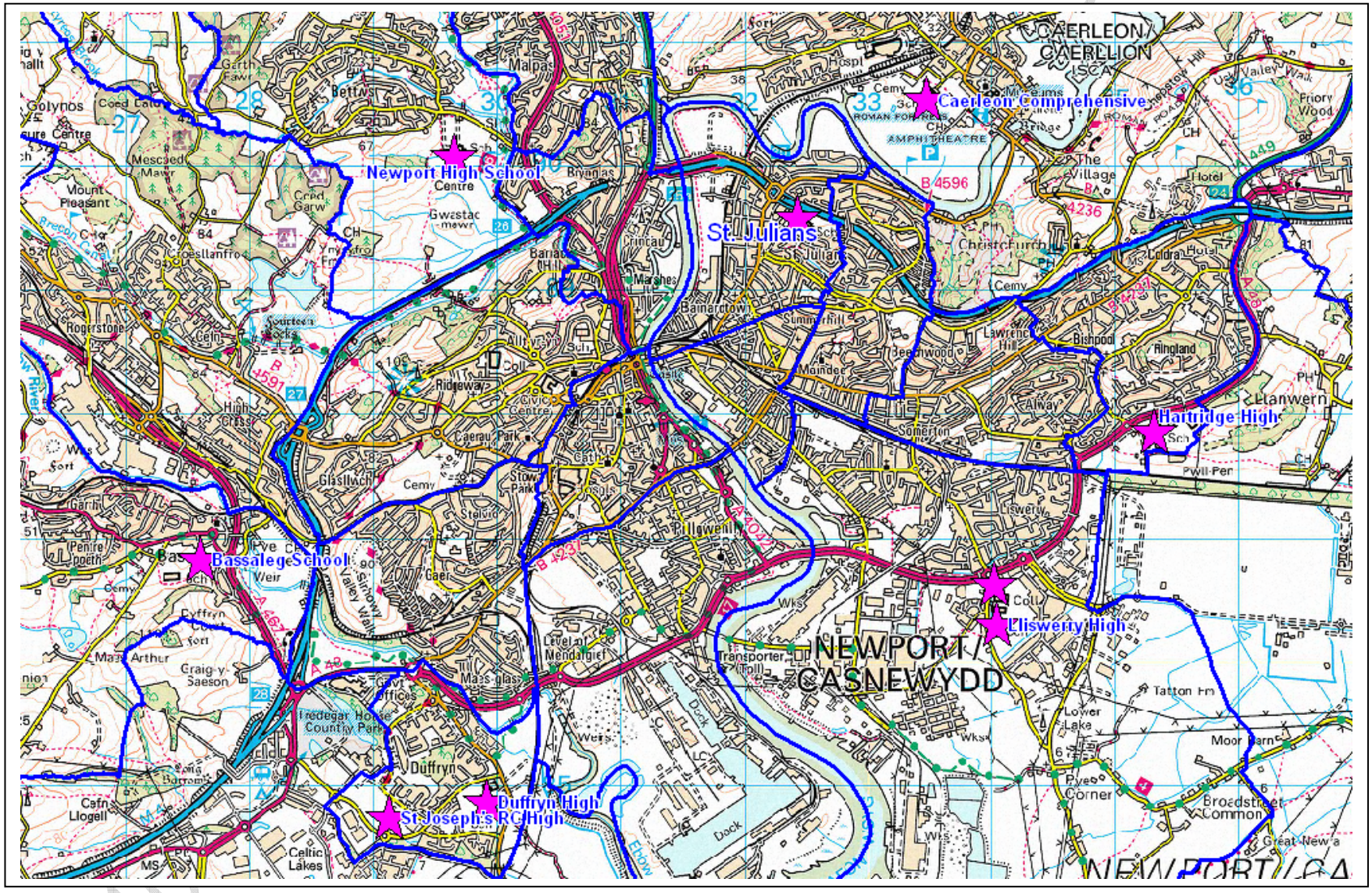
MAP OF CITY OF NEWPORT



OPERATIONAL ENVIRONMENT

Schools

Newport City Council maintains three nursery schools, 7 infant schools, 7 junior schools, 34 primary schools and eight secondary schools. Two primary schools provide education for pupils through the medium of Welsh. The LA also maintains a special school for pupils aged 3-19, two pupil referral units (PRUs) and an education unit attached to a hospital. Ten primary and two secondary schools have units catering for pupils with moderate and severe learning difficulties.

Post 16 provision within Newport city currently consists of:

- Eight secondary school sixth forms
- Maes Ebbw Special School Tertiary Unit
- City of Newport Campus, Coleg Gwent
- Cross Keys Campus, Coleg Gwent
- University of Wales, Newport
- Work-based learning providers
- Newport Youth Service
- Adult and Community learning provision
- Careers Wales Gwent
- The Voluntary sector

Secondary Welsh-medium education for Newport learners is provided in the Torfaen County Borough at Ysgol Gyfun Gwynllyw. Newport pupils represent nearly 30% of the school's population, with just under 250 young people from Newport currently attending the school. The school has a well established sixth form and provision is already being enhanced through 'Partneriaeth Chwech', a Welsh Medium Alliance with Ysgol Gyfun Cwm Rhymni, Coleg Rhymni, the Voluntary sector and work-based learning providers operating on a pan-Gwent basis. The eight English medium secondary schools vary in character and size. One of the eight is a Roman Catholic voluntary aided school.

The percentage of primary pupils entitled to free school meals in 2009 was 18.5%, compared with the Welsh average of 16.2%. The tables below show the differing proportion of pupils entitled to free schools meals in the eight secondary schools and of pupils from minority ethnic communities.

Table 1 Proportion of pupils entitle to free school meals in the eight secondary schools

School:	Newport High	Caerleon	St Julian's	Hartridge	Lliswerry	Duffryn	Bassaleg	St Joseph's
% FSM	31.7	3.8	18.9	34.6	28.0	43.3	5.3	12.4

Table 2 Differences in the proportion of pupils from minority ethnic communities

School:	Newport High	Caerleon	St Julian's	Hartridge	Lliswerry	Duffryn	Bassaleg	St Joseph's
% EM	5.7	7.2	18.9	2.2	19.8	27.8	8.8	17.3

One school receives a substantial proportion of its pupils from the neighbouring LA of Monmouthshire. A smaller number of pupils resident in Newport travel to schools in Torfaen.

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Coleg Gwent

Coleg Gwent is the largest provider of further education in Wales with around 30,000 students in full-time, part-time, work-based and community learning. Enrolments to Coleg Gwent were far higher by a factor of around 3 to 4. Apart from the school sixth forms, which cater for just over half the cohort of school leavers, the college is the largest provider of full-time education and training for Newport learners.

In 2008-09, over 1600 16-18 year old learners attended Coleg Gwent in Newport, including students who were full-time, part-time and participating in work-based learning. This compares with nearly 2000 learners in the schools' sixth forms. Well over one half of 16-18 year old Newport learners at Coleg Gwent attended the Newport campus with about one third attending the Cross Keys campus.

Of the 560 full-time Newport learners attending the college in Years 12 and 13, the largest proportion are following Level 3 academic and applied courses:

Table 3 Full-time Newport learners aged 16 and 17 attending Coleg Gwent (Newport and Crosskeys campuses)

Campus	Entry Level	Level 1	Level 2	Level 3	TOTALS Years 12&13
Newport (Y12 + Y13)	20 + 3	37 + 23	25 + 37	64 + 92	146+155
Crosskeys (Y12 + Y13)	9 + 2	6 + 5	24 + 22	74 + 116	113+145
Totals (Y12 + Y13)	29 + 5	43 + 28	49 + 59	138 + 208	259+300
TOTALS	34	71	108	346	559

The larger numbers of students in the Year 13 cohort reflect progression from Year 12 within the college plus additional Year 12 learners enrolling in college after one year in school sixth forms or time spent elsewhere. Additional analysis of the year 12 and 13 student flows will be carried out during Outline Business Case development to assess needs, aspirations and missed opportunities for engagement with our client groups.

Newport Youth Service

Newport Youth Service provides young people aged 11-25 years with opportunities to participate in learning experiences which assist their personal and social development. Through informal and structured educational programmes, skilled youth workers seek to engage young people in lifelong learning built around their voluntary participation. There are approximately 34 full-time staff who engage with young people in youth clubs, drama, sport and arts activities. They undertake a range of learning projects with accredited outcomes and provide individual support for learners. Key strands of provision include:

- Youth work in schools
- Support for literacy, numeracy and wider key skills
- Communities First Youth Work
- Streets Ahead Project based in Bettws
- The Duke of Edinburgh's Award Scheme at Bronze, Silver and Gold
- The city centre Information Shop

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University of Wales Newport

There are active links between Newport's LAN and the University of Wales, Newport that seek to introduce learners on Level 3 courses in schools and in college to learning experiences at Level 4. Longer term aims of this provision include helping to increase learners' aspirations and their knowledge of progression opportunities after Post 16 provision. The modules are taught by academic staff from across the University in twilight sessions during the period after AS examinations in the summer, through to October half-term. Post 16 learners can study the modules from a very wide range of provision available. During the pilot phase in 2009, approx 20 learners from one Newport secondary school studied Level 4 modules on Child Development, Criminology and Healthy Lifestyles. On successful completion of the course, they were awarded Level 4 credits. The link has been extended in 2010 to further secondary schools, with further extension planned for 2011.

Learning Partnership

Needless to say, one kind of provision will not suffice to raise standards into the top quartile for Wales and produce the skills that work for Newport. However, the establishment of strong collaborative learning systems between the schools, Coleg Gwent, University of Wales Newport, the voluntary sector and work place providers will stimulate this change. To this end Newport training and education providers, under the leadership of the City Council's Local Education Authority, have established a Learning Partnership. The partnership represents an extension of the membership of the current Local Area Network. The Learning Partnership holds Key Principles, and:

- **recognises and respects the diversity of learners' needs and that provision must enable maximum choice of the full range of pathways to meet these needs**
- **seeks out and builds on good practice so as to set in place high quality provision that allows learners to achieve their potential while reducing unnecessary duplication**
- **endorses the principle that inclusion should be about the full spectrum of abilities**
- **recognises that it is on a journey in terms of partnership working and that not everything will happen immediately**

Engagement of providers outside the boundaries of Newport is carried out for a number of courses, in a culture of shared provision:

1. **The South East Wales Consortium** (consisting of Blaenau Gwent, Cardiff, Newport, Monmouthshire and Torfaen). The consortium has strategic and operational plans which mirror the key priorities of the authorities' respective Children and Young People's Plans. The Consortium Plans relate closely to DCELLS School Effectiveness Framework. The consortium has a 14-19 Curriculum Planning sub group and a sub group for Inclusion.
2. The plans for each constituent LA's transformation of 16-19 education provision have been discussed and shared by the five directors and in the above named sub groups. Where appropriate there is synergy between the plans so as to collaborate on provision in efficient and effective ways.
3. **The Pan Gwent Group** (consisting of Blaenau Gwent, Caerphilly, Newport, Monmouthshire and Torfaen). This group collaborates on Quality Assurance of courses, Learning Coach training, Welsh medium learning pathways and on the provision of ESOL support for young people who need it.

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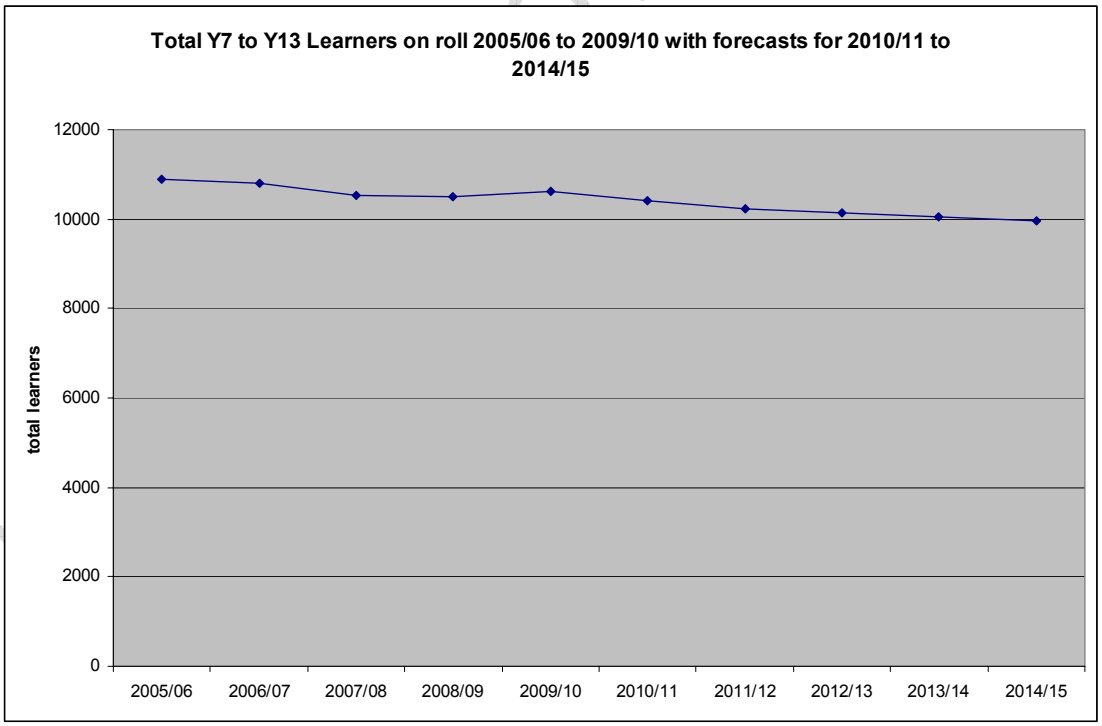
4. ESOL provision is delivered by **Gwent Ethnic Minority Services** (GEMS) a Pan Gwent shared service hosted by Newport City Council. Some work with Coleg Gwent is facilitated through this forum.
5. **Sector Skills Councils.** Each sector of skills and employment is represented by a central agency maintained by that sector and funded by agencies within it. These Agencies (SSCs) have a role in informing best practice for training in their respective trades and directing standards for qualifications. Their role in connection with local authorities and other training providers is to set standards and provide guidance in best practice. They have a direct involvement in judging proposals from 14-19 local area networks as they endeavour to support learning in the related sector.

Learners

Around 24,000 children and young people are registered as pupils (including those in the early years, Year 12 and Year 13) at LA-maintained establishments in Newport. Total numbers on roll in Newport secondary schools fell then rose slightly between 2005/06 and 2009/10. Forecasts of numbers on roll provided by the authority predict a steady and significant decrease in the number of learners in secondary schools in Newport between 2009/10 (the most recent year for which PLASC figures are available) and 2014/15. The decrease amounts to just over 6% of the secondary school population in 2009/10.

Table 4 Number of learners on roll 2005/06 to 2009/10 and projections for learners on roll 2010/11 to 2014/15, Newport secondary schools[1], and all year groups

Total learners	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Y7-Y13	10898	10811	10531	10515	10628	10416	10243	10133	10038	9955



[1] Excludes Maes Ebbw Special School

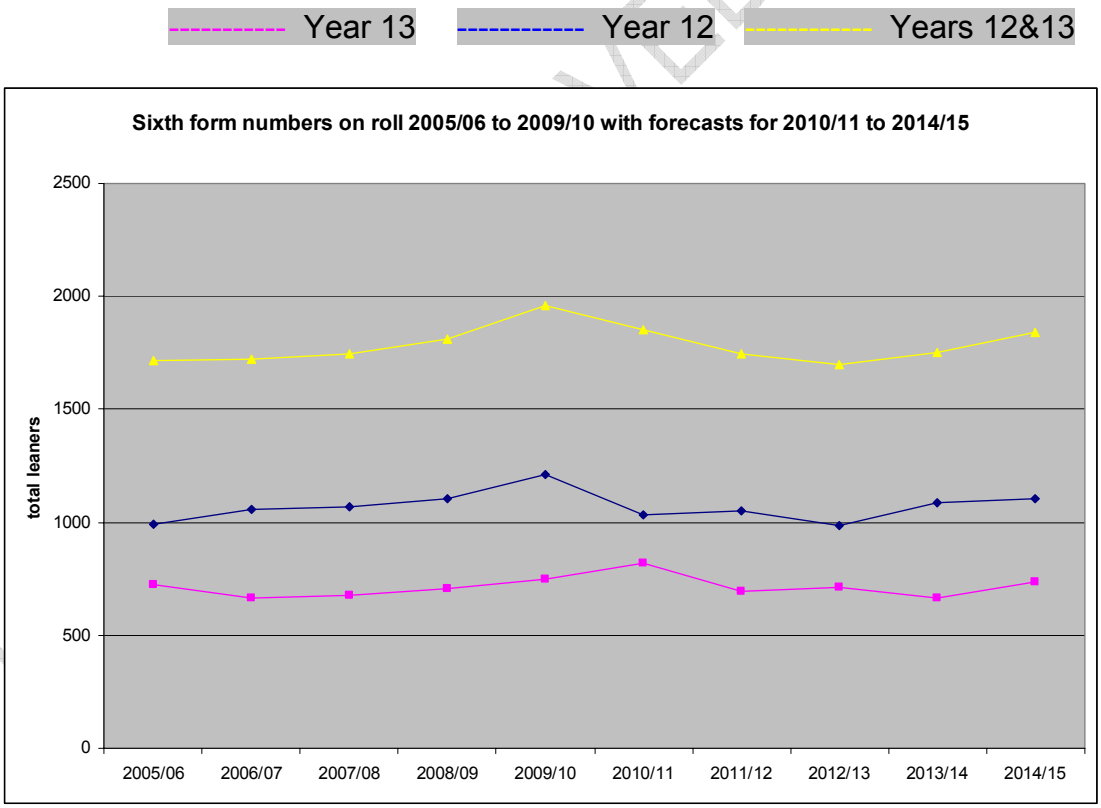
Recent, overall year on year predictions for the total learners in secondary schools in the authority have generally been accurate to within a few per cent. However, this overall figure hides significant discrepancies in the figures for individual schools. While forecasts for some schools have been within a few per cent, in a few cases numbers on roll have been overestimated or underestimated by more than ten per cent.

A probable key factor in the inaccuracy of forecasts for some schools in some years is that planned housing developments that were factored into the forecasts were subsequently placed on hold by the developers because of unstable conditions in the housing market. The LA has recently reviewed its procedures for forecasting pupil numbers in schools in order to help improve the accuracy of the forecasts.

Local authority forecasts for the number of learners in the sixth forms in Newport schools predict a general decrease of about 6% of the sixth form population between 2009/10 and 2014/15. The number of learners in sixth forms peaked in 2009/10 with 1962, however this is forecast to dip and then emerge but to a slightly lower figure overall by 2015.

Table 5 Number of learners on roll 2005/06 to 2009/10 and projections for learners on roll 2010/11 to 2014/15, Newport secondary schools[1], Y12 and Y13

Total learners	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
Y12&Y13	1718	1720	1747	1812	1962	1852	1747	1699	1753	1844



Recent overall year on year forecasts for the total number of Y12 and Y13 learners in the secondary school sixth forms in the authority, and for the number of sixth form learners in individual schools, have been accurate to within a few percentage points in a few cases but,

more generally they have lacked accuracy, frequently under- or overestimating by a significant amount.

For any future model of post 16 provision, the authority will need to consider how it might obtain a suitably accurate forecast of learner destinations, which takes into account likely learner preferences for different institutions and different learning pathways.

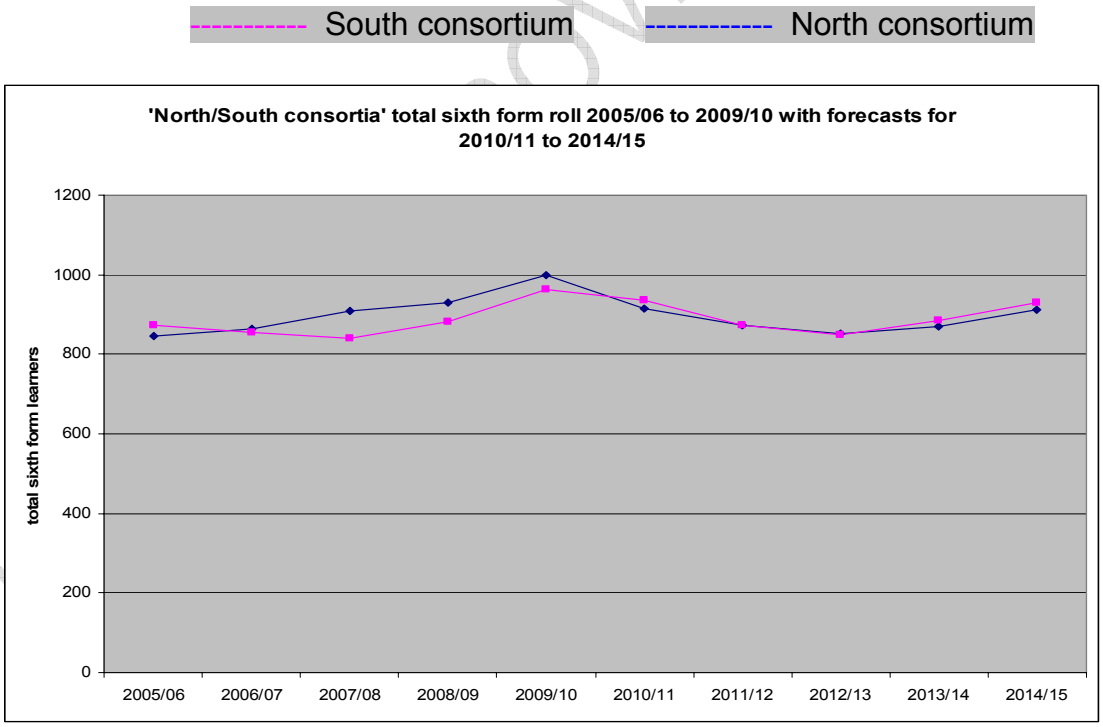
Learners in sixth forms

The total number of entrants to Year 12 was 1216; the additional 189 students being made up of re-entrants to new courses from the previous year 12, entrants from other schools and from outside the authority. There were 829 entrants to Year 13 and 11 entrants to Year 14.

The overall number of sixth form students has increased over the last three years. This is partly attributable to the broadening range of vocational courses in some schools and the increased availability of courses at levels below Level 3.

Tables 6 and 7 show the numbers on roll for 2005/06 to 2009/10 and the forecasts for 2010/11 to 2014/25 for each of the possible North/South, East/West consortia considered in Option C later in this report. In each possible grouping of four schools, learner numbers have ranged between about 800 and 1000 and local authority forecasts indicate that they will continue to do so.

Table 6 Number of learners on roll 2005/06 to 2009/10 and projections for learners on roll 2010/11 to 2014/15, possible North and South Consortia of secondary schools[2], Y12 and Y13



[2] Excludes Maes Ebbw Special School and Pupil Referral Units

Table 7 Number of learners on roll 2005/06 to 2009/10 and projections for learners on roll 2010/11 to 2014/15, possible West and East Consortia of secondary schools[2], Y12 and Y13

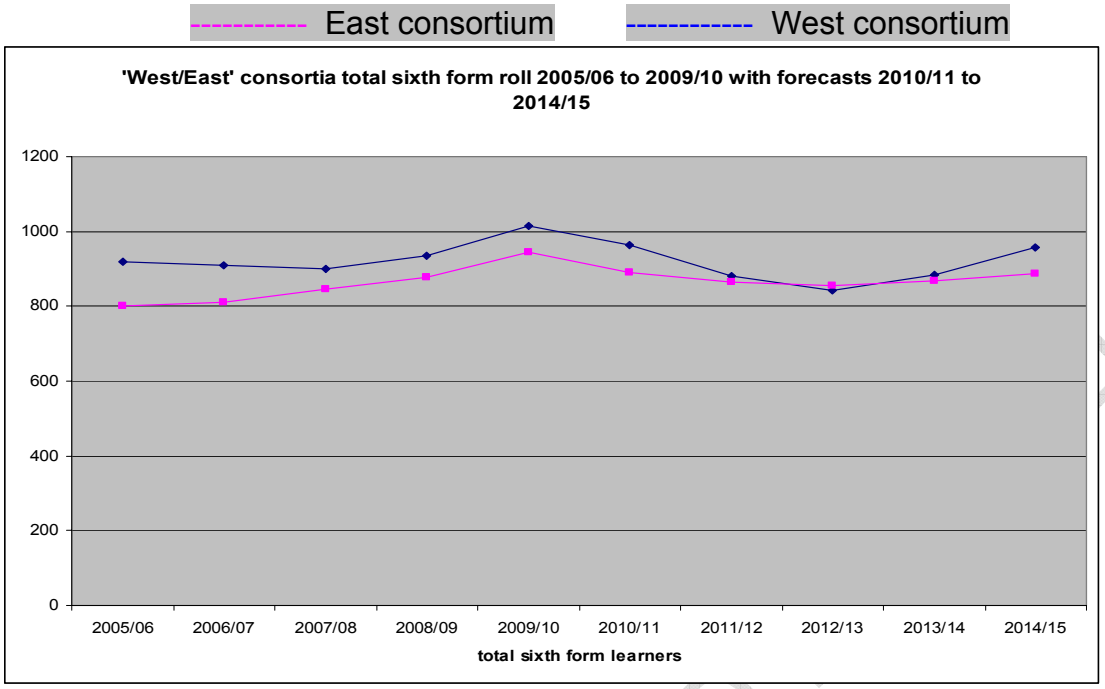


Table 8 shows the numbers in school sixth forms and the percentage of learners who returned to the sixth form in each school as reported by schools in May 2010. This demonstrates a reduction of 120 from the number who originally returned in September 2009.

Table 8 Year 12 FT learners in school sixth forms and 16 – 18 year old learners in Coleg Gwent

(Figures supplied by schools and Coleg Gwent as of May 2010, including all categories of entrants)

School	New High	Caer	St Jul	Hart	Llisw	Duff	Bass	St Jos	Coleg Gwent	Totals
Year 12	120	188	190	118	87	140	192	159	No specific year group	1194
% ret	50%	62%	59%	39%	46%	55%	67%	66%		
Year 13	76	155	110	75	45	40	140	101		742
% ret										
Totals	196	343	300	193	132	180	332	260	921	1936

Existing Post 16 partnership schools:	**701**	**(Y12: 465 + Y13: 236)**
4 north schools:	**1032**	**(Y12: 616 + Y13: 416)**
4 south schools:	**904**	**(Y12: 578 + Y13: 326)**

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There are significant differences in the nature and attainment level of the Year 12 cohort in different schools:

- in Newport High School, St Joseph's RC High School and Lliswerry High School, the percentage of Year 11 learners returning to the sixth form is virtually identical to that for the proportion achieving the Level 2 threshold
- in Duffryn High School, Hartridge High School and St Julian's High School, provision is made for approximately 10-15% more pupils than achieved Level 2
- in Caerleon Comprehensive School and Bassaleg School, the sixth forms cater for 20% and 10% respectively fewer than the proportion achieving L2, with the majority of these pupils, who achieve level 2 but do not return to school, progressing to FE.

WELSH-MEDIUM EDUCATION

The number of people residing in Newport with an ability to speak Welsh has increased during the last 20 years and continues to grow. In the 2001 census, 9.6% of the population was identified as speaking Welsh. This was a marked increase from the 1991 census which indicated that only 2.4% of the population was Welsh speaking. The census figures show that almost 32% of residents within the 3-15 age group and 8.5% within the 16-24 age group are Welsh speakers.

The City of Newport's Welsh Education Scheme was approved by the Welsh Language Board in 2006 and implementation of the scheme receives the full support of the City Council. In summary, the main aims and objectives of the Scheme are to ensure that:

- Welsh-medium education is available to all children whose parents wish them to receive it
- there is a developing continuum from Welsh-medium primary education through to secondary education
- Welsh is taught as a first and/or second language on the timetable in all the city's schools at all key stages
- that children and young people with ALN receive linguistic equality in terms of opportunity in terms of Welsh-medium education
- that all pupils attending a designated Welsh-medium school are able to speak, read and write Welsh fluently by the end of Key Stage 2
- there is LA partnership and support for schools provided by Athrawon Bro to improve standards of Welsh as a first and second language
- there are opportunities for all pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics of Wales via the Cwricwlwm Cymreig.
- the LA will promote the development of pupils' Welsh language skills through projects and activities such as visits to Urdd Gobaith Cymru's residential centres at Llangrannog and Glan Llyn, Bala.

A detailed implementation plan has been produced and progress is closely monitored against specific and measurable targets for every phase and aspect of work. For example, there is a particular commitment to increasing the numbers of learners studying Welsh as a second language as a full GCSE course and at AS/A level by 2% year on year to 20%.

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Key developments in 2009/10

The future development of Post 16 education and training will align closely with, and need to further promote, opportunities for Welsh-medium and bilingual education. This can only be fully achieved through strengthening partnerships between providers.

Newport continues to work with other south-east Wales LAs, at Director of Education level, to plan collaboratively for the long-term expansion of Welsh-medium education. £12.1m capital funding has been committed by Newport, Blaenau Gwent, Monmouthshire and Torfaen for the expansion and refurbishment of Ysgol Gyfun Gwynllyw to increase the school's capacity to 1,100. A £3million contribution has also been secured from the WAG.

Alongside this development, there is agreement among the Gwent LAs that a second Welsh-medium secondary school will be required to accommodate the expansion in numbers at primary level. The likelihood is that this will be situated in the south of the region, possibly within Newport. While no decision has yet been made about a location, the LA is carefully considering the possible implications of such a development for its wider programme of school re-building and refurbishment.

Post 16 is a strong focus of activity within the plan. There is a broad range of academic and vocational subjects available at Ysgol Gyfun Gwynllyw. Vocational courses at Level 2 have also been developed to cater for the needs of students of all abilities in the sixth form. The range of provision has been enhanced considerably through collaboration with Ysgol Gyfun Cwm Rhymni in the neighbouring LA of Caerphilly. For example, the schools have jointly pioneered a Welsh-medium BTEC First Diploma in Business Administration. An outstanding feature of the collaboration is also the NVQ level 2 and 3 Teaching Assistants course, where the feeder Primary schools are also in Partnership.

Estyn praised Ysgol Gyfun Gwynllyw's increased vocational qualifications through partnership working in its inspection of the school in 2008: "The school has successfully taken into account national priorities. In-particular, the school is currently working very closely with Ysgol Cwm Rhymni to meet WAG's 14-19 Learning Pathways agenda. Effective links have been made with providers of education and training in the community." The partnership between Gwynllyw and Cwm Rhymni was also praised as an example of good practice in Estyn's review of Welsh-medium and bilingual provision for 14-19 learners. We understand that the recent inspection of Ysgol Gyfun Cwm Rhymni May 2010 also found the Partnership arrangements and achievements to be "Outstanding".

The impact of these initiatives can be seen in the high retention rates achieved at Gwynllyw and the increasing rate of progression to Post 16, which currently stands at 70% of the Year 11 cohort. There are indications that this will continue to rise as a result of further vocational development.

Newport's implementation of the ambitious Welsh Language Education Scheme benefits greatly from the impact of the activities undertaken by the full-time Welsh Language Support Worker, who works with students in both the Welsh-medium and English-medium schools and Coleg Gwent. These activities are similarly planned with clear outcomes and targets for the number of learners and groups who benefit from the opportunities created for the informal use of Welsh and support for the promotion of standards. The support worker divides her time between phases, but there are regular activities in the Post 16 phase, including plans in the current year for, among many other things: clubs, film and drama projects, visits, trips, talks and discussions

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with media and sports professionals, games, conversational practice in social situations and outdoor activities.

Another strong focus within adult and community based learning is on working collaboratively with Coleg Gwent to ensure the provision of Welsh courses at appropriate levels for adult learners within a reasonable travelling distance to their home or workplace.

The partnership models being considered in the SOC have the potential to promote take-up of Welsh second language by bringing staff and learners together in either a single cluster, as part of wider shared language provision or within two parallel consortia. As well as improving the cost effectiveness of provision, this will have educational benefits for the learners concerned in terms of increased scope for interactive activities to increase confidence, competence and skill levels across all language modes. The proposals for increasing the use of twilight provision also offer potential for opening up shared provision with adult and community learners.

As the largest provider of Post 16 education and training, Coleg Gwent is best placed to offer opportunities for Welsh speakers from a range of schools to continue studying vocational and other courses that are not available in schools. The college is aware of an increase in the demand for Welsh-medium courses, particularly in key areas such as early years and social care. The college is responding to this need by setting up Welsh-medium tutor groups to support learners and there are elements of some courses, such as customer care, that are also being taught through the medium of Welsh.

In planning for the extension of Welsh-medium provision Post 16, it will be important for the LA, the Welsh-medium school partners and college to work collaboratively to map future provision. There are also models of bilingual provision in other areas of Wales, for example, involving combinations of Welsh-speaking staff from schools and non-Welsh-speaking subject specialists working together to deliver courses, that could help to broaden the range of opportunities available.

FAITH BASED EDUCATION

One of the eight secondary schools in the authority – St Joseph's RC High School - is a Roman Catholic voluntary aided school. In January 2010, there were 1435 pupils on roll (about 13.5% of the total secondary pupils on roll in the LA) with 258 in the sixth form. These figures represent about 13.5% and 13% respectively of the total secondary pupils on roll in the LA and the total number of sixth form learners in the eight secondary schools.

The school's Key Stage 4 curriculum has been developed across domains to provide a mix of academic and vocational subjects. The school has also begun to diversify the Post 16 curriculum provision through the Welsh Bac and is broadening the mission of the sixth form to be more inclusive, for example, by the addition of a Level 2 BTEC course in Business. Growing number of students are also extending their learning by following Open University modules at Levels 3 &4.

The Roman Catholic Archdiocese, Governing Body and parents are strongly committed to providing a Catholic ethos for Post 16 learners at the school and have tried to ensure that the current subject choices provided in the sixth form are as cost effective as possible. Nevertheless, the school also recognises that it will need to adopt a multi-stranded approach to curriculum development if it is to provide the full range of general, applied and vocational options in line with the WAG's policy for 14 – 19 year olds.

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Consequently, St Joseph's RC High School is looking to participate in:

- continuing partnership with a nearby secondary school to increase access to Spanish and applied ICT, and to increase the number of learners studying economics
- collaborative development with other local English medium schools in Newport
- possible joint tuition with St David's Catholic College Cardiff and / or other schools within the Faith-Based Network of providers using virtual learning environments (VLEs) or twilight sessions

In addition to working with faith-based partners and some neighbouring schools, St Joseph's is open to participation in further collaboration, depending on the eventual structure adopted by Newport. As well as recognising how this might extend subject choices and cost effectiveness, the school believes that there are particular specialist areas of excellence, for example in art & design, where they might have a key role to play in opening up provision for learners within a consortium arrangement.

2.2 BUSINESS STRATEGIES

The Strategic Outline Case is underpinned by the key policy and strategy themes for Newport City Council and also aligns to those established by the Welsh Assembly Government outlined below:

- Newport City Council – 'Corporate Plan' for 2008-12
- The Local Service Partnership's identified priorities, including the 'reduction of worklessness'
- Newport 'Children and Young People's Plan 2008-11' priorities for Core Aim 2
- Coleg Gwent's Strategic Planning Document 2009-13 references to collaboration and partnership with local authorities
- Newport City Council – 2020 Vision for the development of emotional intelligence
- Newport City Council – 21st Century Schools Programme Strategic Outline Case
- Strategy for the Development of Community Focused Schools
- Newport City Council – NEETs Strategy
- 14-19 LAN Learner Entitlement Statement
- New protocols and criteria for sixth form entry requirements (Statutory Code for Sixth Form Admissions)
- The joint e-learning strategy supported by WAG and planned in collaboration with Torfaen and Monmouthshire
- The University of Wales Newport's 2008-11 vision for Higher Education input to the 14-19 sector
- Newport City Council strategy for economic regeneration and the environment

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- The South East Wales Consortium strategic and operational plans for Children and Young People

- The Pan Gwent Group of LAs' collective strategies for QA, learning Coach Training, Welsh Medium Learning, Minority Ethnic Services and ESOL

- 'One Vision Wales' with its focus on reaching learners, social justice, economic productivity and new technology.

- 'The Learning Country' which emphasised the importance of a continual focus on improving educational performance, the Welsh language, flexible learning pathways for young people aged 14-19, increasing participation rates at 19 plus and reducing the numbers who are not in employment, education or training between the ages of 16-18.

- 'Welsh-medium Education Strategy' and Iaith Pawb establishing a holistic and sustainable infrastructure to support and develop Welsh-medium education and training, from nursery through to further and higher education.

- 'Delivering Skills that Work for Wales' making it clear that in Wales we need to work together to build the skills for a modern 21st century economy at 14-19, but also in our view with adult learners.

- '14-19 Learning Pathways' requiring the development of flexible pathways that provides relevant, interesting and purposeful education.

- The 'Learning & Skills Measure' (LSM) underpinning the 14-19 Learning Pathways with its focus on learning pathways that meet the needs of each learner, a wider choice and flexibility of programmes and ways of learning, a learning core from 14 to 19, learning coach support, personal support and impartial careers advice.

- The National Basic Skills Strategy highlighting the challenges in Wales and, in particular, the impact this has on learners' career options.

- Transforming schools with ICT emphasising the role of technology in school-based learning.

- The 'School Effectiveness Framework' introducing a systemic approach to the relationship between the Welsh Assembly Government, schools and councils and the core themes of systemic thinking, equality, being supportive and interdependent, a high performance culture and bilingualism.

- 'Making the Connections' requiring services to collaborate to bring a clearer focus upon the citizen and meeting his or her needs.

- Poverty is an issue which 'Tackling Child Poverty in Wales' (Child Poverty Network Cymru) report concluded has an impact on the vast majority of schools in Wales, but

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which the 'Narrowing the Gap' report also concluded does not necessarily lead to poor performance.

- 'For Our Future – The 21st Century Higher Education Strategy and Plan for Wales'.
- Commissioned collaboration project – the ServQ approach to mapping potential local authority collaboration across 10 South East Wales local authorities.
- Collaborative Arrangements between Further Education Institutions and Schools – Guidance on The Collaboration Arrangements (Maintained Schools and Further Education Bodies) (Wales) Regulations 2008
- The 'Development of Community Focused Schools' – Strategy for Newport City Council

2.3 OTHER ORGANISATIONAL STRATEGIES & CONTEXT

Ensuring the citizens of Newport have the necessary skills for the regeneration of the city is a key priority for Newport City Council and all its partners. Engagement in learning and training are critical if young people are to make successes of their lives and meet their own needs and the needs of the city of Newport as an economic community.

During the first decade of its existence, Newport City Council implemented a raft of very successful school improvement strategies. The success of these strategies has been borne out in the rate at which statutory end of key stage assessments have improved in Newport. Pupil attainment is at the top of the upper quartile for Key Stages 1 and 2 and has been consistently there for the last three years. At Key Stage 3, Newport broke the barrier into the upper quartile for the first time in 2007. Their success is also to be seen in the high grading achieved by Newport schools in Estyn Inspections.

As the Council enters the second decade following local government re-organisation and moves into a new era of joined up strategic planning for children and young people, it is essential for it to take stock of its achievements and decide on its strategies to continue this work into the next decade. A key priority is to raise attainment at KS4. KS4 attainment has historically been lower than what would be expected from the associated KS1-3 performances. A three year focused school improvement project at KS4 has served to raise the level 2 thresholds by 8% over the last two years by comparison with an all Wales rate of 5%. This work was cited as good practice in the Estyn Chief Inspector's Annual Report for 2010.

Robust partnership working across the authority and outside of the authority has culminated in 'Ensuring the best start for children' with the development of a Children & Young People's Plan, and is further evidenced by the sound programme of Flying Start, Early Years and the Preventative Services provision across the City of Newport.

With good regional interconnectivity between Newport, Cardiff and the valleys, it is essential to engage with neighbouring local authorities and providers to maximise choice and to avoid unnecessary duplication. This is certainly the case for Welsh-medium provision, provision for young people with additional learning needs, for those with ESOL (English for Speakers of Other Language) requirements and to carry out quality assurance of learning pathways across the region. This last point is the key to ensuring that rationalised, cost effective provision is of high enough quality to ensure Newport students attain in the top quartile for Wales at 16 and for post 16 qualifications.

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Specifically the objective of the council is to work with its partners to address the following ***key strategic priorities***:

- To raise standards of attainment for 14 – 19 year olds so that they have the skills requisite for entry into employment.
- To further increase and extend the options menu and degree of choice to bring about greater participation and retention in education and learning whilst ensuring that all learners have equal access to a core entitlement including formal and informal aspects of learning;
- To ensure that all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance ;
- To ensure that the Learning Core becomes central to curriculum development and planning across the city;
- To ensure that provision for learners takes account of local, regional & national priorities and needs;
- To ensure that processes are in place to monitor, review and evaluate provision and learner outcomes and consequently to maximise the quality of provision

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PART B: THE CASE FOR CHANGE

2.4 INVESTMENT OBJECTIVES

Newport City Council's strategy is to address the key issues by strengthening strong collaborative learning systems between the eight secondary schools within the City of Newport, Coleg Gwent, University of Wales Newport, the colleagues representing the voluntary sector and those key partners within the work place. This is achieved by collaborating to deliver investment objectives which are centred on the shared commitment of providers, partners and stakeholders to **raise standards of attainment for all 14-19 year olds.** This will be achieved by:

1. increasing participation and retention in education and training by responding to the diverse needs of learners of all levels of ability

2. eradicating unnecessary duplication of provision within agreed consortia and, where feasible, making use of collaborative arrangements with other school, LA, FE and WBL providers; thereby, optimising group sizes to ensure that provision is both cost effective and provides the best learning experiences for students

3. ensuring that all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them, where required, to combine academic and vocational courses within the overall framework of the WBQ

4. putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality

These investment objectives are supported by a range of targets and measures to enable close monitoring and tracking of Newport's progress in raising attainment, set out in the next Table. The targets are set out under three broad headings relating to attainment, participation (NEETs reduction) and support for learners. Where data is available, the targets have been set against benchmarks of current and prior performance over the last three years.

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Table 9 Investment objectives with measures and targets

Investment Objective	Measure	Actual				Target
		2006/07	2007/08	2008/09	2009/10	2012
1. Increasing participation and retention in education and training by responding to the diverse needs of learners at all levels of ability	i. The percentage of pupils achieving the level 2 threshold	n/a	n/a	56.4%		62.0%
	KS4 average wider external qualifications point score per pupil	*314.00*	*339.00*	*352.00*		*370.00*
	ii. The percentage of pupils achieving the level 2 threshold inclusive of English / Welsh and Mathematics	n/a	n/a	43.0%		50.0%
	KS4 Pupils CSI	*33.00*	*40.00*	*41.00*		*42.00%*
	iii. The percentage of pupils gaining the level 1 threshold	n/a	n/a	86.30%		87.00%
	iv. The percentage of pupils achieving the level 3 threshold	n/a	n/a	96.00%		96.00%
	v. The percentage of pupils who leave school without a qualification	1.00%	1.00%	0.20%		0.00%
	vi. The percentage of looked after children who leave school without a qualification	4.17%	6.25%	2.94%		Less than 5.00%
	vii. The percentage of post 16 students in education and training	83.13%	83.23%	83.10%	87.28%	93.00%
	viii. The percentage of post 16 students in education, training or employment – reduction of NEETs	n/a	82.23%	86.50%	89.78%	96.00%
	ix. Percentage of **all** 18 year olds gaining Level 3 qualification (equivalent to two A-Levels)	n/a	n/a	64.90%		70.00%
	x. Percentage of 16-18 year olds completing on delivered programmes	n/a	83.00%	94.00%		96.00%

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2. Eradicating unnecessary duplication of provision within agreed consortia, making use of collaborative arrangements with other providers; thereby, optimising groups sizes to ensure provision is both cost effective and provides the best learning experiences for all	The numbers of learners in teaching groups	n/a	n/a	n/a	n/a	Average class sizes to be: 12 for year 12 16 for year 13
	To achieve the Learning and Skills Measure and increase the percentage of collaboration targets in 2010 and 2011	n/a	n/a	n/a	n/a	30 courses available for common option menu across the city, an entitlement that allows young people to access every available course in the city irrespective of provider. To show an incremental move from 40% to 100% common option menu
	Percentage of pupils who can access common options menu across the city	n/a	n/a	n/a	n/a	100% of pupils are able to access the common options menu across the city by 2011.
3. Ensuring all 14-19 yr olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them, where required, to combine academic and vocational courses within the overall framework of WBQ	Providers use published National Participation Standards to evaluate how effectively they involve young people	n/a	n/a	n/a	n/a	50% of providers meet all seven standards by 2012
	ii. Percentage of providers gaining the Involvement, Diversity and Equality Award - (a) Level 1	29.03%	41.94%	49.21%		80.00%
	iii. Percentage of providers gaining the Involvement, Diversity and Equality Award - (b) Level 2	3.23%	4.84%	9.52%		37.00%
	iv. Proportion / ratio of students permanently excluded	1.57 per 1000 pupils	0.76 per 1000 pupils	0.95 per 1000 pupils		1 per 1000 pupils
4. Putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality	Executive Committee – key quality performance indicators	n/a	n/a			Newport's Quality Champion working closely with the South East Wales Quality Consortium to ensure key performance indicators (agreed by the consortium) and consistency of practice across the region is achieved.

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2.5 EXISTING ARRANGEMENTS

The Moral Purpose of 3-19 Education in Newport

"Our Council, Our City" sets out to make Newport City Council fit for purpose for the future. It seeks to do this by focusing on the contribution made by each individual officer towards improving the performance of the council so that it meets customer needs and the present and future needs of the city. **The policy identifies that it is the duty of the Council's Education Service to provide an excellent education to all learners. All physical re-organisation of schools and other learning centres in Newport will be linked to the Council's vision and moral purpose for education.**

The City Council defines the moral purpose of education for 3-19 year olds in Newport as:

To ensure success for all learners through the provision of rich learning experiences in sustainable learning environments which are fit for purpose. This we call Newport Learning Community.

21st Century Schools Programme

The programme to create 21st Century Schools in the City of Newport will enable all partners to work together to address the needs of children and young people and ensure that they achieve their full potential. Newport's aim is to develop schools that are 'fit for purpose', with high quality resource materials and well-trained staff. A range of strategic priorities specifically relevant to 'fit for purpose' are:

- to provide sufficient 'fit for purpose' buildings and school places for Newport City Council school age and Early Years pupils with key themes for development;
- to ensure robust and ongoing information sharing between Council departments regarding residential and economic planning;
- to review the current provision of places and ascertain requirements for pupils aged 2 – 16+ including demand for Faith, Welsh Medium Education and SEN;
- to further develop Asset Management planning for Education, which ensures 'fit for purpose' buildings are created to deliver the teaching and learning vision for 3 to 19 year olds as a 21st Century Schools programme and that all buildings comply with Disability Discrimination Act requirements and meet the needs of wider community use;
- to ensure that schools follow best practice in sustainability in design and operation and are eco friendly.

Newport City Council has embarked on a programme to rebuild three of the authority's Secondary Schools during the next decade. The project is one of the most ambitious programmes that the council has undertaken.

The rebuilding of Newport High School, Bettws Lane and Hartridge High School will support the regeneration of the most deprived parts of the city through their community roles as well as through enhanced educational provision. The Welsh Index of Multiple Deprivation reveals the catchment areas of Bettws, Hartridge and Duffryn High Schools to be the most deprived.

The first rebuilding programme on the site of Newport High School, Bettws Lane has been completed and the rebuild for Hartridge High School is underway. The redevelopment of Duffryn High School is expected to follow at a later date.

The Council has also built a new primary school building for Glan Usk Primary School to replace the existing school buildings at the Durham Road site.

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In conjunction with neighbouring authorities, Newport City Council is currently conducting feasibility studies to further develop the provision of Welsh-medium education from nursery through to 16-18 in line with parental and student demand.

Regeneration

Newport is a city of regeneration, with many sites long derelict now being redeveloped. Over the next ten years a significant housing development programme is envisaged across the city of Newport. The landscape of the city is changing with new bridges, a new theatre and arts centre, city centre redevelopment, new housing and new schools. Newport has the prestigious accolade of being the host city for the Ryder Cup in 2010, which will draw the eyes of the world onto Wales' newest city. Providing education in schools truly fit for the 21st century is central to regenerating Newport as a modern vibrant city.

Facilities for an enhanced curriculum, including a range of vocational courses, are vital in ensuring that Newport's young people leave formal education with the skills required by Newport's industries. The new secondary schools will also be a hub for the whole community, providing facilities for education, leisure, lifelong learning and support services for families.

Increasing participation in education and training

Successful implementation of innovative teaching and learning methods and various programmes for the promotion of pupil well being and emotional intelligence have contributed in the primary school sector to higher than expected levels of attainment. At end of key stage statutory assessments for 7 and 11 year olds Newport performs top in Wales.

Programmes designed to improve pupils' well being and learning, e.g. Building Learning Power and Social and Emotional Aspects of Learning (SEAL), are now being extensively introduced by providers in the 14-19 Partnership. Evidence from research in America suggests that similar programmes are particularly beneficial to the attainment of middle ability students. The full potential of any learner, no matter where (s)he starts in terms of baseline ability and knowledge, can only be achieved if that learner has self belief at the heart of what (s)he does.

Inclusion, as indicated by attendance at education and training and the success of the preventative agenda, is seen as high risk reduced to medium risk in the light of mitigating actions. Up-skilling the children and young people of Newport forms a key priority within Core Aim 2 of the Children & Young People's Plan.

With strong collaborative learning systems in parallel with the 2020 Vision for the development of emotional intelligence (launched in March, 2009), the Education Service for Newport City Council in company with its key partners, is determined to make a major impact on teaching and learning and subsequently on attainment of its pupils over the next decade,

The following table brings together data on the destinations of Year 11 Newport learners over the last three years. The percentage of learners continuing in full-time education or training has increased gradually over the last three years from 76.1% in 2007 to 79.5% in 2009. This is 2% lower than the figure for Gwent LAs overall (80.5 %). The percentage of Newport learners not in education, employment or training (NEET) has reduced from 9.5% to 8.5% but remains 2% higher than the Gwent average and is still among the highest in Wales. The proportion of Year 11 learners entering employment has reduced from 5.2% to 2.5% and the number taking up apprenticeships with employed status remains very low at under 2%.

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Table 10 Year 11 destinations (2007-09)

	2007	%	2008	%	2009	%
COHORT	**2015**		**1882**		**1865**	
FT education – same school	**1018**	**50.5**	**997**	**53**	**1046**	**56.1**
FT education – another school	**45**	**2.2**	**36**	**1.9**	**32**	**1.7**
FT education – FE college	**472**	**23.4**	**425**	**22.6**	**404**	**21.7**
Entering employment outside w/b training	**105**	**5.2**	**64**	**3.4**	**46**	**2.5**
Entering w/b training – employed status	**32**	**1.6**	**23**	**1.2**	**20**	**1.1**
Entering w/b training – without employed status	**90**	**4.5**	**83**	**4.4**	**103**	**5.5**
Unemployed - registered	**123**	**6.1**	**130**	**6.9**	**104**	**5.6**
Unemployed – not registered	**39**	**1.9**	**49**	**2.6**	**55**	**2.9**
Unavailable (sick, youth custody)	**26**	**1.3**	**16**	**0.9**	**14**	**0.8**
Moved from area	**29**	**1.4**	**36**	**1.9**	**15**	**0.8**
No response	**36**	**1.8**	**23**	**1.2**	**26**	**1.4**
TOTALS	**2015**	**100.0**	**1882**	**100.0**	**1865**	**100.0**

[data supplied by Careers Wales Gwent]

The percentages of young people who are NEET (which are based on figures recorded on 31 October) vary significantly between schools - from under 4% in some cases to nearly 15%. These differences partly reflect the socio-economic nature of school catchments – but there are examples of schools with high numbers of pupils entitled to free school meals (FSMs) who have reduced their NEETs figure significantly. This has partly been achieved by broadening the range of options below Level 3 for pupils returning to school in Year 12.

The table also shows that the numbers of young people progressing to work-based training routes is relatively small. The number of year 11 pupils taking up apprenticeships has reduced from 32 to 20 in the current year. The proportion of non-employed trainees (5.5% of the cohort) has increased slightly. However, many of these may be following short term 13-week programmes (Skillbuild Plus), which may not result in progression to full-time vocational training.

Careers Wales Gwent regularly carry out surveys to assess the sustainability of these destinations. By March 2010, a further 72 of those who entered some form of full-time education or training had dropped out and become NEET. This equates to 3.8% of the total cohort. Forty-six of those who were originally classified as NEET were benefiting from a period of training, but the overall situation in March 2010 suggests that a greater proportion of young people become NEET during the course of the year.

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Raising standards of attainment of learners 14-16

In 2009, the performance of learners in Newport schools at Key Stages 1, 2 and 3, as measured by the Core Subject Indicator (CSI), was the highest of the 22 local authorities in Wales. The CSI performance of Key Stage 3 learners in Newport was the fourth highest. At all three key stages, standards in each of the core subjects were above the Welsh average and this has been the case for a number of years.

The proportion of Newport learners at Key Stage 4 achieving the level 2 threshold in each of the core subjects compares much less favourably with other Welsh local authorities. The Newport figure of 41% (compared to the all Wales figure of 46%) places Newport 16th highest.

Table 11 shows the 2009 performance by Newport learners at Key Stage 4 in other key indicators. The rankings for the indicators are very similar to those for 2008 and similar to those for the percentage of learners gaining 5+ GCSE A*-C and 5+ GCSE A*-G grades, or the vocational equivalent, for previous years.

Table 11 2009 Performance at Key Stage 4

	level 2 threshold with En/We & Ma	level 2 threshold	level 1 threshold	Wider pts score
Newport	**43%**	**56%**	**86%**	**352**
all Wales	**47%**	**61%**	**88%**	**379**
Newport rank /22	**16th**	**18th**	**19th**	**18th**

Improvements at level 2, attributable to an ongoing focus by schools and the local authority on level 2 performance, are demonstrated by the rise in the level 2 threshold figure for Newport. Since 2007, this indicator has increased by 8.4 percentage points, compared with a national improvement of just 5.6 percentage points.

The overall figures for the performance of Key Stage 4 learners in Newport mask substantial differences between schools. The level 2 threshold figures, for example, range from just under 30% to over 80% while those for level 1 vary from around 70% to close to 100%.

The figures above are based on raw scores and direct comparison with other local authorities and do not take into account the 'value added' in pupils' performance while they were in school, or the impact of factors that are known to affect a pupil's performance but which are outside a school's control, such as gender, month of birth, movement between schools, and family circumstances.

In Key Stage 3, learners in Newport perform better in the CSI than expected and the difference between actual and expected performance is among the highest of the authorities in Wales. When learners' performance at Key Stage 4 in 2009 is compared with their expected performance, based on the proportion of pupils entitled to free school meals[3], about one half of the authorities in Wales perform better and the other half perform worse than expected. The proportion of Newport learners achieving the level 2 threshold with English or Welsh 1st language and Mathematics is just below, but close to, expected performance.

[3] Statistical Bulletin 13/2010 issued by Statistical Directorate, Welsh Assembly Government

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Compared with schools in Wales that have similar proportions of pupils entitled to free school meals, the level 2 threshold performance of learners places just over half of the secondary schools in Newport above the median. However, the schools in the top quartile for free school meals benchmarks include some whose performance is well below the Newport average for raw scores.

The Fischer Family Trust (FFT) analysis of Key Stage 2 to Key Stage 4 value added for a range of Key Stage 4 indicators shows that in the most recent three-year period overall, the indicators showed no significant difference between actual achievement and estimated achievement or that they were significantly below estimates. This is unsurprising given the very high levels of attainment in Key Stage 2 noted above. FFT value added analyses for individual schools at Key Stage 4 mostly show no significant difference in performance compared to estimates for key indicators or performance significantly below estimates. In a few schools, however, there are a few indicators that show significantly higher actual achievement than expected and one school where indicators generally show good value added.

While data analyses that take contextual factors and value added into account show Key Stage 4 performance in Newport in a better light than raw scores, they still show uneven performance across schools. This suggests a need to continue to extend the 14-16 curriculum to meet a greater range of needs, together with greater choice and flexibility Post 16.

Attainment Post 16

Table 12 shows that in 2009,the proportion of learners in Newport schools entering a volume equivalent to two A levels and achieving the Level 3 threshold was 96%, the same as that for Wales as a whole. The increase in this proportion from the previous year was better than all Wales (five percentage points compared with two). The table shows a range of scores among Newport schools of 16 percentage points in 2008, which had narrowed slightly to approximately 13 percentage points in 2009.

Table 12 Percentage of 17 year old learners entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold

SCHOOL	2007-08	2008-09
Bassaleg School	**92**	**99**
Newport High School	**98**	**95**
Caerleon Comprehensive	**95**	**100**
Duffryn High School	**82**	**87**
Hartridge High School	**86**	**91**
Lliswerry High School	**88**	**92**
St Joseph's RC High School	**98**	**98**
St Julian's High School	**82**	**88**
All Newport schools	**91**	**96**
All Wales	**94**	**96**

The proportion of 17 year olds in Newport schools entered for 2 or more AS/A levels or equivalent in 2009 who achieved grades A – C shows a three percentage point increase since 2007, after a dip in 2008. The figure now stands at one percentage point above that for all

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Wales. The average figure for the local authority masks very wide variation in this indicator. In 2009, for example, the figure for one school was 85% of learners while for another it was 24%. Together with the variation in the Level 3 threshold noted above, this suggests a need to continue to extend the Post 16 curriculum to provide greater choice and flexibility to meet a wider range of needs.

Table 13 Percentage of learners aged 17+ entered for 2 or more AS / A levels or equivalent who achieved grades A – C

SCHOOL	2006-07	2007-08	2008-09
All Newport	69	65	72
All Wales	67	69	71

Table 14 shows the very wide variation in scores in individual schools for the average wider points score for 17 year olds. The table also shows that while the score for all Newport schools increased by about 4% between 2008 and 2009, that for all Wales increased by about 9% and now exceeds the all Newport schools score. These figures partly highlight the variation in the extent to which learners in Newport schools are achieving accreditation for essential skills within and outside the WBQ.

Table 14 Average wider points score for learners aged 17

SCHOOL	2007-08	2008-09
Bassaleg School	820	825
Newport High School	447	377
Caerleon Comprehensive	804	801
Duffryn High School	337	338
Hartridge High School	407	442
Lliswerry High School	643	919
St Joseph's RC High School	723	880
St Julian's High School	576	559
All Newport schools	642	668
All Wales	631	688

The desired outcome for all learners is to increase the range of learning pathways and subject choices to reflect the aspirations embodied in Learning Pathways 14-19. Most specifically, it is vital that all learners in Newport receive an equal entitlement to and expanded range of general and applied subjects at an appropriate level of study and with planned progression routes to further education, training or employment.

All Post 16 learners in Newport do not currently have access to the same range of learning opportunities. There are inconsistencies between the menu of subjects offered by different schools, gaps in significant subject areas and, in half the schools, an insufficient range of applied or vocational pathways to meet the requirements of the Learning and Skills (Wales) Measure. Partnership with Coleg Gwent is strongest within the partnership of four schools, but this partnership only includes selected subjects available to school and college learners.

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There is scope for far greater collaboration with Coleg Gwent, UCW Newport and work-based learning providers to provide:

- joint access to academic and vocational courses for school and college learners
- more carefully planned progression routes from Entry Level to Level 3 and to HE
- more coherent planning of routes for lower attaining learners and those with additional learning needs
- greater opportunities for apprenticeships, work experience and work-based learning

There are differences in the way that schools see the mission of their sixth forms. Increasingly in some schools, there is provision for sixth formers at Level 2, and sometimes courses or programmes at Level 1. In other schools, it is assumed that virtually all learners not ready for Level 3 AS/A level courses will progress to FE college. In a few cases, there are limits on the numbers entering the sixth form and not all those achieving the minimum requirement of 5 higher grade GCSE passes are able to return to Year 12.

In order to achieve greater consistency of entitlement across the city, the LA is preparing to consult on the admission arrangements to comply with the Statutory Code on sixth form admissions. This will take account of the current capacity of school sixth forms, based on the number of learners returning to school Post 16. The policy will also seek to reflect agreed criteria for Post 16 school-based provision aligned closely with the pattern of delivery in the SOC.

Level 3 subject choices

In all, some 34 AS / A Level courses are provided by Newport school sixth forms, together with 11 applied or vocational courses. However, only 13 of these are available to all learners – and none of these represents a vocational option.

Coleg Gwent offers some 20 AS / A Level courses, mainly at Crosskeys, together with a very wide range of applied/ vocational National Diploma and other Level 3 courses. Twelve AS / A Level subjects are provided at the Newport campus as part of the school / college Post 16 partnership. Students attending the Newport campus of Coleg Gwent can choose from the same range of AS / A levels as the schools in the partnership and some additional choices are planned to be offered in 2010 / 11.

As the table on the next page illustrates, there is inconsistency in the availability of subjects between schools, with 20 of these subjects only available to learners in half or fewer than half of the eight schools.

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Table 15 Level 3 subjects choices available to sixth form learners (in year 12). Applied or vocational options are highlighted.

All schools	7	6	5	4	3	2	1
BI	PE	Bus St.	*Travel &Tourism*	*ND Bus*	Drama & Th. Stud.	*App. Bus*	Further MA
CH	MEDIA	LAW	*HSC NA/ND*	*Art & D*		ECON	HSC
PH	MUSIC		*Music Tec.*	WELSH		*Sport Sc.*	*e-media*
MA	FR		PER. ARTS	*Public Services*		CRITICAL THINKING	POLISH
EN LIT			EN LANG/LIT	PHOTOG.		EN LANG	GEN Studs.
HI			*App. Sc*			SPANISH	Financial Studs
GG			*Paralegal studs.*			ASADAN	German
PSY							
D&T							
ICT							
ART & De							
RS							
SOC							
13	4	2	7	5	1	7	7

Notes:

1. Some of these subjects are offered across several schools, but there may not be take-up by more than one or two schools

2. Planned menu for 2010/11 increases subject choices to some degree in all schools

There is no Level 3 sixth form provision currently in the following subjects:

> accounting, catering and hospitality, dance, electronics, engineering, geology, graphic design, classics, film studies, government & politics, human biology, italian, philosophy, Welsh (1st lang)

Just under 14% of the learners in Newport schools are from minority ethnic groups. The Gwent Ethnic Minority Service (GEMS), which is based in Newport, provides support to those learners from minority ethnic groups for whom neither English nor Welsh is their first language.

A number of very useful GEMS initiatives help to extend opportunities for Post 16 learners in this group. A service level agreement with Coleg Gwent enables the provision of skills training to those with the weakest English language, numeracy and ICT skills. Learners in some schools on level 3 courses, for whom GCSE English grade C is an unrealistic target, are able to undertake an ESOL course that provides an English proficiency qualification for entry to higher education. Support is provided for about 20 learners to take AS or A2 examinations in their first

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language; the languages currently supported are Arabic, Chinese, Polish, Portuguese, Russian, Turkish and Urdu.

Each of the options for Post 16 transformation can enable continued GEMS support for Post 16 learners.

Collaborative arrangements

In order to achieve its objectives, the Newport 14 – 19 LAN and its partners are strongly committed to extending partnership and collaboration in order to:

- maximise choice for learners
- allow providers to work more proactively to meet learners' needs
- provide a greater number of vocational pathways
- continue to provide specialist courses for the very able
- provide clear progression routes from entry level qualifications through to further and higher education courses and qualifications
- ensure provision is high quality with the practitioners running collaborative courses
- eradicate unnecessary duplication of provision and costly surplus capacity
- ensure provision is cost effective

While the focus of this SOC is on Post 16 provision, success in raising achievement through broadening the curriculum offer needs to begin much earlier. All schools have made progress in introducing some vocational options in Key Stage 4 and there are examples of successful school/college links, for example, in hairdressing where many students in the group achieved distinctions. The process of transformation is intended to have a positive impact pre- as well as Post 16. The options evaluated have the potential to increase choices at Key Stage 4. The aim will be to introduce more pupils to vocational subjects through collaborative arrangements between schools, Coleg Gwent and other providers to give them a better basis for making choices Post 16.

Post 16 partnership

(a) The school/college partnership

There is significant collaboration between four schools and Coleg Gwent as well as developing partnerships between pairs of schools and with other providers.

The current collaborative arrangement between four schools and Coleg Gwent has grown significantly in the last three years. There has been a longstanding partnership between Lliswerry HS and the Newport campus of Coleg Gwent. Two years ago, Duffryn High School and Hartridge High School initiated some shared provision. This is only the first year that a fully integrated menu was offered to year 12 learners in the four schools, together with limited participation with Coleg Gwent.

At present, over 1250 students attend courses across 67 options (35 subject choices) provided within the collaborative programme. Such an offer has resulted in many more students being able to select all the courses they wished to study.

While acknowledging the speed with which development of the consortium has taken place, given the total number of learners across the five partner institutions, the scale of collaboration

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is, nevertheless, relatively modest. Based on an analysis of the payments transfer data, the numbers of subjects accessed by learners from other institutions is as follows:

Table 16 Number of learners travelling to access subjects at the following institutions (2009/10)

PROVIDER	NUMBER OF SUBJECTS ACCESSED
Duffryn High School	38
Hartridge High School	39
Lliswerry High School	40
Newport High School	119
Coleg Gwent	109

(b) Lliswerry High School and Coleg Gwent

There has been a long-standing partnership of ten years or more between the school and the Newport campus of Coleg Gwent which pre-dates the current consortium. The legacy of this is still operational in Year 13 where school students access a range of subject courses provided at the adjacent college campus. The A2 subjects available include: law, sociology, psychology, Spanish, business, English Literature, biology, physics, art and mathematics. Take up of these subjects is currently 67 learners in subjects in Year 12 and 28 learners in Year 13. From the current Year 12 onwards, these subjects have been opened up to students from the three other schools in the partnership.

(c) Bassaleg School and St Joseph's RC High School

Partnership between Bassaleg School and St Joseph's RC High School has been established in a few subject areas: with Spanish, and ASDAN Certificate of Personal Effectiveness offered by Bassaleg and Spanish and economics provided at St Joseph's. The arrangement is based on recognised centres of excellence in both schools.

(d) Bassaleg School – ICT for Practitioners

Facilities for the development of this vocational course have been provided at Bassaleg supported by the Network, with the intention that the course should be accessible to learners across the city. Difficulties in timetabling the provision mean it is unlikely that learners from schools other than Bassaleg School and St Joseph's RC High School will be able to access the new Level 3 course in ICT for Practitioners, which will run from September 2010.

Inclusion

The city council's policy statements and plans reflect a strong commitment to social inclusion as a priority across all services. Whatever option is chosen for Post 16 education and training, it is vital that this will increase opportunities and pathways for the significant proportion of children and young people who are vulnerable, have additional needs and may be, or who are at risk of

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being, disengaged from learning. Skills-based learning opportunities need to be increased and the training programmes that do exist need to be planned more coherently.

Current strategy as set out in the CYPP Plan and NEETs strategy

Newport's *'Strategy for the Identification, Engagement and Support of Young People who are Not in Education, Employment or Training (NEET)'* offers a detailed analysis of the scale of the NEETs challenge, together with a statement of strategic aims and targets, list of key partners and operational priorities in terms of systems, provision and support.

The structure for achieving Core Aim 2 is set out clearly in the NCYPP's strategy document. This establishes three key sub-groups of the partnership with specific phase responsibility and delegated lead roles:

Table 17 CYPP sub-group structure for NEETs strategy

PHASE	14-16	16-18	19+
LEAD ROLE:	Local Authority and schools	Careers Wales Gwent	Job centre Plus

According to the latest Network self-evaluation in 2009, 5.6% of prospective learners were designated NEET (not in employment,education or training) at the end of compulsory schooling and registered with Careers Wales; this compares with 6.1% in 2007 and 6.9% in 2008. In addition to this group, an additional 2.9% were NEET and not registered with Careers Wales. This produces a total of 8.5% Y11 school leavers unemployed in 2009, a figure that is slightly down from 9.5% in 2008.

Foremost among these young people are those in the following categories:

- low-attaining pupils who require provision at Entry Level / Level 1
- pre-16 pupils who have already become disengaged from school
- pupils with additional learning needs in Maes Ebbw, the two special needs units and in mainstream classes
- pupils placed in the pupil referral units in Brynglas and the Helyg centre.
- looked after children (LAC)
- young offenders

Taken together, a high proportion of pupils in these categories are represented in the NEETs figures for Newport.

The provision that currently exists for these learners, for example, training and activities provided by the youth service, college, careers, training providers and employers, often has good features and is individually customised to meet the needs of the individual. Many of these learners require a great deal of personal support and the Network has devoted a substantial part of the resources from the ANDP to coaching and related aspects of support.

Role of Careers Wales

Careers Wales Gwent has a crucial role to play in addressing the challenges posed by NEETs. In addition to their work in providing careers advice and guidance through individual interviews, the service works with schools to identify potential NEETs as early as possible in order to track

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their progress and try to ensure that they remain engaged in learning during the important transition from school to Post 16. Engagement strategies include the Gateway programmes (both pre- and Post 16) which are completed by approximately 200 learners in each cohort.

Some cross-service working has been established as part of the Children and Young People's Plan. The Newport Youth Service, Careers Wales and work-based learning providers are seeking to re-engage young people Post 16 and to provide life-skills and other training through both formal and informal learning programmes.

Preventative Services

The Preventative Services Group (funded largely through the Communities First programme and Cymorth grants) work in multi-agency teams made up of health workers, social services, youth workers, Community Safety Officers and Education Welfare Officers. Based in selected school clusters, six link workers work proactively with children and young people and their families to prevent members being formally referred to specialist services.

During the course of the year, the team may support in excess of 300 families aged 0-18. Typical barriers to learning for the children and young people involved include non-attendance, behaviour and break-down in school and family relationships. While the bulk of these are school-age pupils, the number of families helped within each cohort is relatively small (compared with the eventual number of NEETs) and the provision of appropriate learning programmes remains very limited.

Thus, while a good deal of provision is in place , both in terms of learning opportunities and support, it is clear that appropriate skills-based provision in Newport is inadequate to meet the scale of demand. The provision that is available tends to be fragmented and is often short-term rather than being part of a planned and progressive pathway leading to meaningful qualifications and employment.

Additional Learning Needs

Maes Ebbw Special School currently caters for 115 pupils aged 3-19 with a wide range of additional learning needs. There are 22 students in the tertiary unit which includes learners in Year 12 (6), Year 13 (5) and Year 14 (22). In addition, there are about 35 pupils in the ALN Units based in Hartridge and St Julian's High Schools.

All learners at Maes Ebbw follow an individualised learning programme with opportunities for life skills training and sheltered work experience. The core of the programme leads to an ASDAN accredited award; within this, students benefit from frequent and varied practical activities, including visits, projects and work-related learning opportunities. In some cases, programmes allow for students to spend whole days on placements (for example, with Vision 21) and there are also links with Coleg Gwent which enable a group of five students to undertake a transition programme with OCN accreditation.

Progression is well planned and the great majority of learners move on either to college ILS programmes, or attend adult learning or residential centres as appropriate to their needs. The aim, wherever possible, is to assist all learners towards employment New opportunities for community activity and supported work experience are planned for next year, including garage and valeting work, re-cycling (with Waste Savers), dog walking and more placements with Vision 21.

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Careers Wales are actively involved with planning of progression to employment, but there is still a continuing need for more employers and training opportunities to provide for students' needs.

The options for Post 16 have the potential to expand opportunities for learners across the full spectrum of ALN. There are currently very few curricular links between Maes Ebbw, the ALN units and mainstream schools. Future partnerships need to develop a continuum of progression routes with appropriate involvement of the college, youth service, Careers Wales and all relevant support agencies.

The aim should be to map the available training and employment routes, identify gaps and work with employers to create a wider range of suitable part-time and full-time placements. This process could be facilitated through staff from schools and other providers working more closely in formal consortia.

Pupil Referral Units

Brynglas and Helyg are the two sites of the LA's PRU for KS3 and KS4 pupils. It currently provides for over 20 Y10 and Y11 pupils. KS4 pupils rarely return to their mainstream school. Good efforts are made to ensure pupils leave with recognised qualifications. Where appropriate, pupils are entered for GCSE examinations. Level 1 vocational courses, including Food Hygiene and Construction (utilising the authority's 'Construction Bus') are also provided. Placements at work based learning providers for one day per week are arranged where possible.

While a small number of current Y11 pupils have firm plans to attend level 1 vocational courses at Coleg Gwent next year, the LA recognises the need for improved links between the PRU and Post 16 providers to ensure progression routes for KS4 PRU pupils

The 'Include' programme

There are approximately 20 Year 10/11 pupils with emotional and behavioural difficulties (EBD) on an 'include' programme. This organisation is part of the CfBT Education Trust, an independent not-for-profit organisation with an overarching goal of making a contribution to the academic achievement and personal development of young people and adults. It is likely that the group will have many potential NEETs in it; providing suitable progression routes for these learners is currently subject to the same constraints in provision outlined above.

Work-based learning routes

The destination data compiled by Careers Wales demonstrates that a very small proportion of Newport learners progress to work-based learning (WBL). Of those that do, the large majority complete short-term Skillbuild programmes and very few progress to either Level 2 or Level 3 modern apprenticeships.

The factors influencing take-up of WBL are complex. Evidence from Careers Wales and National Training Federation representatives indicates that the supply of places in the Newport area is very limited, for example in comparison with Cardiff and Swansea. The recent recession has also adversely affected employment opportunities, and consequently the availability of apprenticeships. Limits on DCELLS funding of WBL is also a constraint on the availability of WBL opportunities, particularly as contracts tend to be linked to particular employment sectors which may not match the interests of prospective learners.

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The low skill levels of many learners are further constraint. It often requires a great deal of effort to re-engage many Post 16 learners who might benefit from work-based learning ,in order to improve their learning and life skills sufficiently to enable them to succeed in gaining vocational qualifications.

Apart from these significant barriers, there is also a great deal more work to be done to increase knowledge and understanding of work-based learning among schools, parents and pupils. While there has been an increase in the number and range of vocational courses in schools, pupils are not sufficiently aware of what these courses might lead to and of the subsequent career and progression routes open to them.

It will also be important that future planning of the curriculum ensures that the vocational courses introduced in schools are relevant to learners' interests, local and regional skills needs, and employment opportunities. As the largest employer, the City Council could itself have a larger roll in the provision of work placements, training and apprenticeships.

There is opportunity to build on some successful pilot schemes supported by the LAN which enable pupils to study at school for two days per week and spend the remaining time on an NVQ programme, including work placement experience.

From next year, a group of 12 students in one secondary school will follow the scheme in partnership with Acorn Training and Recruitment, which focuses on the achievement of qualifications in customer service, work skills, retail and administration.

The NEETs challenge for Newport

Future options must ensure:

- effective identification and tracking by schools of 'at risk' learners with much earlier intervention and support
- an increased range of curriculum pathways during key stage 4
- Proactive implementation of lead responsibilities for planning learning opportunities pre- and post 16
- more coherent mapping of all appropriate Post 16 learning pathways, including all forms of skills-based training and work experience opportunities
- better communication and information sharing between schools and other partners during transition from Key Stage 4 to Post 16
- more summer holiday programmes, taster courses, voluntary and other learning activities to counter the adverse impact of the long summer break

School sixth form costs

Contributory evidence about the efficiency of sixth form provision comes from consideration of its costs at each of the 11 to 18 schools in the authority and how the costs relate to the school's overall income for sixth form students.

It is difficult to disentangle the relative contributions that should be made by a school's budgets for pre 16 and post 16 learners to a range of elements, such as administration, caretaking, energy, and repairs and maintenance. This makes exact calculations of each school's sixth form expenditure difficult to achieve. A large majority of a school's overall expenditure, and of its spending on the sixth from, is on teaching costs. Data provided by the local authority relating to schools' expenditure for 2009/10 shows a sum for teacher staffing (for the whole school)

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amounting to between 62% and 73% of the total school expenditure, with an average for the authority of just under 68%. The following analysis of sixth form expenditure assumes that about two thirds of the funding delegated to the schools for sixth forms in 2009/10 is spent on teacher staffing for sixth form provision.

Further simplifications are made to enable the calculations to be manageable. It is assumed that most learners study the equivalent of four AS courses in year 12 and three A2 courses in Y13. Assuming also that each AS and A2 course has 4.5 hours taught time per week and that each student will have a minimum of 1 hours per week for tutor support, religious education, personal and social education and any taught elements of key skills, each year 12 student has about 19 hours taught time and each year 13 student has about 14.5 hours. To simplify calculations, it is assumed also that students on other non Level 3 courses in Year 12 and 13 have similar taught time overall to those on Level 3 courses. Using these estimates for each school's spending on teacher staffing for sixth form provision, and for the taught time for learners in Year 12 and Year 13, estimates can be obtained for the amount of money available per learner for each weekly allocation of 4.5 taught hours per week for an AS or A2 course. These are shown in the tables below:

Table 18 Sixth form costs – year 12

2009-10	DCELLS funding for sixth forms	Estimate for teacher staffing	Number in sixth form	Average allocation per learner (L)	Sum available per learner for weekly, 4.5 hours AS class taught Z=(L/19)x4.5	Average number of learners to cover teaching costs of each AS class 9000/Z
All schools	£7,121,725	£4,747,817	1,962	£2,420	£573	16

Figures to the nearest £

Table 19 Sixth form costs – year 13

2009-10	DCELLS funding for sixth forms	Estimate for teacher staffing	Number in sixth form	Average allocation per learner (L)	Sum available per learner for weekly, 4.5 hours A2 class taught Z=(L/14.5)x4.5	Average number of learners to cover teaching costs of each AS class 9000/Z
All schools	£7,121,725	£4,747,817	1,962	£2,420	£751	12

Figures to the nearest £

From these, estimates can be calculated of the average number of learners that would be needed to cover teaching costs for each AS and A2 course or its equivalent.

Tables 18 and 19 include estimates for the overall average class size required in Year 12 and Year 13 if the proportion of delegated sixth form funding for 2009/10 spent on teacher staffing is similar to the proportion of total school expenditure that is spent on whole school teacher staffing.

Table 20 shows that the total Post 16 budget for 11-18 schools in Newport will increase by just over 10% in 2010-11. However, this rise will be accompanied by a significant increase in Level 3 Welsh Baccalaureate provision. Because this is likely to result in a significant increase in the taught hours per week for each student, the estimates for average class sizes required for 2010-11 seem unlikely to differ greatly from those for 2009-10.

Table 20 Average teaching group sizes for Level 3 courses in school sixth forms and the school/college partnership

School	A	B	C	D	Consortium	Total	Coleg Gwent
YEAR 12	16.7	16.4	19.9	17	14.5	16.4	18
YEAR 13	12.2	11.0	11.3	11.8	7.4	11.2	18

[Note: The above figures for Year 13 are based on group sizes within the current partnership. If the individual school groups outside the consortium are factored in, the resulting averages would be 6.2 for the consortium and 10.0 for the total]

Two factors explain the marked difference between group sizes in Year 12 and Year 13: the reduction in the number of subjects taken by students from AS to A2, and the smaller size of Year 13 cohorts overall. The figures show that average group sizes for the current Year 12 and 13 curriculum are in line with what is considered to be cost effective. However, as section B3 demonstrates, the challenge for Newport is not merely to increase efficiency in delivering the existing curriculum, but to increase subject choice and flexibility in order to give all Post 16 learners an equal entitlement which meets and eventually exceeds the requirements of the Learning and Skills Measure. Without some form of collaboration, the inclusion of any additional subjects will impact negatively on existing teaching group sizes.

An equally important consideration is the fact that the current group sizes hide marked differences between the numbers in classes for different subjects, particularly in the size of Year 12 and Year 13 groups. Thus in year 12, there are approximately 60 teaching groups with 20 or more students, and in Year 13 there are 36 classes with numbers in single figures. Essentially, the average figures are achieved by running large classes in popular subjects, especially in Year 12, to subsidise small groups in non-viable subjects in Year 13.

The result is that many classes are actually well outside the range for the optimum group size of 14-18. This is undesirable on educational grounds, in that both over-small and over-large groups impose constraints on teaching methodology and the variety of learning experiences, opportunities and individual feedback provided for learners. Additionally, the current situation often results in an unequal workload for staff.

The need to address the issue of unequal group sizes, coupled with the requirement to increase the range of subjects offered, argues strongly for a more cost effective model of delivery with larger numbers of learners in a smaller number of providers or with a strong element of collaboration between providers. The analysis in the following sections illustrates the potential savings that could be made through various forms of collaboration evaluated in the options appraisal.

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Budget allocation for recent years

Table 21 demonstrates the total Post 16 budget for Newport's sixth form provision in its mainstream schools for 2008-09 to 2010-11 (excluding funding for Maes Ebbw Special School).

Table 21 Total Post 16 budget for 11-18 school in Newport, 2008-9 to 2010-11

	2010-11	2009-10	2008-09
Total Post 16 budget (11-18 schools)	£7,874,641	£7,121,725	£7,084,371

The authority top-slices a small percentage of the total budget, for central administration and school support functions. The remainder is delegated to schools as shown in table 22.

Table 22 Post 16 delegated budgets for 11-18 school in Newport 2008-09 to 2010-11

School	2010-11	2009-10	2008-09
Bassaleg	£1,247,936	£1,240,501	£1,351,177
Newport High	£1,002,702	£678,283	£852,805
Caerleon Comprehensive	£1,260,828	£1,161,804	£1,171,006
Duffryn High	£938,301	£684,465	£688,721
Hartridge High	£555,526	£530,828	£596,429
Lliswerry High	£620,510	£546,096	£571,096
St Joseph's RC High	£1,010,888	£976,953	£887,473
St Julian's High	£1,128,755	£1,199,415	£863,189

According to the Assembly Government's procedure for calculating Post 16 funding, the budget is broadly based on data supplied by schools on the volume of qualifications being taken by learners in the previous funding year. As a consequence of variations in learner numbers in the sixth forms, Post 16 funding levels for a number of the Newport schools have fluctuated from year to year. The capacity of Post 16 budgets to cover the actual costs is also influenced by a number of other factors, including:

- the extent to which learners are entered for the Welsh Baccalaureate;
- the way in which Key Skills are delivered; and
- the level of drop-out from sixth forms after Year 12.

The large majority of Post 16 Level 3 courses provided by Newport schools are AS and A2 courses. In almost all cases, the amount of taught time per week for the AS and A2 courses is equivalent to 4.5 hours per week. In addition, the schools allocate an average of 4.5 hours taught time per week for courses leading BTEC National Award, or courses leading to similar qualifications, and about double this for BTEC National Certificate and National Award courses.

A reasonable estimate of the average annual cost of a teacher is £40,000. Assuming an overall **contact ratio** of 80%, or 20 hours per week for each teacher, this means that the cost to the schools of each, weekly 4.5 hour AS or A2 course is about £9,000. In order to simplify the calculations, in the analysis that follows a BTEC National Award course is considered to be equivalent to one AS or A2 teaching group, and National Certificate and Diploma courses equivalent to 2 AS or A2 teaching groups.

The Newport Post 16 audit of courses in 2009-10 demonstrates that, by including courses run at Coleg Gwent – Newport Campus as part of the sixth form consortium and omitting general studies at St Julian's, a total of about 386 level 3 classes are being taught for sixth form pupils in Newport schools. To help estimate the cost of teaching these classes, a small increase is made to help take account of the additional time given to BTEC National Certificate and Diploma

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courses taking the figure to the equivalent of 395 AS or A2 level teaching groups. However, for 2009-10 the sixth form consortium provided joint courses only for Y12 students with very little provision for collaborative courses in Y13. In order to help compare an estimate the cost of teaching these classes if the consortium was running collaborative courses in both Y12 and Y13, with estimates of the cost of similar providing a similar level 3 menu in each of the options proposed, the number of classes is reduced to the equivalent of 385 AS or A2 teaching groups.

Estimates of potential savings on course provision for option B (full collaboration between the eight 11 to 18 schools) or option D and E (tertiary college)

Using the figures given in the audit for the total number of students in classes and employing a maximum class size of 25 learners (20 for laboratory or workshop based classes) but not placing any lower limit on class size, Options B, D and E would enable the same level 3 menu to be delivered in 269 teaching groups.
In addition to AS and A2 courses having more than one teaching group because of large student numbers, several of the most popular AS and A2 courses have more than one teaching group so that they can appear in more than one option group. This is an important element in increasing the number of choices of subject combinations available to students. Estimating that about 15 additional teaching groups are required to maintaining this degree of flexibility for the most popular course produces an estimate of about 284 teaching groups for the same level 3 menu in Options B, D and E.

Table 23 shows estimated savings of just over £900,000. This figure would increase if a lower limit were placed on class sizes, though this would have the undesirable effect of reducing overall choice and flexibility. Against these estimated potential savings, additional costs for this option would arise mainly from:

- capital and running costs for providing a tertiary centre in the city or, if there was collaborative provision at each of the existing schools, capital costs of upgrading the post 16 accommodation at several of the sites;
- very much expanded travelling requirements by very large numbers of students for various aspects of their portfolio of courses; and
- a significant loss of revenue from the possibility that significant numbers of learners would opt for 11 to 18 provision in neighbouring authorities.

Table 23 Estimate of potential savings for 2008-09 Level 3 programme, Options B, D, E

	Number of classes to deliver programme N	**Approx annual cost of classes N x £9,000**
Current adjusted 2009-10 level 3 programme	385	£3,465,000
2009-10 programme using Option B, D, E	284	£2,556,000
Estimated savings	101	£909,000

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Additionally, for the tertiary college options, potential savings include costs incurred by the sixth forms in the eight schools for elements other than teaching, though these would be largely offset, and possibly exceeded by the running costs of the tertiary centre.

Estimate of potential saving on provision by 2 consortia each of 4 schools – Option C

Similar estimates can also be derived for the potential savings resulting from two consortia of four separate schools; the consortia would cover the north and south of the city (Option Ci) or the east and west of the city (Option Cii).

Using the figures given in the audit for the total number of students in classes and employing a maximum class size of 25 learners (20 for laboratory or workshop based classes) but not placing any lower limit on class size, Options Ci and Cii would enable the same level 3 menu to be delivered in 308 and 305 teaching groups respectively. Adding 15 additional teaching groups to the scheme would enable popular courses to appear in more than one option group to enhance the choices available to students and could result in total of 338 and 335 teaching groups.

Table 24 shows estimated savings of well over £400,000 in each case from the reduced number of classes needed to deliver this 2009/10 level 3 programme using Option C. Again, the savings would increase if a lower limit were placed on class sizes, though this would have the undesirable effect of reducing choice and flexibility. Against these estimated potential savings, additional costs for these options would arise mainly from:

- capital costs of upgrading the post 16 accommodation at several of the schools;
- increased travelling requirements for large numbers of students for various aspects of their portfolio of courses, though the distances involved are not great and the number of journeys can be minimised through careful curriculum planning;

Table 24 Estimate of potential savings for 2009/10 Level 3 programme, Options Ci / Cii

	Number of classes to deliver programme N	Approx annual cost of classes N x £9,000
Current adjusted 2009/10 level 3 programme	385	£3,465,000
2009/10 programme using Option Ci (consortia in north and south of city)	338	£3,042,000
Estimated savings	47	£423,000
2009/10 programme using Option Cii (consortia in east and west of city)	335	£3,015,000
Estimated savings	50	£450,000

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Note that the estimated figures for potential savings for each option that are derived above relate only to Level 3 provision. They do not include similar, smaller savings that might arise from similar calculations for Level 1 and Level 2 courses.

Transport costs

The current transport policy for Newport City Council for Post 16 learners offers a transport grant of £150 per year to those living more than two miles from their nearest school (or nearest available school in the case of Welsh medium and faith schools). Learners aged 16 to 18 attending Coleg Gwent receive the transport grant if they live more than two miles from the relevant college site. The LA also considers on an individual basis, awarding the transport grant to learners who wish to attend a different school in order to access a course that is not available in their nearest school.

In addition, the LA currently provides a free shuttle bus service for learners, which links the providers in the current collaborative programme. The cost of the shuttle service for 2009-10 is £114,114.

An extension of the current collaborative programme is likely to result in similar costs for the shuttle bus between the providers in the consortium, about £97,000, with possible, relatively small increases if there is a significant rise in the number of learners studying courses in schools other than the one where they are registered. A twin consortia approach to curriculum planning and delivery will result in increased transport costs to enable learners to transfer between providers within the two consortia areas. The costs seem likely to be in the order of twice those for extending the current collaborative programme, though this is considerably less than the estimated savings from these options. Transport costs for moving learners between providers in a full collaboration programme seem likely to lie somewhere between those for extended collaborative programme and the twin consortia approach, well below the estimated savings for the full collaboration noted above.

Regardless of where a tertiary centre might be located in the city for options D and E, the large majority of Post 16 learners would qualify for the transport grant. This would see a significant rise in the number of transport grants awarded to Post 16 learners in the authority but this would be largely, if not wholly, offset by savings from the shuttle service that will not be required. Options D and E could see many Newport learners living closer to 11-18 schools in other LAs than to the tertiary centre, resulting, under present policy, in Newport City Council having to subsidise learners' travel to sixth forms in 11-18 schools in neighbouring LAs.

Establishing effective arrangements for the governance and management of partnerships

The Strategic Outline Case reflects deliberation by the Learning Partnership and partners about the most appropriate form of governance to ensure effective implementation and management of future collaborative arrangements. In proposing a further model for governance and management, the following considerations have been taken into account:

- the models outlined in WAG's guidance on collaborative arrangements
- the need to achieve structural partnership with key partners, in particular Coleg Gwent
- the need to align possible models with existing LA structures
- the nature of the chosen option for Post 16 education and its implications for collaboration and partnership working

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Implications of the five options for Governance

The operational management and planning for the delivery of the Post 16 curriculum is outlined within the Economic Case against each option. This will form a strong and effective mechanism for implementing the transformation process in line with whichever option is finally adopted by the Learning Partnership. The same basic structure would also be appropriate to the first three options considered in this appraisal (Options A, B and C). However, the final two options considered, namely options D (Local Authority Post 16 centre) and Option E (Full tertiary), have different implications. In both cases, responsibility for governance and management would pass to a new structure.

The formation of the current Learning Partnership represented an important advance on the former 14-19 Network. It provided a comprehensive range of 26 partners and providers, including all secondary headteachers, with the opportunity to make an input to the strategic direction of 14-19 education and training in Newport. The large size of the group means that it can play an effective role as a forum for discussion, a sounding board for future learning policy and provision and for monitoring the impact of provision against the Network's mission and aims.

On the other hand, the large size of the group means that it can only meet infrequently and is not an appropriate group to undertake the executive function that is needed with the capacity for swift decision-making. A proposal for a revised and streamlined model of governance and management is set out in the section presenting the Management Case.

Population Trends and Provision of the Service

Pupil numbers have declined in Newport over the last few years, in line with all Authorities in Wales. However, the regeneration of Newport, with extensive building for housing and business, is predicted to lead to an increase in pupil numbers (excluding nursery) in Newport are forecasted to grow by more than 1,400 pupils between 2008 and 2013 (source: NCC Education Statistics Team). In particular the Eastern Expansion Area and the former Llanwern Steelworks site will add more than 5,000 dwellings over a 15 year period.

Table 25 Capacity and Pupil Projections for Secondary Schools in Newport

		Actual 2007/2008				Projections 2012/2013			
School number	School Name	Actual NOR at PLASC 2008	Capacity	Surplus Places	% Surplus Places	Forecasted NoR 2012/2013	Capacity	Surplus Places	% Surplus Places
4030	Bassaleg School	1668	1748	80	4.58%	1718	1748	30	1.72%
4025	Newport High School, Bettws Lane	1045	1308	263	20.11%	1046	1110	64	20.06%
4059	Caerleon Comprehensive	1606	1437	-169	-11.76%	1632	1437	-195	-13.60%
4020	Duffryn High	1178	1299	121	9.31%	1672	1299	-373	-28.73%
4021	Hartridge High	1089	1168	79	6.76%	1223	1450	227	-4.69%
4026	Lliswerry High	1070	1025	-45	-4.39%	1251	1025	-226	-22.05%
4602	St Josephs RC High	1380	1389	9	0.65%	1435	1389	-46	-3.31%
4003	St Julian's High	1503	1273	-230	-18.07%	1389	1273	-116	-9.13%
Total Secondary Pupils		**10,539**	**10,647**	**108**	**1.01%**	**11,366**	**10,647**	**-719**	**-6.76%**

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By 2013, at present school capacity levels it is estimated that Newport will have 3 schools oversubscribed by more than 10% (10 more schools than currently). At an LEA level, Newport will have approximately 6% surplus places within its primary schools; secondary schools will be 6% over capacity.

The secondary school redevelopment programme has been designed to meet the demands for increased secondary school provision. The capacity of the new building at Newport High School, Bettws Lane is 1,110 pupils, compared to its previous capacity of 1,308. This new capacity takes into account planned housing developments within the area combined with falling pupil numbers in the primary schools due to falling birth rate. However, the new building has been designed to enable further seamless extensions in future should the pupil numbers increase beyond those predicted up until 2020.

In the Eastern Expansion area, the new Hartridge High School is designed to accommodate 1,450 pupils compared with the current 1,165 pupils. The redevelopment of Duffryn High School will also increase the capacity of the school to meet future needs.

Current number of courses offered / Staff numbers and skills

The Welsh Baccalaureate has been introduced in Coleg Gwent and all schools for post 16 students and will run from 2009 in seven schools for 14-16 year olds.

By 2011 the University of Wales, Newport will have established the 'Newport Learning Academy'. The Academy will provide teaching and learning opportunities for 16-19 year olds from the Greater Gwent area, to enable access to a wide and varied programme of Level 4 modules from across each of the academic schools within the university.

Within mainstream education, the most recent information available on post 16 numbers relates to September 2009, where enrolments for that academic year at the eight schools and the Maes Ebbw Special School were:

- Year 12 new entrants from year 11 at same school **1027/57% of previous yr 11**
- Year 12 entrants from all sources (year 12 re-entrants for new course / entrants from other schools / entrants from outside authority) **1216**
- Year 13 entrants from year 12 **829**
- Year 14 entrants **11**

These figures demonstrate an increase on the previous academic year as part of a steady upward trend over the three previous academic years. This represents growth in the order of 14%. No figures are available for entrance to Coleg Gwent, for this age group. Future planning will include such valuable data.

The largest increases year on year reflect an increase in the level of diversity and choice available at certain individual schools. Where there has been an increase in vocational choice there tends to be a parallel increase in numbers of students. It would seem to be "new" students who are accessing the increased vocational spread as numbers on traditional academic courses are not showing any corresponding fall.

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Current collaborative arrangements

The collaborative working evidenced between four of the eight secondary schools and Coleg Gwent is proving cost effective with the numbers of students in teaching sets growing by a factor of four as the duplication of provision has been removed.

There is pressure on the skills of staff as schools adopt a greater vocational provision. Staff teams have been supported by 14-19 grants in learning new skills in the softer vocational areas e.g. Applied Science, Travel & Tourism but where a high degree of vocational skill is vital e.g. Hair / Automotive / Construction then schools are working with Coleg Gwent either as deliverer or as a source of staffing. Between all of the providers in the city there is no obvious skills gap in delivery, or any duplication.
All courses are delivered on need and as such there are occasions where Year 11 or 12 school pupils choose to attend Coleg Gwent to add another subject at A level. The ability to do this supports their Further Education / Higher Education choices and informs and widens their career suitability.

Welsh-medium 14-19 pathways are provided effectively on a Pan Gwent level by Ysgol Gyfun Gwynllyw and Ysgol Gyfun Cwm Rhymni. The extent and quality of this provision was recognised as one of many education service strengths in the 2008 inspection of Ysgol Gyfun Gwynllyw and also as a case study of good practice in Estyn's 2008 review of Welsh-medium and bilingual provision for 14-19 learners

The University of Wales, Newport will also have established partnerships with local industry to support work based learning opportunities for 14-19 year olds and university students.

Newport City Council is currently working with other authorities in Blaenau Gwent, Monmouthshire and Torfaen regarding implementation of a consortium capital funding strategy for Welsh Secondary Education. All four authorities are contributing to a significant remodelling, refurbishment, and expansion of Ysgol Gyfun Gwynllyw to increase the school's capacity to 1,100 pupils. The total investment in the school will be £12.1m, jointly funded by the four education authorities and assisted by a £3m grant from the Welsh Assembly Government. The funding agreement with other authorities is unprecedented in terms of capital projects and will hopefully pave the way for future collaborative ventures between local authorities, particularly in terms of education.

This investment will primarily be to increase the capacity of the school to 1,100 pupils through building two new permanent blocks and removing the demountable buildings, and will address urgent refurbishment to the existing main buildings. While the investment is substantial, it is not enough to address all the school's needs; therefore a priority programme has been agreed that focuses on improving the educational environment for pupils and staff.

Pupil projections for Ysgol Gyfun Gwynllyw indicate that by circa 2013, additional provision will be required in the region to accommodate all pupils seeking Welsh-medium secondary education. This increase is attributable to the growth in Welsh-medium primary education, including the opening of Ysgol Gymraeg Ifor Hael in Newport in 2008, and the high transition rates from primary to secondary Welsh-medium education. The four authorities are currently working on a bid to the Welsh Assembly Government's 21st Century Schools programme for funding to conduct a full feasibility study investigating all available options for additional secondary provision within the region.

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Finances

There is a grant payable by the Welsh Assembly Government on an annual basis. The table on the next page describes the Allocation for the year 2010/11 to each secondary school in Newport, with LA adjustments and further amendments in retrospect for the year 2009/10 the Total Formula for the year 2010/11 totals £7,765,446.

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POST 16 FUNDING ALLOCATIONS - NEWPORT SECONDARY SCHOOLS

	Total Base Allocation 09/10	***1*** **Allocation 10/11**	***2*** **LA Adjustments**	***3*** ***2009-10 Retrospective Adjustment***	***4*** **Total Formula 10/11**	**Variance**	**%**
Bassaleg	*1,240,501*	1,208,154	39,782	*0*	1,247,936	7,435	100.6%
Newport High	*678,283*	954,022	31,414	*17,266*	1,002,702	324,419	147.8%
Caerleon Comp	*1,161,804*	1,220,635	40,193	*0*	1,260,828	99,024	108.5%
Duffryn High	*684,465*	895,906	29,500	*12,895*	938,301	253,836	137.1%
Hartridge High	*530,828*	535,361	17,629	*2,536*	555,526	24,698	104.7%
Lliswerry High	*546,096*	600,730	19,780	*0*	620,510	74,414	113.6%
St Joseph's RC High	*976,953*	978,663	32,225	*0*	1,010,888	33,935	103.5%
St Julian's High	*1,199,415*	1,097,093	36,125	*-4,463*	1,128,755	-70,660	94.1%
	7,018,344	**7,490,564**	**246,648**	***28,234***	**7,765,446**	**747,102**	**110.6%**

1 Individual School Formula Allocations calculated by WAG
2 LA Adjustments covering SEN in Mainstream ; Central Budget Expenditure and SLAs
3 Retrospective Funding Adjustment to correct 2009/10 Allocation.
4 WAG Allocation included in Schools Formula Budget Distribution

Table 26 Post 16 Funding Allocations – Newport Secondary Schools

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2.6 GAPS IN CURRENT POSITION & BUSINESS NEEDS

The key aims of Newport's proposals are cost effectiveness and long-term sustainability. In the evaluation of the options presented in later sections of the study, cost of provision is an important consideration. This is important because the challenge for Newport is not merely to protect the range of course and subject options within the current curriculum, but to further extend the choices and increase the flexibility of subject combinations. The financial efficiency and cost effectiveness of any pattern of delivery is related to a number of key elements, including:

- The numbers of learners in teaching groups
- Provision of specialist accommodation and learning resources
- Management and administration
- Travel arrangements to underpin collaboration

Clear learning and training progression routes between pre-14 learning through to FE and HE need to be established and constantly developed. The route ways need to be based on curriculum mapping and needs analysis exercises. Pathways must be identified from foundation through levels 1, 2 and 3 to HE.

Early indications show that a number of students presently receiving education or training out of the city are being attracted back to locations within the city boundary. Therefore, the number of students entering post 16 education and training is likely to remain at least stable.

In June 2008, the percentage of students gaining the level 2 threshold was 54.7%. 42.5% gained the level 2 threshold inclusive of English / Welsh and mathematics. 53.9% of students gained 5 or more GCSEs (general and vocational) at grades A*-C, a 6% increase on the previous year. These scores are still well below the Welsh average even though the gap is being considerably narrowed. At all other key stages Newport performs in the top quartile. Its performance at Key Stage 4 must be in the top quartile by June, 2011.

The number of students who entered two or more A / AS levels or the vocational equivalent within the eight sixth-forms in 2008 was 602. The average point score entry was 641.7. This compares to an all Wales score of 630.9. This places Newport above the Welsh average but way below the top quartile of local authorities. Newport must aspire to be in the top quartile by 2012 for this benchmark and this will require diversification of the options available.

In order to provide substantial improvements in meeting the needs of local employers and the economy of the city and its surrounding areas, the transformation of education and training must meet the business needs (based on gaps identified in the current provision) identified in Table 27: Investment objectives, current positions and business needs.

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Table 27 Investment Objectives, current positions & business needs

Investment Objective	Current Position	Business Need
1. Increasing participation and retention in education and training by responding to the diverse needs of learners of all levels of ability.	Only four schools share their post 16 provision with Coleg Gwent, at the City of Newport campus Two other schools collaborate on a minimal level, with each other.	i. This must be considerably increased to ensure all schools collaborate and share post 16 provision with Coleg Gwent. ii. Joint governance arrangements must be established for post 16 education & training, to ensure compliance within the transformation agenda. iii. Provision for young people with additional learning needs, for those with ESOL requirements
2. Eradicating unnecessary duplication of provision within agreed consortia and, where feasible, making use of collaborative arrangements with other school, LA, FE and WBL providers; thereby, optimising group sizes to ensure that provision is both cost effective and provides the best learning experiences for students	In September 2008 eighty-six percent of Y11 students remained in education, training or employment. This represents a 6% rise on the previous year. The numbers of 16-19 year olds not in employment, education or training reduced by 2.5% to 10.5%. This still means that 1 in 10 young people fit in the NEET category; this is not good enough and must be reduced. In a sustainability of outcomes report prepared in June 2008 by Careers Wales Gwent, looking at the destinations of Year 11 leavers in 2007, determined that clients entering Work Based Learning, non-employed status ranked lowest in sustaining their opportunity with more than half (55%) dropping out. There are too many post 16 courses in schools with less than 10 participants. Current costs for post 16 provision in some schools are therefore not being met by the relevant income	i. Learning Partnership to determine Option Ci or Option Cii in September 2010, for Curriculum Planning Groups to be created. ii. Set up relevant Curriculum Planning Groups to plan during the Autumn Term, 2010, future delivery of consortia curricula iii. Identification of support programmes and specialist courses to suit all abilities are needed across the city to target pupils with learning difficulties and those most likely to disengage from education. iv. Some work based providers need to improve the quality of provision as indicated by Estyn inspection outcomes. v. More vocational and work based provision which meets local needs must be introduced for 14-16 year olds and for post 16 provision, where the aim is to address the needs of learners and the requirements of the city for its workforce. vi. To ensure high quality provision which is more cost effective and avoids expensive duplication and surplus places on courses through further collaboration. This will include the design of a collaborative curriculum structure that meets legislative requirements and operates cost effectively across the area by March 2011.

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Investment Objective	Current Position	Business Need
3. Ensuring that all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them, where required, to combine academic and vocational courses within the overall framework of the WBQ	Currently there is a gap in the provision for clear progression routes from entry level qualifications through to further and higher education courses and qualifications. No formal tracking systems in place or agreed for any pupils attending the current collaborative arrangements.	i. Clear learning and training progression routes need to be established and constantly developed. The learning and training routes need to be based on thorough curriculum mapping and needs analysis exercises. ii. Pathways must be identified from Foundation age through Levels 1, 2 and 3 to Higher Education. iii. Design formal manual and procure formal electronic systems for the tracking of all pupil / student information, between collaborative providers during the Autumn term, 2010. Implement those systems in the Spring Term, 2011, for going live in September 2011 iv. Administrative systems, to support the collaborative arrangements for the two curriculum planning groups, to be planned during the Autumn term, 2010. To be implemented during the Spring Term, 2011, in readiness for September 2010.
4. Putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality	A quality framework has been developed and accepted by all providers. It is likely that large parts of this model will be incorporated into the Wales Quality Model proposed in *Skills that Work for Wales*.	i. To implement quality assurance processes and procedures of learning pathways across the region. This will include the development of a toolkit for the measurement of quality parameters agreed with all stakeholders. ii. To validate the effectiveness of quality assurance processes and systems in place with reports to the Executive Committee. iii. For the Learning Partnership to consider the quality assurance needs for the future during the Autumn Term, 2010, to plan and recruit to provide that quality assurance system during the Spring Term, 2011, in preparation for September 2011.

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2.7 POTENTIAL BUSINESS SCOPE & KEY SERVICE REQUIREMENTS

This section describes the potential business scope and key service requirements for the project in relation to the above business needs. The business scope and service requirements identified in the table below provide the ranges within which options are considered in the economic case. The proposed initiatives identified and short-listed within this document will seek to address all of these requirements.

Table 28 Business scope and key service requirements

Service Requirements	Business Scope
Core (minimum)	➢ Grow the level of collaboration over a 3 year period to achieve the LSM requirement of 30 course common local options menu. ➢ Improve standards for Key Stages 4 and for post 16 provision and attainment. ➢ Improve vocational facilities. ➢ Ensure children and young people with specific needs are given support to access provision – both in formal education and out of school hours. ➢ Greater access to Higher Education for young people who are NEET and/or from deprived communities. ➢ Cost effective delivery.
Desirable (Intermediate)	➢ Establish clear learning and training progression routes between pre – 14 learning through to Further Education and Higher Education. ➢ A common learner tracker system. ➢ Providers to undertake and implement training on developing learner well being and promote the development of generic learning skills.
Optional (Maximum)	➢ Further development of collaborative arrangements and alliances to include other partners. ➢ All providers develop specialisms to reflect local needs to ensure the delivery of high level teaching and learning. Some examples of these specialisms might be childcare, social care, construction, automotive and modern languages. ➢ More community based NEETS support.

2.8 MAIN BENEFITS CRITERIA

This section describes the main outcomes and benefits associated with the implementation of the potential scope in relation to business needs. Satisfying the potential scope for this investment will deliver the following high-level strategic and operational benefits. The investment objectives, and the potential benefits to stakeholder groups are listed in the table on the next page. Benefits identified are classified as:

- Quantifiable (QB);
- Cash releasing (CRB);
- Not cash releasing (Non CRB);
- Non quantifiable (Non QB).

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Table 29 Investment objectives and benefit criteria

Investment Objective	Stakeholder Group	Main Benefit criteria by Stakeholder Group
1.Increasing participation and retention in education and training by responding to the diverse needs of learners of all levels of ability	Learners	➢ QB – Greater opportunities for learners ➢ QB – Learners can better mix vocational and academic pathways ➢ QB – Better alignment with career opportunities can be achieved for staff who receive further training
	Staff	➢ QB – Better alignment with career opportunities can be achieved for staff who may receive further training ➢ QB - Wider range of training provision covering vocational and academic learning up to degree level for staff ➢ Non QB - More fulfilling teaching environment improves staff morale
	Employers	➢ QB - Larger and better qualified pool of potential employees with a greater range of qualifications benefits potential employers
	Wider Community	➢ QB - Raising level of educational attainment in the county

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Investment Objective	Stakeholder Group	Main Benefit criteria by Stakeholder Group
2. Eradicating unnecessary duplication of provision within agreed consortia; thereby, optimising group sizes to ensure provision is both cost effective and provides the best learning experiences for students.	Learners	➢ CRB - The range of courses on offer ensures that we get the right student on the right course with consequent reduction in drop out - potentially achieving revenue savings forecast and detailed in the Financial Case ➢ Non QB - Consistency of service provision ➢ Non QB - Young people do not have to go out of area to learn ➢ QB – Ensures more pupil focus ➢ QB - Better ratio of pupils to teachers ➢ Non QB - More co-ordination and cooperation between schools and the college ➢ Non QB - Removal of unnecessary competition between educational establishments
	Wider Community	➢ QB - Schools become more efficient, maximising funding ➢ Non QB - Removal of unnecessary competition between institutions ➢ CRB - Reduced revenue costs - potentially achieving revenue savings forecast and detailed in the Financial Case ➢ CRB - Reduced backlog maintenance costs – less burden on capital resources in future years, as some sites would not need to deliver that aspect of the curriculum
	Staff	➢ Non QB – More fulfilling teaching environment improves staff morale

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Investment Objective	Stakeholder Group	Main Benefit criteria by Stakeholder Group
3. Ensuring all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them, where required, to combine academic and vocational courses within the overall framework of the WBQ	Learners	➢ QB – Providing opportunities for learners not engaged in education or training (NEETS) ➢ QB - Increase the % of 16-19 learners in Education and Training (EET) to 93% by 2010. (currently 87.3% for Yr 11 leavers) ➢ CRB - The range of courses on offer ensures that we get the right student on the right course with consequent reduction in drop out – potentially achieving revenue savings forecast and detailed in the Financial Case ➢ Non QB - Provide access to the learning coach role for all in the 14-19 cohort to provide support and to enable informed choices relevant to ability, interest and potential
	Employers	➢ QB - Increasing the numbers in further education and training provides growth opportunities for industry and potential for employers
	Wider Community	➢ Non QB - Social benefits of more educated population in the community
4. Putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality	Learners	➢ Non QB – Consistency of service provision ➢ Non QB – Young people do not have to go out of area to learn ➢ QB – Ensures more pupil focus ➢ QB – Better ratio of pupils to teachers
	Employers	➢ QB - Greater learning capability attracts business to the area ➢ Non QB - Stability of potential workforce based on school sustainability
	Wider Community	➢ Non QB - Skills provision that can be focussed towards the needs of the community

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2.9 MAIN RISKS

The main business and service risks associated with the potential scope for this project are shown below, together with their counter measures.

Table 30 Risks and counter measures

Main Risk	Counter Measures
Business and Political Risks	
1. Achieving the LSM common option menu offering minimum 30 courses for all students may prove to be difficult to implement because some providers seek to promote their own interests rather than the interests of the alliance as a whole.	Importance of achieving the LSM legal requirements to be outlined to all providers by the Council. All providers required to identify how they will collaborate. All providers sign up to the joint governance arrangements and therefore agree to work in collaboration to provide at least the statutory minimum. A survey of market and employer needs will be undertaken every three years and inform curriculum and option menus. This will ensure not only that the statutory minimum is delivered but that this reflects local needs. All providers will develop specialisms to reflect local needs this will ensure the delivery of high level teaching and learning. Some examples of these specialisms might be childcare, social care, construction, automotive and modern languages.
2. Increased participation and broadening of curriculum may require revenue funding due to extra classroom, staff, etc.	The Learning Partnership will ensure that the numbers of courses on offer are co-ordinated so as to avoid duplication. This will allow for co-ordinated financial planning. By 2012 the planned collaboration savings saving should be maximised. The majority of savings will be available to be invested in to expanding provision. This will continue to be the case throughout the development of the alliance. All providers will develop specialisms to reflect local needs this will ensure the delivery of high level teaching and learning. Targets set for retention rates of students will act as a baseline for financial planning.
3. Implementing the common option menu may not be possible without revenue funding.	By 2012 the planned collaboration savings should be maximised. The majority of savings will be available to be invested in to expanding provision. This will continue to be the case throughout the development of the alliance. Targets set for retention rates of students will act as a baseline for financial planning.
4. The best possible transformation and governance arrangement for each partnership area are inhibited by political issues.	The local authority continues in its role of persuading and influencing individual providers that the most efficient and effective delivery of post 16 education and training is delivered in collaboration. All providers sign up to the joint governance arrangements

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Main Risk	Counter Measures
	and therefore agree to work in collaboration to provide at least the statutory minimum. A conflict resolution process is agreed for join governance and signed by providers' governance committees.
5. Participation, NEETS and other performance and investment objectives are not achieved post implementation.	A full NEETS Strategy has been developed by the Newport Children and Young People's Partnership. This strategy informs the three yearly strategic Children and Young People's Plan. It informs the annual operational planning in the form of identified actions and targets. The Learning Partnership has representation on the Core Aim 2 Planning Group for the Children and Young People's Plan. The Learning Partnership will monitor and evaluate progress towards the agreed targets, PIs and investment objectives. The Executive Committee will report regularly to the Learning Partnership. The mid year report will highlight any targets/ objectives which are in danger of not being met and the end of year report will provide a summative commentary on student attainment and implementation of plans. This commentary will be set in terms of the agreed targets and investment objectives. Where targets are not met or in danger of not being met, remedial actions plans will be set in place by providers and monitored by the Learning Partnership which will report on progress to the Executive Committee. Reports will be compared on a regional basis across the five LAs in the South East Wales Consortium.
Service Risks	
6. More choices including vocational options result in class sizes too small and therefore not financially viable.	The work of the Curriculum Planning groups will ensure that the numbers of courses on offer are co-ordinated so as to avoid duplication and to ensure that class sizes are the optimal. This will allow for co-ordinated financial planning. The Executive Committee will ensure that courses are taught by the best quality staff with an established track record of success.
7. Planning/provision of vocational courses does not reflect demand for or needs for vocational training.	Ensuring vocational courses offered are discussed with potential employers and closely aligned to market needs by means of the three yearly survey of market and employers' needs.
8. Course continuity and progress routes are placed at risk when course leaders leave or are ill.	The Executive Committee will set in place emergency and contingency planning processes for prolonged illness of a course leader. Succession planning will form part of the committee's curriculum co-ordination. Progression routes from entry level to FE and HE will be constantly developed and monitored by the Executive Committee.

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Main Risk	Counter Measures
9. As Welsh medium provision increases in neighbouring LAs, an imbalance occurs with bilingual provision and demand may decrease.	Regularly liaise and monitor potential demand Welsh medium provision across the consortium and plan accordingly. This work will be undertaken by the 14-19 Pathways sub group of the South East Wales Consortium.
10. Target implementation timescale are too ambitious.	All targets have been agreed after considerable discussion with all providers and stakeholders including DCELLS. The Newport members of the Executive Committee will monitor and evaluate progress towards the agreed targets, PIs and investment objectives. The Executive Committee will report regularly to the Learning Partnership. The mid year report will highlight any targets/ objectives which are in danger of not being met and the end of year report will provide a summative commentary on student attainment and implementation of plans. This commentary will be set in terms of the agreed targets and investment objectives. Where targets are not met or in danger of not being met, remedial actions plans will be set in place by providers and monitored by the Learning Partnership which will report on progress to the Executive Committee.
11. There may be insufficient teaching staff with the right vocational skills to deliver the planned curriculum; There may be some amount of competition between councils to recruit staff	Plan resource and training needs assessment well in advance and provide incentives for staff to select Newport as their preferred employer.
External Environmental Risks	
12. Projections of numbers of learners may increase due to new housing developments	Continuously reviewing pupil projections and building flexibility to education provision to tailor to changing numbers. The Learning Partnership will take this demographic information into account when planning provision.
13. Delay in WAG approval of SOC delays delivery of transformation proposal	Liaise with WAG to progress SOC in accordance with timetable. Set in place an emergency exception plan to deliver key elements of the Transformation Plan.
14. A change in political climate at City level	Mutual understanding at the local level of political imperatives that impact upon Transformation strategy. Clear reporting and scrutiny processes are in place and were praised in the last local authority inspection by Estyn.
15. A change in political climate within WAG	Contact with DCELLS representatives to understand the implications of policy shifts.

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Main Risk	Counter Measures
16. Local communities do not accept or object to the planned strategy.	Ensure local politicians and educationalists are supportive of the strategy through clear communication in an understandable form setting out the benefits of change. Clear monitoring, evaluation and reporting mechanisms are in place. Consultation processes are identified and user surveys undertaken regularly with feedback provided. Surveys inform the Transformations operational planning cycle.

2.10 CONSTRAINTS

The project is subject to the following constraints:

- Welsh Assembly Government policy;
- Newport City Council policy;
- Common agreement on role of Alliances and future Partnerships;
- Insufficient provision of teaching staff to support the provision (also noted as a risk no. 11)
- Future legislation.

2.11 DEPENDENCIES

The project is subject to dependencies that will be managed carefully throughout the lifespan of the scheme. These external factors need to be actively managed to ensure that any issues can be identified early and resolved or mitigated to reduce the potential affect on the overall success of the project.

The project dependencies are as follows:

- Funding to conduct feasibility work;
- Plan and implement vocational courses;
- Plan and implement the provision of 100% common option menu;
- Completion of acceptable feasibility work that can move the project forward;
- Transport infrastructure to support common option menu, increased vocational courses, etc;
- Business case approvals;
- Consultation process with key stakeholder engagement;
- Ministerial approval of Authority proposals by Welsh Assembly Government;
- Changes to educational and curricular policies;
- Changes to funding arrangements.

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3 THE ECONOMIC CASE

3.0 INTRODUCTION

In accordance with the requirements of HM Treasury's Green Book (A Guide to Investment Appraisal in the Public Sector), this section of the Strategic Outline Case documents the wide range of options that have been considered in response to the potential scope identified within the strategic case.

The economic case sets out the detail behind the investment profile to achieve the strategic case for change. Whilst there are currently no capital funding streams required to support the delivery of this agenda, it is recognised that the complexity of partnership revenue funding can give cause for concern to analysts. Each of the organisations taking up membership of the Learning Partnership have considered and documented the scope of their investment and that investment impact upon its own organisation before signing up to the strategy for transformation. Similarly, without the consensus and commitment of each partner to secure revenue funding with which to deliver the curriculum choices the transformation agenda could not move forward.

3.1 CRITICAL SUCCESS FACTORS

The key Critical Success Factors (CSFs) for the project were derived following consultation with all stakeholders identified within Annex A and the CSFs are listed below:

CSF 1 – Business needs

- The preferred option satisfies all of the 4 investment objectives described in the previous section, and will optimise compliance with these objectives throughout the phased implementation plan
- The preferred option is the best fit with the demands for skills of the business and commercial communities nationally, locally and specifically within the area of education, training and employment for the city of Newport.
- The preferred option will enable all partners to put the interest of Newport's learners above the interests of their own institutions, giving due weight to the needs of particular groups such as learners in faith based or Welsh-medium schools.

CSF 2 – Strategic fit

- The preferred option fits within and promotes the National and Regional strategies presented in the previous section on Business Strategies.
- The option must complement the transformation plans that schools have developed in company with the Education Service for Newport City Council.
- The transformation agenda is in strategic alignment with the Community Strategy – predicated on achieving the best education for the population, consulting with the population on the education they want and ensuring the students partaking in the new curriculum are best placed to secure employment in the future
- The transformation agenda sets the scene for the development of a 21st Century Schools Programme – Strategic Outline Programme for the next 10 years, for submission to the Welsh Assembly Government.
- The preferred option has been identified as the best fit with the strategies of Careers Wales, local employers, representative training partners, and the voluntary sector. All partners are represented on the Learning Partnership.

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- The preferred option creates for sustainable change from largely individual planning of new vocational and other courses to collaborative planning on the basis of learner demand, progression routes and local and regional skills needs

CSF 3 – Benefits optimisation

- The preferred option optimises the benefits to learners, staff, employees and the wider community presented in the benefits analysis in the previous section
- Ensuring that the preferred option extends and enhances the quality of the learning opportunities currently available for all those vulnerable learners at risk of becoming disengaged
- Through an agreed system of quality assurance which gives all providers confidence that learners taught away from their base institution will receive the best possible quality of learning experiences

CSF 4 – Potential achievability

- The preferred option needs to be accepted by learners, staff, employees and the wider community.
- Proactive strategies will challenge assumptions about the academic / vocational divide for both learners and providers
- The Learning Partnership has the management capacity, skills and vision to deliver the transformation, and is aware of the need to recruit assistance.

CSF 5 – Supply Side Capacity and Capability

- The new cluster configuration for curriculum delivery attracts staff from the learning and training professional groups of the highest quality to deliver courses to learners.
- Curriculum development that strongly reflects future employment opportunities in the areas of management and administration, electronics, the health and care sectors, tourism, retail, new media and the creative industries
- With coherent identification of curricular needs and progression routes by schools and the college, together with other key partners, including the CYPP, Youth Service, WBL providers and Careers Wales
- A commitment to eliminate unnecessary competition and duplication of provision
- The establishment of appropriate networks of specialist practitioners (reflecting the structure of the chosen option) to work as subject teams, which plan and deliver courses flexibly on the basis of staff expertise, excellence in accommodation and learning resources, and proven track record
- A fresh and systematic look at the numbers and profile of future Newport learners across the 14-19 age range and their particular needs, interests, aptitudes, skill levels and abilities
- With the accompanying implementation of a broader strategy for Welsh medium learning based on extending the bilingual competence of all learners to maximise their ability to participate in a bilingual society
- And, including a careful appraisal of the flow of learners across LA boundaries, including learners with Additional Learning Needs, to establish the most appropriate location for different kinds of provision

CSF 6 – Potential affordability

- The Learning Partnership, with any identified support must be capable of funding the transformation, in this agenda there is no capital investment required, however, there are revenue consequences.

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- Phasing proposals within the implementation plan will need to optimise the benefits against the revenue expenditure.
- The financial and non financial benefits must more than repay the investment in time and money by all partners
- The preferred option is dependent upon the willingness on the part of all key partners to commit to formal collaborative structures with appropriate forms of shared governance that are underpinned by fair and agreed funding arrangements

3.2 LONG LIST OF OPTIONS

The long list of options has been fully developed by the full Learning Partnership at their monthly meetings over the previous twelve months and further ratified during consultation meetings with each of the stakeholders listed in Annex A. The following is now a summary of the realistic long list of options for future delivery:

Option A: Maintain the existing consortium of four schools and the college, plus partial collaboration between the remaining pairs of schools

Option B: Establish full collaboration between 8 schools and the college with a common options menu

Option C: Operate two local curricula based on either a north / south (Option Ci) or east / west (Option Cii) split, with common links to Gwent College. This Strategic Outline Case will only assess Option C and not determine which sub option to take forward. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

Option D: Establish a local authority sixth form centre located in an existing school building or re-developed campus

Option E: Full tertiary re-organisation based in new-build city centre campus for Coleg Gwent

In drawing up the long list of 5 options, the Learning Partnership also debated several other variants, including four 11-16 schools and four 11-18 schools. This was rejected largely on the basis that it would be divisive and confer 'academic' status unfairly on only half the schools in the LA.

The long list of options has been generated within the following categories of choice:

- Scoping options – the what – the business needs and the strategic objectives will determine the most appropriate option – see 3.3 below
- Service delivery options – the who – this is driven by the availability and willingness of providers to work together to meet common objectives – see 3.3 and 3.4 below
- Service solution options – the how – key considerations by the Learning Partnership are the extent and ability to collaborate by all providers to benefit all learners with quality Post 16 education and training provision – also see 3.5 below

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3.3 SCOPING OPTIONS & SERVICE DELIVERY OPTIONS

A description of each option follows, which is supported by an analysis with reference to the scope and the service delivery by partners for each of the options:

A: Maintain the existing consortium of four schools and college, plus partial collaboration between remaining pairs of schools

The current division between schools within and outside the consortium is not sufficiently inclusive. The model may not be the best way to raise overall standards because it re-enforces social divisions and fosters the unhelpful perception that there are 'academic' students in some schools who should be taught separately, and differently, from their peers in other schools. This option would not provide an equal entitlement for learners or provide access to a balanced range of general and applied courses. The limited role of the college is a serious drawback in that the option does little to remove duplication and does not establish an equal entitlement for learners within the partnership and fails to establish formal collaborative links with the four schools outside the current partnership.

B: Establish full collaboration between all 8 schools and the college

Full participation by all the eight schools in a similar partnership would address a number of the disadvantages outlined in option A. Conversely, most stakeholders agree that the amount of travelling involved would be counterproductive and wasteful of time, and that the timetabling of such provision would be unduly complex.

C: Operate two local curricula based on either a north/south or east/west split, with common links to the college

This option also addresses some of the key issues raised by the option A. While it would not give quite the same spread of subjects as a single consortia or tertiary option, it would enable all schools to meet the measure and quickly exceed the minimum requirements. Each of the two consortia could maximise the use of their specialist staffing, buildings and resources for the benefit of all the learners in their partnership. A major benefit of this option is that is has the potential to reverse outflow of pupils to schools outside the authority by opening up curriculum choices to Year 11 learners who are not currently accommodated in sixth forms of their choice. By linking schools that are geographically close, it would minimise travelling distances and times. Various models might be considered – there are currently two obvious geographic clusters of three schools: Bassaleg / Duffryn / St Joseph's and Caerleon / St Julian's / Hartridge. This would leave Lliswerry and Newport HS to be part of either consortium depending on whether the rationale was considered stronger for either a north/south or east/west split. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

D: Establish a local authority sixth form centre located in an existing school building or re-modelled campus

A Post 16 centre catering for all students would be owned by the LA, governed and managed collaboratively by the re-constituted Newport Learning Partnership. This would ensure that the curriculum provided was entirely complementary to the curriculum of Coleg Gwent. In all likelihood, the

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bulk of the AS/A level provision would be at the new centre and taught by the teams of existing school staff, with vocational provision located at the college. As far as possible, there would be open access for students at the centre and the college to maximise choice.

The total number of current sixth form learners is just under 2000. The removal of these students from the eight existing secondary schools would mean that the future 11-16 population could be accommodated in seven rather than eight secondary schools, thus releasing one of the buildings for development as a sixth form centre. However, there would still be significant capital costs to increase the size of the chosen building and to equip it for the delivery of Post 16 courses – plus the question of political acceptability to schools, governors and parents,

Two other variants of option D were also considered: establishing a single Post 16 centre for half the schools in the existing consortium resulting in four 11-16 schools and four 11-18 schools. This was rejected on the grounds that it would exacerbate the existing divisions and result in a two-tier system which would further disadvantage learners in the consortium, affect parental preferences and result in reduced future numbers in the 11-16 schools.

E: Full tertiary re-organisation based in a new-build city centre campus for Coleg Gwent

The full tertiary option would have a number of significant benefits. It would extend choices and be highly cost effective. It would essentially mirror what has been proposed for Torfaen: a new-build provision to replace existing FE and school sixth form provision across the city. A city-centre location with good bus and rail links would be particularly attractive to learners from other LAs such as Monmouthshire, Cardiff and Torfaen, for whom travelling to the Nash campus can involve at least two journeys. The two main objections would be the capital cost of new accommodation for a very large number of full-time learners (approximately 1900 from the school sixth forms alone). Even if this money were to be made available, there would be widespread, though not universal, opposition to the introduction of 11-16 schools. Governors and the Headteachers believe strongly that the sixth forms are an integral and successful feature of their schools and contribute to the achievement of success. Most heads feel that sixth forms will give the best future provision for learners. Schools argue strongly that continuity of relationships has benefited learners as evidenced by the increasing rate of return to sixth forms

The following analysis sets out the advantages and disadvantages of each option, it includes reference to the scope and the service delivery of partners for each of the options.

OPTION A: MAINTAIN THE EXISTING CONSORTIUM OF FOUR SCHOOLS AND COLLEGE, PLUS PARTIAL COLLABORATION BETWEEN REMAINING PAIRS OF SCHOOLS

Advantages

- This option builds on the current collaboration involving four schools and the Newport campus of Coleg Gwent which has increased choices considerably and enabled learners to combine subjects more flexibly
- Average group sizes have been increased, particularly in Year 12, and now provide better value for money
- The provision of one-year courses at Levels 1 & 2 in some sixth forms has demonstrably increased participation and led to successful progression by learners in subsequent years

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- The relatively large size of sixth forms in the four schools that are not in the consortium will eventually enable them to meet the Measure with limited collaboration between pairs of schools
- The option requires no major investment
- Parents and learners would not be subject to a period of change and uncertainty

Disadvantages and Risks

- The current model of provision does not deliver the intended benefits for all learners in terms of increased choice and flexibility – demonstrated within the Main Benefits section in B10 above
- It fails to address the fundamental issue of polarisation between the more and less advantaged areas of Newport and the perceptions by many learners and parents that the more advantaged areas have the best schools and best Post 16 provision
- The menu of courses offered by the consortium is wider than in the past, but there are still significant gaps in choices, for example, in MFL and arts subjects
- Learners in the four schools outside the consortium do not have access to the range of 12 vocational courses provided
- While the consortium has increased efficiency and made significant savings by increasing teaching group sizes, there are still inefficiencies, particularly in Year 13, both within and outside the consortium schools, that will not be addressed by this option
- The role of the college within the consortium is too limited in that while college students have access to AS/A level provision in schools, school-based students do not have access to the full range of vocational courses provided by the college
- There are questions about whether it is wise for schools to offer an increasing range of specialist vocational courses which inevitably duplicate some of the provision available in FE
- The consortium has achieved considerable success in a relatively short time, but the method of delivery involves a significant amount of travelling for learners, the costs of which are currently met from Network funds
- The option cannot easily accommodate the required increase in subject choices and is not financially sustainable in the longer term

Summary

The current division between schools within and outside the consortium is not sufficiently inclusive. The model may not be the best way to raise overall standards because it reinforces social divisions and fosters the unhelpful perception that there are 'academic' students in some schools who should be taught separately, and differently, from their peers in other schools. This option would not provide an equal entitlement for learners or provide access to a balanced range of general and applied courses. The limited role of the college is a serious drawback in that the option does little to remove duplication and does not establish an equal entitlement for learners within the partnership and fails to establish formal collaborative links with the four schools outside the current partnership.

OPTION B: ESTABLISH FULL COLLABORATION BETWEEN ALL 8 SCHOOLS AND THE COLLEGE

Advantages

- Participation by all schools in a single local curriculum would extend entitlement, broaden the choices currently available equally for all learners across the city
- Half of Newport's secondary schools and the college already collaborate Post 16

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- Learners in an expanded consortium would have equal access to high quality academic teaching, an increased number of applied and vocational pathways – and the opportunity to combine both
- Full collaboration between the schools would significantly increase cost effectiveness and the money saved could be used to further extend choices
- The option would offer the widest possible access to specialist facilities available in individual schools -those already developed (such as construction, performing arts, ICT and sports) and others to be included in further new-build projects
- The larger sixth forms would still be able to run groups with viable numbers in-house
- Governance arrangements (via the Learning Partnership) for a single consortium and local curriculum would be relatively straightforward

Disadvantages and Risks

- A single Post 16 local curriculum for Newport would present significant practical problems in terms of implementation because of the very large number of students involved
- Managing a consortium of all eight schools and the college would be very complex to timetable
- The increased amount of travelling for a large number of learners would be logistically complex and difficult to organise
- Some schools are unconvinced of the demand for further choices by pupils and their parents; they may also be reluctant to share teaching with partner schools

Summary

Full participation by all the eight schools in a similar partnership would address a number of the disadvantages outlined in option A. On the other hand, most consultees agreed that the amount of travelling involved would be counterproductive and wasteful of time, and that the timetabling of such provision would be unduly complex.

OPTION C: OPERATE TWO LOCAL CURRICULA BASED ON EITHER A NORTH / SOUTH OR EAST / WEST SPLIT, WITH COMMON LINKS TO THE COLLEGE

The chart below represents a flexible curriculum model, where the curriculum will be delivered in parallel to each consortia and the college, which has the potential to increase choice and secure viable numbers in minority subjects for both school and college-based learners:

[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].

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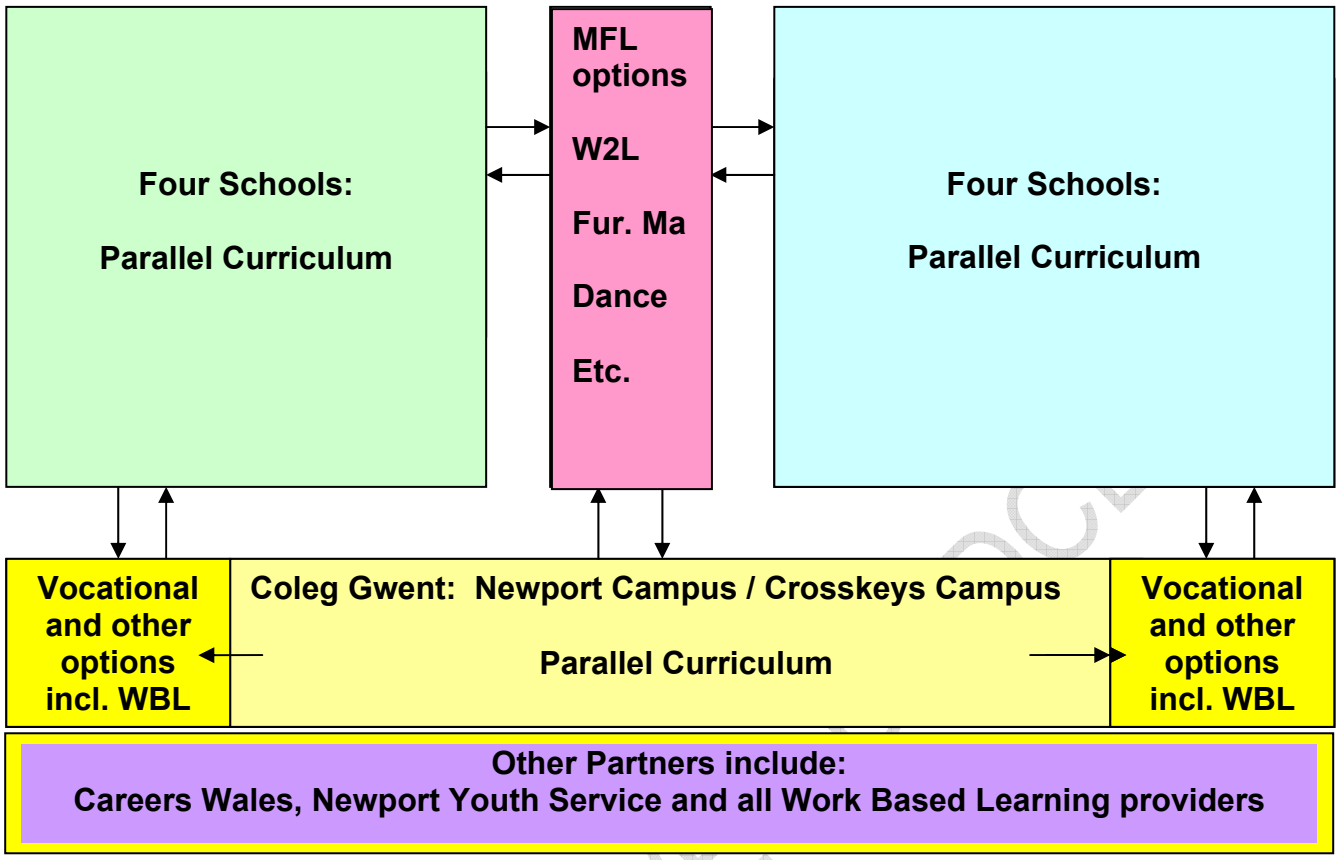

Option Ci: - The principles for this option replicate all other descriptors and implementation processes for Option C, except that the Four Schools Curriculum Consortium would be on the basis of a north / south split, with common links to the college.

Option Cii: The principles for this option also replicate all other descriptors and implementation processes for Option C, except that the Four Schools Curriculum Consortium would be on the basis of an east / west split, with common links to the college. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

Advantages

- This would link schools together in a more socially inclusive way than currently operates
- At least two of the schools in each consortium already have good experience of collaborative working and the model builds on a number of developing partnerships
- By bringing the larger sixth forms fully into the consortia, further curriculum choices could be added to the menu and flexibility increased
- Learners in each consortium would have equal access to high quality academic courses and an increased number of applied and vocational pathways,
- Learners in each consortium would have much increased opportunities to combine both academic and vocational courses
- All schools would meet and exceed the number of general and applied courses required by the Learning and Skills Measure

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- It would still be possible for the two consortia to agree a common option block for minority subjects as MFL, and to have common access to a range of college-based courses
- The model would minimise the travelling involved for learners by linking schools that are located closest to one another
- As with option B, the larger sixth forms would be able to run a large number of groups with viable numbers in-house without the need for travelling

Disadvantages and Risks

- The option would require equal and full commitment to partnership working, and to inclusive provision for the whole ability range, by all eight schools
- At the moment, only four of the schools have a common day and similar pattern of teaching sessions
- Planning, managing and timetabling provision, and required travel between sites within the consortia, will all require careful co-ordination (though not as complex as for Option B)
- Cost effectiveness of provision would be increased significantly, but not to the same extent as in Options D and E

Summary

This option also addresses some of the key issues raised by the option A. While it would not give quite the same spread of subjects as a single consortia or tertiary option, it would enable all schools to meet the measure and quickly exceed the minimum requirements. Each of the two consortia could maximise the use of their specialist staffing, buildings and resources for the benefit of all the learners in their partnership.

A major benefit of this option is that it has the potential to reverse outflow of pupils to schools outside the authority by opening up curriculum choices to Year 11 learners who are not currently accommodated in sixth forms of their choice. By linking schools that are geographically close, it would minimise travelling distances and times.

Various models might be considered – there are currently two obvious geographic clusters of three schools: Bassaleg / Duffryn / St Joseph's and Caerleon / St Julian's / Hartridge. This would leave Lliswerry and Newport HS to be part of either consortium depending on whether the rationale was considered stronger for either a north/south or east/west split. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

OPTION D: ESTABLISH A LOCAL AUTHORITY SIXTH FORM CENTRE LOCATED IN AN EXISTING SCHOOL BUILDING OR RE-MODELLED CAMPUS

Advantages

- This option would provide a very wide range of subject choices, including some that are unlikely to be viable with other options except Option E
- Ownership of the sixth form centre by the LA / LAN would enable existing school and other staff to continue teaching 16-19 students
- KS4 learners would have additional opportunities to assume roles of responsibility in schools
- Removal of sixth form students from the schools, plus the 21st Century Schools Programme, could enable the LA to close one secondary school and release the building to use as a centre for Post 16 learning

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- Revenue funding would amount to the current total DCELLS funding for the eight sixth forms (approximately £7 million)
- The organisation of teaching groups would be cost effective with significant revenue savings against the cost of the current pattern of delivery.
- It would thus be possible to increase the range of subjects offered to exceed the minimum requirements while achieving optimum teaching group sizes in the great majority of subjects
- Working in formal collaboration with Coleg Gwent, rationalised curricula for the centre and Newport campus could eliminate duplication and ensure delivery of courses at the most appropriate location by specialist staff

Disadvantages and Risks

- The total 6th form pupil numbers are already much greater than any existing site's capacity (or usage); there is thus no school that could be easily converted to use as a 6th form college
- Even if the LA had a site and buildings allocated for such a centre, there would still be considerable and significant capital investment required in the region of £30 million, to expand the available accommodation and equip the site with a full range of specialist resources for that age group. This level of capital investment would be likely take up the majority of the potential funding for this authority to emanate from the 21st Century Schools Programme. The sum of £30m has been predicated on the Newport City Council experience of rebuilding two secondary schools to a fit for purpose standard for pupils aged 11 to 19. The population of each of those two rebuild projects would equal that expected by this option – just under 2000 pupils.
- There would be additional costs in running the centre over and above teaching costs and a need for a core of permanent staff to manage and run the centre
- The removal of sixth forms from schools would be likely to meet with strong opposition from the Governing Bodies of schools within and outside the current Post 16 partnership
- The removal of sixth forms from schools would be likely to meet with strong opposition from parents and result in significant numbers of Newport pupils seeking to attend 11-18 schools in neighbouring authorities
- KS3 and KS4 learners do not have sixth form students as role models
- Timetabling school staff to teach in the centre would impose significant constraints on the timetabling of lessons for Key Stages 3 and 4
- Schools may have difficulty recruiting the best teachers if they cannot offer them sixth form teaching, especially in shortage subjects

Summary

A Post 16 centre catering for all students would be owned by the LA, Governed and managed collaboratively by the re-constituted Newport Learning Partnership. This would ensure that the curriculum provided was entirely complementary to the curriculum of Coleg Gwent. In all likelihood, the bulk of the AS/A level provision would be at the new centre and taught by the teams of existing school staff, with vocational provision located at the college. As far as possible, there would be open access for students at the centre and the college to maximise choice.

The total number of current sixth form learners is just under 2000. The removal of these students from the eight existing secondary schools would mean that the future 11-16 population could be accommodated in seven rather than eight secondary schools, thus releasing one of the buildings for development as a sixth form centre. However, there would still be significant capital costs to increase the size of the chosen building and to equip it for the delivery of Post 16 courses, which is estimated to be in the region of £30m.

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Two other variants of option D were also considered: establishing a single Post 16 centre for half the schools in the existing consortium resulting in four 11-16 schools and four 11-18 schools. This was rejected on the grounds that it would exacerbate the existing divisions and result in a two-tier system which would further disadvantage learners in the consortium, affect parental preferences and result in reduced future numbers in the 11-16 schools.

OPTION E: FULL TERTIARY RE-ORGANISATION BASED IN A NEW-BUILD CITY CENTRE CAMPUS FOR COLEG GWENT

Advantages

- This option would provide a very wide range of subject choices, including some that are unlikely to be viable with other options except Option D
- The organisation of teaching groups would be cost effective with significant revenue savings against the cost of the current pattern of delivery.
- KS4 learners would have additional opportunities to assume roles of responsibility in schools
- The option would eliminate duplication of provision between schools and college
- The new-build option would align closely with the preferred estates strategy of Coleg Gwent to re-locate the Newport campus to a new and more central location
- The removal of sixth form learners from the schools would release approximately 2000 school places and thus enable the LA to reduce the number of maintained secondary schools from eight to seven

Disadvantages and Risks

- This option has the highest capital costs – potentially estimated at £50m, this is based upon the experience of the Newport City Council rebuilding programme for two secondary schools with a population of approximately 1200 – 1450 in each school – this project would have to accommodate more than 2500 students with a diverse curriculum and facilities to support the delivery of that curriculum. Just under 1900 students would come from 6th forms at schools, the remainder are Coleg Gwent students.
- Tertiary provision for the number of learners involved could not be accommodated within the existing Newport campus of Coleg Gwent without major expansion
- The site of the existing campus would not be appropriate to enable easy access by learners from the north and east of the city
- The total number of potential learners involved, and breadth of curriculum required, would necessitate a new, large scale building located centrally in order to be accessible to the maximum number of learners
- If the WAG, Newport City Council and Coleg Gwent agreed to the adoption of this option, there would still be a significant delay and need for providers to establish alternative partnerships in the short and medium term
- The removal of sixth forms from schools would be likely to meet with strong opposition from the LA, and Governing Bodies of schools within and outside the current Post 16 partnership
- KS3 and KS4 learners do not have sixth form students as role models
- The removal of sixth forms from schools would be likely to meet with strong opposition from parents and result in significant numbers of Newport pupils seeking to attend 11-18 schools in neighbouring authorities
- Schools may have difficulty recruiting the best teachers if they cannot offer them sixth form teaching, especially in shortage subjects

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Summary

The full tertiary option would have a number of significant benefits. It would extend choices and be highly cost effective. It would essentially mirror what has been proposed for Torfaen: a new-build provision to replace existing Further Education and school sixth form provision across the city.

A city-centre location with good bus and rail links would be particularly attractive to learners from other LAs such as Monmouthshire, Cardiff and Torfaen, for whom travelling to the Nash campus can involve at least two journeys.

The two main objections would be the capital cost of new accommodation for a very large number of full-time learners (approximately 1900 from the school sixth forms alone), it is estimated at £50m worth of capital investment for such a building programme. Even if this money were to be made available, there is predicted to be widespread, though not universal, opposition to the introduction of 11-16 schools.

Governors and the Headteachers believe strongly that the sixth forms are an integral and successful feature of their schools and contribute to the achievement of success. Most heads feel that sixth forms will give the best future provision for learners. Schools argue strongly that continuity of relationships has benefited learners as evidenced by the increasing rate of return to sixth forms.

Overall conclusion: scoping options

In accordance with the Treasury Green Book – Option B, the do minimum option has been considered as a benchmark for potential Value for Money. All options are analysed for scoping after consideration of its **Potential Business Scope** and are set out within Table 31 below:

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Table 31 Summary Assessment of Scoping Options

Reference to:	Option A	Option B	Option C	Option D	Option E
Description of Option	***Do nothing – Existing consortium plus collaboration in other schools***	***Minimum – Full collaboration between all schools and college***	***Intermediate – Two consortia Option Ci or Option Cii each with links to college***	***Minimum – Local authority sixth from centre***	***Maximum – Tertiary option within Coleg Gwent***
Investment objectives					
1. Increasing participation and retention in education and training by responding to the diverse needs of learners of all levels of ability	✖	✖	✓	✓	✓
2. Eradicating unnecessary duplication of provision within agreed consortia; thereby, optimising group sizes to ensure provision is both cost effective and provides the best learning experiences for students.	✖	✖	✓	✓	✓
3. Ensuring all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them to combine academic and vocational courses within the overall framework of the WBQ	✖	✖	✓	✓	✓
4. Putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality	✖	✖	✓	✖	✖
Critical success factors					
Business need	✖	✖	✓	✖	✖
Strategic fit	✖	✖	✓	✖	✖
Benefits optimisation	✖	✖	✓	✓	✓
Potential achievability	✓	✓	✓	✖	✖
Supply-side capacity and capability	✖	✖	✓	✓	✓
Potential affordability	✓	✓	✓	✖	✖
Totals	**8✖ / 2✓**	**8✖ / 2✓**	**10✓**	**5✖ / 5✓**	**5✖ / 5✓**
Summary	Discounted	Discounted	Preferred	Possible	Possible

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The table above summarises the scoping options against the Investment Objectives and Critical Success Factors:

- Option A: Do nothing – Existing collaboration
  This option has been discounted because it does not address the investment objectives or respond to the Transformation Agenda.

- Option B: Do minimum – Full collaboration
  This option is discounted as it is achievable but it only partially addresses the Investment Objectives and would restrict growth in meeting future Transformation Agenda objectives.

- Option C: Partnership Model – Consortia curriculum delivery
  This is carried forward as the preferred way forward, with consideration to be given by the Learning Partnership to finalising on the basis of either Option Ci or Option Cii. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

- Option D: Local Authority Sixth Form Centre
  This option is possible; however, Newport does not currently have surplus capacity in its secondary schools to permit remodelling of accommodation, similarly, whilst meeting investment objectives it is not affordable or politically acceptable.

- Option E: Tertiary Learning Centre – New Build
  This option is possible; although it meets investment objectives generally it is not affordable or politically acceptable.

Although Options D and E were deemed **possible** as Scope Options, their consideration as a Service Solution had been a contributory factor to their limited viability and lack of confidence in their status as a preferred way forward. Consequently to test the robustness of their status a formal scoring under the heading of Service Delivery is presented below.

3.4 SERVICE DELIVERY OPTIONS

For the reason stated above, the following options are described under this heading.

Option C: Curriculum Planning Groups in two consortia ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

Option D: Local Authority Sixth Form Centre – the closure of one secondary school which would be remodelled as a tertiary learning centre. The remaining seven secondary schools would serve 11 – 16 year olds (Blackburn Model).

Option E: Tertiary Learning Centre – New Build – the removal of post 16 education from all secondary schools, the development of a tertiary learning centre.

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Preferred Option C:

This provides for further sub options to be decided by the Learning Partnership as they move into any implementation phase.

Each of the two consortia (Option Ci and Option Cii) could maximise the use of their specialist staffing, buildings and resources for the benefit of all the learners in their partnership.

A major benefit of Option C is that it has the potential to reverse outflow of pupils to schools outside the authority by opening up curriculum choices to Year 11 learners who are not currently accommodated in sixth forms of their choice.

By linking schools that are geographically close, it would minimise travelling distances and times.

Various models might be considered – there are currently two obvious geographic clusters of three schools: Bassaleg / Duffryn / St Joseph's and Caerleon / St Julian's / Hartridge.

This would leave Lliswerry and Newport HS to be part of either consortium depending on whether the rationale was considered stronger for either a north/south (Option Ci) or east/west (Option Cii) split. **PREFERRED.** ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

Possible Option D:

It will be difficult to combine tuition for both academic and vocational courses on one site.

Closing one secondary school to provide a tertiary learning centre will open up the remaining schools to numbers of students beyond their current capacity.

As stated above Newport City Council and the Archdiocese does not currently have surplus capacity in its secondary schools to permit remodelling of accommodation.

Excluding sixth forms the total number of pupils to be re-accommodated would be 8840. Each of the seven schools would be required to take above 1200 pupils.

This would place four or five schools, depending on which school would be selected as the tertiary provision, above their published number. **DISCOUNTED.**

Possible Option E:

As above it will be difficult to combine tuition for both academic and vocational courses on one site.

The current Newport Campus for Coleg Gwent would be too small to accommodate the total numbers required.

This would involve major capital investment and is likely to encompass the entire bid for this authority from the 21st Century Schools Programme.

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The authority would be in a position where limited capital investment was available to ensure the remainder of the estate was 'fit for purpose'. **DISCOUNTED.**

3.5 SERVICE SOLUTIONS OPTIONS

The table below summarises the assessment of each option against the investment objectives and critical success factors:

Table 32 Summary Assessment of Service Solutions Options

Reference to:	Option C	Option D	Option E
Description of Option	***Intermediate – Two consortia Option Ci or Option Cii each with links to college***	***Minimum – Local authority sixth from centre***	***Maximum – Tertiary option within Coleg Gwent***
Investment objectives			
1. Increasing participation and retention in education and training by responding to the diverse needs of learners of all levels of ability	✓	✓	✓
2. Eradicating unnecessary duplication of provision within agreed consortia; thereby, optimising group sizes to ensure provision is both cost effective and provides the best learning experiences for students.	✓	✓	✓
3. Ensuring all 14-19 year olds have access to appropriate personal support, learning support and impartial advice and guidance; thereby, providing learners with greater flexibility in their subject choices and enabling them to combine academic and vocational courses within the overall framework of the WBQ	✓	✓	✓
4. Putting in place robust quality assurance systems to ensure that provision across partnerships is of the highest quality	✓	✓	✓
Critical success factors			
Business need	✓	✖	✖
Strategic fit	✓	✖	✖
Benefits optimisation	✓	✓	✓
Potential achievability	✓	✖	✖
Supply-side capacity and capability	✓	✓	✓
Potential affordability	✓	✖	✖
Totals	**10✓**	**5✖ / 6✓**	**5✖ / 6✓**
Summary	Preferred	Discounted	Discounted

The summary appraisal of options methodology has assessed the components of service delivery in the previous section. Therefore, the service delivery option is not explored in further or additional detail as strategic partnership is at the core of the strategy and the Transformation Agenda.

3.6 IMPLEMENTATION OPTIONS

The appraisal of options considers the choices for implementation in relation to the preferred scope and service solution. At long list, and detailed within the Strategic Outline Programme were five options, of which four have now been discounted against Scope, Service Delivery and Service solution, providing for a preferred way forward to emerge within this Strategic Outline Case. Strategic Outline Programmes derive a preferred way forward, to be further debated within the context of a Strategic Outline Case before validating the preferred option.

Discussions with advisers from the DCELLS team in WAG have confirmed that as the preferred way forward is derived on a revenue funding stream and not necessitating capital investment at the initial implementation stage – it can therefore be determined that **the preferred way forward is now classed as the preferred option.**

Preferred Option C: Partnership Model – Operate two local curricula based on either on a north / south or east / west split, with common links to the college, with consideration to be given by the Learning Partnership to finalising on the basis of either Option Ci or Option Cii.

There are two approaches to implementation of the preferred option to be considered – staged and full implementation.

STAGED IMPLEMENTATION –

- where an interim solution of the common option menu with alliance partners and key stakeholders is considered, with a target delivery of a percentage of that common option menu by a key date.

Advantages to the staged implementation of the preferred option:

- Half of Newport's secondary schools and the college already collaborate completely at post 16.
- In 2009 this means a 59% increase in options and a 28% decrease in the number of individual courses run by each school.
- This represents a saving of approximately £220,000

Disadvantages to the staged implementation of the preferred option:

- There would be a reduced increase in options and a reduced increase in the number of individual courses run by each school.
- Revenue savings would be limited
- The Transformation of Post 16 education and training prevail upon key stakeholders to demonstrate full delivery by December 2010 / January 2011
- Potential bids for capital investment to support radical curriculum planning would be delayed in comparison with neighbouring authorities and this could hinder proactive delivery plans for reshaping the way courses are delivered across the city.

A review of the above implementation advantages and the significant disadvantages deem **the staged implementation model to be unacceptable and therefore, Discounted.**

FULL IMPLEMENTATION –

- where curriculum is agreed on the basis of either north / south or east / west split
- where curriculum planning groups are set up with agreed terms of reference
- where delivery timelines of those curriculum plans are agreed and published

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- where monitoring and accountability to the full Learning Partnership is established

Advantages to the full implementation of the preferred option:

- The full Learning Partnership have ratified the preferred option C and are prepared to commence full implementation phase
- Half of Newport's secondary schools and the college already collaborate completely at post 16.
- In 2009 this means a 59% increase in options and a 28% decrease in the number of individual courses run by each school.
- This represents a saving of approximately £220,000
- The ongoing dialogue on the development of curriculum planning and collaboration can increase the value for money and cost effectiveness to represent an estimated £500,000 in future years.
- The economies of scale and the demonstrated efficiencies in revenue would support any bids for capital investment in the near future with which to support the delivery of courses across the city.

A review of the above implementation methods identify that there are more advantages and no disadvantages to the full implementation phase commencing Autumn Term 2010, deeming the **Full Implementation model to be Preferred.**

Consequently, the planning for the preferred implementation phase of the preferred option is able to commence in the Autumn Term 2010, and is deemed capable of being fully implemented by the commencement of the Autumn Term – September 2011, with a reporting and accountability framework in place. The milestones in the later section detail the implementation phase within this Strategic Outline Programme.

3.7 FUNDING OPTIONS

Whilst annual funding streams are in place to award approximately £1 million per annum to support this curriculum, there are no other external funding streams required to support the Transformation Agenda for Post 16 education and training in Newport. A demonstrated efficiency saving of £220,000 has been declared by the current collaborative arrangements for post 16 education. This is the realistic saving already in place to support Option B 'Do Minimum', where the status quo would remain the same, sustaining the current level of collaboration. Option B may be a suitably tenable option, but will not maximise savings.

Option C 'Partnership' will continue to deliver the demonstrated efficiency saving of £220,000 and will continue to further develop those collaborative arrangements, described in previous sections, with a predicted efficiency saving of £500,000 in future years, and by 2012. This section therefore, which would normally refer to Capital Funding Options does not apply when further discussing the preferred option. It is expected that the capital investment required in the near future would be determined within the 21st Century Schools Programme which would align the learning and teaching vision for 3 to 19 years olds to the delivery of Post 16 education and training across this city.

3.8 THE LONG LIST: INCLUSIONS & EXCLUSIONS

The long list of options was developed by the Learning Partnership over the last two years; culminating in the development and agreement of the Strategic Outline Programme, which has appraised a wide range of possible options. The table on the next page indicates how that appraisal has resulted in identifying the preferred option.

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Table 33 Long List Assessment

Options	Findings
Scope	
Option A 'Do Nothing'	Discounted – Does not respond to Transformation Agenda
Option B 'Do Minimum'	Discounted – Limited response to Agenda
Option C 'Partnership'	Preferred – Meets all objectives and maximises benefits
Option D Tertiary (Minimum)	Discounted – Lack of surplus places does not free up a site
Option E Tertiary (Maximum)	Discounted – Unaffordable
Service solutions	
Option C 'Partnership'	Preferred
Option D Tertiary (Minimum)	Possible – not achievable (Discounted at Scope)
Option E Tertiary (Maximum)	Possible – not affordable (Discounted at Scope)
Service Delivery	
In-House	NA
Outsource	NA
Strategic partnership	Fundamental to Transformation Agenda
Implementation	
Staged	Discounted
Full Implementation on phased approach	Preferred against milestones, with reporting and accountability framework
Funding	
Private Funding	NA
Public Funding	Revenue funding streams, potential capital investment in future years through the 21st Century Schools Programme

3.9 THE PREFERRED OPTION

The preferred option is **Option C: Operate two local curricula based on either a north/south (Option Ci) or east/west (Option Cii) split, with common links to the college, and with consideration to be given by the Learning Partnership on either Option Ci or Option Cii.**

[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].

The option offers a radical solution which:

- provides multiple benefits for learners in terms of extending curriculum opportunities and entitlement
- development of a 100% common option menu
- can be delivered supported by revenue funding streams, followed by low capital investment to update the sites to a 21st Century standard, compared with either of the tertiary solutions, which at the onset would require considerable levels of capital investment
- aligns closely with existing plans for 21st Century Schools
- incorporates a structural relationship with Coleg Gwent
- has wide support from providers and stakeholders
- the formal body for implementation is the Learning Partnership
- the implementation is to phased to the milestones

Description of the preferred option

The Transformation Agenda includes the formation of a post 16 Learning Partnership of two consortia on either a north / south basis (Option Ci) or an east / west basis (Option Cii). The partnership approach will continue to underpin the development of the curriculum for each consortia. The diagram below demonstrates the partnership working with the alliances, which will continue. The oversight of post 16 education and training provision in Newport will be delegated to the Executive Committee made up of members representing post 16 providers. This committee must regularly report back and take direction from providers' own governing boards. The governance and management arrangements are detailed below in section 3.12.

[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].

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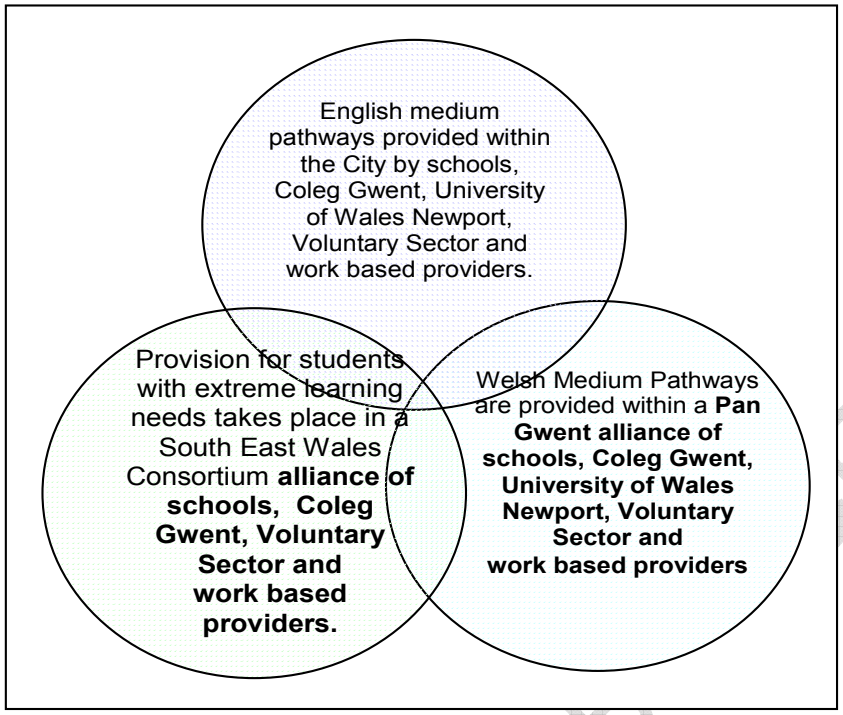

The existing revenue streams for the two consortia would each be of the order of £3.5 million. The savings made through collaboration in terms of more economic group sizes will support the extension of subject choices and contribute to the costs of travelling.

The model is based on the principle that provision will either be made on the basis of excellence in staffing, resources and accommodation, plus successful track record in terms of outcomes, or delivered collaboratively by teams of staff from the participating institutions. Where providers already have large and viable numbers in subject groups, there will be no advantage in students travelling, unless they can thereby combine subjects that appear in the same option columns in their base school/ college.

Students in each consortium will have an entitlement to follow any of the subjects offered by the participating institutions, subject to there being viable numbers and acceptable timetabling and travel arrangements to facilitate this.
A further underpinning principle of the curriculum model is that of developing specialist centres of excellence in particular subject areas. This aligns closely with the development of new school buildings under the 21st century schools programme and college strategic and estates strategies. As an essential part of the transformation process, each provider will identify subject areas which are supported, or will be supported by specialist facilities. These will include, for example: physical education and sport; creative and performing arts; engineering and technology; media and graphical design.

Other strategies will be employed to increase cost effectiveness and choice:

- the use of twilight sessions, for example in Welsh and modern languages, to allow access to certain minority subjects for the widest possible range of learners from all eight schools, the college and adult learners
- the use of peripatetic staff and teachers employed centrally by the consortia
- e-learning and distance and self-supported learning piloted under the joint LA project supported by the WAG

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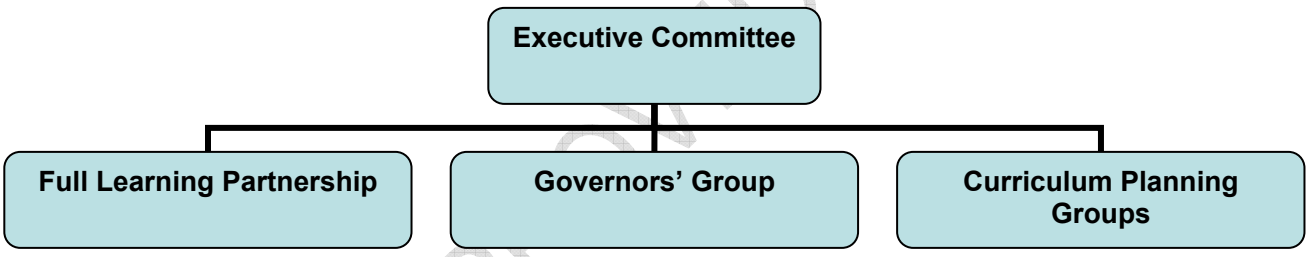
3.10 PROPOSED MANAGEMENT STRUCTURE FOR PREFERRED OPTION

This Strategic Outline Case proposes that while the full Learning Partnership will continue to inform, determine and oversee the general direction of 14-19 policy, responsibility for day-to-day leadership and decision making will be delegated to a much smaller governing or executive committee of no more than 9 members. This group (the Executive Committee) will have an independent chair to ensure that decisions are taken in the interests of learners and not on the basis of sectional and individual institutional interests. The revised membership of the Executive Committee will consist of key representatives of the Newport learning provider network, each with a mandate to represent the relevant sector partners.

The Executive Committee will derive its delegated powers from two sources: the full Learning Partnership and the Governors' Group. While Coleg Gwent will be an integral part of this group, it is understood that decisions that might impact on the wider operation of the college beyond agreed protocols would need to be ratified by the college's corporation. This simplified structure is represented in the chart below:

Table 34 Revised structure for future governance and management of the Newport Learning Partnership



Fuller details of the composition and roles of these groups are set out below. The arrangements are based on: 'the principle of allowing governing bodies and joint committees the freedom to determine their own arrangements within an agreed framework of common understanding that safeguards the interests of everyone concerned.'

The Executive Committee

Membership of the Executive Committee should be kept to a minimum but include representatives of the following key partner providers:

- an independent chair
- the Local Authority
- one or more secondary headteacher representatives (depending on the chosen option)
- a senior representative of Coleg Gwent
- The CYPP/ Newport Youth Service
- The National Training Federation
- Careers Wales

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The Executive Committee will meet monthly – or as frequently as needed in the early stages of implementation. Initially, the Executive Committee will be serviced by the following ex-officio members:

- The 14-19 Co-ordinator
- The Network Quality Champion
- An Education Service Officer

However, in the longer term, the successful implementation of the SOC will require a significant increase in management capacity, the costs of which are considered within the Financial and the Management Cases. Newport has investigated a number of models of governance and management in other LAs and it will be vital for the Executive Committee to have a least one full-time manager to undertake the following functions:

- chair the work of curriculum planning with participating providers
- map the local curriculum and publish a consortium brochure of available learning opportunities
- lead timetable development of partnership provision
- develop an agreed financial basis of future collaboration
- manage the budget on a day-to-day basis
- plan the staffing of Post 16 education and training
- take lead responsibility collectively for CPD
- assess and manage the transport needs of the collaboration
- work closely with the Quality Champion to develop and embed a unified system of QA

The Executive Committee will exercise oversight of Post 16 learning through its role in monitoring the quality of provision and outcomes on the basis an annual review and planning cycle carried out in line with the WAG's guidance on QA for 14-19 Networks. In exercising these functions, the Executive Committee will take advice from three key groups:

- the full Learning Partnership
- the representative group of governors of the participating provider institutions
- each of the curriculum planning groups composed mainly of managers with curriculum responsibility from each of the providers

The Governors' Group (termly meetings)

The Governors' Group will include representatives of the governing bodies of all the participating institutions in the relevant consortium, depending on the nature of chosen option. All relevant providers will be represented on the Governor's Group. In the case of schools, this person will be the Governor with delegated responsibility for Post 16. Membership of the group should also include two student governors and two parent representatives.

The Governors' Group will approve the development of a formal working protocol and memorandum of agreement determining the legal nature of the Executive Committee. The relevant regulations are outlined in Section 3 of the WAG's guidance document: Collaborative Arrangements between Further Education Institutions and Schools (2009). The Group will then formally delegate responsibility to the Executive Committee and authorise the transfer of the relevant and agreed portion of the DCELLS Post 16 budget of the participating institutions to fund Post 16 learning.

Members of the Governors' Group will formally agree and sign off the annual report of the Executive Committee, Network SAR and accompanying Quality Improvement Plan, noting also the Network and providers response to any other findings and recommendations arising from inspection and performance review during the course of the year.

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The Learning Partnership (meeting termly or as necessary)

The group is made up of all the stakeholders in the provision of 14-19 education and training in Newport and will therefore act as the over-arching and strategic planning group for transformation. The Learning Partnership will initiate the development of formal protocols for collaboration and agree the membership of the Executive Committee which will provide day-to-day leadership for the implementation of these proposals and, eventually, for the management of the Post 16 budget to secure high quality provision and outcomes for Post 16 learners.

The Learning Partnership, with its large and comprehensive membership, remains fully representative of Newport's education and training providers, partner agencies, organisations and stakeholders. It therefore has a key role in:

- ensuring that all main providers and stakeholders have a voice on matters relating to 14-19 and transformation
- discussing and approving the overall direction and strategy for 14-19
- as the 14-19 LAN, continuing to be accountable for the ANDP and quality assurance of funded provision
- approving the annual 14-19 Quality Improvement Plan
- receiving and reviewing outcomes from learner surveys and other sources of feedback
- receiving regular reports from the Executive Committee

Membership will be reviewed annually.

Role of the Curriculum Planning Groups (monthly meetings)

The curriculum planning groups will build on the existing learning pathways curriculum sub-group. It will comprise staff from all the participating institutions and partner providers with overall curriculum responsibility for Post 16, typically at deputy headteacher level. It will play a key role in both the process of transformation, including exploring new collaborative alliances, and in the day-to-day running of the partnership.

Key roles for the group will include:

- carrying out a full, joint audit of existing provision
- mapping learner needs and progression routes
- advising on future partnership curriculum: subject courses, qualification aims, levels of provision, awarding bodies and syllabuses
- advising on the staffing and location of subject provision and appropriate modes of delivery
- exploring new models of training in liaison with Careers Wales, the Youth Service, the college and other potential, trainers and employers
- designing option systems to maximise learner choice and ensure cost effective group sizes
- timetabling partnership provision and agreeing travelling arrangements

The work of the curriculum groups will be led and supported initially by the 14-19 Co-ordinator, but will require additional management and administrative capacity to carry out this wide range of tasks effectively in the longer term. The costs have been considered within the Financial and the Management Cases.

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Partnership with Coleg Gwent

The LA, College and schools are keen to consolidate and extend their existing partnership working for the benefit of all learners across the city of Newport. In spite of the positive links that exist, it is generally the case that overall curriculum planning by schools and college has been undertaken largely in isolation. Where there have been links, these have often involved the college working alone with individual schools. Within the existing Post 16 partnership, the curriculum provided only draws on a small and untypical selection of courses provided by the college – and only on courses provided at one campus.

In terms of planning for transition, all partners recognise that the college is in a complex position, having similar relationships not just with Newport, but also with four other local authorities. A further complicating factor to be taken into consideration is the potential merger between Coleg Gwent and Ystrad Mynach College. It is clear that whatever form the future partnership between the college and Newport may take, the chosen structure will need to align closely with the overall strategic plan for the future of FE provision in south-east Wales.

For this reason, the options appraisal and accompanying management model has not considered options in which the college is expected to engage separately with individual schools or even with two or more consortia. Whichever option Newport decides on, there needs to be a single set of appropriate college options to which learners across the city – and possibly further afield - can have access.

Similarly, in the forms of partnership envisaged, there needs to be opportunities for college-based learners to have access to some joint provision in areas where it may be uneconomic for the college to be the main or only provider, whether this is at the Newport campus or Crosskeys. The process of curriculum mapping should not be based on assumptions about whether particular providers or campuses are better suited to provide academic or vocational courses.

In order to manage this structure, it is vital for the college to be a major partner on the proposed Executive Committee, as well as being fully represented at senior level on the Governing Group and full Learning Partnership Group.

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4 THE COMMERCIAL CASE

4.0 INTRODUCTION

This commercial case sets out to describe and assess the procurement of internal and external services, recognising that there are revenue consequences to deliver this programme. This strategic outline case demonstrates that the preferred option is deliverable without the need for capital investment. Nevertheless, there are many sources of funding to stimulate and to support the delivery of this programme including the transport arrangements for any and all students to ensure maximum participation in the new service.

4.1 REQUIRED SERVICES

From time to time there will be the need to secure external services in order to deliver the curriculum under the preferred option. Under those circumstances, the authority's Contract Standing Orders and Financial Instructions will be employed at all times. The learning and training partners will be governed by the Contract Standing Orders for Schools as and when appropriate.

There has been considerable emphasis on access to courses by any and all students, for this reason a complex pattern of transport arrangements has been commissioned under the auspices of the Strategic Procurement Manager and the Integrated Passenger Transport Manager for Newport City Council. The collaborative programme of courses offered at sixth form level is dependent upon a shuttle bus service to allow young people to access the current five providers – Newport High School, Bettws Lane; Duffryn High School; Lliswerry High School; and Coleg Gwent, Nash Campus. School to school and Coleg Gwent transport arrangements are part of a ground breaking initiative. From time to time, there will need to be a manipulation, a renewal and a termination of transport contracts to ensure continuing success of the preferred option. The overarching transport work streams are currently operationally managed by three teams:

- home to school transport by the Integrated Passenger Transport Team
- home to college transport by the Education Planning Team
- school to school and school to college transport by the 14-19 Co-ordinator and Network Officer

All transport must be arranged by contracts and those contracts must comply with the Council's Contract Standing Orders or Schools Contract Standing Orders.

A pupil / student tracking system will be required, as an overlay or in addition to any school / college records. This will need to capture accreditation, qualify attendance and act within the safeguarding children framework – mapping individual learning and training routes and locations, identifying host providers and confirming qualified status on completion of courses. It is likely that schools will employ individual or collaborative electronic systems, however, it is essential that statutory admissions regulations are complied with and all mainstream pupils to the age of 19 are logged onto the Education Management System – ONE – software package. This system can track and map all pupil courses and will be included within any potential scoping or feasibility studies when selecting appropriate systems.

4.2 POTENTIAL FOR RISK TRANSFER

This transformation agenda will be supported by a risk register, held by each organisation delivering the preferred option. The partners all manage the risks of non delivery against this collective agenda and the potential for failure or risk transfer has been noted by the Learning Partnership and developed over the last two years. For this reason the Learning Partnership (through the Chief Education Officer)

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has taken advice from the Strategic Procurement Manager and the Head of Finance for Newport City Council.

A full table of the Main Risks and Counter Measures is included within the Strategic Case and includes reference to potential risk transfer.

4.3 PROPOSED CHARGING MECHANISMS

Where applicable the Learning Partnership intends to direct revenue funding streams with respect to the delivery of the new curriculum for all students in accordance with the authority's Contract Standing Orders and Financial Instructions. The learning and training partners will be governed by the Contract Standing Orders for Schools as and when appropriate. At the time of writing the preferred option did not require the support of any capital investment funding streams, or additional external revenue funding streams other than the annual WAG grant. Any future capital investment will be bid for within the 21st Century Schools Programme.

4.4 PERSONNEL IMPLICATIONS (INCLUDING TUPE)

The preferred option by the Learning Partnership does not necessitate the enactment of Transfer of Undertakings (Protection of Employment) TUPE to deliver the transformation agenda. However, from time to time during the lifetime of this strategic learning and training programme, there may be occasions where one or more of the partners initiate changes to the staffing structure within individual organisations in order to deliver the new curriculum. In the event of those changes, advice will be taken on TUPE and its application within the revenue consequences of this programme.

4.5 PROCUREMENT STRATEGY AND IMPLEMENTATION TIMESCALES

In the event of any procurement with respect to products and services, such methodology and practice will be in accordance with the Newport City Council's Contract Standing Orders and Financial Instructions, and for governing bodies, the procurement must be in accordance with Contract Standing Orders for Schools.

4.6 FRS 5 ACCOUNTANCY TREATMENT

The treatment of assets within the financial accounts of all partners for this Transformation Agenda will be according to accounting standards and as such will appear within the balance sheets as and when appropriate. There is no change or alteration to the value of such assets by the introduction of this strategic case for change or the achievement of the preferred option by the Learning Partnership. None of the assets described within any organisations financial accounts are owned or deemed to be controlled by the Learning Partnership.

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5 THE FINANCIAL CASE

5.0 INTRODUCTION

The financial case acknowledges the Welsh Assembly Government's requirement of all partners in the transformation agenda to undertake a review and set in place a plan for transforming education and training for 16-19 year olds. This financial case sets out to demonstrate the affordability of the preferred and other options considered by the Learning Partnership.

5.1 REVENUE FUNDING STREAMS

The anticipated payment stream for the project over its intended life span is by an annual funding cycle in the form of an Individual School Formula Allocation calculated by the Welsh Assembly Government. Further local authority adjustments covering Special Education Needs in mainstream education have been applied. There are retrospective funding adjustments to correct the 2009 / 10 allocation. Finally, the Welsh Assembly Government allocation has been included in the Schools Formula Budget Distribution.

Table 35 Revenue summary based on the DCELLS School Formula Allocation

£ xxx	2009/10	2010/11	Year 2	Year 3	Year 4	Year 5
	£	£	£	£	£	£
Preferred way forward:						
Revenue	7,018,344	7,490,564				
Total	7,018,344	7,490,564				
Funded by:						
WAG Individual School Formula	7,018,344	7,490,564				
LA adjustments covering SEN		246,648				
Retrospective funding adjustments		28,234				
Total	7,018,344	7,765,446				

The forecast revenue funding streams cannot be predicted with any certainty. All local authorities work on an annual funding cycle. There is however, an expectation that Strategic Outline Cases are being developed and will be supported by appropriate levels of revenue to support Post 16 provision.

5.2 CAPITAL FUNDING STREAMS

The preferred option emanating from this Strategic Outline Case can be delivered on the current revenue base. Post 16 curriculum planning will continue through the academic year 2010/11 with structure and governance arrangements emanating to support the operational management of the new curriculum planning model.

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In the future it is intended to bid for capital investment to support the further development of Post 16 curriculum facilities on all stakeholder sites. It has been acknowledged by those key stakeholders that any and all capital investment would be via the 21st Century Schools Programme. This Post 16 Strategic Outline Case is a key piece of work to underpin and influence the preparation of the 21st Century Schools Strategic Outline Programme for this authority. The 21st Century Schools Strategic Outline Programme will include references within the high level education strategy, to the groundbreaking work already undertaken in post 16 education and training, and to influence the way in which the enhanced curriculum can be delivered within a transformation agenda to all ages; but more particularly by accessing 'fit for purpose' Post 16 curriculum facilities across the City of Newport.

The concept of supporting and enabling an enhanced Post 16 curriculum together with other learning opportunities for pupils and students will be the focus of a full consultation and development exercise over the next two academic years.

The further development of any capital programme will be easily absorbed into the 21st Century Schools review of all secondary school sites in conjunction with the current and future Coleg Gwent Estates Strategy and joint plans for learners of the future.

5.3 EXPECTED FINANCIAL BENEFITS – PREFERRED OPTION

Estimates have been derived for the potential revenue savings resulting from two consortia of four separate schools; the consortia would cover either, the north and south of the city (Option Ci), or the east and west of the city (Option Cii).

Using the figures given in the audit for the total number of students in classes and employing a maximum class size of 25 learners (20 for laboratory or workshop based classes) but not placing any lower limit on class size, Options Ci and Cii would enable the same level 3 menu to be delivered in 305 and 308 teaching groups respectively. Adding 15 additional teaching groups to the scheme would enable popular courses to appear in more than one option group to enhance the choices available to students and could result in total of 335 and 338 teaching groups.

Table 35 shows estimated savings of well over £400,000 in each case from the reduced number of classes needed to deliver this 2009/10 level 3 programme using Option C and other main benefits attributed to the preferred Option.

Again, the savings would increase if a lower limit were placed on class sizes, though this would have the undesirable effect of reducing choice and flexibility. Against these estimated potential savings, additional costs for these options would arise mainly from:

- potential capital costs of upgrading the post 16 accommodation at several of the schools, as and when needs arise in future years;
- potentially increased travelling requirements for large numbers of students for various aspects of their portfolio of courses, though the distances involved are not great and the number of journeys can be minimised through careful curriculum planning.

Benefits attributed to the preferred option would include cash releasing (CRB) and quantifiable benefits (QB) set out below, against each stakeholder group.

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Table 36 Estimated Value of Benefits to support preferred Option

Stakeholder	Main Benefits	Value of benefit
Option Ci – north & south consortia delivering 338 classes	Comparative cost of delivering this sub Option Ci – £3,042,000	Estimated savings of £423,000
Option Cii – east & west consortia delivering 335 classes	Comparative cost of delivering this sub Option Cii – £3,015,000	Estimated savings of £450,000
Both sub Options – Benefits to wider community	➢ QB – Schools become more efficient ➢ QB – Maximises funding for education and training ➢ CRB – Reduced revenue costs - potentially achieving revenue savings forecast and detailed in the Financial Case ➢ CRB – Reduced backlog maintenance costs - less burden on capital resources in future years, as some sites would not need to deliver that aspect of the curriculum	Reduced burden on the local authority Consolidates available funding to be directed to appropriate sources / results based accountability Demonstrated value for money by collaboration of all stakeholders
Both sub Options – Benefits to Learners	➢ QB – Providing opportunities for learners not engaged in education or training (NEETS) at a local level ➢ CRB – The range of courses on offer ensures that we get the right student on the right course with consequent reduction in drop out - potentially achieving revenue savings forecast and detailed in the Financial Case	Reduction in worklessness Reduction in benefit claims
Both sub Options – Benefits to Employers / Business	➢ QB – Greater learning capability attracts business to the area ➢ QB – Broadening skill base competencies	Improved / strengthened local economy

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Note that the estimated figures for potential savings for each option that are derived above relate only to Level 3 provision. They do not include similar, smaller savings that might arise from similar calculations for Level 1 and Level 2 courses. ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].***

5.4 ALIGNMENT WITH 21ST CENTURY SCHOOLS PROGRAMME

The main capital costs of transformation are those associated with this authority's strategic outline programme for 21st Century Schools, the aims of which are to ensure that all schools are 'fit for purpose', to a 21st Century standard. Post 16 education and training provision is a key aspect of this, as the schools programme links in turn with the authority's commitment to the regeneration of Newport. It is underpinned by a clear vision with the following key elements:

- a 21st Century vision for education
- achieving a step-change in educational achievement
- sustainability and environmental improvement in school buildings
- a design philosophy which reduces carbon emissions by 20%
- ensuring full community use of new and refurbished buildings
- reducing inequality and enhance social cohesion

Completed work includes new school buildings at St Joseph's RC High School and Newport High School, Bettws Lane, with plans for a further rebuild of the Hartridge High School. The Strategic Capital Investment Board committed £15 million towards the secondary school re-development programme for Newport High School, Bettws Lane and Hartridge High School, with feasibility work also supported for Duffryn High School.

5.5 MANAGEMENT COSTS

The final management costs will be determined by the Learning Partnership and the Executive Committee, to support the new arrangements. This may emerge into a Partnership Management approach to coordinate access for all learners, delivering post 16 admissions to schools and other providers. The level of resources available from the revenue funding stream for this structure would be determined following consultation, with those costs covered by all commissioners.

The partnership management approach is likely to include a Senior Officer of level Scp 29 – 31, costing approximately £28,000 up to £35,000 per annum, depending upon the terms and conditions of any such post, being part time, full time or term time to administer the post 16 admissions. That postholder would liaise with all providers and their representatives on each site to coordinate, monitor and report on course take up, attendance and completion of qualifying programme. It is envisaged that the two curriculum planning groups would be formed at the commencement of the academic year 2010/11. As the curriculum planning continues for the Post 16 age group it is likely that a sound management model will emerge to the satisfaction of all key stakeholders.

5.6 OVERALL AFFORDABILITY

The proposed cost of the project is in line with the annual funding cycle for the allocation to all partners over the next two years, of the expected lifetime of the full implementation phase.

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The authority has worked with the partners within the Learning Partnership; all partners have signified their agreement to the required level of funding and the commitment of each allocation to support “The Future Delivery of Education & Training in Newport”.

[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].

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6 THE MANAGEMENT CASE

6.0 INTRODUCTION

Governance and management arrangements for Newport's post-16 education and training provision were agreed at the end of a long and fully inclusive process of collaborative planning and consultation. During this period, each provider travelled along a pathway and was able to witness the tangible benefits of collaborative working in terms of meeting learner needs cost effectively and with quality of provision. This has fostered a clear understanding of the urgency for each individual provider to set aside the vested individual interests of its own institution in favour of the provision of high quality collaborative courses which meet the needs of the learner and his/her community. The journey involved the development of management structures which prevent the unnecessary duplication of courses and duplication in the use of capital funding to provide learning spaces for academic and vocational courses.

6.1 PROGRAMME MANAGEMENT ARRANGEMENTS

The future delivery of post 16 education and training in Newport is a programme for changing the current delivery and is an integral part of the 21st Century Schools Programme. This Strategic Outline Case will set in place a series or portfolio of collaborative projects for the delivery of post 16 education and training. This philosophy is set out in the Strategic Outline Programme for the post 16 programme, which was agreed in October 2009. This section details the programme and project management arrangements.

6.2 PROJECT MANAGEMENT ARRANGEMENTS

The programme and consequent projects will be managed in accordance with PRINCE 2 methodology.

In order to formulate and implement this programme of transformation, Newport training and education providers, under the leadership of Newport City Council, established a Learning Partnership. This Partnership represents an extension of the membership of the current Local Area Network. The Learning Partnership will act as a strategic programme board, with delegated reporting and accountability structure to the Executive Committee.

The establishment of strong collaborative learning systems between the schools, Coleg Gwent, University of Wales Newport, the voluntary sector and work place providers will stimulate the change, to raise standards into the top quartile for Wales and produce the skills that work for Newport.

Outline Programme / Project Roles and Responsibilities

The Learning Partnership holds Key Principles, and:

- **recognises and respects the diversity of learners' needs and that provision must enable maximum choice of the full range of pathways to meet these needs**
- **seeks out and builds on good practice so as to set in place high quality provision that allows learners to achieve their potential while reducing unnecessary duplication**
- **endorses the principle that inclusion should be about the full spectrum of abilities**

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- **recognises that it is on a journey in terms of partnership working and that not everything will happen immediately**

The Learning Partnership has developed the Strategic Outline Plan (SOP) in an inclusive manner, with key partners such as Coleg Gwent, the University of Wales, Newport and the work-based and voluntary sectors fully included as part of the development process. All schools, inclusive of voluntary aided and special schools and the regional Welsh-medium provision located in Torfaen, have been fully engaged throughout. Approval of the governance and management arrangements by Coleg Gwent was achieved following a joint presentation by the Chief Education Officer and a Vice Principal of Coleg Gwent to a sub committee of Coleg Gwent's corporation. Views expressed by all providers have been taken on board and have informed the development of the SOP.

The development of the Strategic Outline Case (SOC) has been taken forward on behalf of the Learning Partnership by the Chief Education Officer, acting as Project Sponsor. The Chief Education Officer has been assisted in this respect by the Education Planning Manager, Newport City Council, The Education Planning Manager and the Education Policy and Research Officer are accustomed to deriving strategic plans and formulating policy on behalf of the policy makers and Senior Management Team for Education, they are both Prince 2 Practitioners and trained in the formulation of the 5 Case Model for business cases in the public sector.

This Strategic Outline Case proposes that while the full Learning Partnership will continue to inform, determine and oversee the general direction of 14-19 policy – acting as a Strategic Programme Board. The responsibility for day-to-day leadership and decision making will be delegated to a much smaller executive committee of no more than 9 members. This Operational Group (the Executive Committee) will have an independent chair to ensure that decisions are taken in the interests of learners and not on the basis of sectional and individual institutional interests. The membership of the Executive Committee will consist of key representatives of the Newport learning provider network, each with a mandate to represent the relevant sector partners.

The **Executive Committee** will derive its delegated powers from two sources: the full Learning Partnership and the Governors' Group. While Coleg Gwent will be an integral part of this group, it is understood that decisions that might impact on the wider operation of the college beyond agreed protocols would need to be ratified by the college's corporation. The philosophy of collaboration is fundamental to delivering this programme and individual projects as implementation plans continue to emerge.

Collaborative working covers three alliances:

- those students choosing to pursue their education through the medium of Welsh,
- those learning through the medium of English and
- those with extreme additional learning needs who attend designated special schools.

Because of the regional interconnectivity between Newport, Cardiff and the valleys it is essential to engage with neighbouring Local Authorities (LAs) and providers to maximise choice and to avoid unnecessary duplication of Welsh-medium provision, provision for young people with additional learning needs and for those with ESOL requirements.

These aims are wholly in line with stakeholders' development plans:

- Newport City Council's Corporate Plan for 2008-12 identifies as one of its three overarching priorities the need to develop a thriving twenty-first century city with strong integrated communities where communities develop and thrive becoming healthier and better skilled.

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- Newport's Children and Young People's Plan 2008-11 acknowledges that attainment in education and training at 16 and in post 16 provision is below the Welsh average. While it is improving rapidly, it must be in the top quartile for Wales if Newport is to reflect its performance at the end of the other stages of its children's education and is to meet its skills needs.

- Coleg Gwent's Strategic Planning Document 2009-13 includes specific references to close collaboration and partnership with all five of its Local Authorities and other local providers in respect to delivering the 'transformation' agenda. In particular, the College has identified the need to support any developments that result in a greater quality of choice for learners, a demonstrable improvement in successful completion rates and overall value for money. Particular target groups include those identified as BME and/or NEETs.

- The University of Wales, Newport in its vision for 2008-2011 seeks to continue to be involved in the reshaping of 14-19 education and to provide a Higher Education input in this sector which will serve the needs of its local area.

- Newport Local Service Board, 'One Newport', has identified three strategic priorities for the city, one of which is the reduction of worklessness.

Membership of the Executive Committee should be kept to a minimum but include representatives of the following key partner providers:

- an independent chair
- the Local Authority
- one or more secondary headteacher representatives (depending on the chosen option)
- a senior representative of Coleg Gwent
- The CYPP/ Newport Youth Service
- The National Training Federation
- Careers Wales

The Executive Committee will exercise oversight of Post 16 learning through its role in monitoring the quality of provision and outcomes on the basis an annual review and planning cycle carried out in line with the WAG's guidance on QA for 14-19 Networks. In exercising these functions, the Executive Committee will take advice from three key groups:

- the full Learning Partnership
- the representative group of governors of the participating provider institutions
- each of the two operational curriculum planning groups composed mainly of managers with curriculum responsibility from each of the providers

A **Governors' Group** will be formed and will approve the development of a formal working protocol and memorandum of agreement determining the legal nature of the Executive Committee. The relevant regulations are outlined in Section 3 of the WAG's guidance document: Collaborative Arrangements between Further Education Institutions and Schools (2009). The Group will then formally delegate responsibility to the Executive Committee and authorise the transfer of the relevant and agreed portion of the DCELLS Post 16 budget of the participating institutions to fund Post 16 learning.

The **Learning Partnership**, with its large and comprehensive membership, remains fully representative of Newport's education and training providers, partner agencies, organisations and stakeholders. It therefore has a key role in:

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- ensuring that all main providers and stakeholders have a voice on matters relating to 14-19 and transformation
- discussing and approving the overall direction and strategy for 14-19
- as the 14-19 LAN, continuing to be accountable for the ANDP and quality assurance of funded provision
- approving the annual 14-19 Quality Improvement Plan
- receiving and reviewing outcomes from learner surveys and other sources of feedback
- receiving regular reports from the Executive Committee

The governance arrangements for the implementation of this post 16 strategy will ensure that **Curriculum Planning Groups** are formed from all the participating institutions and partner providers with overall curriculum responsibility for Post 16. This will typically be at deputy headteacher level. It will play a key role in both the process of transformation, including exploring new collaborative alliances, and in the day-to-day running of the partnership.

Key roles for the group will include:

- carrying out a full, joint audit of existing provision
- mapping learner needs and progression routes
- advising on future partnership curriculum: subject courses, qualification aims, levels of provision, awarding bodies and syllabuses
- advising on the staffing and location of subject provision and appropriate modes of delivery
- exploring new models of training in liaison with Careers Wales, the Youth Service, the college and other potential, trainers and employers
- designing option systems to maximise learner choice and ensure cost effective group sizes
- timetabling partnership provision and agreeing travelling arrangements

The work of the curriculum groups will be led and supported initially by the 14-19 Co-ordinator, but will require additional management and administrative capacity to carry out this wide range of tasks effectively in the longer term.

6.3 MANAGEMENT ARRANGEMENTS

Following the development of the SOP and the submission of the SOC, the Newport Learning Partnership will delegate responsibility for day-to-day leadership and decision making to a much smaller committee. This group (the Executive Committee) will have an independent chair to ensure that decisions are taken in the interests of learners and not on the basis of sectional and individual institutional interests.

The Executive Committee will implement a three yearly planning cycle, commencing with a rigorous survey of employment trends and employers' needs. This survey will be informed by Newport City Council's Employment trends survey and by WAG's *Learning and Labour Market Intelligence for Wales: Newport*. A Joint Stakeholder Consultative Group is to be established by Newport City Council's Corporate Director for Regeneration and the Environment. This group will form part of the survey process. It will have members from the Chamber of Commerce and other employer groups. The survey will also reflect the views of the Sector Skills Councils (SSCs). The Learning Partnership will co-ordinate this survey and make use of it to inform work on negotiating and setting in place an annual option menu with providers and the development of progression routes.

The Learning Partnership through the Executive Committee will also oversee the co-ordination across all providers of revenue grant planning and capital bids, including spend on physical learning resources. This is particularly important for the avoidance of unnecessary duplication of dedicated

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academic and vocational learning spaces across providers. Large scale co-ordination is essential to align the Newport City Council Education Service vision for learning and teaching over the next ten years, through the Welsh Assembly Government 21st Century School Programme and the Welsh Assembly Government Transformations Plan. This review will also consider transport issues.

Vocational training spaces in new secondary school buildings and existing school buildings are already carefully co-ordinated so they do not duplicate the facilities already available at the Nash site of Coleg Gwent. Where there is duplication, this has been deliberately put in place to meet identified need. On occasions there is a justifiable need to duplicate provision available in the east of the city in the west because of large numbers of students and ease of access. It is also important to ensure that these physical assets and new buildings are future proofed so as to provide flexibility for future learning needs. For example, expensive equipment needs to be installed in such a way that it can be moved and teaching spaces converted to meet future needs.

Newport City Council already has in place a project called *New Schools for New Buildings.* The programme not only includes the physical buildings and site of the schools but also the school improvement programme which will significantly improve attainment. Newport City Council feels it is imperative that old schools, rooted in the pedagogic practice of the twentieth century, should not transfer into new buildings. For this new building project to impact significantly on standards, new schools must transfer into the new buildings. In order to ensure that this happens, the schools' understanding of pedagogy, leadership, management and school organisation needs to be transformed. This process of change needs to start before the school communities leave their present premises. These developments will also involve those schools that are not currently being rebuilt or refurbished so that they benefit from the work.

The following pages detail the timeframes indicated for the principal delivery steps needed to complete the transformation programme. The plans include proposed sources of funding.

[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in November 2010 to establish the implementation phase arrangements for implementation September 2011].

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Outline Project Plan

Lead agency and partners	Actions	Outcomes and dates	Funding source	Comments and progress.
Learning Partnership	Set in place a transport strategy. Monitor the funding of the 14-19 Local Area Network budget	• **April 2010** • Reporting and accountability framework in place to project manage and monitor budget / grants for 14-19 Transformation Agenda **April 2010**	14-19 Network Officer NCC Integrated Transport Unit	Evaluate the transport arrangements and secure / confirm Integrated Transport Unit, Newport City Council to deliver future transport arrangements **April to July 2010**
	Following feedback from DCELLS draw up a revised transformation plan at Strategic Outline Case level.	• Return revised draft plan to DCELLS**, July 2010**. • Obtain 5 Case compliance – **Summer Recess 2010** • When plan is approved by DCELLS consult with providers' governing groups and to Cabinet and Scrutiny on progress. **Sept to Dec 2010.**	Education Planning Manager	Secured in principle DCELLS approval of Transformation theme **July 2010** Secured 5 Case Compliance approval **16th August, 2010** **To secure Final 5 Case Submission approval before December 2010**
	Develop implementation planning for Autumn Term, 2010, for going live in September 2011.	• Learning Partnership ratify the preferred option **Oct 2010** • Determine / approve implementation plans **Nov 2010**	Learning Partnership resources	Meeting of Learning Partnership in **Oct 2010** ratified preferred option ***[The Learning Partnership ratified the final decision to take forward Option Cii – east / west split in October 2010 and commissioned a Post 16 Project Implementation Executive in***

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Lead agency and partners	Actions	Outcomes and dates	Funding source	Comments and progress.
Learning Partnership	Determine membership and terms of reference for Curriculum Planning Groups.	• Learning Partnership confirm Option Ci or Option Cii in **Oct 2010** and membership of appropriate Curriculum Planning Groups **Nov / Dec 2010**	Learning Partnership resources	***November 2010 to establish the implementation phase arrangements for implementation September 2011].***
	Successfully establish the Executive Committee.	• Elections take place for Executive Committee **Autumn Term, 2010.** • Group is established and meets on a termly basis or more frequently as required. **Autumn Term, 2010 onwards.**		Learning Partnership to meet to ratify Post 16 Project Implementation Executive plans and to ratify Executive Committee and Curriculum Planning Group membership **Dec 2010**
	Set in place protocols for the Executive Committee.	• Learning Partnership identifies protocols **Autumn Term, 2010.** • Executive Committee amends drafts as necessary and approves protocols. Before the end of **Autumn Term, 2010.**	Learning Partnership & EC resources	Executive Committee meet late Autumn Term, 2010

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Lead agency and partners	Actions	Outcomes and dates	Funding source	Comments and progress.
Executive Committee	Set in place a reporting structure.	• Set in place a direct written reporting process to providers' governing bodies. **By end of Autumn Term, 2010** • Produce annual report.	14-19 Coordinator 14 – 19 Network Officer	Learning Partnership commissioned a Post 16 Project Implementation Executive in **November 2010** to put in place implementation plans
	Commission three year employer and labour market demands survey.	• Learning Partnership undertakes the survey. • Curriculum Planning Groups use information to identify courses and progression routes from **Autumn Term 2011.**		
	Executive Committee to ratify implementation plans which will include funding, admissions and key principles	• Executive Committee ratify implementation plans **late Autumn Term 2010**	EC Resources	Implementation planning project management arrangements to include funding, admissions and key principles during early **Spring Term 2011** for use by all partners with effect from **Sept 2011**
	Commission and distribute resources for new courses and progression routes	• Courses are implemented / monitored at current levels • Receive reports on standards / quality of provision **- termly** • Plan in **Spring Term 2011**for quality assurance model to **take effect from April 2011**	EC resources 14-19 Coordinator	Current collaborative courses are implemented and monitored Learning Partnership to determine Quality Assurance model for new financial year 2011/12

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Lead agency and partners	Actions	Outcomes and dates	Funding source	Comments and progress.
Curriculum Planning Groups	Membership and Terms of Reference to be ratified by all members of CPGs	• Late **Autumn Term, 2010**	CPG resources	Development of courses and progression routes by CPGs with implementation planning Project Executive for **going live Sept 2011**
	Agree a programme for working towards increasing collaboration.	• Work to a common timetable which starts with a minimum of one option block (40% of the option menu)**. Spring Term, 2011**. • Alliances work to 100% shared option block for Y12. **September, 2011**.		
	Use the three year employer and labour market demands survey to agree courses and progression routes across providers.	• Clear progression pathways established from entry, through levels 1, 2, 3 to FE and HE.		
	Work closely with the Learning Partnership to develop and agree specialisms for each alliance to reduce duplications.	• Proposals submitted in **Spring Term** of each year for ratifiying in **Summer Term** of each year for implementation in **Autumn Term** of following academic year		

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Lead agency and partners	Actions	Outcomes and dates	Funding source	Comments and progress.
Curriculum Planning Groups	Increase the numbers of students remaining in education and training post 16. • Set up a variety of taster sessions. • Raise students' awareness of the importance of remaining in education and training. •Continue to support and train learning coaches.	• Set up a variety of taster sessions **April 2010 onwards** • Raise awareness of the importance of remaining in education and training **from April 2010** • Continue to support and train learning coaches **from April 2010** **2010/2011** • Increase numbers remaining in education in line with targets for 2012. **from April 2010**	CPG resources	
	Extend the option menu to give diversified choice for formal and informal education and increase the involvement of employers in the delivery of 14-19 Pathways and post 19 training.	• Develop and revise progression pathways from entry through levels 1, 2, 3 to FE and HE. **From April 2009** • Raise employer awareness of 14-19 and engage more employers in the delivery of work focused training. • Gather information on non formal learning opportunities & raise awareness. • 350 employer visits to be made per year **July, 2009.**	CPG resources	

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ANNEX

Individual consultees and groups who have offered evidence and views which have contributed to the development of "The Future Delivery of Post 16 Education & Training in Newport".

Jon Wilson	Headteacher, Duffryn High School
Ann Kelly	Deputy Headteacher, Duffryn High School
Gary Schlick	Headteacher, Newport High School, Bettws Lane
Karyn Keane	Headteacher elect Newport High School, Bettws Lane
Adrian Davies	Headteacher, Caerleon Comprehensive School
Tim Pratt	Headteacher elect, Caerleon Comprehensive School
Judith Roberts	Asst Headteacher, Caerleon Comprehensive School
Ian Garrero	Headteacher, Bassaleg School
Elizabeth Thomas	Headteacher elect, Bassaleg School
Peter Jenkins	Headteacher, Hartridge High School
Steve Marshall	Headteacher, St Julian's High School
Trevor Reynolds	Acting Headteacher, Lliswerry High School
Pauline Rees	Acting Deputy Headteacher, Lliswerry High School
Alyson Mills	Headteacher elect, Lliswerry High School
Paul Murphy	Head of Sixth Form, Lliswerry High School
Sue Jenkins	Headteacher, St Joseph's RC High School
Jackie Jarrett	Deputy Headteacher, St Joseph's RC High School
Joseph Ryan	Head of Sixth Form, St Joseph's RC High School
Paul Bennett	Chair, Governing Body, St Joseph's RC High School
Lynne Meyrick	Headteacher Maes Ebbw Special School
Ellie Macdonald	Head of Tertiary Unit, Maes Ebbw Special School
Vanessa Griffin	Brynglas / Helyg Centre Pupil Referral Units
Jim Bennett	Principal, Coleg Gwent
Gary Handley	Campus Dir., City of Newport Campus, Coleg Gwent
Tom Croke	University of Wales, Newport
Gareth Buckland	14-19 Quality Champion
Trina Neilson	Chief Executive, Careers Wales, Gwent
Pauline Keeling	Careers Wales, Gwent
Helena Williams	National Training Federation (NTF) / Acorn Training
Andrew Dodge	National Training Federation Manager SE Wales
Rhys Cornwall	Partnership Manager, Newport CYPP
Ruth Salisbury	Education Policy & Research Officer, NCC
Jane Lavelle	Newport Youth & Community Service Manager, NCCl
Sue O'Brian	Preventative Services Manager, Newport City Council
Natalie Brown	Newport Youth Service, Development Officer, NCC
Linda Williams	Newport Youth Service, Development Officer, NCC
Haydn Ames	Secondary School Re-development Manager, NCC
Alison Harris	Passenger Transport Officer, Newport City Council
Kate Evans-Hughes	Princ. School Imp. Adviser (Inclusion Management)
Alun Williams	Principal Adviser, School Improvement
Tracey Pead	Head of GEMS, Newport City Council
Steve Rowland	14-19 Co-ordinator, Newport City Council
Hilary Rees	14-19 Administration Assistant, Newport City Council
Brett Pugh	Chief Education Officer, Newport City Council
James Harris	Head of Education, Resources & Planning, NCC
Amanda B Davies	Education Planning Manager, Newport City Council

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