

**THE LEARNING and SKILLS
COUNCIL, SUFFOLK**

16 – 19 COMPETITION: HAVERHILL

Executive Summary

This proposal sets out clearly how 16-19 educational provision in the Haverhill area will focus on the individual learner and how this will be delivered by a partnership of five established, high quality institutions. It will provide rich and varied learning experiences and opportunities for every young person to achieve and exceed expectations.

We will achieve this through;

- A unique partnership involving all educational institutions in the Haverhill area – Samuel Ward Arts and Technology College (SW), Castle Manor Business and Enterprise College (CM), Linton Village College (LVC), The Granta Special School(GS)and West Suffolk College (WSC) – that will plan and extend breadth and choice to every 14–19 learner.
- The creation of a Trust with a clear constitution and formal and delegated powers and responsibilities. This will take responsibility for all post-16 learners and all post-16 opportunities in the area continually improving the participation and standards achieved by our young people.
- The creation of a new post-16 centre in the area, in addition to the exciting opportunities available through a multi-campus approach. This will provide truly independent and accessible advice and guidance. It will be a beacon for education in the area and provide high quality educational and training facilities in a thriving and developing location.
- Further development and extension of an inclusivity programme that will provide a wider range of locally delivered educational and training opportunities for young people with special educational needs that are currently only met by travelling out of the area.
- Provision that is focused entirely on the individual, that puts the learner, not the institution, at the centre and that is not constrained by county boundaries, institution or age.
- Building on the improvements already evident in the recruitment and retention rates post 16, the reduction in the figures for those not in education, employment or training (NEET), the extension of the range of vocational opportunities and the developments of extended Entry to Employment (E2E) programmes and Apprenticeships.
- Further developments in the specialist areas of expertise evident within the partner institutions that will raise the quality of the opportunities available by avoiding needless duplication, providing greater value for money and ensuring greater inclusivity and accessibility based on the individual needs of all our young people.

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**The Learning and Skills Council Suffolk
16 – 19 Competition: Haverhill**

Our Vision

16-19 provision in the Haverhill area will be aspirational, exciting and challenging. It will focus on the individual, providing rich and varied learning experiences and opportunities for every young person to achieve and exceed expectations. The unique multi-campus provision will mobilize the strengths and experience of five successful partners with proven expertise. This provision will ensure an inclusive, personalised and high quality 21st Century education which enhances the “All Through” approach currently being developed within the locality.

We will achieve our vision by:

- Working in partnership to provide an education for young people which will raise expectations, extend opportunities and improve prospects. Its success will be measured by higher levels of attainment, in higher levels of continuation in learning post-16 and higher levels of employment in the community.
- Increasing the rates of progression to further education and training. More of our young people will go on to Further and Higher education; our partnership will help produce lower rates of truancy and crime and support individuals and families by helping the most vulnerable move towards autonomy and positive social engagement.
- Ensuring quality in all that we do. This will be evident not only in teaching and learning but also in the facilities and buildings where young people learn.
- Developing an individual learning plan for each student. This will be agreed by staff and students and their parents will be able to chart their progress through the learning pathways from 3-19.
- Extending the learning mentor programme. Each student will have a mentor who will regularly contact parents; all students will take part in sessions that build up their learning skills. They will be encouraged to reflect on what they enjoy about learning and what they find hard. They will learn skills in evaluation, analysis, creativity and reflection which they can apply to all lessons. By the time they take GCSEs they will be

practiced in a variety of techniques to accelerate their learning and make it more rewarding.

- Organising tutorial groups around learning communities and not age groups. It will be common practice for older students to be learning with their peers and with younger children.
- Offering learning opportunities in many different spaces and across different institutions. Some older students will be learning at other partner institutions or with employers and social enterprises.
- Collaborating with local partners to share resources and make better use of specialist knowledge. As students progress through the pathways the participating institutions will become gateways to a variety of courses and access to employers.

Our Proposal

This proposal identifies how five educational organisations will work together collaboratively, to manage and deliver 16-19 provision for all learners in Haverhill, through the creation of the 'Two Counties Learning Trust' (a working title – TCL), a new multi-campus post-16 organisation formed by the creation of a Trust with representation from all current educational providers in the Haverhill area and including wider community and employer membership.

Between them the various providers, partners in the Trust, will make available a range of courses at every level, in a variety of different educational settings, that give the learner and potential learner realistic and readily accessible choices. This proposal has real scope and ambition. It is potentially world class because it utilises the strengths of five separate providers in an impressive number of ways.

- It is not constrained by boundaries, institution or age.
- It overcomes the barriers of local competition, rural isolation and institutional capacity.
- It facilitates Foundation Learning Tier (FLT), apprentice and diploma delivery and assures cost effective high quality academic provision.
- It puts the learner not the institution at the centre of the provision.
- It enables the partnership to meet the needs of learners not yet engaged by the current offer; young people with special educational needs (SEN), those in danger of not being involved in any kind of education, employment or training, those who already have unmanageable travel times and those who wish to remain connected with the place of learning that has enabled them to meet or exceed their targets to date.

This proposal would create a completely new post-16 experience for students based on five post-16 learning campuses serving the Haverhill area; each providing complementary specialisms to the new Trust in particular curriculum areas; significantly expanding access and choice and meeting all aspects of the national and local agendas for this age group.

The Haverhill Context

There is a new spirit in Haverhill and the surrounding area, a sense of dynamism and energy, a real sense of expectation of change and potential. This is partly the result of a new more energetic and innovative community, more dynamic business and educational leadership and partly the result of a change in the social and cultural dimension of the population.

The business community came together in 2000 to launch the 'Haverhill Initiative' giving strategic direction to the future growth of the business and enterprise economy in Haverhill. The results have been significant with a number of multi-national companies choosing Haverhill as a base, the development of a new business park and the development of Haverhill as a high tech / high enterprise economy.

The Haverhill Learning Partnership was created in 2005 by Castle Manor Business and Enterprise College, Samuel Ward Arts and Technology College and West Suffolk College. It has worked hard to co-ordinate and promote the social and cultural infrastructure in the town. The Town Council is taking clear and decisive leadership over Arts provision and the partnership is working effectively with the Borough Council to develop a clear and sustainable vision of the future for the town. This partnership has developed the Haverhill Master Plan with its vision of a new town centre. Haverhill is changing.

Political support at local and national levels has also had a significant impact on the potential development of the town. The MP, Richard Spring, has articulated a clear view of how Haverhill should develop over the next five years and is working hard to improve its image. The Borough and Town Councils are working closely to support local initiatives and Suffolk County Council is also providing strategic support not least in its recently announced plans over the future of a two tier education system that will bring closer our vision of an all through 3-19 educational system in Haverhill.

Schools are already working hard to achieve excellence and promote change. Castle Manor has benefited from a significant amount of capital invested in the infrastructure and its designation as a Business and Enterprise College is helping to change its culture. Samuel Ward has Technology Status with a second specialism in the Arts and has gained Training School and Leading Edge status. The joint appointment of an Extended Schools Officer and collaboration on a range of initiatives from sport and art to inclusion and a more strategic approach to partnership working is evidence of effective partnership working.

The inclusion of Linton Village College and The Granta Special School in this partnership has increased both the capacity and potential of the whole. Granta has state of the art specialist facilities and Linton Village College is already undertaking an extensive building and development programme to further its vocational education programme in engineering and construction in addition to its status as a Business and Enterprises College and a leader in

delivering the Young Apprenticeship Programme. The addition of these two providers has led to a step change in the pace and scope of the partnership.

West Suffolk College has been judged by Ofsted to be an outstanding institution and has Beacon College status. It already has a significant presence in Haverhill, being based at the town centre LEAP [Learning Enterprise Action Point] centre, with UCS (University Campus Suffolk), and on the Castle Manor campus. There are plans to extend this with a new build skills, education and training centre supporting the delivery of those diplomas that benefit from greater public interaction and co-ordination of increased Apprentice and Programme Led Pathway opportunities and employer engagement

The national agenda has also moved from its focus purely on competition as the main driver for change, to a recognition that partnership and collaboration can be just as positive. With the local community demonstrating the capacity to change and a willingness to think the unthinkable, with the support and political will of the local authority and the determination and commitment of local head teachers and governors, there is now a real opportunity to create an educational dynamic in the Haverhill area that will result in the building of world class educational institutions.

Through our partnership it is clear that we have a common sense of purpose. We all want our institutions to serve the whole community. We all want to see them achieving the highest possible outcomes for all our students. We need to offer a more flexible, responsive and personalised curriculum. We need to embed a 'learning how to learn' approach to pedagogy and we need effective interventions to minimise any impediments to effective learning. We can achieve far more together than we could in isolation.

The institutions involved in this proposal are:

LINTON VILLAGE COLLEGE

Unique Reference Number	110862
Local Authority	CAMBRIDGESHIRE LA
Type of school	Comprehensive
School category	Foundation
Age range of pupils	11-16
Gender of pupils	Mixed
Number on roll (college)	809
Appropriate authority	The governing body
Address	Cambridge Road, Linton, Cambridge Cambridgeshire CB21 4JB
Telephone number	01223891233
Fax number	01223894476
Chair	Mrs Gill Carter
Headteacher	Ms Caroline Derbyshire

Description of the school

The school is in a village about 10 miles southeast of Cambridge and within a 15 minute journey from Haverhill. The great majority of students are from White British backgrounds. The proportion of students who have learning difficulties and/or disabilities is lower than the national average, and the proportion with a statement of special educational need is about average. The school is in an area where rates of social and economic disadvantage are comparatively low, and students' eligibility for free school meals is well below the national average. It has specialist status for business and enterprise and Applied Learning

'Linton Village College is an outstanding school in which students prosper. The progress made by students is the result of several factors: good quality teaching, outstanding care, guidance and support, students' good behaviour and willingness to learn, their exceptional enjoyment of school and their good attendance. In addition, the curriculum is outstanding because it caters so well for students of different aptitudes and interests. The curriculum benefits greatly from the school's business and enterprise specialism. The excellence of the school's provision is a result of outstanding leadership and management. (Ofsted 2007)'

Approximately 20% of Linton's pupils are from Haverhill. Linton also has a 'presumption' to create a sixth form as a consequence of its Applied Learning specialism. Cambridgeshire County Council is committed to further investment on the site which will provide accommodation for high quality vocational education and training opportunities. Linton is easily accessible to learners in Haverhill. In the current climate it is unlikely that those 20% would seek to return to Haverhill for their post-16 education, at least not in the short term, but they may well be attracted to the possibility of staying at Linton as

opposed to travelling in to and across the City of Cambridge, a journey of over 45 minutes each way. As the concept of a new sixth form trust with multi campus delivery gains acceptance the choice and diversity this provides will become a more attractive option to all Linton students.

CASTLE MANOR BUSINESS AND ENTERPRISE COLLEGE

Unique Reference Number	124788
Local Authority	SUFFOLK LA
Type of school	Comprehensive
School category	Community
Age range of pupils	13-19
Gender of pupils	Mixed
Number on roll (school)	543
Number on roll (6th form)	94
Appropriate authority	The governing body
Address	Eastern Avenue Haverhill Suffolk CB9 9JE
Telephone number	01440705501
Fax number	01440714050
Chair	Mr Alan Pearson
Headteacher	Ms Madeleine Vigar

Description of the school

Castle Manor School is a 13-19 Business and Enterprise college of smaller than average size. It obtained specialist status in 2005. A large majority of the students are White British and the proportion eligible for free school meals is well below average, although the age range of students makes this statistic less significant. Students' attainment on entry to the school is below average with few attaining higher levels. The percentage of students with learning difficulties and/or disabilities is above the national average and the proportion with statements of special educational need is below average.

'Castle Manor Business and Enterprise College is a good school, which has made rapid and significant improvements in many areas since the last inspection. The curriculum, developed thoughtfully and effectively to meet the wide range of needs of students who attend the school, is outstanding. Partnership arrangements with other providers add to the breadth of choices which, for a small school, is exemplary. (Ofsted 2007)'

SAMUEL WARD ARTS AND TECHNOLOGY COLLEGE

Unique Reference Number	124852
Local Authority	Suffolk
Type of school	Secondary
School category	Maintained
Age range of pupils	13–18
Gender of pupils	Mixed
Number on roll	
School (total)	847
Sixth form	185
Appropriate authority	The governing body
Chair	Mr P. Thomas
Headteacher	Mr Howard Lay
Address	Chalkstone Way Haverhill Suffolk CB9 0LD
Telephone number	01440 761511
Fax number	01440 761899
Age group	13–18

Description of the school

Samuel Ward Arts and Technology College is a medium sized upper school which draws its students from a mixed catchment area, including some areas of significant deprivation in Haverhill. The standards attained by pupils entering the school are below average. The proportion of students eligible for free school meals is low and the percentage of students with learning difficulties and/or disabilities, including those with a statement of special educational need is close to the national average. The vast majority of students are from White British backgrounds. The school achieved specialist status in technology in 2000, Arts and English in 2005 and Applied Learning (vocational) in 2006. Some 50 children attend a playgroup which is situated in the school but operates independently from it.

'This is an outstanding school. It provides an excellent learning environment in which students feel safe and valued. The school genuinely puts the needs of learners first, as illustrated by its excellent work on developing the student voice, but students are also well aware of what the boundaries are, and respect them. (Ofsted 2008)'

Both Samuel Ward and Castle Manor schools have made significant progress on the development of a joint post-16 programme since the KPMG report 'Supply and Demand for Skills and Learning in Haverhill' was published in 2008. Indeed, a jointly funded, senior member of staff was appointed to review and develop the joint post-16 curriculum offer from 2008. Details of this and the improvements in participation and retention rates appear later within this proposal.

West Suffolk College

Unique reference number	130818
Type of college:	General Further Education
Principal:	Dr Ann Williams
Address of college	Out Risbygate, Bury St Edmunds, Suffolk, IP33 3RL
Telephone number	01284 701301
Chair of governors	Mrs. Betty Milburn
Age Group	16+
Number on Roll	19,000
Number on Roll 16 – 19	2,356

Description of the college

West Suffolk College is a medium sized general further education college in Bury St Edmunds based mainly on the Out Risbygate campus, with some construction and building programmes a mile away at Anglian Lane. It also has local learning centres in the main market towns of West Suffolk. The college serves a predominately rural community and the needs of the people in Bury St. Edmunds, Haverhill and throughout the rest of West Suffolk.

The college offers vocational programmes from foundation to higher education level in all 15 subject sector areas. Most learners aged 16-18 are enrolled on full-time courses. The majority of adult learners are enrolled on part-time courses. Some 59% of learners are female. There are approximately 800 apprentices participating in work-based learning and 650 higher education students on UCS degree courses.

The college has had three centres of vocational excellence and is the first organisation in England to be recognised with seven Training Quality Standards for their work with employers in: engineering, construction, hospitality, leisure, travel and tourism, health care, children's workforce development and adult social care, and leadership and management. This is in recognition of its excellent work with employers. The college was awarded Beacon Status for its high performance in 2006. It has Investor in People (IIP) status and IIP for leadership and management. It achieved the Sunday Times 100 Best Employers in 2007.

There are 12 upper schools with sixth forms delivering 'A' levels in West Suffolk. There are also three special schools. The college plays a full part in planning and developing 14-19 age group vocational partnerships in West Suffolk. It is a member of five locality groups planning to expand provision. There are over 720 14 – 16 year olds taking part in vocational education and training through the college. It will deliver, in partnership with schools and employers, over 170 Young Apprenticeships in 2009/10.

The college's mission is to 'provide excellent education and training which develops skills that contribute to the success of the individual and the economy'. In a full Ofsted inspection in 2006 the college was graded as outstanding in every respect.

<i>Effectiveness of provision</i>	<i>- outstanding</i>
<i>Capacity to improve</i>	<i>- outstanding</i>
<i>Achievement and standards</i>	<i>- outstanding</i>
<i>Quality of provision</i>	<i>- outstanding</i>
<i>Leadership and management</i>	<i>- outstanding</i>

'Provision for learners 14 – 16 is very good.'

'Success rates for learners 16 – 18 are outstanding and well above the national averages.'

(Ofsted 2006)'

THE GRANTA SCHOOL

Type of school	Special
School category	Community special
Age range of pupils	2-19
Gender of pupils	Mixed
Number on roll (school)	103
Number on roll (6th form)	9
Appropriate authority	The governing body
Address	Cambridge Road Linton Cambridgeshire CB21 4NN
Telephone number	01223 896890
Fax number	01223 896891
Chair	Mr Lee Ginger
Headteacher	Mrs Lucie Calow

Description of the school

Granta is an all-age area special school for pupils with complex needs, including profound and multiple learning difficulties and autistic spectrum disorders. Although attainment on entry is well below average as a result of pupils' learning difficulties and disabilities, there is a fairly wide ability spread. The school opened in September 2006 as one of two new special schools in Cambridgeshire to which pupils transferred following the closure of four previous schools. The school opened with 78 pupils, has quickly increased to 103 and is expected to expand to 150. Many staff transferred from the four schools that closed and the school has recruited some additional teachers, and is still recruiting, to fill particular posts and in response to the growing pupil numbers.

'This is already a satisfactory school with some good features, which has come a long way in the short time since it opened just over a year ago. A great deal of development has taken place in just over a year since the school opened. The school has received outstanding support and challenge from the governing body. Pupils make good progress in their personal development and feel safe and happy.'
(Ofsted 2008)'

Summary

Much of the background statistical evidence and data associated with this proposal has already been produced through the report commissioned by the LSC Suffolk and published by KPMG in April 2008 'Supply and Demand for Skills and Learning in Haverhill'. The need has been identified and it is not proposed to duplicate that which already exists. This document is attached as appendix A. The focus of this proposal will be the clear identification of how the planning, management and delivery of post 16 education and training opportunities in the Haverhill area will be transformed, through true collaboration, to produce an educational offer of such breadth and coherence that it will clearly surpass that possible by any single member institution. The

proposal will address the four key areas summarised in the 'Information for competition entrants' section 1.8 of;

- Raising participation by encouraging more young people to continue in learning between 16-19 years
- Extending breadth and choice to learners aged 16-19 and giving them more accessible provision so that they do not have to travel out of the area to study a range of subjects at varying levels
- Ensuring high quality learning accessible to all young people
- Offering value for money by using the resources available to Suffolk for its young people in the most effective way

The criteria by which this proposal will be judged will be referred to in the order that they appear in the competition details.

1. How will the proposal ensure effective collaboration with existing providers and complement existing provision as part of a locally coherent and accountable system?

Weighting 20%

- To what extent is the proposal consistent with the overall strategy for the area, including the changes to be implemented as a result of the School Organisation Review?
- Where appropriate, what are the arrangements for any proposed collaboration, including management and governance arrangements?
- How will the proposal enhance the work of existing local providers to deliver the Government's 14-19 agenda?
- If a partnership is proposed, who is the lead partner, and what arrangements are there for effective accountability for learners' outcomes

1.1

The proposal is entirely consistent with the overall strategy for the area and the changes to be implemented as a result of the School Organisation Review. The review has proposed moving from the current three-tier system to a two-tier system from September 2010. In March 2008 Cabinet approved the publication of statutory notices proposing changes to the organisation of schools in the Haverhill area. The reorganisation of schools into a two-tier system presents an opportunity to improve the quality of education within the Haverhill area. Research strongly indicates that the two-tier system performs better than three-tier (on key attainment measures), In addition moving to a two-tier system countywide would enable £4.4m to be re-invested in schools each year.

1.2

The first changes to schools would happen in September 2010 and the final changes would be in September 2011. Planning is already underway for these changes with schools already making joint appointments and considering how the curriculum will develop.

1.3

Castle Manor Business and Enterprise College is recognised as a good school with some outstanding features and Samuel Ward Arts and Technology College as outstanding by the Office for Standards in Education (Ofsted). The most recent data regarding pre-16 Contextual Value Added (CVA) points show Castle Manor as having the highest score in Suffolk with Samuel Ward a close second whilst Linton Village College's pre 16 CVA was 1007.6 with 76 % of pupils there obtaining 5 A – C GCSE grades including English and maths. The post-16 CVA score for West Suffolk College is also high at 1014. Students at both schools make better progress than the local or national average. Our proposals will lead to children attending these schools from a younger age and benefiting from this good practice. Both Samuel Ward and Castle Manor are already part of 'soft federations' with Westfield Primary School and Castle Hill Middle School respectively.

1.4

The recommendations for the Haverhill area include:

- Expansion of the two existing upper schools to cater for the full secondary age range.
- Encourage a federation between Castle Manor Business and Enterprise College and Burton End Community Primary School and federation between Samuel Ward Arts and Technology College and Westfield Primary School.
- Creation of these formal partnerships helps to minimise the disruption young people experience when they change school at the age of 11, by creating even closer links between the schools.
- Retain all village primary schools and expand all primary school age ranges to accommodate two extra year groups, for children aged 10 and 11.
- Relocate some primary schools onto bigger or more central sites which will help the schools to better meet the needs of the communities they serve.
- Post 16 provision should undergo further investigation in partnership with the Learning and Skills Council (LSC).

1.5

This proposal is also consistent with the Suffolk County Council vision for 14-19 education, 'Expanding Horizons 14-19; vision into reality' which states;

'This plan supports the development of the new local 14-19 partnerships that will take forward the proposals for short and medium improvements in 14-19 education and training across Suffolk. The partnerships will evolve from the current 14-19 locality groups. The future security of these partnerships as a vehicle for long term and sustainable change must be considered as they develop. In order to achieve this formal partnership arrangements will be a necessary element.'

1.6

The goals encapsulated within the Suffolk 14-19 Strategy are also consistent with those identified within this proposal i.e.

- To provide an appropriate range of personalised learning opportunities to meet the varied needs of all young people aged 14-19 through effective planning and formalised partnerships
- To ensure that all young people and their parents/carers receive comprehensive and impartial information, guidance and support to

enable successful progression into, during and beyond the 14-19 phase

- To raise aspirations, participation and achievement
- To establish a learner-centred culture within all our 14-19 organisations
- To enhance the quality of provision through a programme of continuous improvement, the sharing of good practice and the effective use of resources
- To develop an infrastructure which supports the realisation of the vision for 14 – 19 learning

‘To enable all young people to achieve their full potential through the provision of broad based, balanced and high quality learning opportunities appropriate to their needs’

1.7

The focus on ‘all through schooling’, embracing the notion of seamless progression, underpins this proposal. The benefits of such a system have been identified in many publications. Competition is significantly reduced and more effective use can be made of resources and teaching staff. There are fewer disruptions to learning through complex transfer arrangements. Greater choice and diversity can be provided with the partnership able to improve the clarity about personalisation within learning and progression pathways at all phases and between phases for all learners and their families.

The changes to the current pattern along with the effects of greater collaboration post-16 will ensure the clearest progression routes and the widest choice possible.

1.8

Management and Governance

The four schools and the college will create a formally constituted trust with delegated powers and responsibilities which will be advertised and marketed as the ‘Two Counties Learning Trust.’

The Two Counties Learning Trust				
Partner Representatives (10)		Local Community Representatives (5)		
2 governors each from ; <ul style="list-style-type: none"> • Linton Village College • Samuel Ward • Castle Manor • West Suffolk College • Granta 		<ul style="list-style-type: none"> • Employers • HE • Community organisations • Councils • Suffolk County Council 		
Executive Management Board				
Director Post 16 Education Deputy Heads / Vice Principal of Partner Institutions				
Operational Implementation Teams				
Samuel Ward	Castle Manor	Linton Village College	West Suffolk College	Granta

Each partner would be represented by two governors one of whom would be the head teacher/principal (10)

Other local community representatives would be sought from employers, higher education, community and voluntary organisations, town and district councils and the Local Authority (5)

This body would;

- Agree the strategic direction of post-16 education for the area.
- Be supported by the Executive Management Board, the operational arm of the Trust.
- The Executive Board would be led by a new post, the Director of post-16 Education who would act as chairman of the board and whose major role would be to advise the Trust on all aspects of post-16 education and training.

- Board membership would comprise one deputy head teacher / vice principal from each institution
- Operational teams of staff will implement actions agreed by the board within each institution. In addition staff from each partner institution will form interdisciplinary development groups focussing on specific issue post-16. (e.g. Information, advice and guidance- IAG, finance, quality assurance, and curriculum development)

Key Features:

The governance model is based on the concept of:

- A distributive model of a post-16 campus involving all partners in making provision
- A unique partnership of local schools, a special school and West Suffolk College
- Post-16 provision with its own distinct brand, ethos and identity operating on behalf of the Trust

1.9

Planning and managing post 16 education across the town and surrounding area through one representative body, the Two Counties Learning Trust, rather than through each institution will ensure that the priorities contained in the government's 14 – 19 agenda are addressed strategically.

The Trust will raise participation rates by creating a new exciting organisation that will attract greater numbers of learners; it will extend breadth and choice by offering specialist course provision across multi-campus; it will offer value for money by using the resources available to it most effectively and it will ensure high quality provision by adopting appropriate quality standards for one, new, organisation

Duplication of effort will be removed. Programme content can be reviewed to ensure that appropriate opportunities are available for all learners and at all levels. Cross town opportunities can be marketed through each institution with students accessing these at different locations whilst continuing to be a part of a home institution. In addition the development of a Trust in Haverhill will enable the town and surrounding area to make an even more significant contribution to the Suffolk County Council Western Area Partnership which is responsible for the development of 14-19 education across the whole area which includes Bury St. Edmunds, the Gipping Valley, Newmarket and Mildenhall, Sudbury and Haverhill. This proposal will enhance and further develop improvements to the post-16 offer made in September 2008

1.10

Although the developments to the post-16 curriculum offer are very new they are already providing desired improvements in a number of areas.

- improvements to the numbers participating in structured learning. The participation rates for 16 – 18 year olds has increased from 59% to 64% in comparisons between 11/07 – 11/08
- a significant reduction in the NEET figures in the area for the same period from 10.2% to 9.7%, which is contrary to national trends
- an increase in the number of 16 year olds in structured learning from 83% in 2007 to 90% in 2008 across the two Haverhill schools
- a reduction of 2%, from 8% in 2007 to 6% in 2008, in the number of NEETs at age 16

1.11

Local priorities for 2008- 2013 have been agreed by the partnership. The following interim targets for attainment are to:

- increase the percentage of 16 – 18 year olds in the locality participating in structured learning from 63% (2007) to 71% (2009)
- reduce the percentage of 16 – 18 year old students that are NEET from 9.7% (2007) to 8% (2009) through local delivery of E2E / Princes Trust programmes that meet individual learners needs and bring them back into education and training and positive engagement with the wider community
- increase the number of 17 year old students in the locality participating in structured learning from 67.9% (2007) to 74% (2009)
- increase the number of students progressing to higher education from 43.4% (2007) to 51% (2009)
- increase the percentage of students in the locality achieving 5 A* - C including English and maths from 37.3% (2007) to 40% (2009)
- Increase level 3 achievement and standards by increasing the CVA scores for both institutions and the points per entry from 189.8 (2007) to 200 (2008)

Developmental Targets are to;

- establish a Town centre site, managed by West Suffolk College and adjacent to the town centre cinema, Sports Centre, Leisure facilities and Supermarkets providing specialist 'public facing' facilities to support the delivery of the lines of learning. These will include Sport

and Active Leisure, Hospitality, Hairdressing and Beauty Therapy, Public Services, Retail and Travel and Tourism. The centre will host the partnerships IAG and Student Services, providing a high profile statement of the partnerships vision and commitment to the partnerships wider community. The partnership's Director will be based there, as will the college's Adult Education provision and the LEAP centre. It will house the co-ordination of apprenticeships, including Young Apprentices, Pathways to skilled work, Programme Led pathways and other engagement with employers including work placement. It will include high quality training rooms and support provision of HE tasters encouraging progression to HE study.

- ensure that Haverhill students have access to the seventeen lines of learning by 2013
- prepare and plan for the raising of the learner leaving age in 2013 and 2015
- ensure that Haverhill students have access to the seventeen lines of learning by 2013.

It is important to note that much of the data, statistical evidence and priority targets contained within this proposal were agreed before Linton Village College and Granta expressed a desire to become an active partner. It is planned to refine such information to include data relating to Linton as the partnership progresses.

As a contribution to these targets there will be an increase in the flexibility and breadth of course provision particularly at levels 1 and 2 in line with recommendations made in the KPMG report

1.12

Until the Trust is created, Suffolk County Council, as the Local Authority with responsibility for 14 – 19 planning, is the lead organisation for this proposal.

1.13

Lines of accountability will be simple and clear and bureaucracy will be minimised. Whichever organisation is providing the teaching staff for the course will be accountable for the learners' outcomes and therefore identifiable. Performance will be monitored by the 'home' institution of each student and overall by the Trust Board, utilising the current processes and systems adopted and agreed by the Western Area Partnership. Regular reports will be given to both the Executive Board and the Trust if necessary. Any actions will be identified and acted upon efficiently and effectively at the institutional level.

1.14

The recruitment, retention and achievement rates for post-16 students will be publicised as one document for the new arrangements in the same way the

programme offer is marketed. They will also be held at an institutional level for the home students to enable comparison and monitoring for staff and governors and to satisfy external monitoring arrangements. Each student will be registered with their 'home' institution that will be responsible for the effective accountability of the learners' outcomes.

2. Will there be an adverse impact on existing, successful local 16–19 provision? If so what will the impact be and how will this be ameliorated?

Weighting 10%

- How will undue competition be avoided while enhancing choice and diversity?
- What is likely to be the impact of the proposal on other local providers

2.1

There will be no adverse impact on existing local 16 – 19 provision because the targets set by the partnership(see above) are to increase participation 16 – 19 and embrace all 14 – 19 reform progression pathways.

2.2

Unhelpful competition will be avoided through all partners building on their strengths and specialisms and providing increased learner choice for Haverhill young people with the offer of a broad based set of programmes. Where course provision is replicated over two or more sites this will be because critical demand exists giving learners a clear choice of where to access such opportunities also reducing travel to learn times.

2.3

Partners will build on their identified strengths and areas of expertise to benefit the whole Trust. The objectives of the Trust will be to increase the numbers of young people engaged in structured learning by broadening the programme offered both in terms of subjects and levels. Membership of the Executive Board by all partner institutions will ensure that any gaps in provision are identified and actions take by the most appropriate partner. In brief It is envisaged that;

- the AS / A2 programme will continue to be developed and delivered primarily by the partner schools, rationalising the number of courses offered but maintaining the breadth of the whole programme offer. Linton Village College will develop their new build to create a centre of excellence for Applied Learning. This will provide opportunities for learning at a variety of levels within the partnership and the community. It will offer facilities for the diploma lines in Engineering, Manufacturing, Retail, Hospitality and Catering and Construction and the Built Environment. It will also offer courses at a variety of levels to support students of all abilities in complementary and essential areas linked to their practical learning, such as English, mathematics, science and basic literacy and numeracy. The centre will also enable students with special needs and adults to access work-related learning.
- Castle Manor will develop diploma lines in Business Administration & Finance, Sport & Leisure, Humanities, Languages, Information & Technology & Retail
- Samuel Ward will develop diploma lines in Health, Society and Development, Creative & Media & Science

- West Suffolk College will develop the facility in the town centre [see earlier comments] to support diploma lines in those areas that benefit from a closer public interface - Hair & Beauty, Retail, Travel & Tourism, Public Services and Sport and Active Leisure - as well as providing the full range of opportunities at all levels on their main campus.
- The Granta School will provide strategies for inclusion for those with special educational needs, provide specialist facilities and expertise for appropriate students and be able to access a far wider programme of post-16 activities than could be provided were it working in isolation.
- An extensive range of more flexible and more accessible course programmes will be offered particularly provided to attract those more unwilling to participate in more traditional learning. These will include E2E, Princess Trust, FLT and Apprenticeships.

2.4

The partnership is inclusive and extends to all local providers in the Haverhill area. The principles that underpin this local provision are contained in the Locality Development Plan 2008 -2013;

Our proposal will;

- Raise aspirations
- Deliver high standards
- Continue to drive forward personalisation in learning
- Retain the individual identity, ethos and character of each institution whilst creating and promoting a shared brand - the Two Counties Learning Trust.
- Ensure that the equality and diversity needs of all learners are addressed

3. How will the proposal ensure a broad range of sustainable provision?

Weighting 15%

- What arrangements will be made to ensure students have full access to high-quality impartial advice and guidance?
- If appropriate (in the event of multi-site proposal) how will transport be organised (and paid for) to avoid significant loss of learning time?
- What evidence is there that the proposal is likely to receive wide support from the local community?
- How will the proposal meet the needs of local employers
- How does the proposal improve value for money and offer long term sustainability?

3.1

A co-ordinated curriculum will be planned by the Trust through the Executive Board, published and distributed to all partner organisations. This will also be available on the 14 -19 Haverhill Learning Partnership and Suffolk websites. A team of advice and guidance staff from the partner organisations and led by the Connexions service will organise and attend advice and guidance evenings in all schools ensuring that the advice and guidance is impartial and of the highest quality based upon the new national quality standards for Young People's IAG (2007). Suffolk County Council have recently developed the Careers Education Advice Information and Guidance Standards (CEAIGS) qualification process. Samuel Ward and West Suffolk College have already achieved this standard. Castle Manor expect to be awarded this quality standard in March 2009.

On going evaluation of the new curriculum will be undertaken through active student representation within the Trust and each institution through the learner voice process.

3.2

Students will remain with their home institution but have access to the range of opportunities that will eventually be available through the four schools, the college and the new learning centre planned for the town. There will be a continuing development of level 1 & 2 courses and vocational educational opportunities. The local partnership has already drawn up a financial agreement to fund these developments and the Trust will build upon these arrangements to scope in the other partner organisations. (Appendix B)

3.3

In 2008-2009 the provision of level 2 vocational opportunities was under-developed compared to level 3 in the two Haverhill schools. The Trust will therefore develop and expand the level 2 offer and relate this to level 3 progression pathways.

3.4

Such curricular developments integrate both academic and vocational programmes and encourage students to participate in a wide range of opportunities across qualification levels. They also build on the broad range of subject specialisms in a planned and complementary way that will also ensure progression and access to the full range of specialist diplomas by 2013.

3.5

Access between sites is relatively easy and will build on that currently provided between the partner institutions. As no site, apart from West Suffolk College, is more than a 15 minute journey from the centre of Haverhill the transport times currently endured by those accessing opportunities in Cambridge would be greatly reduced improving both the educational and environmental situation. The new arrangements should significantly reduce the numbers of learners leaving the area post-16 and should attract students from outside the area to local opportunities.

3.6

The Trust will secure and commission appropriate transport to take young people to the relevant specialist partner on the designated, timetabled days. The Trust will fund all necessary transport arrangements through the savings accrued by the closure of current, small and unviable classes. Electronic registration will take place at the institution arrived at for learning. Whole day timetabling at partner institutions will be planned, wherever possible, to reduce double journeys, the time spent travelling by the student and therefore costs and will reflect Suffolk County Council's 14-19 transport developments and priorities.

3.7

The local communities are well represented on all five governing bodies as are councils and employers. Wide support has been evident from all the consultation opportunities with these bodies and parents and stakeholders. The increase in vocational opportunities has been particularly welcomed by local employers and the development of the specialist learning lines reflects both local industrial needs and student demand as referred to in the KPMG report. A list of those organisations, companies and individuals supporting our proposal is attached as Appendix C. Adult and wider community use of educational facilities has long been a principle of the Village College movement and is an important objective within our proposal. Both Linton and West Suffolk College already offer adult learning programmes. The priority must of course be the post-16 age group but all appropriate patterns of use for groups below and above this age group will be explored on all campuses.

3.8

By planning the curriculum offer across institutions expensive duplication of resources will be avoided;

- Management and administration of the programmes will be through one organisation responsible for post-16 education.
- This will not only ensure greater efficiency but enhanced sustainability as reports of progress, performance and quality will be made regularly to the Trust Board members utilising a single quality assurance system.
- Greater opportunities for joint staff development and training activities will be arranged including offering post-16 teaching opportunities to a wider staff team as detailed below.

- Improved investment in resources will be achieved by concentrating on specialist areas.
- Greater flexibility over curriculum planning will be possible and will reflect changes to student demand more effectively.
- Joint advice and guidance will be organised.
- Joint marketing will be produced.
- Good practice will be shared more easily.

3.9

The partnership is committed to utilising the unique opportunities offered by a closer working relationship between a number of related but different educational institutions to raise the quality of teaching and learning through a joint staff development programme involving all campuses.

A comprehensive staff development programme sharing good practice and involving staff in teaching/ training opportunities in a range of different settings will be planned. This will provide sixth form experience for those not currently able to access this, experience of teaching in a college of further education, access to the specialised knowledge available through Granta and opportunities in each of the three secondary schools involved with their comprehensive range of different specialisms and characteristics.

This will not only enhance the quality of teaching and learning and therefore performance but it will also lead to improvements in teacher recruitment and retention rates.

Suffolk County Council is committed to supporting the continued professional development of its staff;

- It provides provide a wide range of professional development opportunities covering subjects, aspects of the national curriculum, support for implementation of the national strategies and workforce reform.
- It has developed a Framework for Teachers' Professional Development, which recognises the importance of developing all teachers in schools and at all stages of their career. This framework also maps on to the national Teachers' Standards Framework.
- Each Suffolk school has an identified staff development coordinator who is responsible for managing professional development within the school and school-based training for the five designated professional development days each year. It is envisaged that this resource, utilised more efficiently through the partnership, will offer enhanced planning and management of staff development programmes.

- Most of the training and development that teachers undertake is school-based and directly relevant to their roles and responsibilities. Resource materials for use in schools are available from the schools library service.
- The Inclusive School Improvement Service (ISIS) provides high quality support to schools through an active programme of courses and individual consultancy.
- Suffolk's team of Advanced Skills Teachers (ASTs) also play an important role in school improvement and individual teacher's professional development. A regular council seminar programme for ASTs helps to support their work.
- The professional development of the County's school leaders is also enhanced by the relationship established with the National College for School Leadership and the Eastern Leadership Centre, which is based in Cambridge.
- Opportunities for further professional study, at graduate and postgraduate level, are provided by many of the region's universities, either through face-to-face or distance learning. Suffolk County Council has achieved partner college status with Anglia Ruskin University (ARU); teachers can participate in a range of credit bearing modules. These can contribute towards postgraduate certificate, diploma or masters level awards and qualifications. Opportunities for teachers to engage in supported school-based action research are also available.
- A system of performance management operates in schools, which helps teachers to identify their professional needs in relation to the priorities of the school and to record this. We have an established culture of commitment to continuing professional development at all stages of a teacher's career.

3.10.

Linton Village College is the only school in Cambridgeshire delivering the Young Apprenticeship Programmes. West Suffolk College already has an existing, large Youth Apprenticeship programme with increased provision offering over 170 places planned for September 2009. The partnership will extend the range and network of apprenticeships available by using the various campuses available as host organisations for catering, the teaching assistant programme, nursery nursing, admin support and finance

All the above will secure substantial savings while offering a greater degree of choice and diversity. Through specialisation within the partnership viable groups of learners can be supported in their vocational and subject choices resulting in improved value for money and reducing the risk of non participation or early drop out.

4. How will the proposal meet the basic need for additional 16-19 learners?

Weighting 10%

- For example:
- Does the proposal contain realistic and appropriate information on learners, including the numbers of learners and age range?
- Does the proposal address the development needs identified through the 'Supply and Demand for Learning and Skills in the Haverhill area' report?

4.1

According to the KPMG report 'Supply and Demand for Skills and Learning in Haverhill', and learner cohort school projections produced by Suffolk County Council there will be a dip in the size of the learner cohort by 6% between 2008-2012. However, following this period national statistics suggest that the 15 -19 cohort will increase, thus effectively resulting in no change on the 2004 figures.

4.2

A review of projected primary school numbers supplied by Suffolk County Council shows that the number of learners in Haverhill primary schools will increase by over 11% between 2008-2012 which bodes well for future 14-19 demand and confirms that the expected 15 -19 cohort will increase further later in the decade (2018-2020) notwithstanding other factors i.e. housing development (see KPMG page 29)

4.3

These projections do not take account of the Government's plans to raise the learning leaving age to 17 from 2013 and 18 from 2015.

4.4

Figures produced by the LSC, Suffolk show that;

- there were a total of 242 students in sixth forms in the two Haverhill schools (2008-09)
- 425 learners resident in the Haverhill were enrolled in FE colleges (2006/ 07)
- 90 potential learners were not in employment education or training
- 196 potential learners were in work without training
- 20% of learners in years 10 and 11 at Linton Village College are resident in Haverhill – approximately 40 learners a year to progress to 16 -19 provision locally

The LSC therefore believe that with the improvements in provision identified in the KPMG report and addressed below it is anticipated that there will be a need for 400-600 sixth form places in the Haverhill area by 2013.

4.5

This proposal will meet the basic need for additional learners by planning and managing post 16-education more effectively and strategically across the whole area and across all institutions involved. In particular the partnership will:

- Plan and deliver a high quality, broad based programme further extending the developments started in September 2008 that are already proving effective in attracting and retaining more students.
- Ensure that effective and impartial personalised advice and guidance is available during years 10 and 11 to inform students of the choices available to them both in terms of subject choice and institution of delivery as described above.
- Increase the number of level 1 and 2 courses and further develop the more flexible three year approach to the post-16 educational offer based upon the successful completion of a level 2 course in year one followed by progression on to level 3 courses in years 2 and 3.
- Actively target the high percentage of young people not in education, employment or training or in work with no training identified by KPMG, the majority of whom possess a level 1 qualification. It appears that over 280 young people fall into this category. The Trust will continue the acknowledged good practice of providing dedicated retention / mentoring posts to provide information and guidance to those young people identified as being at risk of falling into this category.
- Increase the number, range and level of vocational opportunities by investing in improvements at each school site, utilising, more effectively, the specialist accommodation already available to the partnership and developing a new learning centre in Haverhill. A huge development is currently underway at Linton Village College that will make further vocational opportunities available to the partnership. The learner voice showed that 43% of year 11 leavers felt that vocational provision was more appropriate to them than AS /A2 provision .
- Utilise the specialist expertise of Granta. The Granta Special School is a new school offering state of the art specialist equipment and expertise. The partnership is committed to inclusion. Students not attending Granta and who might benefit will have access to its expertise and equipment and Granta students will be able to access a far wider curriculum choice with appropriate guidance and support. Currently those young people with special needs in the Haverhill area must travel to either Sudbury or Ipswich to access specialist opportunities.
- More effectively address the needs of students with special educational needs. In a recent survey carried out in Colchester it was shown that over 37% of young people with statements of SEN who had left

education within the last five years had not been helped by any specialist organisation since leaving school. Of these, half indicated that they had tried to get help; the key reason why they had not been able to get help was not knowing who to ask. The implication is that students, after the age of 16, find it difficult to access relevant information to guide their choices. The Granta will take a lead role in preparing strategies to address such gaps in provision.

- More effectively address the needs of those likely to become NEET. From September 2009 West Suffolk College is planning to offer an E2E programme of activities in Haverhill which would become an FLT from 2010 onwards. The breadth of the partnerships provision will, in the longer term, reduce those at risk of becoming NEET. Until this occurs meeting the needs of this group will be a priority.
- Forge closer links with local employers and develop strategies to engage potential learners employed in work with no structured learning available. Employer engagement is perceived as a key issue for the partnership. Such strategies will try to address the issue of the capacity of employers (particularly small to medium sized) to provide appropriate training opportunities for their employees.

5. How will the proposal increase levels of participation and/or increase attainment at levels 2 and 3 to meet local, regional or national targets?

Weighting 15%

For example:

- How will the proposal address 2013 targets for the local area?
- How will the proposal address the September Guarantee and the Government's intention to raise the compulsory participation age to 18 years of age by 2013?
- How will the proposal attract those young people who are at the greatest risk of becoming NEET (not in education, employment or training)?
- Will young people who need courses at entry level, level 1 and level 2 be accommodated and if so how?
- How will provision be made sufficiently flexible to accommodate young people with special educational needs, and those with learning difficulties and/or disabilities, and to enable them to progress in a way that is appropriate to their abilities and aspirations?
- How will the proposal facilitate progression to higher education and/or employment?
- What strategies are proposed to ensure high quality provision is developed and maintained?

5.1

The proposal will increase both levels of attainment and participation at levels 2 and 3 by increasing the opportunities to study both academic and vocational programmes locally, more flexibly and at a range of institutions. Each programme area will have clear progression routes with many further and higher levels provided by West Suffolk College and the wider University Campus Suffolk partnership.

5.2

Interim priorities agreed by the local partnership to 2009 have been agreed and the partnership is well positioned to meet the 2013 targets for the area. These are to:

- increase the percentage of 16-18 year olds in the locality participating in structured learning from 63% (2007) to 71% (2009)
- reduce the percentage of 16 – 18 year old students that are NEET from 9.7% (2007) to 8% (2009)
- increase the number of 17 year old students in the locality participating in structured learning from 67.9% (2007) to 74% (2009)
- increase the number of students progressing to higher education from 43.4% (2007) to 51% (2009)
- increase the percentage of student in the locality achieving 5 A* - C including English and maths from 37.3% (2007) to 40% (2009)

- increase level 3 achievement and standards by increasing the CVA scores for both institutions and the points per entry from 189.8 (2007) to 200 (2008)
- establish a Haverhill skills plus centre for 2013 that will provide additional specialist facilities to support the delivery of the diploma lines of learning
- ensure that Haverhill students have access to the seventeen diploma lines of learning by 2013
- prepare for the raising of the learner leaving ages in 2013 and 2015

5.3

Participation in learning by 16 – 18 year olds has increased from 59% to 63 % in Haverhill. The numbers of 16 year olds participating in learning has increased from 80% to almost 84%. NEET levels have fallen from 10.2 % to 9.7% against national trends. Participation in apprenticeships has increased from 9.2 % to 10.1 % and those progressing to higher education has increased from 39 % to 43 %.(Locality Development Plan 2008 – 2013)

5.4

These statistics are encouraging. It is expected that participation will increase further as a result of the restructuring and expansion of post-16 provision, increasing the number of level 3 courses, the attendance of apprenticeship champions at post-16 evenings and improvements in the quality of IAG.

5.5

An integral part of the Haverhill Learning Partnership is to deliver a high quality provision and experience for all learners. It is vital that students have access to 21st century facilities. It is planned that Haverhill will develop a skills plus centre that will provide additional specialist facilities to support a developing and expanding curriculum offer. This development will also aim to raise the aspirations of all learners and become a focal point for vocational education in Haverhill, thus addressing issues of NEET, skills and training deprivation and progression into further education and training.

5.6

Students are now following an 'outstanding' KS4 curriculum and will have access to a combined KS5 provision. This new KS5 provision offers a great breadth of choice and has been designed to ensure that there are pathways from level 2 to level 3 courses. This has included an increase in vocational courses. The curriculum offer has also taken account of student demand which was collated through a year 11 questionnaire. There has also been a focus to develop the post 16 level 2 provision and the opportunity for some students to access a mixture of level 2 and 3 courses.

6. How will the proposal enhance institutional and curriculum choice?

Weighting 15%

For example:

- How will advanced level provision be enhanced to provide greater breadth and choice?
- How will the range of entry, level 1 and 2 courses available in the area be enhanced by the proposals to increase student choice and promote progression and participation?
- To what extent will the proposal provide equality of opportunity for all groups of learners in the local area?
- How will the new arrangements enhance institutional choice?

6.1

By working together as a partnership learners will not only be provided with access to a greater breadth of course choices both academic and vocational, but also to a larger number of institutions as all partners will be delivering parts of the whole programme offer. Advanced level provision will be enhanced by each institution building on their particular specialisms, and the participation of West Suffolk College which is a national lead in the Training Quality Standard.

6.2

Entry and level one courses will be enhanced by the introduction in September 2009 of an E2E programme that will transfer to become a Foundation Tier Learning programme from 2010. Level 2 courses will be enhanced with the introduction of a wider range planned from September 2009. Level 2 course opportunities will increase by almost 50% in comparison with that on offer in September 08. This could lead to an increase in the level 2 student cohort of up to 105 places.

6.3

Student choice, progression and participation will be improved as a result of the above and by the introduction of an extended range of pathways at 16. Pathway 1 is primarily an access course through the opportunity of studying a range of level 2 courses. The aim is to improve general skills and English, maths and ICT. This pathway also prepares the student for working life by helping to organise effective work experience accredited through the COPE programme. It is expected that students can continue to progress into level 3 education and training in year 13.

Pathway 2 allows the student to study one level 3 course in a particular area of strength whilst also receiving support to obtain level 2 skills in English, maths and ICT. It will also give the student flexibility to develop other skills through work experience. It is expected that students will progress and take more level 3 courses in year 13.

Pathway 3a is aimed at students who prefer to learn in a more vocational/applied way by participating on a range of BTEC courses. These can be combined with a range of AS courses. Students are expected to

progress their education /training on to level 4 courses provided by West Suffolk and other colleges and universities.

Pathway 3b will offer new opportunities using the specialist Diploma lines of learning from Gateway 2 commencing September 2010.

Pathway 4 provides a more 'traditional' academic route with students taking 4 AS level courses in year 12 and three A2 courses in year 13 leading to level 4 courses provided by West Suffolk and other colleges and universities and employment .

6.4

All learners will receive enhanced, personalised, independent advice and guidance based upon the new national quality standards for Young People's IAG, delivered by a team of trained staff led by the Connexions service. They will be made aware of the extensive range of courses that offer real choice and diversity and are open to all and are not gender specific.

6.5

Students will be able to choose a pathway at 16 that addresses their individual needs in terms of course choice. They will also be able to choose where to study with four additional institutions providing a range of specialist courses in addition to their 'home' institution.

7. How will the proposal contribute to delivering the specialised diploma lines?

Weighting **15%**

For example:

- If appropriate, how will the proposal support the requirement to deliver access to all 17 new diploma lines for 14-16 year-olds as well as for 16-19 year-olds?

7.1

This proposal will ensure that all students have access to each of the 17 new diploma lines at all levels by 2013. This will be ensured by the following;

- partners delivering to their strengths / specialisms within a common timetable to ensure cost effective [minimum / average 16 per year 1 post 16 subject] high quality A/AS level opportunities,
- increased FLT and level 1 / 2 opportunities and increased Apprenticeship [including Young Apprenticeships and Programme Led Pathways] opportunities.

Partners have strategically planned the introduction and timescale for the implementation of diploma delivery to reflect the needs of the town and of local employers and employment opportunities. The Trust, mentioned earlier in this proposal, will have representation from employers and the local community and will also work closely with the West Area 14 – 19 Partnership and the Cambridgeshire Area Partnership to ensure that entitlement to the full range of diploma lines is readily accessible for learners in Haverhill

7.2

Building on the strengths and specialisms of each institution it has been possible to identify a lead partner for each area of learning.

7.3

In the interim there is considerable opportunity to increase enrolments and post-16 participation by offering an increased number of level 1 and 2 vocational opportunities. This course programme was increased by 50% between 2008-2009 and this trend will continue in 2010.

7.4

Whilst this proposal is focussed on the 16-19 age group the Trust's vision is to ensure that the facilities provided by the multi-campus nature of the provision are both open and accessible to the wider communities. Community, adult and employer access will contribute to the wider vision for the Trust and provide the economies of scale necessary to support this proposal. In order to encourage aspiration and increase participation post-16 the facilities and resources will be made available to pre-16 pupils as appropriate.

7.5

The involvement and participation of employers is crucial to the success of this proposal and employers are seen as integral partners in this proposal and will be represented on the Trust's board of governors

7.6

The personalised information advice and guidance provided will enable young people to be referred to the nearest institution outside Haverhill offering the Diploma of their choice if it cannot be offered locally.

Conclusion

The partners believe strongly that if this bid is successful it will deliver all the improvements that the LSC has identified. This proposal will;

- ensure greater breadth and choice in line with the review findings.
- lead to continued increased participation and an appropriate range of provision to meet the needs of all young people.
- increase the proportion of young people who stay in education and training beyond the age of 17 years.
- produce high quality and value for money and deliver the step change required to meet Suffolk LA's 14-19 targets by 2013.
- extend access to the range of A level courses currently available.
- ensure access, over time, to the full range of specialist diplomas and a wide range of level 1 and 2 sixth form courses
- ensure access to new diploma studies and similar options for some 14 – 16 year olds to support progression and promote improved recruitment post 16.
- ensure improved access to apprenticeships and the FLT

This proposal has been endorsed and actively supported by the governing bodies of all partner institutions. We are realistic that there is much to do but are confident in the belief that this is the way forward and will make the step change in provision our young people deserve and are entitled to. As one governor wrote;

'This proposal is both visionary and compelling and sets out in simple terms the very real objective of how we can take 16 -19 education by the scruff of the neck and really transform the prospects for young people in the area. I cannot think of anything that will have greater impact on improving the perception of Haverhill.'

Glossary

Nomenclature when using the words children, pupils, students and learners is confusing. In this document children refers to those attending pre-secondary school, students to those attending secondary education and learners to those in post-16 education and training.

Advanced Skills Training	AST
Anglia Ruskin University	ARU
Castle Manor Business & Enterprise College	CM
Careers Education Advice, Information & Guidance Standards	CEAIGS
Contextual Value Added	CVA
Entry to Employment	E2E
Foundation Learning Tier	FLT
Framework for Teachers' Professional Development	FTPD
Further Education	FE
Granta Special School	GS
Inclusive School Improvement Service	ISIS
Information, Advice & Guidance	IAG
Investors in People	IiP
Key Stage 4/5	KS4/5
Linton Village College	LVC
Local Authority	LA
Learning and Skills Council	LSC
National College for School Leadership	NCSL
Not in Education, Employment or Training	NEET
Office for Standards in Education	Ofsted

Samuel Ward Arts & Technology College	SW
School Organisation Review	SOR
Teachers' Standards Framework	TSF
Two Counties Learning Trust	TCL
West Suffolk College	WSF
University Campus Suffolk	UCS