

Harrow 14-19 Strategy

Developed by the Harrow 14-19 Advisory Group

January 2006

CONTENTS

1	Introduction
2	Stakeholders' Vision for 14-19 Provision in Harrow
3	Strategic Framework
4	Key Strategic Aims
Annexes	
A	Operational Plan
	Strategic Aim 1: Access and Participation through the Curriculum
	Strategic Aim 2: Achievement
	Strategic Aim 3: Learner Entitlement and Collegiate developments
	Strategic Aim 4: Improving the Quality of Teaching and Learning and Resources
	Strategic Aim 5: Advice, Guidance and Support
	Strategic Aim 6: Leadership and Management
B	Resourcing Plan
C	Targets to Measure Progress and Success
D	Background: Harrow as a Place to Live and Learn
	Social and Economic Context
	Education Provision
	Policy context

Harrow 14-19 Strategy

1 Introduction

- 1.1 The Harrow 14-19 Strategy sets out the vision for 14-19 provision in Harrow and the strategic aims to achieve that vision. It is informed by national, regional and local policies and responds to local learning priorities.
- 1.2 Our aspiration is that 100% of Harrow 16-18 learners will be participating in education and training by 2010.
- 1.3 One important frame for this strategy is Every Child Matters and the forthcoming Children and Young People's Plan, 2006 - 2009. The 14-19 strategy is a vital contributor to this plan and vice versa. Outcome areas relevant to education are: Enjoy and achieve, Making a positive contribution and Achieve economic well-being.
- 1.4 The 14-19 strategy's focus is the planning and action to be undertaken as a shared endeavour. It does not seek to encompass the entire landscape of 14-19 activity in Harrow or incorporate elements that are more properly the responsibility of individual institutions or organisations. However, it does provide a framework within which individual decisions should be considered.
- 1.5 The vision described here evolved over a considerable time period. A number of post-16 models have been subject to community consultation and the model described here has emerged as the preference. Its challenges are not underestimated. Success will depend on the availability of capital investment from the Learning and Skills Council (LSC), the commitment of stakeholders and their capacity and willingness to be flexible.
- 1.6 There are four Consortia of schools and colleges currently undertaking work to develop 14-19 provision and development plans for 2005-06 have received LSCLW support funding. In addition, a Skills Centre was launched in September 2005 focused on vocational learning. These initiatives provide a strong platform for proceeding.
- 1.7 It remains the intention to change the age of transfer to secondary schooling from age 12 to age 11 years. However, the staged release of capital funding from the DfES as part of the Government's Building Schools for the Future will not support this prior to 2013. Alternative approaches may be sought. The implementation of this change will impact significantly on the high schools over a considerable period.
- 1.8 It is intended that this is a dynamic document, able to reflect change.

2. Stakeholders' Shared Vision

2.1 Harrow learners are generally high achieving. However, approximately 39% of young people do not attain level 2 qualifications at 16 and about 5% become NEET. Vocational options are limited at 14-19 and study post-16 on a school site has not so far been possible. Thus, the current Harrow learner offer does not meet the needs or aspirations of some Harrow young people or their parents and the choices for all are constrained.

2.2 The Stakeholders' vision for 14-19 provision in Harrow has two interdependent strands:

- **to increase the take-up by learners** through the extension and enhancement of the learner offer. Institutions are committed to adopting flexible and responsive approaches that will help promote learner enthusiasm and direction;
- **to provide every learner with access to the high quality learning opportunities that will challenge, stretch and fulfil their aspirations, develop their aptitudes and secure learner success.** Each learner will have access to a choice from excellent provision and providers that will match the needs expressed in their learning plan. Progression pathways will be transparent. High quality information, advice and support will be consistently available to facilitate transition, retention and achievement.

2.3 For some time Harrow has been committed to developing a **Learner Entitlement for 14-19**. The Entitlement will need to take account of:

- the London West Learner Offer which reflects the demands of the 14-19 White Paper, London-wide consultations and local workforce development needs;
- the areas for improvement identified in the Harrow self assessment;
- requirements arising from Every Child Matters and Youth Matters.

And can build on:

- the Pathfinder and Increased Flexibility initiatives and the action taken by individual schools to increase the range of vocational GCSEs and other courses such as accelerated AS levels;
- the establishment of the first Skills Centre.

This concept of Entitlement and choice is at the heart of the Harrow vision.

2.4 **The overall range of provision at 14-19 will be designed to secure the Harrow Learner Entitlement.** This Entitlement will inform curriculum planning and the provision of information, advice and guidance:

- At 14-16, there will be collaboration on the development of shared provision to address gaps and enhance student experiences;

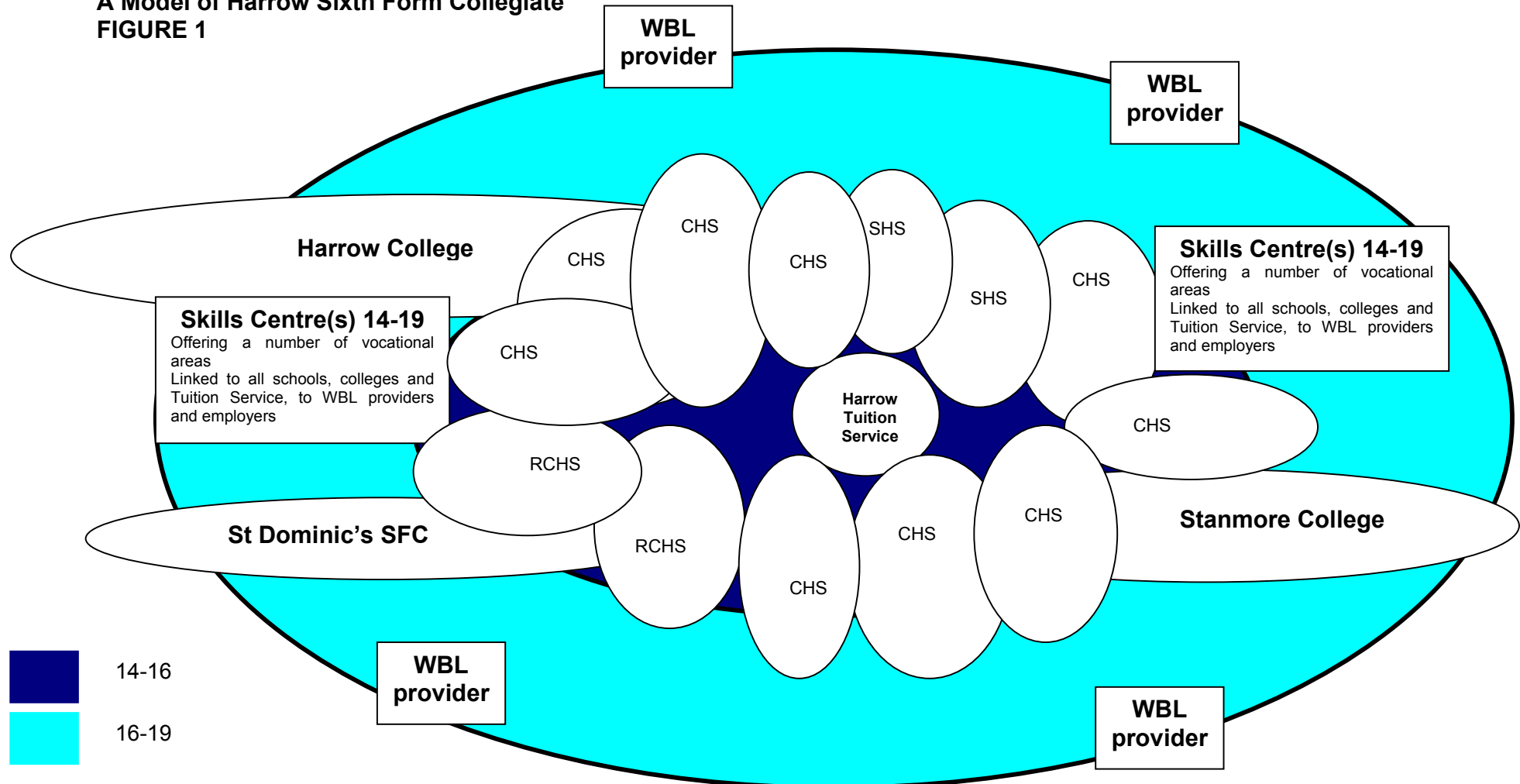
- At 16-19, the combination of sites will offer entry, levels 1, 2, and 3 courses to meet the demands of learners and the entitlement and to match the specialisms of providers.
- 2.5 One high level of need is to expand the vocational curriculum. This has been identified as critical by all stakeholders and is one development area in the Children and Young People's Plan. At post-16, a sizeable proportion of students are travelling out-of-borough to access the courses they want and choice at pre-16 for students whose preferences are for a vocational strand is limited. This is a key area for expansion at Entry and levels 1, 2 and 3.
- 2.6 A second area for attention is to better meet the needs of Learners with Learning Difficulties or Disabilities (LLDD), identified as an issue by the LSC and in the Children and Young People's Plan; of other groups on the basis of social background or ethnicity; and of those who are found to be at risk of underachievement. Shared solutions might be developed through the Learner Entitlement and 14-19 strategy.
- 2.7 A third area for attention is the large proportion of higher attaining students who leave Harrow at the age of 16 – or at age 11 – and who, as a consequence, distort the social composition and learner profile of Harrow schools and colleges.
- 2.8 The vision that is proposed for 16-19 is to forge a partnership that connects together the entirety of Harrow's 16-19 provision as **The Harrow Sixth Form Collegiate**. This is presented diagrammatically in Fig 1. It shows four groupings - emerging from the four Harrow consortia – within a coherent and cohesive structure.

Organisations such as work-based learning providers and Higher Education will be linked into the network.

- 2.9 **The Harrow Sixth Form Collegiate will formalise the collaboration** across high schools, colleges, Skills Centre(s) and work-based learning providers in order to facilitate access and progression. A Partnership Board representing stakeholders will provide strategic direction. The Compact signed to signify commitment to joint bidding to the LSC's 16-19 Capital fund is the first stage of collective action on this. The Collegiate will be underpinned by a Memorandum of Agreement covering the bases for collaboration. It will refer to areas such as learner entitlement, timetabling, transport and funding. There will be some areas where institutions will retain individual responsibility, such as admissions. Comprehensive and independent information, advice and guidance will present the combined offer and applications will be coordinated or centrally managed.

- 2.10 **The student will be based on a home site** where all or the majority of their study would be undertaken, and where they will receive pastoral and intensive support as needed. This might be a college, a school delivering post-16 curriculum or a Skills Centre. But, they would be able to combine this with elements on offer at any other site where travel to study, admissions criteria and course availability make it feasible. Some linkages will be developed outwith the borough where progression opportunities are limited.
- 2.11 Robust and effective **identification, tracking and support systems** will ensure that all students, particularly those at risk of becoming NEET, are benefitting from programmes that suit their needs and aspirations. A common approach to Individual Learning Plans for students will facilitate student flows between institutions.
- 2.12 It will be important to develop a common web-based system to both operate an e-learning platform and to facilitate tracking, management and administration.
- 2.13 First stages for transition to the Harrow Sixth Form Collegiate are either in place or at a planning stage. See Fig 2 for the **Transition model**. Harmonisation will be carefully structured to take account of the different start points of each consortium. It is envisaged that four consortia will continue to operate initially, each integrating some school-based and college-based post-16 provision. It is anticipated that an early stage will be the development of the subject specialisms of each consortia as part of a Collegiate offer. Vocational 'lines' will be delivered through Skills Centre(s). Some of these may be based in schools where there is a specialism at pre-16 with a vocational application, such as ICT or business
- 2.14 A model for the transition into the Harrow Sixth Form Collegiate is outlined in Figure 1. At this stage, the Collegiate overarches the consortia and a structure and systems are established that connect the entirety of Harrow's 14-19 provision. Models of transition will be kept under review as the Collegiate develops.
- 2.15 One key focus for action should be to address the current limitations of parental awareness and understanding of other than traditional academic routes at pre-and post-16 and of the value of work-based learning programmes, such as Apprenticeships.

**A Model of Harrow Sixth Form Collegiate
FIGURE 1**

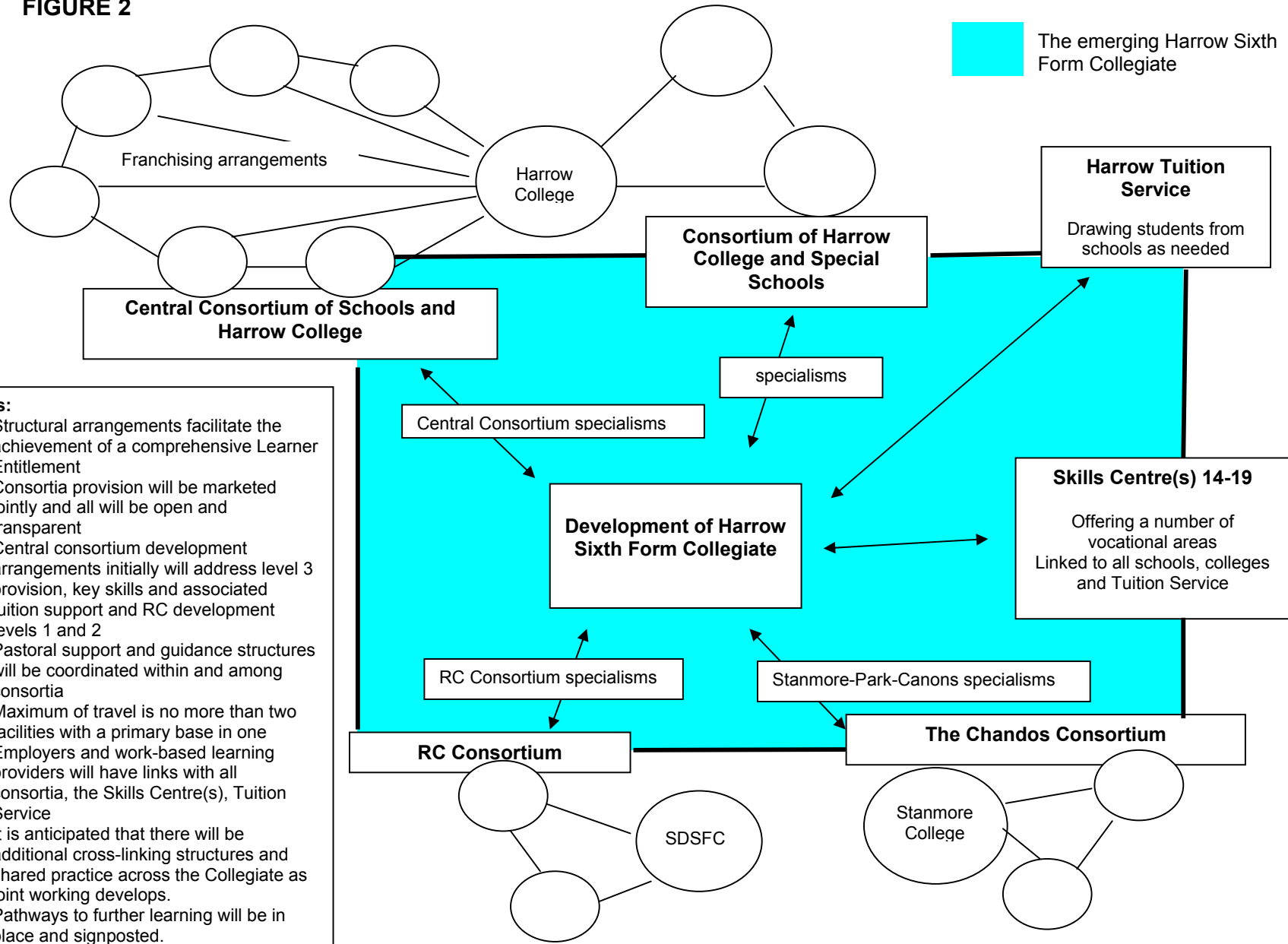


14-16
16-19

- Notes:**
1. Structural arrangements facilitate the Learner Entitlement offer
 2. All 16-19 provision will be marketed under the umbrella of the Harrow Sixth Form Collegiate and the applications process will be fully coordinated.
 3. Sites will offer a mix of provision at entry, levels 1, 2 and 3, key skills and associated tutorial support
 4. There will be a common or compatible timetabling at 16-19 and some common time at 14-16
 5. Pastoral support and information, advice and guidance will be coordinated
 6. Maximum of travel is no more than two facilities with a primary base in one
 7. Employers and work-based learning providers will have links with all institutions, the Skills Centre(s) and Tuition Service
 8. Pathways to further learning will be in place and signposted.

Key:
WBL: Work-based Learning
RCHS: Roman Catholic High School
CHS: Community High School
SHS: Special High School

Harrow Sixth Form Collegiate: Transition Model
FIGURE 2



Notes:

1. Structural arrangements facilitate the achievement of a comprehensive Learner Entitlement
2. Consortia provision will be marketed jointly and all will be open and transparent
3. Central consortium development arrangements initially will address level 3 provision, key skills and associated tuition support and RC development levels 1 and 2
4. Pastoral support and guidance structures will be coordinated within and among consortia
5. Maximum of travel is no more than two facilities with a primary base in one
6. Employers and work-based learning providers will have links with all consortia, the Skills Centre(s), Tuition Service
7. It is anticipated that there will be additional cross-linking structures and shared practice across the Collegiate as joint working develops.
8. Pathways to further learning will be in place and signposted.

- 2.16 Critical aspects of this development at post-16 are contingent on capital funding for new build, temporary accommodation and refurbishment. Extensive feasibility studies have been undertaken on site and facilities' capacity. A bid will be submitted to the LSC in January 2006 to seek 16-19 Capital Funding for schools. FE funding falls within the established LSC funding system and any related college bids will be included in FE plans and submitted at the same time.
- 2.17 It is important that the effect of changes on new and existing provision is monitored.
- 2.18 This strategy will be revised subject to the success of the bid to LSCLW, January 2006. The Action Plan will be completed once the bid is finalised and will reflect the actions of the Children and Young People's Plan. The strategy and plan will then be reviewed bi-annually.

3. Strategic Framework

- 3.1 At 14-16, the Harrow Learner Entitlement will determine the minimum curriculum offer that must be in place, combining statutory requirements with new options. Curriculum mapping and review in the light of this and the White Paper will indicate what provision at 14-16 would best be developed through shared action and to ensure appropriate progression.
- 3.2 Similarly at 16-19, the Entitlement plus the vision of the Harrow Sixth Form Collegiate will shape the provision that needs to be in place. The Transition Phase will focus on joint activity within the separate consortia. However, it is critical from the outset that all developments are predicated on a shared agreement by stakeholders that these initiatives and pilots will at some point be coordinated within the Collegiate.
- 3.3 A strategic framework will determine delivery inside the Collegiate boundary and should also influence 14-16 activities, policies and protocols outwith. This is necessary to facilitate student access and transitions and staffing. Framework coverage should embrace:
1. Sixth Form Collegiate curriculum offer and how this will be serviced
 2. Leadership
 3. Teaching and Learning
 4. Funding structures and procedures
 5. Management and governance, including quality assurance
 6. Marketing, applications and admissions
 7. Inclusion and equal opportunities
 8. Timetabling
 9. Information, advice and guidance
 10. Retention and progression

11. Pastoral and specialist support for students
12. Resourcing
13. Workforce development
14. Transport
15. Feedback, review and monitoring, including service user participation
16. Joint development of infrastructure and use of ICT
17. Other aspects requiring codes of practice and/or common protocols such as handling applications or data sharing

Existing consortia and the Skills Centre have documentation, principles and practice models that might be adopted. These will be shared and piloted.

- 3.4 A core group with two representatives of each consortium and other stakeholders has been charged to produce Operational and Resourcing Plans.

4. Harrow 14-19 Strategic Aims and Common Themes

- 4.1 The Harrow vision for 14-19 provision will be delivered by achieving Six Strategic Aims.
- 4.2 Each of the Aims incorporates common themes: Inclusion, Transition, Choice, Collaboration and Entitlement.
- 4.3 Six Strategic Aims are listed below. Strategic Objectives are proposed to address the issues raised. The Operational Plan and the Resourcing Plan will be finalised after the outcome of the bid to LSCLW in January 2006 is known.

Access and Participation through the Curriculum

Strategic Aims 1: To achieve 100% staying-on rate for learners post-16 by 2010 and a significant increase in the number of Harrow residents who choose to continue their post-16 education within local Harrow provision; and

To provide a wider curriculum offer and learning enhancement that will enable ALL 14-19 learners to access an individualised learning programme, offering flexibility, continuity and progression.

Achievement

Strategic Aim 2: To increase the standard of achievement of all 14-19 learners in Harrow

Learner Entitlement and Collegiate developments

Strategic Aim 3: To secure Learner Entitlement through Consortia and Collegiate developments

Improving the Quality of Teaching and Learning and Resources

Strategic Aims 4: To improve the quality of teaching and learning at 14-19, including by means of Consortia/Collegiate arrangements; and

To ensure resources at 14-19 are fit for purpose

Advice, Guidance and Support

Strategic Aims 5: To provide all learners with impartial information, advice and guidance about all pathways and opportunities within Harrow and beyond, and with a learning programme to support career thinking and planning; and

To continue to support learners through effective and responsive pastoral and support systems within Consortia and the Harrow Sixth Form Collegiate.

Leadership and Management

Strategic Aim 6: To develop, implement and monitor the 14-19 Strategy and establish the Harrow Sixth Form Collegiate