

Local Commissioning Statement for the provision of learning for young people aged 16-19 or aged up to 25 if subject to a learning difficulty assessment

**Prepared by North Yorkshire Local Authority
for academic year 2011/12**

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Section 1 : Introduction

Purpose

The purpose of the Local Commissioning Statement is to provide a strategic overview of provision and needs in the North Yorkshire area in relation 16-19 provision, and provision up to age 25 for learners with learning difficulties and disabilities.

The Statement has been produced in partnership with schools, colleges and independent providers. It sets out North Yorkshire County Council's (NYCC) planning and commissioning priorities with the primary focus of guiding and supporting schools, colleges and providers within and outside North Yorkshire providing opportunities for 16-19 year old young people in the local area.

This document replaces the Local Area Statement of Need (LASN) produced in November 2009 by the Learning and Skills Council (LSC) area office for the North Yorkshire Local Authority area.

By '16-19' we mean those young people that continue in some form of education or training for one, two or three years after completing Year 11. Clearly attention is also given to people of this age who are not in education or training.

All work is set in the context of the North Yorkshire 14-19 plan. Where relevant, in relation to 16-18 commissioning, reference is made to 14 -16 year old learners in secondary schools in Years 10 and 11 ie Key Stage 4.

14-19 Government policy developments and changes

The coalition Government, established in May 2010, has announced a number of changes relating to 14-19 provision including a number of changes to simplify the 16-19 funding system.

In terms of 14-19, the key change is the removal of the Diploma entitlement. Whilst indicating their support for diplomas as one of a number of curriculum options, the Government do not believe it is their role to develop new qualifications and/or to promote particular qualifications. With the Diploma Entitlement no longer in place, schools and colleges can now decide which qualifications they offer in response to local demand and need.

In North Yorkshire the approach continues to be to support the offer of a wider range of options for all young people in the 14-19 age range. Diplomas will continue to form part of the offer. In addition, the development work which has taken place to develop diplomas will place schools, colleges and consortia in a strong position to promote new lines of learning and offer wider choice particularly in vocational options linked to the needs of the local economy.

In relation to 16-19, the Government has confirmed its commitment to increasing the level of participation in education and training of young people. The key changes to simplify and streamline the funding system include:

- the YPLA will make the financial payments to general FE Colleges, Sixth Form colleges and other training providers for 16-19 and manage the

- contracts and grant agreements with them
- school sixth forms will continue to be paid by the local authority
- the allocations system for 2011/12 will move to funding schools and colleges based on the equivalent of 'lagged' learner numbers
- the National Commissioning Framework (NCF) has been withdrawn and guidance on the new system will be available September 2010, setting out the steps for the 16-19 allocations process for 2011-12.

The Statutory duties of local authorities remain unchanged. Councils will continue to have a duty to ensure that enough suitable education and training is provided to meet the reasonable needs of:

- (a) persons in their area who are over compulsory school age but under 19, and
- (b) persons in their area who are aged 19 or over but under 25 and are subject to learning difficulty assessment.

The Government recognises the strength and importance of 14-19 partnerships, as the place to continue to develop a shared understanding of needs. The Local Authority will now, more than ever, work with the partnerships to engage schools, colleges and providers to find collaborative solutions to needs identified from robust strategic analysis.

Process

The 2010/11 Local Authority planning framework for 14-19 integrated for the first time 14-19 Consortia planning with the preparation of the 16-19 Commissioning Statement for provision in the 2011/12 academic year.

A number of steps, involving schools, colleges and providers, and colleagues from across the LA with involvement in the 14-19 agenda, have taken place:

1. YPLA data and Local Authority data has been brought together into an overview of North Yorkshire issues which will influence 14-19 planning, as well as district level data to shape district priorities and plans.
2. Presentations formed part of the six Consortia Planning days, held during June and July, at which local priorities for 14-19 Planning and 16-18 Commissioning priorities were discussed to shape and influence the North Yorkshire summary
3. Summary issues and conclusions were presented at the July 14-19 Strategic Advisory Group.

Feedback on the Commissioning Statement will be taken at the September 14-19 Strategic Advisory Group and it will be finalised in October.

The Commissioning Statement and local 14-19 Plans will form key parts of the 14-19 Consortia meeting agendas in September and October, to shape local collaboration and other developmental activity.

The Commissioning Statement draws upon the North Yorkshire Strategic Analysis 2010, which brings together data and analysis relating to the North Yorkshire cohort, learning participation and attainment, school, college and provider, provision and gaps in learner needs.

Section 2 :Executive Summary 2011/12 Commissioning Priorities

Locality-wide priorities

The Local Commissioning Statement sets out North Yorkshire County Council's (NYCC) planning and commissioning priorities with the primary focus of guiding and supporting schools, colleges and providers within and outside North Yorkshire providing opportunities for 16-19 year old young people in the local area.

A number of issues and developments have shaped the planning and commissioning priorities to meet the needs of 16-19 year olds across North Yorkshire. These are described under the three headings of Participation, Provision and Progression and Economic and Community Engagement below

1. Participation

- Providing more **flexible starts** throughout the year including **flexible approaches** to engage learners prior to starting courses with clear progression routes, especially for those at risk of becoming NEET
- Increasing the joining-up of support for young people to help their **transition from pre to post 16 provision** and between schools, colleges and providers,
- Putting in place closer working practices to support learners who have achieved Level 2, but are not ready to progress to a Level 3
- Improving both **retention and attainment of those aged 17**

2. Provision and progression

- Embedding the **Foundation Learning** model to offer opportunities for progression to an intended destination through a personalised programme.
- Using available flexibilities to **target those who are vulnerable and/or disadvantaged**, and those at risk of becoming NEET
- Increase collaboration between pre and post 16 providers to **support the transition of young people** from one type of provision to another
- Developing integrated **sector based curriculum progression models**, across schools, colleges and providers, in each district across all levels from Entry/Foundation Level to Level 3
- Raising awareness of and **increasing the range of apprenticeships** offered in all districts. Improving alignment of apprenticeships to and from other work-related programmes
- **Extend the roll-out of the Common Application Process** to more Consortia areas and to more schools, colleges and providers in an area, to bring about greater ownership by young people of their post 16 choices and improved retention and attainment levels at 17 and 19.

3. Economic and community engagement

- Targeting employer engagement activities at local level and focusing on employers who do not provide recognised training
- Creating a framework for closer alignment of provision and progression opportunities in line with local economic needs
- Engaging with **young people who are within the community and voluntary sector.**

**Closing the gap 2011/12
– helping young people achieve more**

The commissioning priorities for 2011/12 reflect evolution of the priorities in the 2010/11 Statement and 14-19 Plans, and aim to bring about changes in the mix of provision necessary to help young people participate in learning and achieve more.

Priorities are to:

1. **Increase the number of Apprenticeships** places and in particular reduce the number of young people in jobs without training.
 - Resulting in an additional 100 North Yorkshire residents starting an Apprenticeship, taking the total number of local residents on an apprenticeship programme up from 2010/11 projection of 2,536 to 2,637
2. **Increase Foundation Learning opportunities** and embed differentiated offers targeted at particular groups at all levels of learning, with flexible start dates and support for those at risk of becoming NEET.
 - Resulting in no increase in NEET numbers and a reversal of drop-out at age 17 from 20% to 15%, by retaining around 400 on their immediate destination post 16 over a two-year planning cycle.
3. **Change the balance of provision** across pre level 2, level 2 and level 3 provision, over a two year planning cycle 2011/12 and 2012/13
 - Resulting in an increase in pre level 2 participation, from around 1,300 (9%) of learners in FE and school sixth forms, to 2,000 learners (15%) in 2011/12. This will lead to a reduced number accessing levels 2 and 3 programmes, as first destination routes post 16.
4. **Target more closely the needs of particular groups of disadvantaged learners**, particularly young carers, care leavers, young parents, special school leavers, young offenders, by engaging with others outside the education sector.
 - Resulting in narrowing the gap in achievement at Level 2, between each vulnerable and disadvantaged group and the cohort average at age 19, by 5 percentage points.
5. **Provide more local learning routes for learners with learning difficulties and disabilities** aged 16-25. Focussing on closer working between special schools and mainstream FE provision, to facilitate progression post 18 with blended learning in place for 16-18s. Produce an LLDD commissioning annex following the structure of the main statement, to fully assess and quantify needs and changes in provision.

Resulting in:

 - a reduction of 5 learners with high level needs attending Independent Specialist Provision, attending full-time or blended programmes at FE colleges at age 18, in place of residential provision
 - increased support for learners, with moderate learning difficulties and requiring Additional Learning Support of £5,500 to £19,000, attending FE college programmes
 - an increase of 10%, to around 770 from 700, the number of learners with low level needs accessing Additional Learning Support below £5,500 in FE institutions, as well as accessing support in special schools and supported in mainstream schools by school action and school action plus.

**Section 3 : Key findings and conclusions from the strategic analysis :
3A Local Economic and Demographic Context**

Key findings and conclusions :

- The **key economic sectors** of the York and North Yorkshire Economy are: Food and Agriculture, Culture and the Visitor Economy, Higher Education and Science, Financial and Business Services and Manufacturing.
- Replacement demand will create job opportunities. Sectors with high volume or a high proportion of 55+ workers will require replenishment of skills, this includes Health, Education and Business Services
- Low carbon economy sector, such as the development of 'green industries', innovate agricultural producers and energy supply will provide growth in employment. The demand in these sectors is for Level 4 and Level 5 skills.
- The **14-19 cohort** in North Yorkshire is estimated to be 47,292¹ of which 52.3% are male. The majority of the cohort is resident in the District Council areas of Harrogate (28.0%) and Scarborough (16.8%).
- From 2008 to 2013 the North Yorkshire 14-19 cohort is expected to reduce by 5,806 (12.0%). The largest decrease will be in Harrogate where the cohort is expected to drop by 1,780 (13.5%) but also of significance is the 749 decrease in Richmondshire as it represents a 17.1% decrease in the 14-19 cohort.
- Between 2009-13, the regional 16-18 year old cohort fall is 7.1%, for North Yorkshire a little lower at 6.6%.

Commissioning Priorities :

- Emphasis will be placed on responding to changing economic needs through the mix of provision, with a greater sector focus, not responding to growth in numbers.
- Science, technology, engineering and maths that underpin the new sectors which will drive economic growth, will be increasingly reflected in the curriculum mix and local Apprenticeship offer.
- Replacement of an ageing workforce, particularly in the public sector, will provide the main employment opportunities in the short term although this will need to be monitored against the backdrop of public sector cuts

**Section 3 : Key findings and conclusions from the strategic analysis :
3B Resident Participation**

Key findings and conclusions:

- **Overall participation** of 16 to 17 year olds in North Yorkshire during 2008/09 totalled 18,666. This represents an increase of 471 (2.6%) learners on 2007/08. Early indications for 2009/10, suggests that the increase in the number of residents in learning has levelled off, in line with the cohort change.
- Of those participating in learning, the most popular route is FE and sixth form college, which attracts just over 9,000 (47%) of learners, with school sixth forms attracting around 5,500 (29%). This pattern changes very little from year to year. Apprenticeship participation is expected to show a full year growth of around 70 in 2009/10 reversing the recent downward trend. Colleges and local providers are experiencing increase interest in Apprenticeships from both employers and young people.

¹ 2010 projection from the ONS 2008 mid year estimate

	2007/08	2008/09	2009/10 est*	% Change 2007/08 to 08/09
FE / Sixth Form College	8,444	9,091	9,350	7.7%
School Sixth Form	5,442	5,510	5,635	1.6%
Apprenticeship	4,739	4,490	4,215	-5.3%
IPP/e2e	304	235	248	-23%**
Total	18,929	19,326	19,448	2.1%

*Year end projected number based on part year data and previous patterns

**E2E now Foundation Learning delivery model changed during 2007/08 resulting in all starts being re-input, therefore in real terms participation in E2E rose between 2007/08 and 2008/09

nb: the numbers in this table relate to learners but includes some double counting where a young person moves from one programme to another

- The cohort of year 11 leavers in North Yorkshire totals 8,200, of which 90% continue in learning post 16, which is 5% above the rate across Yorkshire and the Humber and 2% above the national rate.
- The **proportion of young people dropping out of the post 16** route for education and training has increased from 12% in 2006/07 to 20% in 2007/08.
- By age 17 only 74% of young people are engaged in learning, which compares to 79% nationally. This pattern of participation levels has not changed for some years, suggesting a change to the offer, earlier IAG and access to learning routes is needed to reverse the drop-off in learning at age 17. This issue holds back young people from fulfilling their potential and impacts on the supply of skills to employers.
- The number of 16 to 18 year olds in **jobs without training** in North Yorkshire fell from 2,262 (13.2% of cohort) in January 2008, to 1,812 (10.3%) in January 2009 and to 1,366 (8.6%) in January 2010. Although this represents a decrease of 896 (39.6%), young people in Jobs without Training between 2008 to 2010, the 2010 level of 8.6% is still well above the Yorkshire and The Humber figure of 5.1% and national level of 5.5%.
- The proportion of young people in Jobs without Training increases in-line with the growth in 17 year olds dropping out of school or college and drifting into local job opportunities often found out about by word of mouth.
- In 2009/10 the **NEET rate in North Yorkshire** was 4.4% which compares favourably with the Yorkshire and The Humber figure of 7.8% and national rate of 6.4%. The 'not known' rate in North Yorkshire at this time was 1.3% which again compares favourably with the regional (5.2%) and national (4.0%) rates.
- Hambleton and Richmondshire (6.6% 162), the Coast (6.0% 181) and Selby (5.3% 97) continue to have the highest number and proportion of young people in NEET. Hambleton and Richmondshire is of particular concern as there are a number of escalating issues around substance misuse, teenage pregnancy, antisocial behaviour and domestic violence, which do not support young people's participation, especially around Colburn and Catterick Garrison.
- The number of learners in FE with a self declared **learning difficulty or disability** stood at 16.2% in 2009/10 as compared to 15.4% in 2008/09, and there has been similar growth across School Sixth Forms. Some 69 young people aged 16-25 will attend Specialist College provision in 2010/11. This is an increase in the number of young people attending residential provision in 2009/10, and year-on-year in-take is growing along with associated cost increases, and accounts for over 20% of the regional budget
- Participation among particular groups of young people suggests that they are not being appropriately supported in terms of IAG, transition and appropriate provision.
- **Other key groups where participation and attainment is below the County**

average include:

- young people post 16 with closed Orders/Interventions, 359 - 2009/10
- Looked After Children, 60 in November 2009
- during 2008/09 there were 6,046 pupils in North Yorkshire Schools received Free School Meals, with Craven having the lowest percentage of pupils eligible (4.7%) and Scarborough the highest (16.3%). The 'gap' in attainment between those in receipt of free school meals and those without is 28pps for Level 2 at 19 and 34 pps at Level 3 at 19
- in June 2010 the number of teenage pregnancies across North Yorkshire totalled 79 (13-19 year olds) of which 39 are NEET (49%) and the number of young parents was 137 (13-19 year olds) of which 86 are NEET (63%)
- there are around 380 young mothers aged 19 and under in North Yorkshire which is relatively high compared to the England and Yorkshire and Humber averages

Commissioning Priorities:

1. Increase the range of choice and promote provision/take-up of all available options to avoid perpetuating the pattern of young people encouraged into routes at age 16, which lead to drop off from learning at age 17
2. Target Apprenticeship growth at employers taking young people on without structured training
3. Develop sector progression models in each district to increase the breadth of programmes and range of sectors accessible to young people, including opportunities for Apprenticeships.
4. Increase the targeting of particular groups of young people with differentiated IAG, through closer multi-agency engagement and collaboration, especially with health and social care, to ensure young people's ambitions are nurtured and learning opportunities and funding support promoted and taken up more comprehensively by young people, for example to increase the number of young parents accessing Care to Learn support
5. Increase collaboration between pre and post 16 providers to support the transition of young people from one type of provision to another
6. Increase the flexibility of access, to accommodate in-year recruitment

**Section 3 : Key findings and conclusions from the strategic analysis :
3C Provider Participation**

Key findings and conclusions :

- The table shows the numbers of **16-18 year olds starting on a programme with Local Authority funded providers** based in North Yorkshire. In addition around 900 North Yorkshire young people attend Harrogate College, part of Hull College is not included in the FE figures.

Learners	2008/09	2009/10	2010/11 – planned	% change 2008/09 to 2009/10	% change 2008/09 to 2010/11
Foundation Learning/E2E*	616	826	722	13.3%	17.2%
FE	5,675	5,864	6,251	3.3%	10.1%
Schools sixth form	6,394	6,582	6,556	2.9%	2.5%
Total	12,685	13,272	13,529	4.6%	6.7%

- From 2008/09 to 2010/11 funding has increased by 11%, whilst learner numbers have increased by 6.7%. The number of learners in school sixth forms has increased by 2.5%, compared to the growth in learner numbers in FE of 10.1%.
- **Numbers have grown against a backdrop of a small decline in the 16-18 population**, in 2011/12 the cohort will decline further than in previous years, with a 7% decline predicted to 2013 from 2008.
- The priority is to increase participation, not to grow the size of programmes for individual learners.
- To increase participation and prevent those at risk of becoming NEET, it is expected that greater flexibility of when programmes start will be needed and for young people to be able to change programmes, providers and study part-time between the ages of 16 and 18. Learner responsiveness in this way will add increasing pressure to annually agreed funding.
- The **pattern of take-up and current mix and balance of planned provision** has remained unchanged for a number of years. The balance of provision across levels of learning needs to reflect more closely the real needs of learners to ensure they are retained on post 16 programmes and able to fully achieve their potential. This will require a change in the mix and balance of provision, within and across institutions, comprehensive and objective IAG pre 16 and transition support especially where a young person is moving from one type of institution to another. Pre and post 16 collaborative delivery is an important part of ensuring young people are taking up the right level of programme at the right institution.
- Analysis of the current year 11 shows that 39.1% of learners may not achieve 5 GCSEs including English and Maths at grades A* to C. These learners could potentially be foundation learners, who must be able to access appropriate provision post 16, to ensure they do not drop out, become NEET or go from one qualification to another at the same level rather than progressing.
- The table shows data which is not directly comparable to provides an indication of the levels of attainment at age 16 reflecting the mix of needs for post 16 provision, post 16 FE and school sixth form take-up by young people, and the planned mix of provision to meet needs.

Year 11 school leavers attainment level	2009/10 Yr 11		Post 16 FE and SSF 2008/09 – 16-18 year olds		Planned FE and SSF volume 2010/11
Foundation Learning ie less than 5 GCSEs incl Eng and Maths	39% (2,717)		8.8% (1,285)		12.3% (1,664)
Level 2	59% (4,107)		12.5% (1,825)		13.3% (1,799)
Level 3			74.7% (10,906)		74.4% (10,066)
Diplomas	2% (125)				
Empl without training			5.8% (847)		
NEETs			3.4% (496)		
Grand Total	100% (6,949)		100% (14,600) excl		100% (13,529) excl Apprentices

- The **proportion of young people leaving school without level 2 qualifications** is not reflected in the level of learning in their post 16 destination, and the data suggests a large number go on to do a level three qualification. This level of learning may be inappropriate, and is part of the cause of high level of drop off at age 17, after the first year of their next destination.
- FE Colleges and School Sixth Form are supporting increased numbers of learners declaring themselves as having learning difficulties. In FE this proportion has changed little over the past two years at around 16% of all FE College 16-18 learners, and within schools this accounts for around 4%.
- There has been an increase in FE learners requiring **Additional Learning Support** up to £5,000, there has been a decline in the very small number of FE learners requiring support between £5,000 and £19,000.
- **Independent Specialist College support** for North Yorkshire residents indicates that 72 young people aged 16-25 will attend Specialist College residential provision in 2010/11, at a cost of approximately £4 million annually. This is a slight increase on previous years. Each year around 30-35 young people will be assessed and it is deemed necessary for them to start with an Independent Specialist Provider, due to the severity of their learning difficulty or disability.

Commissioning Priorities :

1. To increase participation, retention and achievement, a step change in the mix of provision across 'sectors' and the balance of provision across levels of learning is required.
2. To increase participation through a wider breadth of options to support young people who are at risk of becoming NEET. This will require greater flexibility of programme start times, personalised learning and closer integration of provision into pathways for progression.
3. Build capacity build within the local provider infrastructure and referral mechanisms, to accommodate larger numbers of learners with severe learning difficulties or disabilities and to reduce the number of young people flowing out of North Yorkshire in order to access Independent Specialist Colleges.
4. Undertake a detailed analysis of local LLDD needs and provision, and produce a LLDD Commissioning Statement for the academic year 2010. This will form an Annex to this main Commissioning Statement, and will be produced Autumn 2010.

Section 3 : Key findings and conclusions from the strategic analysis : **3D Resident Achievement**

Key findings and conclusions :

- The proportion of School leavers achieving 5 or more GCSEs at grades A* to C including English and Maths (or equivalent Diploma), 2009 is 61%, which is above both England and Yorkshire and the Humber averages. Across the County this figure ranges from a high of 69% in Harrogate to 49% and 50% in Selby and Scarborough.
- Despite high performance overall, **39% of the North Yorkshire cohort are not achieving a level 2 qualification including English and Maths**, which rises to around 50% in Selby and Scarborough. The life chances of these young people and access for employers to new recruits with what they consider to be the required level of ability among school leavers, is reduced in some areas of the County.
- Among **vulnerable and disadvantaged groups** the proportion of those gaining

5 A*-C including English and maths, is significantly below the North Yorkshire average, particularly among Looked After Children whose attainment is only 3%.

- In 2008/09 81.6% of North Yorkshire's residents had achieved a **Full Level 2** qualification by the age of 19 and 56.1% a **Full Level 3** qualification. This exceeds the national average of 78.7% and 51.4%, and averages across Yorkshire and the Humber of 72.9% at level 2 and 44.6% at level 3. Attainment of Level 3 at 19, whilst above regional and national averages, has remained static for the last two years.
- Disadvantaged groups do not achieve at these levels. Those in receipt of free school meals, which is an indicator of a number of factors, underachieve against the national average at level 2 at age 19 by 28 percentage points (54%), and at level 3 by 34 percentage point difference (23%).
- **FE Success Rates at Level 2** for North Yorkshire residents have risen from 78.8% in 2007-08 to 80.2% in 2008-09 and for **Level 3**, success rates have risen from 79.8% in 2007-08 to 82.1% in 2008-09.
- **Apprenticeship Overall Success Rates** have risen slightly from 76% in 2007-08 to 76.1% in 2008-09. Level 2 success rates fell slightly between the two years from 77% to 76.7% and rose for Level 3 from 70.7% to 72.8%.
- Individuals affected by multiple economic and social disadvantages, and who **need more and appropriate IAG** to be encouraged to have the ambition and motivation to achieve higher qualification levels, are not being reached in sufficient number for year-on-year changes to be seen in their attainment.
- Alongside overall good performance at GCSE, North Yorkshire has a higher than regional average **performance gap by gender**, with boys underperforming against girls, suggesting the need to consider the mix of provision and choices available for all genders. Sector based collaborative models will open up more choices and enable all young people achieve their potential.

Commissioning Priorities :

1. Continue to develop appropriate progression pathways for learners who do not reach the level 2 threshold at age 16 and to maintain engagement at age 17.
2. Increase the number of collaborative progression routes, pre and post 16 across the whole provider network, bringing more vocational options into the mix.
3. Support curriculum development which will enhance the options available to young people pre and post 16, particularly for those who are at risk of dis-engaging.
4. Close the attainment gap at GCSE level in relation to the most vulnerable young people including those who are in receipt of free school meals and Looked After Children. In addition close the gender attainment gap at GCSE level.
5. Address the 39% of the cohort that are not achieving Level 2 qualifications in literacy and numeracy thereby narrowing the gap at age 19 for those without a level 2 qualification.
6. Ensure there is an appropriate mix of Full Level 3 courses available to engage young people.
7. Strengthen IAG support and ensure adequate breadth of options available to support young people continuing in learning to achieve a Level 3 at age 19.
8. Improve the tracking, monitoring, and IAG support given to young people in areas of multiple deprivation, to ensure they are aware of routes of learning open to them.
9. Liaise with NAS colleagues to ensure continued rise in Success Rates for residents following the Apprenticeship route.
10. Create better linkages between IAG, National Apprenticeship Service and local consortia to shape the detail of curriculum planning for Foundation Learning and Diploma developments, to ensure there are routes of interest appropriate to the needs of all learners.
11. Work with all providers and Connexions to ensure young people are supported

into appropriate routes. This is particularly relevant for Apprenticeships and Foundation Learning, as these are expanded to meet the needs of those who might otherwise be disengaged.

Section 3 : Key findings and conclusions from the strategic analysis : 3E Provider Quality

Key findings and conclusions :

- Overall success rates for North Yorkshire **FE institutions** have increased between 2006/07 and 2007/08 by 4.7 pps to 80.6%, and from 2007/08 to 2008/09 to 82.4%. . This figure is slightly above the national rate of 80.3%. FE success rates at Level 2 have risen from 81.3% in 2007-08 to 83.2% in 2008-09: success rates at level 3 have risen from 77.9% to 79%.
- There are six FE providers in North Yorkshire. Quality of provision ranges from Outstanding to Satisfactory. Although the overall 16-18 situation is very positive some weak provision does exist at individual provider and course level.
- Overall the quality in **school sixth forms** is good. However, six schools have ALPs scores of Grade 7 (2007/09) or lower. The average QCA point score per student in North Yorkshire is 794.3, which represents an increase from the QCA average in 2008 (789.6) and is significantly above the England average of 740.
- Small class sizes exist in most school sixth forms at AS and A Level. Clearly part of this issue is to do with the rural nature of the county. However, opportunities for efficiency gains need to be considered through collaboration.
- **Apprenticeship** success rates of North Yorkshire residents in 2008/09 are significantly above the national average at Level 2, 77% compared to 68% nationally, and overall success rates for North Yorkshire residents at 76% is just above the national rate. At Level 3 the national success rate is 74%, slightly ahead of that for North Yorkshire at 72%.
- **The e2e programme, which is now part of Foundation Learning**, achieved good positive outcome rates of 54.7% in 2008/09 which was above the regional (49.2%) and national (48.1%) averages. It is important that as the e2e programme becomes part of Foundation Learning, the Positive Outcome rate is maintained. The Foundation Learning delivery model will enable greater individual tailoring of the programme including next steps from the foundation level.

Commissioning Priorities :

1. Use Value Added to drive up standards within school sixth forms.
2. Reduce weak AS and A-Level provision through improvements in teaching and learning, and increase locality focussed planning to bring about increased collaboration and efficiencies.
3. Ensure transition from E2E to Foundation Learning model is fully embedded and flexibilities are used effectively. Continue to improve upon positive destination outcomes for E2E learners, and embed good practice in the roll-out of Foundation Learning

Section 3 : Key findings and conclusions from the strategic analysis : 3F Learner Support including IAG

Key findings and conclusions:

- **Increasing numbers of young people are accessing local learner support** via all learning routes, which forms an important part of learner engagement and retention.

- In 2007/08 4,947 learners received **Educational Maintenance Allowance (EMA)** which was 19.3% of the 16-18 cohort, in May 2010 the number had increased to 5,525 representing around 21% of the cohort.
- Learners commencing Foundation Learning are subject to an income assessment for EMA support in line with any other Foundation Learning, previously e2e learners received the maximum EMA regardless of household income. The move to income assessment should not disadvantage the majority of learners, 98% of e2e learners previously qualified for the maximum EMA in any case. However, costs for transport which was covered by e2e funding is not part of Foundation Learning funding.
- In 2009/10 only 43 young mothers accessed **Care to Learn**, from a group of around 400 who were potentially eligible. This support covers the cost of childcare while young mothers access training.
- Overall, North Yorkshire providers have a good record of using their **Discretionary Learner Support Funding** allocations, which is often not the case across the country and reflects.
- It is estimated that 10% of the NEET group could be more fully supported to be engaged in learning locally.
- **Increased learner choice has created greater complexity** and a need for greater understanding of all options, for all parts of the network to provide impartial information, advice and guidance. To help with this the Area Wide web-based Prospectus is in place
- The **Common Application Process pilot** has proved successful in terms of young people making independent and objective choices, the partners involved having comprehensive and timely data on choices and have benefited from administration efficiencies. This approach enables young people to develop their skills and become familiar with on-line application processes which are common place across post 16 and post 18 routes, be it employment with training or higher education.

Commissioning Priorities:

1. Increase the take up of learner support funding among key vulnerable and disadvantaged groups, such as single parents.
2. Ensure all learners have access to impartial IAG and are made aware of all the opportunities and pathways available to them, through closer monitoring of Consortia action plans and relationships with schools, colleges and providers.
3. Further roll-out of the Common Application Process

Section 3 : Key findings and conclusions from the strategic analysis :

3G Other Issues

Key findings and conclusions :

- The **rural nature of North Yorkshire** presents its own challenges in terms of reaching isolated young people. It can also be challenging for providers to make provision available which is viable and sustainable financially when group sizes are often small. Work based learning providers delivering in the more remote areas face similar challenges due to the additional cost of delivering and assessing learning in rural areas.
- North Yorkshire is the largest county in England, and is defined as 'super-sparse' with fewer than 0.5 people per hectare. Around 20% of the population live in the two major urban areas of Harrogate and Scarborough. The sparsity of population and rural isolation presents its own challenges for delivering IAG to young people so that that they have a broad awareness of opportunities and learning routes beyond those known locally.

- **Meeting the cost of transporting young people** to enable them to access the collaborative and flexible programmes continues to be a challenge to meet the needs and provide choice to a widely dispersed population.

Commissioning Priorities:

1. Establish strong collaborative working across the network as a means of increasing access in rurally isolated areas
2. Create and embed planning and learner engagement models with organisations outside the 141-9 Consortia networks, to increase sustainability
3. Work with the National Apprenticeship Service to ensure resources are not diverted away from rural areas for the more densely populated urban areas.

Section 4 : Infrastructure Changes Summary

County wide investment in enhanced ICT connectivity and video conferencing between institutions thereby increasing the range of programmes accessible from home institutions to school and college learners. Investment in place across six schools September 2010

Capital investment in the local infrastructure will enable an enhanced choice of curriculum areas to be offered in each locality, and also provide routes which appeal to more young people in the locality and increase overall participation. Specific structural changes in response to the needs identified in this Statement, include developing new specialist provision are in Craven, Hambleton and Richmondshire and North Yorkshire Coast.

Craven

- North Craven review of provision across the school and college infrastructure will increase choice, access and progression post 16 potentially from 2011/12
- Craven College is seeking funding from the Skills Funding Agency for a new building to incorporate provision for Learners with Learning Difficulties and Disabilities (LLDD) and enhance the local 14-19 partnership's capacity to meet needs

Hambleton and Richmondshire

- A comprehensive curriculum approach across schools and colleges has been developed, and Local Authority investment will increase learner numbers:
 - at Askham Bryan College, Thirsk site to offer motor vehicle and land-based
 - at Darlington College, Catterick Garrison site targeting provision for NEET and those at risk of NEET with new vocational options, including Askham Bryan College delivery
 - at Northallerton College enhanced engineering teaching facilities to increase the range and level of learning provided
 - at Stokesley School refurbishment of a catering training facility to expand catering and hospitality collaborative programmes

Harrogate

- In Knaresborough investment in an ICT development in partnership between King James School and Forest Special School, and video conference facilities across five schools to enable increased use of virtual learning options

North Yorkshire Coast

- A partnership curriculum vision is to be developed by October 2010 which may lead to some post 16 capital investment and will increase numbers across the partnership in 2011/12 at Schools and Colleges.
- Investment in improved facilities at Whitby Community College

- The Academy Hair and Beauty planned expansion and opening of facilities. Ryedale
- Malton School centre development including vocational provision including travel and tourism, engineering, environment and land-based and motor vehicle. Selby
- Refurbishment of the Technology Transfer Centre, Selby College for the delivery of engineering to include fabrication and welding and some motor vehicle will increase learner numbers in 2010 and 2011

Section 5 : Travel to Learn Summary

- There are currently 2,504 16 to 18 year olds from outside North Yorkshire accessing provision within the County, however 3,082 North Yorkshire residents are leaving the County to access external provision, this means post 16, **North Yorkshire is a net exporter** of 574 learners with the bulk of these learners, 2,840 out of 3,082 (92%), accessing FE colleges provision outside the County.

	Living outside North Yorkshire and choosing to study in North Yorkshire	Living in North Yorkshire and choosing to study outside North Yorkshire
FE	1,508	2,840
S6F	969	223
FL/e2e	27	19
Total	2,504	3,082

- The biggest outwards movement of learners are FE learners going to York (1,297) and out of the region (1,074).
- The biggest inwards movements are FE learners from Bradford (579) and the East Riding of Yorkshire (427) plus Sixth Form learners from Leeds (408).

Local Authority	FE		School sixth form		E2E		Total	
	Coming from *	Going to **	Coming from *	Going to **	Coming from *	Going to **	Coming from *	Going to **
Bradford	579	40	291	24	4	0	874	64
Calderdale	6	1	0	0	0	0	6	1
Doncaster	28	10	0	2	0	0	28	12
East Riding of Yorkshire	427	105	3	1	13	2	443	108
Leeds	130	171	408	30	3	1	541	202
North Lincolnshire	3	27	0	0	0	0	3	27
North Yorkshire	3890	3890	5437	5437	248	248	9575	9575
Wakefield	37	75	2	11	1	4	40	90
York	9	1297	137	82	1	6	147	1385
Out of Region	255	1074	103	73	3	4	361	1151
Not Known	31	36	24	0	2	2	57	38
Total	5398	6730	6406	5660	275	267	12079	12657

* Learners living outside North Yorkshire and choosing to study in North Yorkshire

** Learners living in North Yorkshire and choosing to study outside North Yorkshire

- The percentage of North Yorkshire residents seeking FE college provision outside of the County has shown a small decrease of 1% between 2008/09 (43%) and 2009/10 (42%). However, there has been an increase of 3% in those learners from outside North Yorkshire accessing school sixth form provision in the County.
- 58% of North Yorkshire residents access FE within the County **and 96% of North Yorkshire residents access School Sixth Form within the area.** 9% of

learners accessing FE are from the Bradford area and **6% of learners accessing school sixth form provision in the County are from the Leeds area.**

- In 2009/10 the **greatest flow of residents to provision outside the local authority is to York (1,286) followed by Darlington** with 672 learners. These two local authorities provide learning for nearly 27% of all North Yorkshire residents accessing Further Education provision. In addition, there are four other local authorities attracting in excess of 100 North Yorkshire residents for learning, including Leeds, East Riding, Middlesbrough and Redcar and Cleveland.
- The proportion of North Yorkshire residents travelling outside the local authority for Further Education has increased in each of the last two years. Now nearly 40% of all residents travel to neighbouring local authorities for their learning.
- Over two thirds of all residents travelling outside the local authority for learning attend institutions in either York (1, 286 learners) or Darlington (672).
- Hambleton (94%) and Ryedale (68%) residents are most likely to travel outside North Yorkshire for Further Education, unlike Scarborough (13%) and Craven (27%) where young people tend to remain within the local authority for their learning. Neither Hambleton nor Ryedale have a major FE institution operating within their district, unlike other parts of North Yorkshire.
- York College is the major beneficiary of this movement of Further Education learners to provision outside the local authority, followed by Darlington College and Queen Elizabeth Sixth Form College. In 2009/10, York College attracted nearly 1,100 North Yorkshire residents, Darlington College recruited a further 410 and Queen Elizabeth Sixth Form College another 260 residents. All three institutions have experienced significant growth in North Yorkshire learners in the last two years (between 10-19%).
- Nearly **three-quarters of Further Education learners that travel outside the North Yorkshire do so for Level 3 provision**, with York College providing nearly half of this learning.
- At sector subject level, key features of young people's learning outside North Yorkshire for FE include:
 - Proportionately more residents learn outside the local authority for Agriculture, Horticulture and Animal Care and Engineering and Manufacturing Technologies, followed by History, Philosophy and Theology and Arts, Media and Publishing.
 - The largest volume of learning aims delivered to North Yorkshire residents outside the area is in Arts, Media and Publishing and most are Level 3
 - Askham Bryan provides the bulk of the Agriculture, Horticulture and Animal Care learning, whilst Arts, Media and Publishing delivery is dominated by York College.
- Hambleton and Ryedale residents may have to travel further for their learning, but it does not appear to be detrimental to their overall success rates, which are higher than the overall average for the institution they are attending.
- North Yorkshire learners travelling out of the area are currently achieving in line with other local and national benchmarks and on occasions better than other learners accessing the same institution.

Commissioning Priorities:

1. Travel to learn patterns are well established, and change little year-on-year and tend to follow travel to work patterns and location of institutions. Accessing this provision increases choice and as such must be part of the impartial IAG for young people
2. The local authority lead role is three-fold:
 - To work with the local authorities where there is significant travel out of and travel to Yorkshire to share plans and discuss any developments which will

have an impact on established patterns of travel to learn into and out of the county. Relationships are well established to the north and west, and are to be developed with LAs on the southern boundaries.

- To monitor performance review the quality of provision being accessed by North Yorkshire residents to make sure young people are accessing good quality provision. Where appropriate and provision is of poor quality, to consider the need to commission alternative provision locally.
 - To ensure and support schools, colleges and providers to engage across the county border to develop collaborative activities
3. 14-19 Consortia should be aware of the patterns and establish links with other providers not currently part of the consortia to involve them in collaborative work.

Appendix 1

Sources, reference, further reading

Copies of the following source documents can be obtained from the 14-19 Strategy and Commissioning Team, Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE.

Stuart.williams@northyorks.gov.uk

- 2010 Strategic Analysis for North and East Yorkshire Sub Regional Grouping prepared by YPLA (July 2010) – 40 page document
- North Yorkshire 14-19 Strategic Analysis 2010 prepared by the Strategy and Commissioning team – 50 page document
- 14-19 Strategic Analysis Presentations for each Consortia area: Craven, Hambleton and Richmondshire, Harrogate, North Yorkshire Coast, Ryedale and Selby prepared by Strategy and Commissioning team June 2010
- 14-19 Strategic Advisory Group paper Planning and Commissioning Part A - 14-19 Commissioning 2010/11 Report, 12 July 2010 prepared by the Strategy and Commissioning team
- North Yorkshire District Profiles, for each district council area prepared by Performance and Outcomes team
- North Yorkshire Children and Young People's Plan 2008-2011 prepared by Children and Young People's Services team
- Government Office Progress Check Reports 2010
- York and North Yorkshire Economic Assessment 2010 (Draft) prepared by York and North Yorkshire Partnership Unit