Review of Post 16 Learning Provision in Bridgend County Borough Council Area

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Executive summary

Bridgend County Borough Council in partnership with its secondary schools and Bridgend College developed a Strategic Outline Case (SOC) in January 2011 to address the challenges set by Welsh Government (WG) to 'Transform' post 16 education and training in the borough. The SOC built upon the collaborative work already in place within the borough. It identified that whilst a radical move to a tertiary solution within Bridgend would deliver many of the required changes this would be costly in terms of capital funding, be very disruptive, and would not be politically acceptable. It was also considered not to be acceptable to local communities who would consider that a key community asset of sixth forms would be lost and that this would impact on the aspirations of communities.

The SOC therefore concluded that a collaborative model was the best way forward. This would bring the secondary schools and the College together to develop a single integrated curriculum across the borough which widened opportunities for learning post 16, engage more learners and ensure that learners experienced high quality learning experiences regardless of the location of that learning.

Since the development of the SOC significant time has been spent to develop the curriculum offer, bring together small classes to improve efficiency and the learning experience, develop new learning opportunities and plan the curriculum so that options are as wide as possible for all learners. These developments have been strongly supported by the LA in terms of officer time and support to facilitating the necessary changes and developments.

This review has looked at the progress made to date against the target objectives set in the SOC, has considered how the policy environment has changed and developed over the intervening years and looks to the future to consider what further needs to be done.

All partners have been working since the development of the SOC to put in place increased levels of collaborative provision and closer working to achieve the stated outcomes in the SOC. A Partnership Steering Group (PSG) has been set up with the key senior staff from each provider, the Local Authority, Governors and Elected Member representation to drive the changes forward. From this a collaborative curriculum offer post 16 has been developed between all secondary, special schools and Bridgend College which aims to increase choice, meet learners' needs, and ensure equality of access to an appropriate range of learning pathways at L1, L2 and L3. As a result Bridgend meets and in some instances exceeds the requirements of the Welsh Government's Learning & Skills Measure at key stage 4 and post 16 and collectively offers a "local curriculum" which exceeds the designated minimum of 30 courses (including a range of vocational courses) at the appropriate levels. This has engendered with providers a flexibility to accommodate leaner demands wherever possible for combinations of subjects.

In developing a new and extended curriculum, consideration has also been given to rationalising small classes in some minority subjects to realise savings and improve the learning experience through larger more vibrant classes. This has been successful although the staff savings have not been fully realised as in many instances staff have been redeployed to other activities.

As a result of these developments, the proportion of Post 16 learners participating in collaborative courses at centres other than their home school has increased steadily from 14.7% to 22.4% between 2009/10 to 2012/13. This includes the twilight provision (delivered by the College) within the partnership which was in place prior to the development of the SOC and demonstrated the impact of collaborative working prior to the 'Transformation Agenda'.

The Learning Partnership in Bridgend has, since the SOC was developed, commissioned a plethora of studies to consider key aspects of the collaborative developments. These reviews have in the main impacted on the collaborative arrangements although a number have not been adopted fully.

The policy context within Wales has changed and developed significantly since the development of the SOC. This presents significant challenges for all post 16 providers in Bridgend. The key developments which will impact on the collaboration are:

- Post 16 Planning and Funding System

- Qualifications Review

- Task and Finish Group on Collaborative Provision KS4

- Youth Engagement & Progression Framework Implementation Plan

The PSG must carefully model the impact of these policy changes to ensure that provision is developed in line with the new policy context and that decisions will ensure the long term sustainability of the provision. It is clear that the need to continually improve the quality of provision post 16 is an imperative; and for this to be achieved in a period of tightening budgets will result in the need for greater collaboration, rationalisation of provision and a quickening of the pace of change and more rigorous quality assurance systems. This needs to be considered in the context that, whilst much has been achieved to date, the aspirational targets within the SOC have yet to be attained and for many the distance to travel is significant.

The development of cluster working is the latest strategy adopted to speed up change and ensure sustainability. It is too early to comment on the impact of this move and again PSG will need to receive clear, concise updates to assess if clustering is delivering the necessary changes.

A number of strategic and operational actions have been identified which will enable the collaborative model to move forward and to deal with the current financial challenges. However, scrutiny of the impact through quality assurance systems needs to ensure that targets are being met, that all partners are positively participating and that learners are receiving the best possible learning experience which meets their needs and leads to positive outcomes.

1 Background

1.1 Project Background and Context

1.1.1 In January 2011, the Bridgend Learning Partnership[1] published a Strategic Outline Case (SOC), in response to the Welsh Government (WG) plans for Post 16 Transformation of Education and Training in Wales. This SOC set out the background analysis and the process undertaken to determine the best way forward in Bridgend to ensure that post 16 education met the needs of learners, employers and communities. The key aim, in response to the identified issues within Bridgend, was to improve formal and informal learning pathways together with high quality learning support.

1.1.2 As part of the background work for the SOC the Partnership carried out a review of the current post 16 provision within Bridgend County Borough. This review sought to establish how effectively the Learner Entitlement Statement that had been agreed by all partners was being met. As a result of the review a number of shortfalls were identified that needed to be addressed in order for Bridgend to meet the Transformation Agenda. The following were highlighted as areas of concern:

- Choices available to learners varied considerably across the area with clear evidence that some learners were disadvantaged according to their ability and geographical location.
- Whilst traditional, academic level 3 provision and progression was on the whole good, that for level 1 and 2 provision and progression was limited and localised.
- Learners with Additional Learning Needs (ALN) had limited provision and progression opportunities.
- Vulnerable learners who were in danger of becoming disaffected were not fully catered for. This, in turn, had the potential to increase the proportion of NEETs within Bridgend.
- The quality of provision available across the area was very variable.
- Traditional minority subjects were being delivered in some cases to groups which were low in number and inefficient, with the problem becoming greater with reduced numbers in Y13.
- Whilst there was generally a good range of AS/A2 courses available to learners, despite variability in access, the corresponding range of vocational provision at all levels was considerably lower and very patchy across the 5-domains.
- Welsh Baccalaureate Qualification (WBQ) provision needed to be further developed, subject to the WG piloting and roll-out arrangements.
- The range of Work-Based Learning (WBL) provision in the area was limited, of variable quality and the take up of the places is low.[2]

1.1.3 As a result of these concerns, the Partnership determined that the approach to post 16 education and training needs to change and options for a new

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[1] An Executive Grouping of all Secondary Heads in Bridgend, Senior Managers from Bridgend College, Senior Education staff from BCBC and a School Governor Representative

[2] Source: Bridgend Learning Partnership – Transforming Education and Training in Wales – Strategic Outline Case – 31st January 2011

approach needed to be considered. Utilising the review outcomes a set of Investment Objectives were identified against which each option would be considered. The Investment Objectives identified were:

- **Participation** - To increase the number of 16 year olds participating in education and training from 85% to 95% by 2014.
- **Learning Pathways and Progression** - To increase the number of Level 1, 2 & 3 choices in English and Welsh-medium from 40 to 65 by 2014
- **Achievement and Skills** - A 10% increase in Level 2 & 3 and basic skills qualifications by 2014

1.1.4　In addition the Partnership agreed that to achieve the potential scope and to realise the Investment Objectives, the following Critical Success Factors would also need to be applied to all the options:

- Robust learning providers
- Fits School Modernisation
- Long term financial viability
- Minimal short term educational disruption
- Favourable impact on 11-16 provision
- Attractive to learners
- Attractive to staff & community

1.1.5　A long list of 5 options was developed, scoped and then analysed against the Investment Objectives and the Critical Success Factors. This analysis concluded that there were two main models, which would best meet Bridgend needs in the future, namely:

- Collaboration Model (Distributed Tertiary Model)
- Tertiary College Model

1.1.6　Each of the two shortlisted options were then subjected to a SWOT analysis into the relative suitability of each option to meet all needs within Bridgend. As a result of this analysis the Bridgend Learning Partnership concluded that the Tertiary model had many strengths and would meet many of the requirements of Transformation within Bridgend. However, the Partnership and WG considered that the capital costs would be huge and transition would be complex and fraught with problems. It was also concluded that both elected members and the community would reject such a radical change.

1.1.7　As a result the Collaboration Model (Distributed Tertiary Model) would be much more acceptable locally, would avoid major change and upheaval and would build on existing good practice. It was concluded that this option would probably be just as effective in raising standards whilst not precluding further change in the future. As a result the SOC concluded that the Collaboration Model (Distributed Tertiary Model) would be taken forward as the approach to be adopted within Bridgend to address the Transformation agenda. This was accepted by WG.

1.1.8　Two and half years have passed since the development of the SOC and it should now be impacting positively on learners. Bridgend County Borough Council (BCBC) was therefore requested by Welsh Government to commission this appraisal and assessment of whether the Strategic Outline Case, continues to present an effective and efficient delivery model which benefits learners and meets local needs. The terms of reference for the review have been considered and approved by Welsh Government.

1.2   Terms of Reference

1.1.9   As set out in the Invitation to Quote the objectives of the review are defined as a requirement to:

i) Strategically appraise existing plans for the future development of post 16 learning provision in secondary schools and Bridgend College including a comprehensive review of the costs of existing and planned curriculum models (staffing, transport etc.) and governance arrangements;

ii) Illustrate how there can be a continuing close alignment between Bridgend's future response to the transformation agenda and current Welsh Government's policies including the recommendations of the recent review of qualifications 14-19 and the proposed new post 16 planning and funding system;

iii) Via an action plan detail the steps which need to be taken to strengthen post 16 delivery in the area and how these steps will be implemented from September 2013 onwards.

1.1.10   This report sets out the findings from the appraisal and a route forward for the future in light of the current developments in policy at Welsh Government and the impact of the collaboration within Bridgend.

2 Progress and Developments since the SOC Publication

2.1 The Transformation Agenda

2.1.1 To provide context to the progress made, a summary of the aims of the Transformation Policy is set out below.

2.1.2 In September 2008, the Welsh Government set out its policy for the transformation of Post 16 Education and Training with the aim of improving efficiency and effectiveness of learning delivery as well as raising quality and standards. The Transformation Policy challenged current structures and required all those involved in post-compulsory education and training in Wales to set aside traditional, narrow institutional arrangements and better cater for the needs of learners and demands of employers.

2.1.3 The policy required all learning providers to support the Transformation Policy by planning and implementing change to secure significant improvements for all learners which include:

- widening the options available for students at 14-19 in a way that prepares young people for the full range of pathways open to them and that respects the different learning styles of those students;
- reduces unnecessary duplication of provision by increased levels of collaborative curriculum planning and delivery; and
- moves to excellence across networks of providers, building on the progress made by individual providers in raising the quality of institutional management and of students' learning experience.

2.2 A summary of progress as set out by BCBC

2.2.1 To date the reality of the collaboration in Bridgend, from a learner perspective, is the development of the Post 16 Learning Pathways which sets out for each secondary school the curriculum offer post 16. This is made up of 4 key elements:

- Level 3 provision offered within the school – predominantly AS and A Level with some BTEC national awards.
- X and Y option blocks – these are a range of Level 3 provision offered in other schools and Bridgend College taught twice weekly during the school day and provide learners with access to A' Levels and other L3 courses for which demand within their school is low or specialist facilities and teaching is required.
- Twilight Provision – the College offers 8 twilight Level 3 courses which run between 4.30 and 6.30 at the College and provide learners with the opportunity to study minority subjects without impacting on the main school day.
- Voc A and Voc B courses – these are L1 And L2 courses offered by the College, Maesteg School and Heronsbridge School for Year 12 learners within school to match with other L1 And L2 learning. These courses are taught for 2 days a week for each course during the school day.
- In addition, there are other AS and A' Level subjects which are available within schools which learners may be able to access depending on how their chosen curriculum is timetabled.

2.2.2 The introduction of the post 16 learning pathways has enabled Bridgend to demonstrate an increase in the breadth of curriculum availability to all learners

at L3 and have increased access to an increased range of L1 and L2 qualifications.

2.2.3   It should be noted that in addition to the post 16 learning pathways, Bridgend College offer a comprehensive range of vocational pathways and there is a growing choice of work based learning provision in the area.

Post-16 Collaboration in Bridgend County Borough Council: A Summary of Key Developments

2.2.4   BCBC's Children's Directorate produced 'Post-16 Collaboration in Bridgend County Borough Council: A Summary of Key Developments' for Welsh Government in July 2013. The report summarises the progress to date. Below are some of the key themes and successes.

2.2.5   All partners have been working since the development of the SOC to put in place increased levels of collaborative provision and closer working to achieve the stated outcomes in the SOC. Key developments have been:

- A Curriculum Option Menu Analysis has been conducted on an annual basis.
- From this a collaborative curriculum offer post 16 has been developed between all secondary, special schools and Bridgend College which aims to increase choice, meet learners' needs, and ensure equality of access to an appropriate range of learning pathways.
- Partnership working is managed and coordinated via the Partnership Steering Group (PSG) and the Formal Learning Group (FLG)

2.2.6   In a recent report, to Welsh Government by BCBC the following benefits were highlighted:

- Bridgend continues to meet the demands of the Welsh Government's Learning & Skills Measure at key stage 4 and post 16 and collectively offers a "local curriculum" which exceeds the designated minimum of 30 courses (including a range of vocational courses) at the appropriate levels.
- There is a strong alignment between 14-19 strategic priorities and the Transformation Agenda and the core aims of the Children & Young Peoples Plan 2011-14.
- There have been increasing efficiencies, for example through rationalising the number of classes running in specific curriculum areas which had previously delivered to relatively low numbers of learners. Such actions have resulted in efficiency savings of £100k in 2009/10.
- Harmonised timetables are now managed on the Partnership XChange Management Information System across schools.
- There is more frequent collegiate working and planning which has contributed to greater trust and transparency between partners.
- There is evidence of flexibility/responsiveness of providers to accommodate learner demands for extra collaborative options. These have improved through negotiated local agreements to meet e.g. Double Maths/Physics/Media Studies and potentially Music with a different provider. There are currently 40 collaborative courses on offer in addition to the courses offered by each provider.
- Flexibility/responsiveness of providers to accommodate particular needs of institutions, for example a backup plan to cover maternity leave.

- A curriculum modelling group is currently working on curriculum planning and identifying further areas for curriculum collaboration and rationalisation of post 16 provision.
- The proportion of Post 16 learners participating in collaborative courses at centres other than their home school has increased steadily from 14.7% to 22.4% between 2009/10 to 2012/13. Appendix A provides more detail on progression in collaborative courses.
- Year 12 participation in collaborative courses has increased from 20.8% to 29.2% and Year 13 participation has increased from 5.1% to 13.3% in the same period.
- There has been a significant increase in Year 12 day-time collaboration from 6.8% to 18.7% between 2009/10 and 2012/13 and a steady increase in year 13 participation in day-time collaboration from 5% in 2010/11 to 6.9% in 2012/13.
- Twilight figures indicate a slight decrease of 1.9% in the proportion of year 12 participants between 2010/11 and 2012/13 and an overall increase of 1.4% in the proportion of year 13 participants between 2009/10 and 2012/13.

2.2.7   It is clear that collaboration in Bridgend has impacted on the breadth of choice for learners and that providers are working well together to develop further the opportunities to collaborate.

2.3   Other Studies undertaken to assist in progressing the SOC

2.3.1   Bridgend Learning Partnership has undertaken and commissioned many studies over the past few years to assist in progressing the plans within the SOC and to ensure that as policy develops the collaboration in Bridgend has the information to enable appropriate responses and changes to be made. Below is a short synopsis of the key studies

A Review of 14-19 Governance Arrangements in Bridgend – September 2011

2.3.2   This report provided a review of the current governance arrangements for the 14-19 learning partnership in Bridgend. It made recommendations for the future governance and management of the collaborative provision for post-16 learners.

2.3.3   The report concluded that there was scope to simplify and streamline the governance, management and operational groups that currently exist. It also recognised and addressed the concerns of participating institutions that partnership provision should be organised equitably, on the basis of quality and accessibility to learners, and that future management structures need to be workable, affordable and allow providers to retain an appropriate degree of autonomy over the rest of their provision.

2.3.4   It recommended that a more formal basis for the governance and management of partnership working should be developed. This should be achieved through the formation of a strategic alliance of all the secondary schools and the College. The alliance should be established as a formal collaboration on the basis of a Memorandum of Understanding signed by all the partners.

2.3.5   A number of meetings were undertaken to consider the implementation of the recommendations and it was concluded that the proposed arrangements

were too complex to set up and time consuming for the perceived benefits. However, there is recognition that Governors need to be involved in the decision making process. To date individual head teachers and the College have communicated, consulted and gained agreement with each of their governing bodies and fed back to PSG.

A Study into the Future Sustainability of the Bridgend 14-19 Learning Partnership – December 2011

2.3.6   This study was commissioned by the Bridgend Learning Partnership in order to explore all issues related to the future sustainability of post-16 collaborative working in the region post 2013, when it was anticipated that Welsh Government Grant Funding via the Regional National Development Plan (RDNP) could cease. In undertaking the work the following main areas were considered:

- How to maximise any WG funding post 2013 and exploring other alternative avenues of funding that could be utilised.
- Exploring critically current 'core' provision offered in all mainstream schools and possible ways by which the provision could be delivered more economically and efficiently in the future, without compromising on quality of learning experience.
- Costing the current collaborative provision offered across Bridgend and suggesting ways by which the provision could be optimised.
- Considering the nature and costing of the infrastructure currently available in Bridgend to administer and organise collaboration and predicting future needs and costs for improved efficiency and organisation.

2.3.7   Having considered all the above areas of sustainability ideas were presented for optimising sustainability planning for the future.

2.3.8   The study concluded that there was a need to:

- work together to pool resources;
- embrace a phased rationalisation of year 12 and year 13 subject teaching groups to release funds to ensure sustainability;
- plan collaborative provision as economically and efficiently as possible so that there is sufficient flexibility for highly viable pathways to supplement less viable, but strategically important pathways;
- maintain the well established links between Formal, Non Formal and Informal Learning;
- take a realistic view of the collaboration and organisational infrastructure needed to deliver the Distributed Tertiary Model and funding it appropriately; and
- start planning for phased rationalisation over the next 5-10 years, through an agreed Partnership Strategic Development Plan (PSDP), which integrated fully with Institutional SDP and LA strategic, financial and personnel plans.

2.3.9   A number of these proposals have been superseded by recent events in rationalisation of funding at both a learning provider and local authority level. However, many of the issues raised remain relevant and have been addressed to some degree by the Learning Partnership.

Bridgend 14-19 Curriculum Framework Study – January 2012

2.3.10   This study was commissioned by the Bridgend 14-19 Network in order to develop a holistic 14-19 education and training curriculum in the region. The intent was to create a Whole Curriculum which reflected shared values and vision for learners in this phase of their learning. The Whole Curriculum principles would then be translated into a Bridgend Curriculum Framework which would underpin all aspects of the day-to-day Operational Curriculum across the region.

2.3.11   The study set out the fundamental purpose, values, vision and principles of 14-19 education and training. This was then developed into a theoretical Curriculum Framework that could underpin the Bridgend curriculum, updated to reflect the latest policy developments. From this a series of recommendations were developed and linked to a large number of proposed actions, which were recommended to translate the Bridgend Curriculum Framework into a workable day-to-day 14-19 Operational Curriculum for Bridgend.

2.3.12   The report was detailed and wide ranging with challenging actions required. The outcomes of the report were considered by the PSG and have influenced thinking and developments but have not been wholly adopted as the study was viewed as a theoretical piece of work developing concepts which may or may not be applicable.

Bridgend 14-19 Learning Partnership – Quality Assurance Framework – March 2011

2.3.13   The Bridgend 14-19 Network - Quality Assurance Framework set out the principles, common standards and processes by which the Network would ensure the quality of the 14-19 education provision it offers through the Bridgend Learning Partnership.

2.3.14   The framework sets out an agreed common quality assurance cycle which was considered to be compatible with individual institution self-evaluation practice.

2.3.15   The aims of the framework were to:

- provide an overarching framework for guaranteeing the quality of the learner entitlement;
- to inform decision making and help identify areas for development;
- to provide confidence in the provision offered;
- to provide evidence which will enable partners and external stakeholders to validate the quality of provision;
- to contribute to sustained quality improvement by highlighting good practice and supporting professional development.

2.3.16   The Quality Assurance Framework has informed developments within Bridgend and steps have been taken to implement the framework.

Central South - A Review of the learning offer in terms of meeting Labour Market Demands

2.3.17   Bridgend is part of and leads the Central South Consortium for 14-19 delivery. In March 2013, the Consortium commissioned a review of the Learning Offer available to 14-19 year olds in the Central South Consortium area to determine if it was meeting current and future labour market needs. It

also made recommendations for Learning Providers in terms of improving employment prospects for young adults.

2.3.18   The review identified a number of key considerations for the future development of the curriculum offer to meet the changing demands of the labour market. These included both areas for the development of additional curriculum to meet the needs of growth industries and some areas where demand was declining.

2.3.19   The study was clearly pan regional and did not provide specific recommendations for Bridgend. However, it provided an overview of the growth and declining industries in the region and has provided the Learning Partnership with a basis on which to consider curriculum developments more strongly linked to labour market trends.

2.4   Cluster Development

2.4.1   A key recent development within the Learning Partnership has been a move, from September 2013, for schools and the College to work in clusters rather than as a pan Bridgend collaboration. This move has been driven by the need to try and reduce travel time for learners, and to make better use of the increasingly limited resources. The plan to move to clusters also considered the best way to improve class sizes given current pupil movements and capitalises on current working relationships between schools.

2.4.2   Two key factors informed the design of the cluster options:

- the size of the viable Level 3 curriculum offered at Brynteg and Porthcawl schools, the number of large classes in existence in these schools and the journey time between the two schools. It was considered that a partnership arrangement between the two schools and Bridgend College would form the basis of the following models.
- the geographical location of Maesteg and Porthcawl Schools relative to other partners within the borough.

2.4.3   Further research was undertaken to generate models of cluster working paying due regard to:

- Geography – Distance/time for travelling;
- Size of Sixth Forms involved in each cluster to ensure viability;
- Current curriculum provision and related contextual details;
- Trends related to size of existing classes/retention rates;
- Established patterns of joint working through Local Agreements and continuous professional development (CPD);
- Capacity to collaborate;

It was envisaged that joint working arrangements e.g. timetabling/staffing etc would be determined within each cluster once these have been agreed.

2.4.4   A range of clustering options were therefore considered, the details of which are set out in Appendix A. At a meeting of school head teachers and Governors in July 2013 it was determined that Model 7 was the best option for future clustering arrangements. This model results in the following groupings:

Cluster A: Archbishop McGrath, Bryntirion, Pencoed, Cynffig and Bridgend College (Cluster Year 12 total: 312)

Cluster B: Coleg Cymunedol y Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 222)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

2.4.5   During the early part of the autumn term the clusters have begun to meet to discuss how best to take forward curriculum developments and alignment for September 2014. However, it is still early days for the new arrangements and therefore impossible to conclude on their impact.

3 Overview of Current Post 16 Education and Training in Bridgend

3.1.1 This section of the report provides an up to date analysis of the schools and the college within Bridgend to demonstrate the potential impact of the collaboration and to highlight where further opportunities to collaborate may be.

3.2 The Secondary Schools

3.2.1 Bridgend County Borough has 9 mainstream secondary schools including a Welsh Medium school and a faith school. The authority also offers specialist provision. There is a 7-19 school that provides education for those pupils who have Social, Emotional, and Behavioural Difficulties, SEBD, Moderate Learning Difficulties, MLD, and those with Additional Learning Needs, ALN. A second special school meets the needs of learners (3-19) with significant learning needs and difficulties. This includes pupils who have profound and complex/multiple needs (PMLD) and those who are on the continuum of autistic spectrum disorder (ASD).

3.2.2 Below is set out a brief summary of each of the secondary schools to provide context.

Archbishop McGrath Catholic High School

3.2.3 Archbishop McGrath Catholic High School is an 11-18 voluntary aided catholic school serving the Bridgend area. There are 763 pupils on roll including almost 150 in the sixth form. Within the school 17% of the students are entitled to free school meals.

3.2.4 Secondary schools in Wales are banded by the Welsh Government. In 2013, the school was placed in Band 4 as a result of the outcomes the school achieved in a range of measures, particularly at KS4. The bands take account of the relative performance of schools across four sets of data to group them into one of five bands – those in Band 1 show good overall performance and progress and those in Band 5 show weak performance and progress relative to other schools.

3.2.5 The percentage of pupils achieving the Level 2 inclusive threshold[3] in 2012/13 was 47.9% compared to the Welsh benchmark of 52.7%. In terms of Post 16 provision 88.2% of learners in 2012/13 reached the L3 threshold (Welsh average is 96.5%) a decline in performance from 2009/10 when the percentage was 97.5%. The average points score has increase in the same period from 803 to 807 which is exactly the Welsh average for 2012/13.

3.2.6 The school was last inspected in February 2013 and the school's current performance was judged as Adequate as were the school's prospects for improvement. Within this Estyn inspection framework providers are judged against a 4 point grading scale from Outstanding, through Good and Adequate to Unsatisfactory.

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[3] pupils gaining 5 or more passes at C or above at GCSE including English and Mathematics

Brynteg School

3.2.7 Brynteg School has 1,819 pupils on roll of which 370 are in the sixth form. 13% of the students are entitled to free school meals. In 2013, the school was placed in Band 2.

3.2.8 The percentage of pupils achieving the Level 2 inclusive threshold in 2012/13 was 64.8%. The percentage of Post 16 learners achieving the L3 threshold is up in 2012/13 had increased to 92.8% compared to 2009/10 when the level was 89.7%. The average points score has also increased from 704 to 746 in the same period but is still below the Welsh average.

3.2.9 The school was last inspected in 2009 under the old framework and gained 3 Grade 1s and 4 Grade 2s, (on a 5 point grading, where 1 is 'good with outstanding features' and 5 is 'many important shortcomings').

Bryntirion Comprehensive School

3.2.10 Bryntirion Comprehensive School has 1,019 pupils on roll. There are 154 students in the sixth form. 15% of the students are entitled to free school meals. In 2013, the school was placed in Band 3.

3.2.11 The percentage of pupils achieving the Level 2 inclusive threshold in 2012/13 was 57.3%, a ^% improvement on the previous year. Post 16 performance has declined since 2009/10. The current average points score is down to 817 from 900, however the percentage achieving the L3 threshold is 100%.

3.2.12 Bryntirion was last inspected in 2011 and was awarded Good grades for both current performance and prospects for improvement.

Coleg Cymunedol y Dderwen

3.2.13 Coleg Cymunedol y Dderwen is the amalgamation of Ogmore Comprehensive School and Ynysawdre Comprehensive School in 2012. Coleg y Dderwen moved into a new build in September 2013. The school has 1,446 pupils on roll, including 219 students in the sixth form. 25% of the students are entitled to free school meals. In 2013, the school was placed in Band 5.

3.2.14 The percentage of pupils achieving the Level 2 inclusive threshold in 2012/13 was only 29.2%, significantly below the Welsh benchmark of 52.7%. With regard to post 16 success, the school has seen an increase in numbers achieving the L3 threshold form 85.2% in 2009/10 to 92.9% in 2012/13; a similar improvement has been seen in the average points score although this is below the Welsh average.

3.2.15 As the school has only recently been opened, it has not, as yet, been inspected.

Cynffig Comprehensive School

3.2.16 Cynffig Comprehensive School has 641 pupils on roll, including 91 students in the sixth form. 30% of the students are entitled to free school meals. In 2013, the school was placed in Band 4.

3.2.17 The percentage of pupils achieving the Level 2 inclusive threshold in 2011/12 was 43.4%, below the Welsh benchmark of 52.7%. The school has seen an increase in the numbers of post 16 learners achieving the L3 threshold which was 88.2% in 2011/12 and is now 100%. The average point score is also increasing from a low base of 402 in 2009/10 to 883 in 2012/13.

3.2.18   Cynffig was last inspected in May 2012 when Excellent grades were awarded for both current performance and prospects for improvement.

Maesteg Comprehensive School

3.2.19   Maesteg Comprehensive School has 1075 pupils on roll, including 155 sixth form students in this 11-18 school. 27% of the students are entitled to free school meals. In 2012, the school was placed in Band 3.

3.2.20   The percentage of pupils achieving the Level 2 inclusive threshold in 2011/12 was 44.1%, significantly below the Welsh benchmark of 52.7%. Maesteg School's performance post 16 has improved since 2009/10. The number of learners achieving the L3 threshold has improved from 93% to 96.8% and the average points score is up 309 points to 988 in 2012/13.

3.2.21   Maesteg was awarded two Good grades in its inspection in November 2012 for current performance and prospects for improvement.

Pencoed Comprehensive School

3.2.22   Pencoed Comprehensive School has 876 pupils on roll with 137 students in the sixth form. 14% of the students are entitled to free school meals. In 2012, the school was placed in Band 2.

3.2.23   The percentage of pupils achieving the Level 2 inclusive threshold in 2011/12 was 59.9%, well above the Welsh benchmark. Pencoed's post 16 performance is improving; the number of learners achieving the L3 threshold is up to 98% in 2012/13 from 94.5% in 2009/10. The average points score has risen from 679 to 936 over the same period.

3.2.24   The school was last inspected under the old framework in April 2010 and gained two Grade 2s and five Grade 3s.

Porthcawl Comprehensive School

3.2.25   Porthcawl Comprehensive School is situated in the southern area of the authority and has 1,434 pupils on roll, including 310 students in the sixth form. 10% of the students are entitled to free school meals. In 2012, the school was placed in Band 3.

3.2.26   The percentage of pupils achieving the Level 2 inclusive threshold in 2011/12 was 69.2%, significantly above the Welsh benchmark of 52.7%. The average points score for post 16 learners in Porthcawl School has declined since 2009/10 from 879 to 782, which is below the Welsh average. With regard to the numbers of post 16 learners achieving the L3 threshold this has improved from 93.1% to 98.6% over the same period.

3.2.27   The school has only recently been inspected under the new framework, (September), and the report has yet to be published.

Ysgol Gyfun Gymraeg Llangynwyd

3.2.28   Ysgol Gyfun Gymraeg Llangynwyd is the only secondary Welsh-medium school in Bridgend County Borough. Ultimately, it will be an 11-18 school and this September the school admitted students into Year 12 for the first time. Llangynwyd is situated at the north end of the borough, at the southern edge of Maesteg.   It occupies refurbished buildings that Maesteg Comprehensive vacated.   There are 567 pupils on roll, 16% of whom are entitled to free school meals.

3.2.29   The percentage of pupils achieving the Level 2 inclusive threshold in 2012/13 was 61.7%, significantly above the Welsh benchmark of 52.7%. There is no post 16 data yet for this school as the first year 11 cohort only completed in 2012/13. The school is due for its first inspection in the near future.

Collaborative Arrangements

3.2.30   Evidence from discussions with schools provides the following insights into the impact of the collaboration and views on the recent changes to cluster arrangements.

3.2.31   Pencoed Comprehensive has worked collaboratively for four years. The forerunner to inter- school collaboration was the twilight arrangements with Bridgend College which allowed students to follow Level 3 courses outside the core day. Psychology and Law were the first established courses. Since then, strong vocational links have been formed with the College. Last year, 7 students left year 13 with a Level 3 vocational qualification studied at the College. These were in Forensic Science (a Distinction and a Pass), Musical Theatre (2 Distinctions and a Pass) and Creative Media (2 Distinctions). Post 16 Level 1 and Level 2 courses are all in collaboration with the college. Monitoring of students progress post 16 is on a monthly basis and is regarded as effective, with any issues being resolved promptly and successfully.

3.2.32   All other A level provision is taught within the school except Computing and French which are delivered in Brynteg. All KS4 and KS5 students follow a Welsh Baccalaureate course.

3.2.33   The school had a retention rate of 56% from the Year 11 cohort in 2013. However, as small year groups move through the school, the target of 150 in the sixth form will be increasingly difficult to achieve.

3.2.34   Pre 16, last year there were 7 students who followed a Public Services course at the College. The school consider that the transport costs associated with this type of activity could be a barrier in the future. A link with the Pencoed campus of the College has enabled pre 16 students to follow a Level 1 course in Land Based Studies.

3.2.35   The school believes that there will be increased tensions around collaboration in the future with so many pressures affecting the arrangements but welcomes the partnership with Bryntirion, Cynffig and Archbishop McGrath. It is hoped that this will help to protect the smaller sixth forms.

3.2.36   Porthcawl has a large sixth form and is able to provide virtually all A level teaching on its own site. In the current Year 12, three students travel to Brynteg to take Welsh (2) and British Government and Politics (1). In the future when the two schools form one of the new cluster groups in the borough, the school believes that collaboration will be in a limited number of subjects - possibly Music, Dance, Modern Languages, P.E. and Welsh. Technology uptake has been traditionally low.

3.2.37   Only four students post 16 were accessing college vocational provision through the Voc A and B option and at pre 16 a small number were on Access courses.

3.2.38   Porthcawl are concerned about the impact of future funding arrangements and the possible mandatory requirement to deliver the Welsh Baccalaureate qualification. The traditional route of four A levels followed by many of the

school's students would be in jeopardy. Future partnership with Brynted is considered a positive development.

3.2.39   Bryntirion has close links with Pencoed and collaborates on A level French delivery. Porthcawl offers Music Technology to Bryntirion students. The main college collaboration is centred on twilight courses and vocational provision but numbers are relatively small. Pre 16, Level 1 courses in Catering and Animal Care are followed by the school's pupils at the Pencoed campus of the College, Hairdressing at Archbishop McGrath and Construction at the College. Five students follow the Public Services course at the College. In 2013, almost 58% of the year 11 cohort entered the school's sixth form.

3.2.40   Coleg Cymunedol y Dderwen has a very different curriculum structure in KS4 as well as a different structure to the school day. As a result, it is going to be a considerable challenge to develop collaboration with other establishments in the future. The school believes that the partnership arrangements will add complexity to the situation and be difficult to implement. They are very positive about their own curriculum development and did not see how pre or post 16 collaboration would work for them with a different look to their own lesson pattern. Transport costs are considered a significant barrier to future post 16 arrangements, with the loss of the RNDP.

3.2.41   Maesteg Comprehensive believes there are challenges and opportunities to future partnership arrangements. Professional networks have improved and partnership arrangements are considered beneficial to small sixth forms, enabling increased flexibility. The school is extremely positive about recent developments with regards to the establishment of a Rugby League Academy. Students follow Level 3 courses as part of their sport development and some have been offered apprenticeships through the scheme. Boys are recruited from across South Wales, requiring them to find midweek accommodation.

3.2.42   Within the collaborative arrangements Spanish and Music are offered at A level as well as a Sports Fitness course at Level 2. Vocational courses at Bridgend College have attracted Maesteg students to enrol on Travel and Tourism, Public Services and Forensic Science. Pre 16 there is some uptake on Link courses but numbers are small (less than ten).The Catering course in the school is taught on site by a college lecturer.

3.2.43   Brynteg believes that the intended partnership with Porthcawl works well and their experiences to date had been very positive. As the two largest sixth forms in the borough, each is able to put on viable groups in most A level subjects and where this is not possible, geographical proximity helps collaboration. The school had tried to organise A' level sessions over lunchtimes (Business Studies and Economics) where timetabling has been an issue but students are resistant to this.

3.2.44   Cynffig School is concerned about the size of its sixth form in the long term. The school believes it is of paramount importance that the relationship with Bridgend College is a mutually supportive one and the intended new partnership arrangements are felt to be potentially beneficial by bringing together the smaller sixth forms to develop a more holistic curriculum.

3.2.45 Pupil numbers in the lower part of the school mean that potential sixth form cohorts could be smaller. The school is striving to further raise outcomes at KS3 and KS4 in the hope of ensuring progression and participation.

3.2.46 Archbishop McGrath follows a catholic curriculum. The school believes it is achieving high performance at A level. There is no collaboration pre 16 even though the school offer very few vocational courses. Concerns expressed by the school are mainly over the escalating costs of transport and the worries that emanate from provision being offered to students in establishments that were not underpinned by the catholic faith. The school questions whether it is cost effective to send students to other sites. However, outcomes when they have been collaborative had been very good with one pupil gaining a place at Oxford after studying German at Brynteg.

3.2.47 Ysgol Llangynwyd provides education through the medium of Welsh and has currently pupils from Year 7 to Year 12. The first year 12 group started in September with around 69% of last year's year 11 group staying on. A range of Level 2 courses have been offered in Year 12 as well as the standard resit courses.

3.2.48 The school enjoys healthy and productive relationships with other Welsh Medium schools in its family, particularly Llanhari. The school currently shares two KS4 courses with Llanhari at Bridgend College, has collaborate with Llanhari post 16, with 2 courses being run by Llanhari that includes YGG Llangynwyd learners and 3 courses run by YGG Llangynwyd that are also attended by Llanhari students.

3.2.49 This cooperation extends well beyond course collaboration and into staff development. The Welsh-medium sector has identified potential teacher shortage in some curriculum areas and these schools have started to work together on retraining staff who are keen to gain the necessary skills.

3.2.50 The partnership is working well on two levels, strategic and operational. This means decisions have been made and implemented far quicker than any in the borough's partnership meetings.

3.2.51 Ysgol Llangynwyd has students at Bridgend College following Construction courses pre and post 16 with Year 10 and 12 working together in a Level 2 provision. College collaboration sees a mixture of pre 16 of Level 1 and 2 courses in Health and Social Care, Construction, Motor Vehicle Studies and Hospitality and Catering. Currently, 9 pupils are following a Level 3 Health & Social Care course, 3 are following a Motor Vehicle Level 1 course, 2 join with Year 10 students to follow Level 2 Construction and 4 follow a Diploma in Construction.

3.2.52 An innovative development in Health and Social Care has involved the school, in discussion with the College, to provide a Level 4 course in H & SC to ensure that more Welsh speaking students are eligible to take child care jobs where an ability to speak Welsh is required.

3.2.53 At Ysgol Bryn Castell there are 41 pupils in post 16 education. The majority are MLD students but some are EBD students. Most attend Bridgend College to follow Level 1 vocational courses; however, there is very limited choice. (One pupil attends Maesteg to take BTEC Sport). Pre 16, the Prevent programme is very important to the school and is very successful. Links with the borough's other special school, Heronsbridge, enables infill in some courses. Future funding arrangements are uncertain and with the high

costs associated with vulnerable learners, there is a danger that appropriate provision will not always be available.

3.2.54   In addition to meetings with senior staff in schools, meetings have been held with a small number of post 16 school pupils who access both their base school post 16 provision and other schools provision or college twilight courses.

3.2.55   Learners appreciate the opportunity to access a wider curriculum choice that the collaboration afforded them. For many, the ability to access curriculum elsewhere is enabling them to pursue a curriculum mix which is best suited to their future aspirations. For a minority, access to the wider collaborative options is discouraged, a view supported by other stakeholders interviewed.

3.2.56   Learners generally enjoy the opportunity to 'try' another school, or the college, to meet new people and experience different approaches to teaching. Concerns were expressed that for provision away from base, and particularly at the College, learners find it difficult to identify who to discuss concerns with both academic and pastoral. Some learners also find the approach of some teachers/lecturers, requiring more self directed leaning, to be hard to adapt to.

3.2.57   In general, the views of the collaborative provision are positive although it is clear that, particularly with the twilight provision, learners need to be committed to the course to cope with the extended day.

3.3   The College

3.3.1   Bridgend College is a general FE College with a main campus on the edge of Bridgend Town, a further large campus in Pencoed and a variety of smaller sites and community based centres located around Bridgend County Borough. In 2013/14 the College has around 2850 full-time learners, almost 6,000 part-time learners and over 5,500 distance learners. Of these learners 2,562 are aged 16-19 and 199 14-16 year olds are undertaking learning with the College.

3.3.2   The College offers a range of learning from entry level through to higher education provision and has programmes of study in all 15 Sector Subject Areas. The curriculum is strongly vocational with only a minor element of General Education. Almost 60% of the learners enrolled with the College in 2012/13 studied at L2 or below, the majority of these following vocational pathways.   Of the L3 16-18 learners, around 300 study for the Welsh Baccalaureate Qualification.

3.3.3   Welsh-medium provision within the College is under development. However, only 7 full-time students in 2013/14 are currently studying through the medium of Welsh. The College also provides a number of courses for 14-16 year olds in Welsh and has a Foundation Degree in Early Years which is also delivered in Welsh.   In addition, almost 200 learners study the Welsh Language as part of the Welsh Baccalaureate.

3.3.4   The College offers a wide range of HE provision (Foundation Degrees) on both a full and part time basis to around 1,100 students. The curriculum covers such diverse areas as Science, Creative Industries and Learning Support.

3.3.5   Work based learning is also a key part of the College's portfolio of courses. A number of apprenticeships are offered with local employers in engineering,

land based studies, construction and hospitality. Success rates are high at 95% which is well above the national average.

3.3.6   Appendix D provides details of the latest published Learner Outcome Reports for Bridgend College (2011/12). These show that overall success rates have improved from 74% in 2009/10 to 77% in 2011/12. Current performance is slightly below the sector average. Completion rates have risen slightly over the same period and attainment has increased from 84% to 87%. These overall figures mask some significant success in Retail/Commercial Enterprise, Arts and Media and Independent Living Skills where outcomes are excellent and some areas which require further work particularly Science and Maths and ICT.

3.3.7   The College has not been inspected since April 2009, when the College received 4 grade 1s and 3 grade 2s for the 7 key questions considered by the inspection framework in place at that time. The Subject Areas inspected also all received either Grade 1 or 2.

3.3.8   The College has a key role to play in the collaborative arrangements offering a number of A' Levels and BTEC L3 qualifications through twilight sessions to 16-18 year old learners from schools. These courses are accessed by around 130 learners and provide opportunities to widen the breadth of L3 offer in Bridgend. In addition, some learners' access both academic and vocational studies during the school day at the College through the Voc A and B and X and Y options.

3.3.9   The College has actively engaged in the development of the collaborative arrangements in Bridgend and is committed to the success of the arrangements to improve opportunities for young people. The College is concerned that Initial Advice and Guidance (IAG) may not be meeting young people's needs as it sees significant enrolments of 17 and 18 year olds who have studied for one or two years in school and then join the College later than they might otherwise have done. In addition, the College considers that the development of the new cluster arrangements has been proceeding without their input and they believe they need to be integral to each cluster to ensure that the widest possible offer is made available to young people.

3.4   Bridgend NEETs

3.4.1   NEET levels across Wales have been the focus of much attention and will continue to be an important aspect of any strategy for Post 16 education and training. Currently, NEET statistics for Year 11 leavers are published annually for each LA area and present a snapshot based on the data at 30th June. Based upon the latest published figures the Bridgend trend is as follows:

Table 1: Year 11 Leavers for Schools in Wales known to be not in education, training or employment
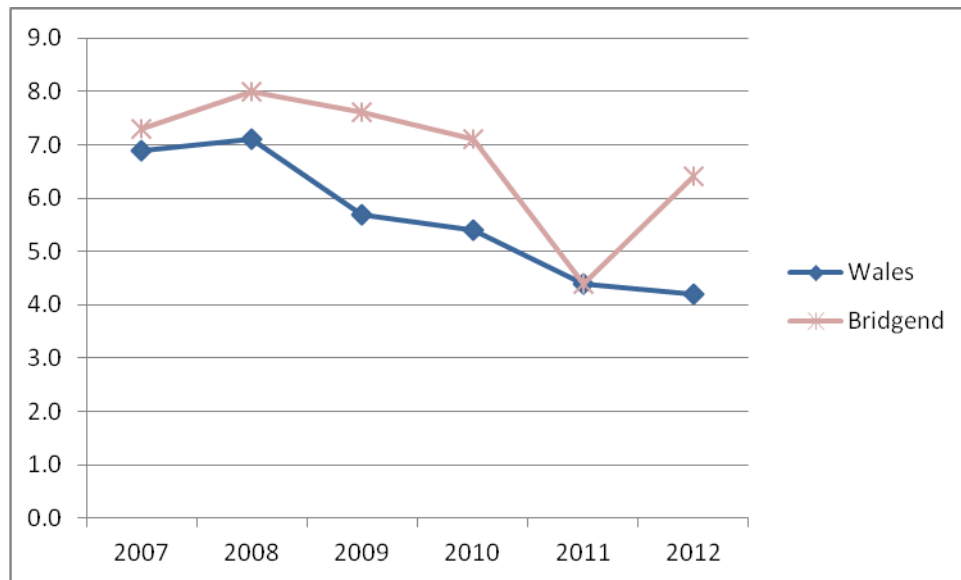
3.4.2   The table above shows an overall decline in NEET levels within Bridgend over the past 6 years but with a spike upwards in 2012. CareersWales have been investigating this anomaly and believe that this is due to increased work undertaken specifically in Bridgend to reduce the levels of learners not responding with their destinations at the end of Year 11 and thus an increase in the level of recorded NEETs. As can be seen in the table below the level of non responders has gone down in 2012 by 33 whilst the level of NEETs has increased by 32, which supports this view, assuming the local data does not mirror a similar pattern in the national data.

Table 2: Bridgend NEET Comparison 2011/2012

Year 11	2011	%	2012	%
Cohort	1584	100	1574	100
School	909	57.39	926	58.83
FE	425	26.83	427	27.13
Employed	17	1.07	10	0.64
WBL	84	5.30	66	4.19
NEET	69	4.36	101	6.42
Left area	31	1.96	28	1.78
No response	49	3.09	16	1.02

3.4.3   Over the past few years BCBC has been developing a range of strategies to provide alternative complimentary provision for those learners at risk of becoming NEET and for those who are already NEET. A number of these are delivered in collaboration with the schools and the College and whilst not a cornerstone of the transformation plans this activity is a key part of the overall Post 16 strategy and the 14-19 Network Plan.

3.4.4   An example of these developments is Studio 34. This is a jointly owned centre in Pyle (owned by the LA and College). It has provided learning opportunities to 15 learners a year from all over the borough who were NEET. The centre is located on an industrial estate so they start to

understand about the world of work from their surroundings. The curriculum is a BTEC L1 qualification with other learning wrapped around this. As a result learners spend 3 days a week on programme and one day on personal development activities. The programme has outstanding outcomes and good progression. Many learners progress straight to L3 and at least one is now following an HE course. The College provides the teaching and draws down the funding for the learners, the LA funds the running cost through the RNDP.

3.4.5   In addition, BCBC is part of the ESF funded Pre-VENT and is leading the regional co-ordination across five LA areas14-19 project in South East Wales. The aim of the project is to raise skills and self- confidence in 14-19 participants. Participants are those identified as NEET or at risk of becoming NEET. The project provides access to employability skills training, support to develop self confidence, access to vocational and other learning pathways and other enrichment and enterprise activities. By the end of 2011/12 Pre=VENT had worked with 462 participants in Bridgend and is considered to be positively impacting on lowering NEET levels.

4 Changing Policy Context

4.1.1 Since the SOC was developed in 2011 there have been a number of significant policy developments and strategy documents issued by Welsh Government which impact on the direction of travel in Bridgend.

4.2 Post 16 Planning and Funding System

4.2.1 In February 2011, the Minister for Education and Skills announced the setting aside of the National Planning and Funding System (NPFS) and indicated that the Welsh Government would be introducing a new post-16 planning and funding system. This system seeks to:

- Improve the efficiency, effectiveness and transparency of the post-16 planning and funding system to focus on better outcomes and progression for learners;
- Standardise the planning of provision across the school and college sectors to improve information to make better informed decisions; and
- Ensure an appropriate balance between public and private sector funding of post-19 provision.

4.2.2 The new planning and funding framework focuses attention on the broader outcome for individual learners. Funding will be based upon programmes of learning rather than qualifications, with each programme having a defined purpose and outcome against which it will be monitored. A programme of learning should equip learners with the necessary skills and learning required for employment or progression into further or higher learning.

4.2.3 This is a major change in Post 16 funding bringing both FE and Schools under the same regime with a level playing field in terms of the impact of achievement and retention on future funding. The introduction of Learning Programmes will impact on the curriculum offer within schools and colleges and will require a more coherent learning experience for some learners who may in the past have taken a more pick and mix approach to their studies.

4.3 Hill Review

4.3.1 Following a number of unsatisfactory outcomes for LEAs in Wales when inspected by Estyn, Robert Hill was appointed in January 2013 by the Welsh Government to undertake the review on the future delivery of education services in Wales.

4.3.2 The review focused on looking at the effectiveness of the current education delivery at school and local authority level, and considered what should be undertaken at school, local authority, regional and national level with a focus on:

- raising standards and improving learner outcomes at all ages;
- better support and challenge to schools to improve standards;
- developing and strengthening the leadership of schools and the quality of teaching and learning;
- ensuring value for money and effective use of resources; and
- bringing about coherence and strong links between all areas of the education system, including post-16 provision and the wider children's services agenda.

4.3.3 The resultant report presents a wide range of options for consideration by the Welsh Government from improving classroom teaching and learning, through school leadership to organising school improvement.

4.3.4   As a result, local authorities and the Welsh Local Government Association (WLGA) have been working with WG to provide assurances and guarantees from local government that a regional model for school improvement will be adopted, set within the context of a nationally agreed model. Within this, local government will ring-fence or protect the amount to be spent on regional working for 2014-15 and ensure that the funding is used to take forward the recommendations in Hill. Local government recognises the need for greater consistency and uniformity across consortia business models and proposes an approach to deliver the key components of the Hill Review and ensure a greater level of consistency and more rigorous governance is achieved.

4.3.5   This review has far reaching implications for the future role of local authorities in the development of schools and for schools in terms of the approaches to school improvement. The full impact will not be evident until at least 2014/15 but it is clear that the transformation model in Bridgend will need to be reviewed in light of these developing changes.

4.4   Qualifications Review

4.4.1   A review of qualifications for 14 to 19-year-olds in Wales was launched in September 2011 in Wales, setting out the vision of 'qualifications that are understood and valued and meet the needs of our young people and the Welsh economy'.

4.4.2   The review concluded that there is a need to develop a high-quality, robust and distinctive national qualifications system for 14 to 19-year-olds in Wales, and to support divergence between Wales and other parts of the UK where this is in the interests of learners in Wales.

4.4.3   To assist in achieving this a single body is being established to regulate, approve and assure the quality of all qualifications (below degree level) available in Wales, bringing in a new and stronger approach to regulation. The new body, 'Qualifications Wales', will shape the qualifications landscape in Wales. Qualifications Wales will also become an awarding organisation for Wales. It should, in time, develop and award most qualifications for 14 to 16-year-olds and most general qualifications for 16 to 19-year-olds.

4.4.4   WG are currently working on the implementation of the detailed recommendations which accompany the high level vision and within this are looking at the future delivery of the Welsh Baccalaureate within the qualification framework and the potential for this to be a compulsory aspect of the qualification landscape in Wales.

4.4.5   The full impact of the review has yet to be seen. It is clear that where qualifications are focussed on meeting employer needs and have a vocational basis there will be an increased need for these to be delivered by appropriately experienced vocational practitioners within the context of programmes of learning. For academic qualifications the challenge will be to ensure that the unique Welsh qualifications hold the same currency as other qualifications when being considered for progression into higher education.

4.5   Task and Finish Group on Collaborative Provision KS4

4.5.1   This Task and Finish Group on local collaborative provision at KS4 was brought together between February and September 2013 to progress the Welsh Government commitment to review the decision to set 30 choices as the minimum number of courses that should be offered to learners at Key

Stage 4 (KS4). The review concluded that wider choice at 14-19 had been beneficial to learners and had impacted positively on their attainment and progression.   Within this, there was evidence of greater access and availability of Welsh-medium courses and improved collaboration between learning providers. However, going forward the review concluded that there should be more focus on the quality of the Learning & Skills Measure offer than the number of courses on offer. As a result, it is likely that there will be a reduction from 30 to 25 in the minimum number of KS4 courses required to form a local curriculum; alongside this the number of vocational courses will reduce from 5 to 3. The review also recommended that generic vocational courses at L1 and L2 (IVETS) should be developed at KS4 with better progression to Post 16 provision.   It suggested that 14-19 grant monies should be managed regionally in order to realise efficiencies and that the costs of Post 16 learners starting programmes of study from September 2014 should be met via the new Post 16 funding system.

4.5.2   The outcomes of this review are currently being considered by WG but it is likely the majority of recommendations will be accepted and thus the changes at KS4 will impact on Post 16 provision to ensure improved progression for learners. The WG response to this report will need to be monitored so that the impact on Bridgend can be modelled and the 14-19 curriculum adjusted accordingly.

4.6   Youth Engagement and Progression Framework Implementation Plan

4.6.1   Published in October 2013, this document focuses on reducing the number of young people aged 11 to 25 who are not engaged in education, employment or training (NEET) in Wales. The non statutory strategy sets out the different roles and responsibilities of key players and the expectations for how each partner will deliver.   Following the publication of this plan the Welsh Government will consider whether to provide new statutory guidance.

4.6.2   The Strategy sets out a framework for reducing NEET levels which has six key elements:
- identifying young people most at risk of disengagement;
- better brokerage and co-ordination of support;
- stronger tracking and transitions of young people through the system;
- ensuring provision meets the needs of young people;
- strengthening employability skills and opportunities for employment; and
- greater accountability for better outcomes for young people.

4.6.3   The framework also sets out the commitment that the most at-risk young people will have a single point of contact (a lead worker) to help ensure that support is delivered in a joined-up and co-ordinated way and that the support works to meet their needs. This is further supported by the commitment that a proactive and positive Youth Guarantee will be developed to help ensure that every young person has access to a suitable place in learning post 16.

4.6.4   The plan will join up with and build on the work to improve early years of young people's lives set out in 'Building a Brighter Future: An Early Years and Childcare Plan.' It will also link with the implementation of the new post 16 planning and funding system in 2014, the recommendations from the Review of 14-19 Qualifications and Post 18 Welsh Government's wider work

to boost youth employment through Jobs Growth Wales, traineeships and apprenticeships.

4.6.5 As a newly published strategy the implications for individual providers of the new strategy is still being considered. However, the need to work collaboratively to ensure that the needs of learners are being addressed within an area and to ensure that the curriculum offer engages all learners will be paramount.

4.7   Careers Wales Developments

4.7.1 Careers Wales has undergone a significant change programme in recent months. The scale and scope of the service has changed and the focus of services has been more tightly defined. As a result of these changes, Careers Wales will focus attention on those young people who have been identified as being at risk of becoming NEET or who are known to be NEET. To assist with this, greater management information will be shared between LAs and Careers Wales on a monthly basis to ensure that at risk young people are identified and engaged at the earliest opportunity. Resources for those young people who are engaged in education and training at KS4 and into Post 16 will be focussed upon the Careers Wales website and telephone helpline.

4.7.2 Whilst Careers Wales will continue to have advisors linked to each key secondary school and college their focus will be on the vulnerable and at risk learners and thus there is a challenge for LAs and providers to ensure that all learners receive good quality impartial advice and guidance at key transition points.

4.8   Conclusion

4.8.1 The policy context within Wales has changed and developed significantly since the development of the SOC. This combined with the continued pressure on public sector funding presents significant challenges for all post 16 providers in Bridgend. Many of the policy developments are fairly new and the full impact has yet to be modelled within Bridgend. It is clear that the need to continually improve the quality of provision post 16 is an imperative and for this to be achieved in a period of tightening budgets will result in the need for greater collaboration, rationalisation of provision, more rigorous quality assurance and a quickening of the pace of change.

5   Assessment of current position against SOC Criteria

5.1.1   The SOC set out three key investment criteria that the transformational change in Bridgend needed to achieve to be successful. These criteria and the accompanying performance measures and targets are set out below with a commentary on progress to date in achieving the measures.

5.2

INVESTMENT OBJECTIVE	OUTPUT MEASURES & PERFORMANCE INDICATORS	Progress to date (October 2013)
<u>**PARTICIPATION**</u> An increase in the number of 16 year olds participating in education and training from 85% to 95% by 2014	• • Y11 -Y12 progression • Y12 -Y13 progression • Y12 & Y13 retention rates • Y12 & Y13 achievement • Y13 completion rates • Reduction in % NEETs • Increased % ALN pupils post-16 • % participation in WBQ • % participation in WBL • Comparison to Wales data	**Overall progress** Post 16 participation in Bridgend has risen slowly for the past 5 years and was 85.5% in 2011/12. Given the rate of improvement there will need to be a significant step change in participation to reach the aspiration for 2014. **Detail on Progress** Within the participation rates there is evidence of impact of the collaborative arrangements. Post 16 learners participating in collaborative courses at centres other than their home school has increased 14.7% in 2009/10 to 22.4% in 2012/13. Year 12 participation in collaborative courses has increased from 20.8% to 29.2% and Year 13 participation has increased from 5.1% to 13.3% in the same period. Overall, achievement at Post 16 in Bridgend has improved year on year although this overall upward trend masks some schools where achievement has fallen or is below the national benchmark. Similarly within the College achievement is improving but there are some areas where the lack of successful outcomes are of concern. It should be noted that comparing success measures within schools and the College is impossible as both sectors use different measures. This is an issue recognised by WG and

INVESTMENT OBJECTIVE	OUTPUT MEASURES & PERFORMANCE INDICATORS	Progress to date (October 2013)
		which will be addressed a part of the implementation of the new Planning and Funding System.
		As discussed earlier in this report NEETs figures at Y11 within Bridgend are on a downward trend in line with the rest of Wales. The 2011/12 figures show an upward spike in this trend due to better engagement of young people so the level of unknowns is reduced but as a result the NEET level increased. For these disengaged young people this is positive as they are now actively engaging with Careers Wales and are therefore more likely to be involved in education, training or employment in the future.
		ALN participation in schools Post 16 (inc Special Schools) has risen from 141 in 2010/11 to 174 in 2012/13.
<u>**LEARNING PATHWAYS & PROGRESSION**</u> An increase in the number of Level 1, 2 & 3 choices in English and Welsh medium from 40 to 65 by 2014	• Option Menu compliance data with Learning & Skills Measures • No. Entry, L1, L2 & L3 courses in both English & Welsh medium • No. vocational compared to academic courses • No courses for ALN pupils • No. courses for potential NEETS • Comparison to Wales data	**Overall progress** In 2013/14, 40 subject choices at L2 and 3 are offered collaboratively with a further 20-40 subjects offered by individual schools. This is in addition to the wide vocational curriculum offered by the College in partnership with schools on a full time basis. As a result the Learning and Skills Measure is met and exceeded across Bridgend. However, it is evident that there are pockets of learners who are not encouraged to investigate and access the full range of choices available to them. At L1 the offer has not increased significantly although

INVESTMENT OBJECTIVE	OUTPUT MEASURES & PERFORMANCE INDICATORS	Progress to date (October 2013)
		there are individual examples of successful new courses. Of particular note is a successful Entry Level/Level 1 option in Customer Service for post-16 students with ALN.
		Progress is being made in relation to Welsh Medium and bi-lingual provision. Three vocational courses are available to KS4 learners at Ysgol Gyfun Llangynwyd in partnership with Bridgend College, Ysgol Gyfun Llanhari and Maesteg School; plans are in place for continuing this partnership work as the first post 16 cohort joined the school in September 2013. The school is in discussion with the College for the College to provide a Level 4 course in H & SC to ensure that more Welsh speaking students are eligible to take child care jobs where an ability to speak Welsh is required.
		Detail on Progress
		Delivering an enhanced level of choice to learners in Bridgend has been achieved through the rationalisation of provision and collaborative working. This has enabled learners to move between schools and or the College to access less popular subjects in group sizes which are economic and also provide a better learning experience. Since 2008 classes in minority subjects have reduced by 17 across Bridgend without any single subject ceasing completely.
		To enhance Welsh Medium and bi-lingual provision,

INVESTMENT OBJECTIVE	OUTPUT MEASURES & PERFORMANCE INDICATORS	Progress to date (October 2013)
		additional training has been provided for teaching staff. Bridgend College staff have also benefitted from additional training opportunities which have enabled them to provide post 16 progression opportunities through the medium of Welsh in a number of curriculum areas including customer service, which will increase the number of learners entering the labour market with the ability to use Welsh effectively in the work place.
<u>ACHIEVEMENT & SKILLS</u> A 10% increase in Level 2 & 3 and basic skills qualifications by 2014	• % achieving L2 threshold • % achieving L3 threshold • % achieving CSI • Increase in average point score • % with no Qualifications • % achieving WBQ • Reduced % NEETs • Comparison to Wales data	**Overall progress** Published data on achievement is only available up to 2011/12 and thus the impact of the SOC can only be measured in its first full year of operation 2011/12. In all key measures the overall Bridgend trend in successful achievement of qualifications continues to be upwards in line with the overall improvements in Wales, although in most cases Bridgend lags the Welsh average slightly. The L2 threshold achievement rose by 6% in this first year, although it still lags the Welsh average. The L3 threshold achievement rose by 1% to 96% which is 0.9% below the national average. **Detail on Progress** Appendix C provides graphs showing the trends in the key measures for this investment objective.

5.2.1   In addition to these Investment Objectives, the SOC set out a set of more detailed core and desirable requirements that needed to be met by the Transformational solution. Below is set out these requirements and a commentary on progress to date.

CORE REQUIREMENTS	Has the solution achieved these?
• Increasing participation in post-16 learning.	• This is rising but has a significant way to move to meet aspirations
• Increasing choices available to all learners so that no learners are disadvantaged according to their ability and geographical location.	• 40 choices are offered collaborative with a further 20 -40 subjects offered by individual schools. Some learners are able to access the full offer.
• Traditional, academic level 3 provision and progression consolidated and improved.	• Academic provision at L3 has been consolidated with small classes eliminated in some areas
• Increasing level 1 and 2 provision and progression.	• The amount of L1 and L2 provision has increased but there is still more to be done particularly for learners with ALN
• Improving provision and progression opportunities for Learners with Additional Learning Needs (ALN)	• The development of the X and Y options within the College and collaborative entry level and L1 provision within the special schools provides ALN learners with a limited breadth of offer and progression opportunities.
• Reducing the proportion of NEETs by improving the provision for vulnerable learners who are in danger of becoming disaffected.	• NEETS numbers are on a downward trend, although there is still significant work to be done given the recent spike in numbers.

CORE REQUIREMENTS	Has the solution achieved these?
• Improving the quality of learning experiences within and between institutions so that standards increase across Bridgend.	• This is a mixed picture across the schools and colleges and more work needs to be done to ensure the development of rigorous and transparent quality assurance arrangements.
• Rationalising minority subject provision in order to improve efficiency, effectiveness and value for money.	• Collaboration has led to the rationalisation of classes in minority areas, although as funding becomes squeezed and the new Planning and Funding System impacts this may need to be significantly increased. Given that Bridgend have recently received an outline allocation for Schools Post 16 delivery in 2014/15 which is 2% below current funding the need for a significant increase in rationalisation of provision will be required.
• Rectifying the variability of access and choice for students to AS/A2 and vocational courses.	• As already highlighted, the choice for all has increased and is consistently high across Bridgend.
• Increasing vocational provision at all levels across the 5 domains to meet LSM guidelines.	• Bridgend meets the Learning and Skills Measure and thus the breadth of vocational curriculum is sufficient. There is no data available to demonstrate this has been achieved, although anecdotally the breadth of offer has increased
• Improving systematic, generic, transferable and key skills development and accreditation to meet the known 'skills gap' identified by employers (78% of employers identify this as a major recruitment issue)	• No data is available to demonstrate progress on this.
• Improving access to the Welsh Baccalaureate Qualification (WBQ) as a valuable vehicle for key skills and learning core development for all learners.	• Participation in WBQ in schools has risen from zero in 2008/09 to 303 learners in 2011/12 but is much lower than for other parts of Wales. Similarly only 300 of the full-time

CORE REQUIREMENTS	Has the solution achieved these?
	• students (approx 17%) of college students are following the WBQ
• Transformation must integrate fully with the ongoing School Modernisation Agenda and other key strategic drivers in Bridgend.	• The developments are integrated by BCBC with the School Modernisation Agenda and the wider Strategic direction
• Developing Ysgol Llangynwyd as the designated Welsh Medium School 11-19 for Bridgend and increasing Welsh Medium provision at all levels across academic and vocational areas for all learners.	• Reports on progress of the SOC to Cabinet at BCBC provide evidence of this linkage
	• As detailed above this is progressing well
• Providing long-term value-for-money, through a Sustainability Plan, which would enable learning providers across Bridgend to operate cost effectively in the context of the current recession and the constraints on national, regional and local funding settlements.	• This is under review as the impact of the reduced RNDP grant is considered and the impact on schools of the new post 16 planning and funding system. These factors will prove to be the key test of the strength of the Distributed Tertiary Model to deliver on these core requirements.
• The option developed should have a positive impact on statutory education pre-16. Anything that adversely affects this stage will ultimately have a negative effect on learner success post-16.	• There is no evidence of a negative impact
• The option developed should be able to cope with changing demographic trends in post-16 student numbers.	• To date the collaboration has flexed to meet need and the introduction of cluster working should further enhance this.
• A Bridgend 14-19 Governing Body to oversee learning	• This has not been achieved – please see recommendations

CORE REQUIREMENTS	Has the solution achieved these?
provision. • A Joint Leadership Group of Heads of Institutions will be needed to strategically plan 14-19 developments and advise the 14-19 Governing Body. This would be comparable to the role of Senior Leadership Teams (SLT) in partner institutions.	/ comments below. • Project Steering Group set up to do this

5.3   Conclusion

5.3.1   The collaboration arrangements in Bridgend are beginning to impact positively on learner choice, participation and success. However, the pace of change has been slow which is typical of this type of model of working and therefore has to be accepted as a downside of this type of approach. As a result of this the aspirational targets within the SOC may not be met within the target timescale.

6 The Way Forward

6.1 Conclusions

6.1.1 The collaboration in Bridgend has developed and evolved over the two and half years since the SOC was developed. It has resulted in learners having access to a wider range of curriculum, has seen unviable classes combined to improve both efficiency and the learner experience and has brought together the key post 16 providers to work more closely and share knowledge and experience. However, the collaboration is very focussed on the schools and college provision. Consideration needs to be given to better integration of WBL provision to provide a more holistic approach.

6.1.2 The Learning Skills Measure has been met in each school and has been surpassed in several. The PSG has involved all the key stakeholders in the decision making progress, though a common complaint is how slow the pace of change has been. For example, no change of provision could be made until 18 months had elapsed and this clearly does not take note of the changing demands of the learners in each provider, year on year. It seems difficult to understand why a provider cannot add provision to its sixth form delivery if it has a viable group wanting to access a particular subject one year. The result can be that the greater number travel to another site, irrespective of the merits of this.

6.1.3 Given the current period of uncertainty that all post 16 providers are now facing with funding pressures, changes to the qualification framework and the new development of clusters the working practices and speed of change within Bridgend's collaboration will need to step up if the aspirational targets set out in the SOC are to be achieved.

6.1.4 The development of clustering working is a recent positive move to address sustainability issues for the collaboration. However, the new arrangements are in the early stages of development and the impact will need to be carefully measured to ensure that the clusters are all working effectively and are having a positive impact on learners.

6.1.5 Despite many hours of meetings and discussions, the number of students moving to another learning provider is relatively small, especially compared to some authorities, even though geographically the borough is quite compact. There is a risk that this number will become even smaller as providers may have to fund increased transport costs and that this will impact on learner choice and jeopardise the positive impacts of the collaboration.

6.1.6 IAG will be key to the future success of young people in Bridgend and from that for the wider economic development of the area. IAG has not always been comprehensive, independent or focussed. Going forward Bridgend need to ensure that these issues are addressed and that better progression pathways information is provided so that learners make choices which lead to positive progressions into further learning or employment. If this is successful it will result in all providers getting a share of the learners, first time, and that the learners are in the right place on the right course and are following a curriculum route that will lead to genuine career opportunities.

6.1.7 The collaboration does not appear to have had a significant impact on the quality of provision or level of outcomes. A key aspect of any such arrangements must be that not only is the choice increased but that the

quality of learner experience is enhanced and outcomes consistently improve regardless of the provider. There are some concerns over the quality of provision when students are accessing off-site provision and who is responsible for establishing Quality Assurance.

6.1.8 Linked to this is the tracking of progress and the accessing of data. Several schools felt more work needed to be undertaken if a rigorous and robust system was to be in place.

6.2 Action Plan

6.2.1 Below is an action plan setting out the next steps which the PSG needs to consider to continue to develop and grow the collaboration in Bridgend so it is meeting the needs of learners, employers and local communities.

Issue to address	Proposed Action	Timescale
Strategic issues		
The proposal in the SOC to set up a 14-19 Governing Body has not been put in place. In discussion with School Governors it is not clear what the purpose of that body would be or how it would exercise any influence on the collaborative arrangements. Concern has been expressed by some Governors that there is no 'body' setting the strategic direction for PSG to work to and no scrutiny of their actions and decisions.	The 14-19 Governor(s) group within Bridgend need to consider the purpose of any new 'Governing Body' and how it could work with the PSG and clustering arrangements, given the lack of statutory framework to the collaborative arrangements. Consideration needs to be given to the need to hold PSG to account and provide independent scrutiny of decisions and whether existing Council and school/college Governing Body arrangements are sufficient to meet this need.	By March 2014
Given the development of the clustering arrangements the need for the PSG to debate and consider detailed operational issues should diminish as the clusters begin to work effectively. The role and purpose of the PSG may therefore change and develop into a more strategic county wide leadership body.	Review the purpose and terms of reference for the PSG with the aim of moving the focus to a more strategic leadership body which sets the strategic direction for Post 16 education and training in Bridgend which the clusters will be tasked with delivering. As part of this transition the role of the Formal Learning Group may also need to be considered. This group may need to be tasked with considering pan Bridgend the impact of the changes proposed by each cluster to their curriculum and to monitor the quality of provision to ensure that is continually improving and action is taken where quality issues occur. Allied to this the PSG needs to consider how local WBL providers can be better integrated into the overall collaboration arrangements.	By April 2014

Issue to address	Proposed Action	Timescale
As the review progressed it became evident that the targets set within the SOC to measure the success of the collaborative arrangements were not regularly and consistently being reported upon and reviewed to ensure that sufficient progress was being made to achieve the aspirations set for 2014.	As the role of PSG changes and develops regular reports need to be made on the progress towards achieving the Output Measures and Key Performance Indicators identified in the SOC and where possible the Core Requirements. As this reporting develops PSG may also wish to review the suite of KPIs to ensure that they are still relevant.	By April 2014
The impact of the new clustering arrangements cannot yet be measured, as they are too new.	Ensure that the impact of the clusters is monitored and reported against key performance indicators to the PSG on a termly basis in line with the targets set out in the SOC or a revised set once adopted.	By April 2014
As funding becomes reduced over time with the reduction in RNDP grant and the impact of the new planning and funding system is modelled, the need to rationalise costs and share resources will need to be addressed.	If the introduction of cluster working proves to be successful then schools may need to consider moving to a formal federated model to realise efficiencies and maximise the potential for offering a comprehensive but cost effective curriculum post 16. If the clusters do not deliver the necessary step change then it may be necessary to reconsider whether or not the Distributed Tertiary Model is indeed still a viable option.	By 2015
Throughout the review the opinion has been expressed by the College, learners and Careers Wales that there is evidence of learners not progressing through the levels of learning but in some instances having to repeat levels either due to poor IAG at key transition stages or vocational qualifications being offered which are not sufficiently rigorous to enable progression	This issue is not unique to Bridgend. The IAG issues are considered below. However, a key task for PSG going forward will be to ensure that vocational qualifications offered will enable learners who are successful to progress to the next level in their chosen subject area. This must enable learning to be built upon to grow learner confidence and lead to a positive outcome on completion.	By July 2014

Issue to address	Proposed Action	Timescale
Employment opportunities for young people in a period of recession are reduced disproportionately to the rest of the working population. Employers are more likely to recruit experienced mature staff than 'risk' an inexperienced young person and the impact of this can be seen in the growing levels of unemployed young people aged 18-25 across Bridgend, Wales and the rest of the UK.	To minimise the impact in Bridgend it is incumbent on all providers to ensure that when young people leave education or training that they are suitably qualified to undertake work in growth sectors in their geographical area and that they are work ready. The PSG needs to ensure that the curriculum offered to learners Post 16 is linked to local labour market need and employment opportunities. This needs to be linked to the IAG provided to young people so they can see the progression route post learning into employment in Bridgend and its environs if that is their desired outcome.	To impact on the Curriculum offer in 2015/16
Currently, the main focus of the collaborative work has been post 16. Given the potential policy changes around KS4 LSM, the overall squeeze on funding and the requirements of the Youth Engagement Strategy the need to consider collaboration 14 -16 may become increasingly important.	As the clustering arrangements become more embedded PSG should consider the potential to work collaboratively 14-16 in minority subjects and vocational areas.	By 2015
The impact of the Hill review has yet to be seen and this may over time impact on the role of the LA in 14-19 developments.	PSG needs to carefully monitor the developments around Hill and ensure that as some aspects of LEA services are rationalised the development needs of Bridgend schools and the learning needs of young people continue to be met	March 2015
If WG accept the proposals set out in the Task and Finish report on collaborative provision KS4, this will impact on the curriculum offered in schools pre 16 and thus on progression into post 16 learning.	PSG needs to model the impact of any changes resulting from this review and work together to develop a coherent curriculum pre and post 16 with appropriate progression routes.	July 2014

Issue to address	Proposed Action	Timescale
Sustainability		
The introduction of the new planning and funding system post 16, together with the concept of programmes of learning, may impact on the levels of funding allocated to schools and the types of programmes that they can offer to learners post 16. To date the implications and impact of these has not been modelled for schools in Bridgend.	Curriculum and financial modelling of the new planning and funding system needs to be undertaken with schools in Bridgend so that the impact can be understood and decisions taken to plan a curriculum that meets leaner needs and is fundable. This needs to be undertaken in consultation with the College to ensure that the needs of all learners continue to be met	By end of December 2013
The drive to ensure that the current breadth of provision is sustainable is key to the success of the collaboration. The current arrangements may in some instances leave schools with underutilised staff as unviable classes are combined and learners move to other schools.	As the cluster working develops and grows consideration needs to be given to deploying resources across the clusters rather than on a school by school basis for some subject areas. This may result in joint appointments of staff or sharing of staff where provision allows.	By 2015
The local authority is under significant pressure to reduce budgets and as a result, consideration is being given to the current levels of transport subsidy for post 16 learners. This, combined with a reduction in the RNDP grant and the potential that this may be allocated regionally and thus put at risk the Bridgend funding, will impact on the current collaborative arrangements.	The LA in partnership with schools and the college need to look at the impact on learners of any withdrawal of the transport subsidy. An impact assessment needs to be undertaken through surveying current learners and parents to understand the impact on current patterns of participation if the subsidy was removed.

In addition, consideration needs to be given to alternative ways of funding pupil transport post 16. This may be through the use of mini buses rather than through taxi and coach hire, it may be through the use of distance and e-learning to cut the amount of travelling and in some instances consideration may need to be given to moving the teaching staff to the learners rather than the other | By 2015 |

Issue to address	Proposed Action	Timescale
	way around.	

Issue to address	Proposed Action	Timescale
Welsh Government is considering making the Welsh Baccalaureate a compulsory aspect of all full time post 16 learning. The impact of this on the current arrangements in Bridgend will be to reduce the overall level of choice for L3 learners as a timetable block will need to be set aside for the Welsh Bacc and thus the twilight provision at the College will become increasingly important in enabling learners to access the broadest possible range of curriculum	As the cluster arrangements develop and the impact of funding cuts is seen, consideration needs to be given to prioritising protection for twilight courses to give the flexibility should the Welsh Bacc become a compulsory element of post 16 learning.	July 2014
Collaborative Working		
A number of stakeholders have expressed concerns that learners do not systematically have access to independent IAG when making decisions in year 11 for progression. This is compound by the changes in Careers Wales and has been supported by comments from some learners. This is also supported by both data and anecdote that learners start courses with schools and college at 16 and drop out before completion, moving to another institution to try something else and even in some cases successfully completing learning over 2 years in school and then following another L3 course at 18 in the College.	Whilst some of the comments may be based on perception rather than reality, the role of independent IAG to help learners make the right decisions cannot be underestimated. Ensuring that learners make the right choices first time and then enrol on courses that meet their needs will become increasingly important as the new planning and funding system is introduced. The PSG needs to consider how best to ensure that all learners get the best possible advice and guidance, access to provision post 16 which meets their needs and that the number of learners who repeat learning solely because of poor advice is reduced.	
As the new clusters develop it is imperative that the College is included in all discussions to ensure that the positive relationships developed are maintained and that curriculum is planned to utilise the strengths and resources that each partner can utilise for the benefit of learners.	Each cluster to develop a meeting plan so that all partners can ensure they are able to attend. The college to consider who should be the lead for each cluster with a structure back at college to ensure that thinking across clusters can be consolidated.	January 2014

Issue to address	Proposed Action	Timescale
It is clear that whilst the collaboration has a quality framework there are issues around perceptions and the reality of the approach and quality of learning experience in a small number of instances across the collaboration.	PSG working with the clusters needs to develop a process for assuring the quality of collaborative provision, for dealing with issues and complaints and determine an escalation process if quality issues are not resolved. Key performance indicators need to be developed to ensure that emerging issues can be flagged and dealt with quickly	April 2014
Learners have expressed concern that when they are studying away from their base school they are unsure who to contact to discuss both academic and pastoral issues as their only contact is often their teacher/lecturer.	All providers to ensure that collaborative learners are reminded of the process for dealing with issues and concerns, who the contacts are, where they can be found and the commitment to respond promptly. Protocols also need to be considered for sharing concerns with the home school and for the home school to be able to raise concerns directly with other providers on behalf of learners	By January 2014 April 2014
Given the changes to the role of Careers Wales and the importance of ensuring that participation in education and training continues to rise to the aspirational levels within the SOC, the need to continue to develop the IAG for learners will be paramount	The PSG needs to consider what action needs to be taken to ensure that learners continue to access IAG that not only provides information on the full breadth of offer but also enables learners to make choices which will lead to sustainable employment. This may include training independent careers advisors to work across Bridgend to supplement Careers Wales and to provide services to a wider group of young people, starting earlier in secondary school to begin to get learners to think about future choices.	July 2014

Appendix A – Cluster options for Schools and the College

Model 1:

Cluster A: Archbishop, Bryntirion, Cynffig and Bridgend College (Cluster Year 12 total: 229)

Cluster B: CCY Dderwen, Maesteg, Pencoed and Bridgend College (Cluster Year 12 total: 305)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 2:

Cluster A: Archbishop, Bryntirion, Pencoed and Bridgend College (Cluster Year 12 total: 256)

Cluster B: CCY Dderwen, Maesteg, Cynffig and Bridgend College (Cluster Year 12 total: 278)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 3:

Cluster A: Archbishop, CCY Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 318)

Cluster B: Bryntirion, Cynffig, Pencoed and Bridgend College (Cluster Year 12 total: 216)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 4:

Cluster A: Archbishop, Bryntirion, and Bridgend College (Cluster Year 12 total: 173)

Cluster B: CCY Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 222)

Cluster D: Cynffig, Pencoed and Bridgend College (Cluster Year 12 total: 139)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 5:

Cluster A: Archbishop, Pencoed and Bridgend College (Cluster Year 12 total: 179)

Cluster B: CCY Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 222)

Cluster D: Bryntirion, Cynffig, and Bridgend College (Cluster Year 12 total: 133)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 6:

Cluster A: Archbishop, Cynffig and Bridgend College (Cluster Year 12 total: 152)

Cluster B: CCY Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 222)

Cluster D: Bryntirion, Pencoed, and Bridgend College (Cluster Year 12 total: 160)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Model 7:

Cluster A: Archbishop, Bryntirion, Pencoed, Cynffig and Bridgend College (Cluster Year 12 total: 312)

Cluster B: CCY Dderwen, Maesteg and Bridgend College (Cluster Year 12 total: 222)

Cluster C: Brynteg, Porthcawl and Bridgend College (Cluster Year 12 total: 374)

Appendix B – Analysis of Post 16 Participation Rates on collaborative Courses, 2009-13

At post 16, there are 40 collaborative courses on offer and the schools offer between 20-40 additional courses according to the size of the school/subject expertise etc:

Year 12:

	2009/10	2010/11	2011/12	2012/13
Year 12 Cohort size (January PLASC figure)	**1039**	**1073**	**972**	**945**
	2009/10	**2010/11**	**2011/12**	**2012/13**
Year 12: Daytime	71 6.8%	116 10.8%	138 14.1%	176 18.7%
Year 12: Twilight *figure inflated by a special arrangement re teaching discreet cohort of Psychology	146 14.0%*	134 12.5%	123 12.7%	100 10.6%
Year 12 totals Students who take 2 courses have been counted twice, accounting for up to 2.75% of the figure reported	217 20.8%	250 23.3%	261 26.8%	276 29.2%

Year 13:

	2009/10	2010/11	2011/12	2012/13
Year 13 Cohort size (January PLASC figure)	**669**	**716**	**696**	**713**
	2009/10	**2010/11**	**2011/12**	**2012/13**
Year 13: Daytime	N/A	36 5.0%	30 4.3%	49 6.9%
Year 13: Twilight *figure inflated by a special arrangement re teaching discreet cohort of Psychology	34 5.1%	87 12.2%*	48 6.7%	46 6.5%
Year 13 totals Students who take 2 courses have been counted twice, accounting for up to 0.56% of the figure reported	34 5.1%	123 17.2%	78 11.2%	95 13.3%

*figure inflated by a special arrangement re teaching discreet cohort of Psychology

	2009/10	2010/11	2011/12	2012/13
OVERALL TOTALS & PROPORTIONS NB: Students who take 2 courses have been counted twice, accounting for up to 1.8% of the figure reported	251/1708 14.7%	373/1789 20.8%	339/1668 20.3%	371/1658 22.4%

Main findings:

The proportion of Post 16 learners participating in collaborative courses at centres other than their home school has increased steadily from 14.7% to 22.4% between 2009/10 to 2012/13.

Year 12 participation in collaborative courses has increased from 20.8% to 29.2% and Year 13 participation has increased from 5.1% to 13.3% in the same period.

There has been a significant increase in Year 12 day-time collaboration from 6.8% to 18.7% between 2009/10 and 2012/13 and a steady increase in year 13 participation in day-time collaboration from 5% in 2010/11 to 6.9% in 2012/13.
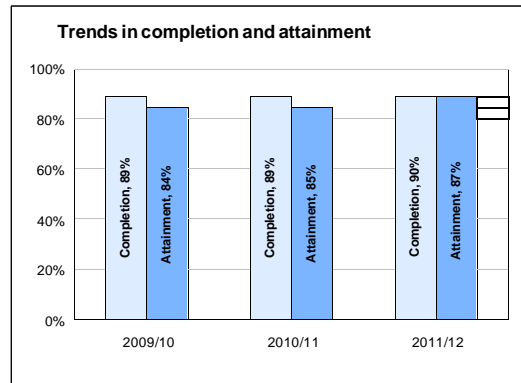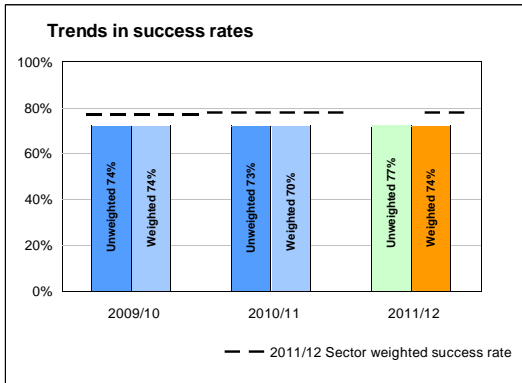
Twilight figures indicate a slight decrease of 1.9% in the proportion of year 12 participants between 2010/11 and 2012/13 (ignoring the inflated figure for 2009/10*) and an overall increase of 1.4% in the proportion of year 13 participants between 2009/10 and 2012/13 (ignoring the inflated figure for 2010/11*).

*figure inflated by a special arrangement re teaching discreet cohort of Psychology

TRIBAL

Appendix C – Learner Outcome Reports for Bridgend College 2011/12

Learner Outcomes Report (LOR) for 2011/12

INSTITUTION NAME: BRIDGEND COLLEGE

Trends in success rates

Trends in completion and attainment

Figures for 2009/10 include adult community learning, which is excluded from figures for 2010/11 onwards and published separately

Contextual learner data - 2011/12

Age and gender	16-18	19+	All Ages
Male	19.6%	32.7%	52.3%
Female	16.0%	31.7%	47.7%
Total	35.5%	64.5%	100.0%

Ethnicity	
White	98.0%
Black	0.3%
Asian	0.9%
Mixed	0.7%
Other	0.1%

Deprivation of domicile	
Most Deprived	28.4%
	23.0%
	13.2%
	17.5%
Least Deprived	18.0%

Success rates by Sector Subject Area - 2011/12

Sector Subject Area	% of provision	Success Rate	Nat. Comp. 2011/12
1: Health, Public Services and Care	10.5%	76%	*84%*
2: Science and Mathematics	2.0%	51%	*75%*
3: Agriculture, Horticulture and Animal Care	6.7%	72%	*82%*
4: Engineering and Manufacturing Technologies	10.9%	76%	*82%*
5: Construction, Planning and the Built Environment	12.4%	74%	*84%*
6: Information and Communication Technology	4.0%	60%	*79%*
7: Retail and Commercial Enterprise	7.8%	89%	*87%*
7(a): Retailing and Customer Service	0.4%	76%	*85%*
7(b): Hair and Beauty	5.7%	88%	*82%*
7(c): Hospitality and Catering	1.7%	92%	*91%*
8: Leisure, Travel and Tourism	6.0%	70%	*82%*
9: Arts, Media and Publishing	10.8%	87%	*81%*
9(a): Performing Arts	4.6%	86%	*79%*
9(b): Art and Design	6.2%	88%	*82%*
10: History, Philosophy and Theology	0.3%	72%	*74%*
11: Social Sciences	0.5%	81%	*77%*
12: Languages, Literature and Culture	0.8%	83%	*83%*
13: Education and Training	0.9%	66%	*84%*
14: Preparation for Life and Work	14.1%	79%	*83%*
14(a): Independent Living Skills	0.4%	88%	*90%*
14(b): Adult Basic Education	0.2%	70%	*90%*
14(c): Foundation for Work	13.6%	79%	*82%*
14(d): English for Speakers of Other Languages	0.0%	n/a	*86%*
15: Business, Administration and Law	12.1%	67%	*78%*

Source: Lifelong Learning Wales Record (LLWR) - data as at 21 February 2013

Categorisation scales:

Excellent	85% or above
Good	75 - 84%
Adequate	65 - 74%
Unsatisfactory	Below 65%

Learner Outcomes Report (LOR) for 2011/12
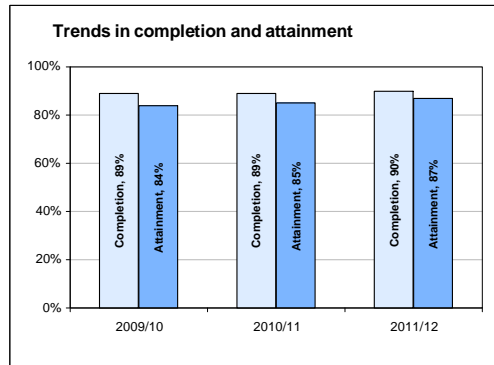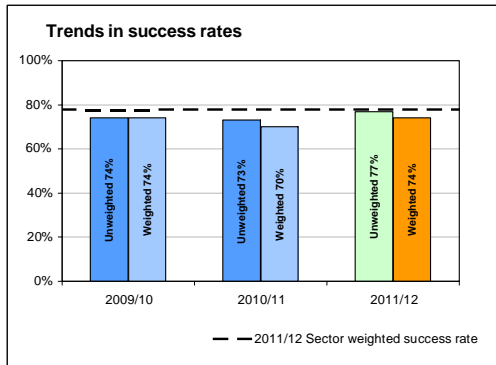
INSTITUTION NAME: BRIDGEND COLLEGE

Figures for 2009/10 include adult community learning, which is excluded from figures for 2010/11 onwards and published

Contextual learner data - 2011/12

Age and gender	16-18	19+	All Ages
Male	19.6%	32.7%	52.3%
Female	16.0%	31.7%	47.7%
Total	35.5%	64.5%	100.0%

Ethnicity	
White	98.0%
Black	0.3%
Asian	0.9%
Mixed	0.7%
Other	0.1%

Deprivation of domicile	
Most Deprived	28.4%
	23.0%
	13.2%
	17.5%
Least Deprived	18.0%

Success rates by qualification type - 2011/12

Level	Qualification type	% of provision	Success Rate	Nat. Comp. 2011/12
Entry Level		5.8%	85%	*87%*
Level 1	NVQ[1]	2.1%	71%	*82%*
	QCF Award	0.3%	73%	*77%*
	QCF Certificate	2.8%	74%	*80%*
	QCF Diploma	3.0%	81%	*78%*
	Key Skills / Essential Skills Wales	2.2%	75%	*79%*
	Quality Assured Lifelong Learning[2]	0.7%	82%	*86%*
	Other	4.7%	82%	*85%*
Level 2	GCSE/VCE	0.9%	72%	*76%*
	NVQ[1]	13.5%	81%	*79%*
	QCF Award	1.0%	84%	*89%*
	QCF Certificate	3.6%	79%	*76%*
	QCF Diploma	9.7%	73%	*76%*
	Key Skills / Essential Skills Wales	3.8%	81%	*81%*
	Quality Assured Lifelong Learning[2]	0.3%	78%	*87%*
	Other	3.4%	60%	*75%*
Level 3	A/AS/A2 level	0.8%	71%	*78%*
	NVQ[1]	5.5%	64%	*78%*
	QCF Award	0.2%	81%	*86%*
	QCF Certificate	1.7%	75%	*76%*
	QCF Diploma	20.1%	65%	*74%*
	Key Skills / Essential Skills Wales	1.3%	85%	*86%*
	Quality Assured Lifelong Learning[2]	0.1%	1%	*84%*
	Other	10.0%	70%	*73%*
Other levels		0.6%	47%	*75%*
Other Short		1.9%	87%	*95%*

Source: Lifelong Learning Wales Record (LLWR) - data as at 21 February 2013

[1] Includes QCF qualifications that directly replace NVQs

[2] Formerly known as OCNs

Categorisation scales:

|	
Excellent	85% or above
Good	75 - 84%
Adequate	65 - 74%
Unsatisfactory	Below 65%

Appendix D – Trend in Key Indicators

Based upon the latest published data for 2011/12 the following graphs show the trend in key indicators within Bridgend since 2007/08.
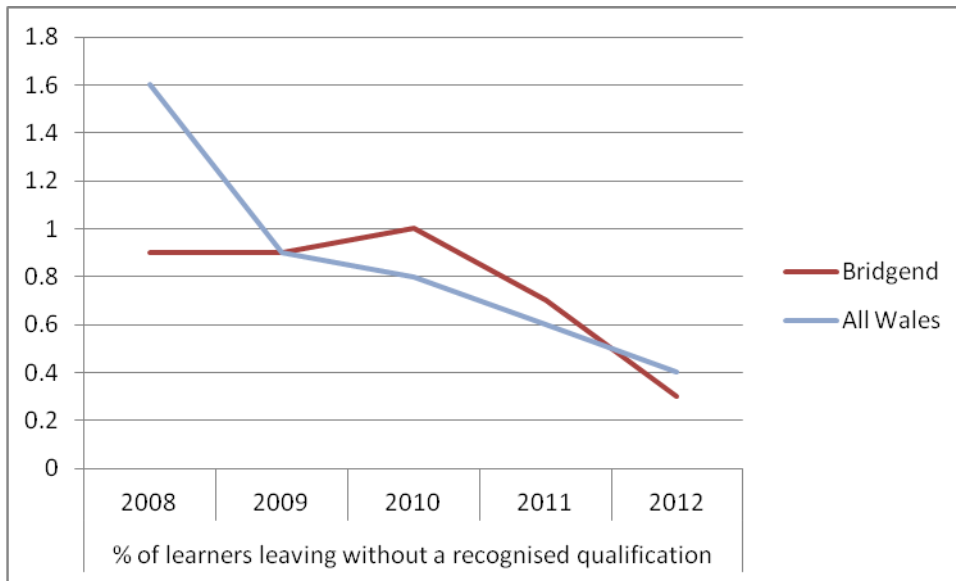
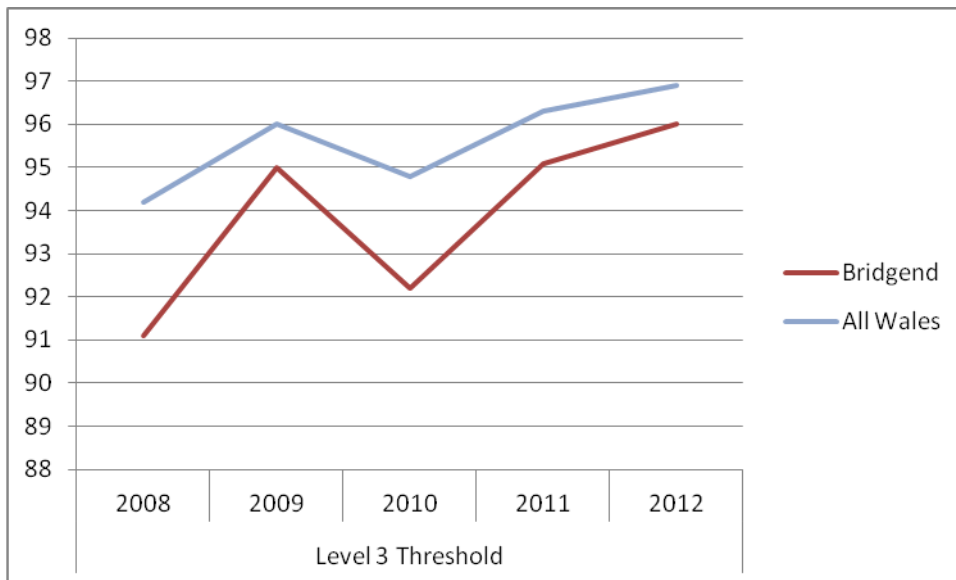## Level 2 Threshold achievement including English/Welsh and Maths

Level 2 Threshold including English/ Welsh and Maths

KS4 Attendance Rates
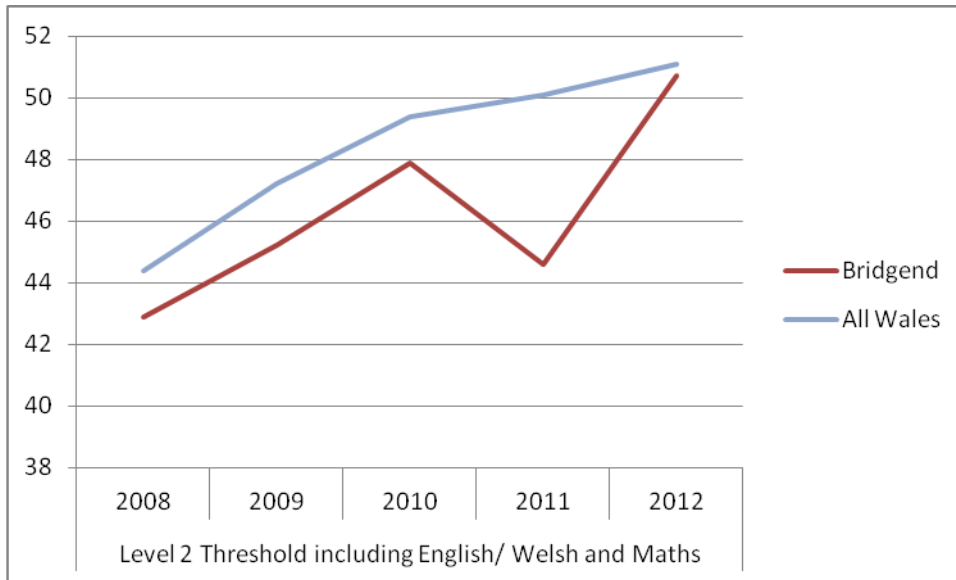
Key stage 4 Attendance Rates
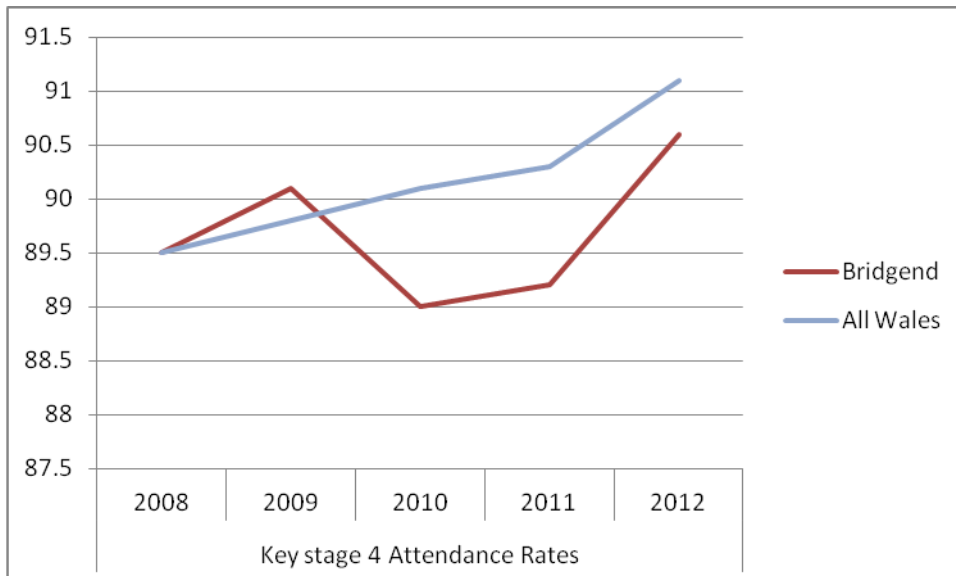
Percentage of Learners leaving School at 16 without a recognised qualification

Percentage achieving L3 threshold