

Appendix 12a: Post 16 Operational Board - Expansion of the aspects

Scaled response from “Does not meet criteria” to “Excellent” on a scale of 0, ½, 1, 1½, 2, 2½, 3		
Aspect	Elaboration	Evidence available
<p>1. Quality of Teaching & Learning and outcomes achieved</p> <p>3. Expert & inspiring staff with positive relationships</p>	<ul style="list-style-type: none"> • Robustness of monitoring of performance via data (grades, value-added, destinations), lesson observation and learner feedback • <i>Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19 (SOC)</i> • Staff are approachable and have positive relationships with learners • All courses are delivered by staff who are expert in their subject • Subject staff have high aspirations for learners • Staff are inspirational, innovative, knowledgeable and interesting in their delivery of enjoyable lessons 	<ul style="list-style-type: none"> • Standards report on Post 16 and Alps data • Survey results on Teaching & Learning • Research: <ul style="list-style-type: none"> ○ Little statistical evidence between outcomes and size of 6th form except for the most able who perform better in larger 6th forms / colleges ○ 6th form colleges produce the best overall results followed by 6th forms and then FE ○ True for Wales – see slide attached ○ However performance of FE may be under-valued because progress can be good but also the nature of the intake may be skewed for that sector in a mixed economy model ○ <i>“We therefore conclude from Part 1 of our report, that general FE college enrolment is determined by pupils’ prior attainment but also by their family background and their parents’ attitude towards education. As FE attendance is socially graded, this is likely to impact on pupil performance at Key Stage 5 as well. These results clearly illustrate that there is significant selection of pupils into FE provision and that this will tend to bias results if it is not fully accounted for.”</i>

2.The range of the offer	<ul style="list-style-type: none"> • <i>Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners (SOC)</i> • Choice, availability, TT clashes, pressure to travel or not, costs of travel, partnership arrangements, comparative popularity of day time and twilight collaboration 	<ul style="list-style-type: none"> • See note 3 in Briefing paper for 6.4.17 meeting • Feedback from survey • Annual discussions in FLG (Formal Learning Group) • Access to PE and Games – feedback from the survey
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Aspect	Elaboration	Evidence available
4. High quality impartial advice & guidance	<ul style="list-style-type: none"> • In year 10/11 learners are made fully aware of all the progression opportunities available to them post 16 • In year 12/13 learners are made fully aware of all the progression opportunities available to them post 18 • Learners have worthwhile opportunities to talk to a wide range of external partners • Learners know how to apply for the range of progression opportunities that are available to them 	<p><u>OFSTED</u> - <i>“too many young people are left behind at the age of 16, and are disadvantaged because current preparations for the world of work are poor and careers guidance in schools and colleges are “uniformly weak”</i></p> <p><i>“The result is that despite six years of economic recovery and falling unemployment, youth unemployment in the UK still stands at 12%. In Germany it is 7% and in Switzerland 3.7%.”</i></p> <p><u>Estyn</u> - <u>Support in schools</u></p> <p><i>“The provision of careers advice and guidance is the weakest feature of learner support. Careers advice and guidance do not start early enough or take enough account of individual pupils’ needs and potential when helping them plan their future learning pathways. Only a minority of schools offer all pupils the opportunity to discuss their career aspirations and plans when they are choosing their key stage 4 courses in Year 9 or planning their next steps in Year 11.”</i></p> <p><i>“In a majority of schools, the information on courses, career opportunities and progression routes provided to pupils is not up-to-date. As a result of this and of a</i></p>

		<p><i>bias towards retaining pupils in sixth forms where they exist, pupils are not always given accurate or impartial information when choosing their options. Most careers advice and guidance for pupils and parents are provided at options events, which provide generic information, but do not involve specific conversations about individuals.”</i></p> <p><i>“Schools have not considered carefully enough how they should replace the services previously carried out by Careers Wales, including making use of Careers Online and other sources of information about further and higher education, training, apprenticeships and careers.”</i></p> <p><u>Estyn - Support in FE</u></p> <p><i>Generally, colleges give learners appropriate support to make transitions to their next destination at age 18. Tutors and lecturing staff make effective use of their technical and vocational knowledge to help learners make progression decisions. Learners are generally well informed about higher education options or progression options that the institution itself can provide. Tutors assist well in providing this advice. Grŵp Llandrillo Menai enhances its support for learners aiming for higher education by purchasing additional advisory service from Careers Wales. Many vocational learners have a good awareness of the local labour market, and this is enhanced by the information they gain from tutors.</i></p>
5.Likelihood of increased participation	<ul style="list-style-type: none"> <i>Whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel (SOC)</i> 	<ul style="list-style-type: none"> Under current arrangements schools arrange and pay for transport to shared courses during the daytime. For twilight provision the college arranges and covers the cost of transport. The latter is more popular with learners (or is it the courses?) LA provides discretionary transport to Post 16 learners who are 3 miles or more from their provider at a cost of approx. £400 per learner for a
6. Transport (willingness to	<ul style="list-style-type: none"> <i>How proposals might affect the discretionary transport provision a local authority may provide to learners above</i> 	

travel, costs to learners, LA discretionary transport costs)	<p><i>compulsory school age (SOC)</i></p> <ul style="list-style-type: none"> • It is easy to access subjects available at other schools or the college • Learners need to travel to another centre to get to one of their chosen subjects 	<p>bus pass or £24k for a 50 seater bus</p> <ul style="list-style-type: none"> • The current numbers of 6th form students with places on buses under the 2 mile rule are shown below – this will reduce when the 3 mile rule is applied: Archbishop 121, Brynteg 126, CCYD 188, Cynffig 31, Maesteg 61, Pencoed 18, Porthcawl 30, YGGL 105 • Text feedback in Survey on transport issues
--------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Aspect	Elaboration	Evidence available
7. Impact on 11-16 provision in schools	<ul style="list-style-type: none"> • <i>The effect of proposals on 11-16 provision in schools</i> <ul style="list-style-type: none"> ○ Staffing- recruitment, retention, specialisms ○ Recruitment at Year 7 ○ Role model , aspiration and interaction with 6th form students 	
8. Impact on viability of organisations already delivering Post 16 provision	<ul style="list-style-type: none"> • <i>How proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations</i> <ul style="list-style-type: none"> ○ FE – current level or expansion ○ Training Providers – should see better take-up of Traineeships and Advanced Apprenticeships 	<ul style="list-style-type: none"> • WG policy on apprenticeships • Potentially increasing surplus places in secondary schools • OR releasing capacity to enable secondary schools to respond to demand

Aspect	Elaboration	Evidence available
9. Financial aspects of provision	<ul style="list-style-type: none"> • Efficiency in delivery of curriculum - value for money and economies of scale • Having sufficient resources to enable Learners to have regular access to 1:1 tutoring • Capacity to provide/ invest in digital technologies to support learning 	<ul style="list-style-type: none"> • Post 16 grant allocations to schools • Size and number of sets in Year 12 & 13 • Relative use of budget ass discussed with school in the annual review of Post 16 • To come – more accurate breakdown of Post 16 costs from each secondary school
10. Support for Learners: Ambition – 4, 8, 11	<ul style="list-style-type: none"> • Availability of additional support for learners especially those facets identified by learners e.g. Counsellors, therapists, psychologists • Resilience if learning occurs in a new setting Post 16 • Smoothness of transition from KS4 to Post 16 	<ul style="list-style-type: none"> • Student feedback in “Learner Support” section of survey • Retention rates in Year 12 and 13

<p>11. Standard of facilities including IT: Ambition – 16, 26, 27, 29</p>	<ul style="list-style-type: none"> • Capacity to provide/ invest in digital technologies to support learning • Capacity to provide excellent independent study facilities • Likelihood of accommodation matched to projected demand • Capacity to provide high quality specialist provision 	<ul style="list-style-type: none"> • Feedback from the Digital Champions Network on the state of investment in IT in schools • Student feedback from the survey • Regional Skills priorities and the ability of schools / college being able to attract inward investment to create and renew facilities matched to demand
<p>12. Additional benefits to learners including Extra-curricular and WEX: Ambition – 2, 9, 30; Code - 8</p>	<ul style="list-style-type: none"> • <i>The extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation</i> • The potential scope for creating a wide range of extra-curricular opportunities for learners • Capacity to develop employer connections and support WEX • Capacity to provide wider facilities for learners 	<ul style="list-style-type: none"> • Comparison of the range of additional services / facilities available to students as revealed via the links to school and college prospectuses in the 6.4.17 Briefing paper to the Board • Duke of Edinburgh involvement – as one example (circulated earlier) • Feedback in the extra-curricular section of the survey
<p>13. Impact for learners with ALN: Ambition – 7, 15; Code 1, 2, 3</p>	<ul style="list-style-type: none"> • <i>Whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19</i> • <i>Whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners</i> • <i>Whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel</i> • Capacity to meet need of all especially learners with ALN 	<ul style="list-style-type: none"> • Retention rates for learners with ALN • Progression routes for learners with ALN • Destinations for learners with ALN • Proportion of learners with ALN present in those young people designated NEET •
<p>14. Impact on Welsh medium provisions: Ambition 5, 22; Code – 7; EIA - 12</p>	<ul style="list-style-type: none"> • <i>How proposals might affect the sustainability or enhancement of Welsh medium provision in the local 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education</i> • Capacity to deliver in the medium of Welsh 	<ul style="list-style-type: none"> • Financial cost of maintaining a good WM offer • Partnership and collaboration in WM sector • Ability of FE sector to provide delivery through medium of Welsh • Cultural and linguistic implications of delivery through WM or Bilingual settings

		<ul style="list-style-type: none"> • Staffing • Feedback from the survey • To come – specific feedback from YGG Llangynwyd
15. Impact on Faith-based provision: Ambition – 6, 34; EIA - 11	<ul style="list-style-type: none"> • <i>Equality Impact Assessment – Faith</i> • Capacity to provide a Faith-based ethos for the learning environment • Ability to respond to Faith based ethos 	<ul style="list-style-type: none"> • Feedback from the survey • To come – views from the Diocese and Archbishop McGrath
16. Contribution to 14-19 agenda in context of local partnerships and networks: Code - 4	<ul style="list-style-type: none"> • <i>The extent to which proposals contribute to the 14-19 agenda taking account of the views of local 14-19 networks and learning partnerships</i> 	<ul style="list-style-type: none"> • Feedback from the survey • Feedback on discussions within Secondary Heads Forum (Director’s meetings) and Formal Learning Group (FLG) • Similarly from local networks such as Digital Champions, Welsh Bac. Co-ordinators, PSB