



**Newcastle 14-19 Strategy  
and Action Plan  
2008-2010**

# Newcastle 14-19 Strategy and Action Plan 2008- 2010

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## **1. Introduction**

### **Foreword by Catherine Fitt, Executive Director, Children's Services, Newcastle City Council**

A shared sense of partnership and collaboration has contributed to the development of our vision for 14-19 learning in Newcastle.

We have been determined to seize the opportunities that the Children Act 2004 presented to us; to raise the levels of aspiration, participation and attainment of all our young people, particularly those on the margins, and to develop a culture where lifelong learning is highly valued by everyone in the City. In essence, we are making a reality of the Every Child Matters outcomes so that every young person in Newcastle can expect to be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being.

We have a challenging socio-economic profile and high unemployment and many of our neighbourhoods are disadvantaged. Whilst young people's attainment and progression in learning rates have both improved, there is still more to do to narrowing the gap in outcomes between vulnerable and excluded groups of young people and the rest, against a context of improving outcomes for all.

In recent years the achievements of our young people at GCSE have improved significantly, and fewer young people are not engaged in education, employment or training (NEET). We have developed new curriculum opportunities and have increased the numbers of young people progressing into Higher Education. There is a strong sense of partnership and collaboration within the city, with partners working together to improve outcomes for all young people.

In addition to this, regional structures relating to 14-19 have been evolving, and I have been delighted to be a representative Director of Children's Services on the North East 14-19 commission, taking the lead on developing our approach to regional structures supporting the Machinery of Government changes.

Our thinking, our strategy and our plans have been informed and shaped by the prevailing learning and skills context, and will take account of the forthcoming changes in the machinery of government that delivers 14-19 learning.

We will strive for excellence in all that we do on behalf of our young people and we are determined to make Newcastle a place where 14-19 learning is outstanding.

## **2. Background/Context**

The 14-19 strategy and action plan has been developed to address both national and local priorities. National priorities have been identified by DCSF, and local priorities have been agreed and published within the Newcastle Plan for Children and Young People, the Sustainable Communities Strategy and Local Area Agreement. The 14-19 Strategic Partnership reports to the Newcastle Children and Young People's Partnership Executive and has a significant role in the delivery of the 'Achieve Economic Well-Being' outcome. The 14-19 Strategic Partnership also leads on the Youth worklessness element of the Employability Action Plan. The Newcastle Plan for Children and Young People outlines the following key areas of 'Achieve Economic Well-Being', to which the 14-19 Strategic Partnership makes a significant contribution:

Children and young people should:

- Be supported to achieve a successful transition to adult life;
- Engage in further education, employment or training on leaving school;
- Have the opportunity to develop work related skills and participate in work related learning experiences to inform their future vocational choices;
- Have access to high quality impartial information, advice, guidance and support for their progression and achievement in all aspects of economic wellbeing at times, places and in a format of their choice to suit their needs;
- Have developed enterprising skills and positive aspirations and attitudes to employment and learning.
- Be able to think creatively and adapt to today's dynamic business environment;
- Understand what it means to set up in business, see it as a positive life-option and possess relevant and transferable enterprise skills and financial awareness;

- Live in households free from material deprivation and low income and be protected from homelessness;
- Live in decent homes in sustainable communities with access to transport and material goods.

The national direction of 14-19 reform has been set out within a number of recent policy and guidance documents including:

- 14-19 Implementation Plan
- Raising expectations: staying in education and training post 16
- Quality Standard for Information, Advice and Guidance
- Guidance on Implementation of the September Guarantee
- 'Building on the Best' (*DCSF Report and Implementation Plan of the review of 14-19 Work Related Learning*)
- Guidance for the development of local 14-19 Education Plans
- 14-19 prospectus vision - DCSF
- 'From Here to Entitlement' draft guidance on self assessment for 14-19 partnerships
- Raising Expectations: Enabling the system to deliver
- Building Brighter Futures
- Delivering 14-19 Reform: Next Steps

The 14-19 strategy will contribute to the achievement of the following '2020 goals' as defined by DCSF:

- Enhance children and young people's well-being, particularly at key transition points in their lives.
- Every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A levels by age 19.
- Employers satisfied with young people's readiness for work

Together, these local and national drivers provide strategic direction for the 14-19 partnership, and outline delivery expectations. However, it is clear that further developments will result from the forthcoming Machinery of Government changes, and the partnership needs to be flexible to review and adapt to these changes. Due to the significance of these forthcoming changes, the Partnership will review the 14-19 strategy in May 2009.

### 3. Underpinning Strategies

Structural links exist between the work of the 14-19 partnership and the Integrated Youth Services Transformation Board. (see diagram in section 10) and actions within the action plan will support the aims of the following strategies:

- Sustainable Community Strategy and Local Area Agreement 2008-2011
- Employability Action Plan
- Enterprise Action Plan
- Enterprise Learning Strategy
- Integrated Youth Strategy

### 4. Definition

The 14-19 Strategy and Action Plan outlines how partners will work together to improve outcomes for young people and to deliver the 14-19 reform agenda within the city.

This document outlines the roles, responsibilities and actions for the 14-19 partnership from 2008-2010. The previous 14-19 strategy and action plan, **'Every Learner Counts'** provided direction on strategic aims, partnership structure and a set of projects and activities. The strategy and action plan have had a positive impact on performance and on partnership development. However, the challenge for the partnership now is to review and adapt to deliver the national 14-19 reform agenda, to align with the Newcastle Children and Young People's partnership structures, and to evolve to become a strategic commissioning body.

We outline here both a vision for 14-19 Learning within Newcastle in the year 2010 and an action plan for achieving this vision. In doing so, the partnership is building on the successful work undertaken to date in developing a collaborative, cohesive approach to 14-19 Learning within the City and the solid foundations of previous 14-19 strategies.

## **5. Vision, objectives and principles**

### **Vision Statement**

**The vision for 14-19 learning in Newcastle is that by 2010,**

**“Every Young Person in Newcastle has been engaged in learning having had the choice of quality provision which matches their interests and abilities, enabling them to make the most of their talents and succeed in life.”**

By focussing on this vision, the partnership will improve outcomes for young people.

In order to achieve this vision, the partnership has developed the following Strategic Aims:

#### **Strategic Aim 1 - Planning and Commissioning**

*To ensure that a broad range of 14-19 learning provision is available to all young people within the city.*

#### **Strategic Aim 2 - Information, Advice and Guidance**

*To ensure that high quality, impartial Information, Advice and Guidance is consistently available to all young people within the city, to enable effective progression.*

#### **Strategic Aim 3 - Employer Engagement**

*To develop effective links with employers to ensure that work related learning is of high quality.*

#### **Strategic Aim 4 – NEET reduction**

*To reduce the proportion of young people who are Not engaged in Education, Employment or Training (NEET)*

#### **Strategic Aim 5 - Workforce**

*To ensure that the 14-19 workforce is effectively prepared to deliver a broad range of high quality provision*

#### **Strategic Aim 6 - Literacy & Numeracy**

*To improve the Literacy and Numeracy skills of young people*

## **6. How the strategy was developed**

This strategy document was developed by the 14-19 City Board of Newcastle Learning Partnership, between January and July 2008. This board included representatives from Secondary and Special Schools, Newcastle College, Work Based Learning providers, LSC, Connexions, Education Business Partnership and City Council Regeneration.

## **7. Consultation**

All members of the 14-19 City Board were consulted on the establishment of priorities within the strategy and plan and had the opportunity to consult with their stakeholder groups and feedback suggestions. The final content of the strategy and plan was approved by the 14-19 City Board in July 2008. At this meeting it was agreed that the 14-19 City Board would cease to exist, and a new 14-19 Strategic Partnership Board be established, with membership as outlined in Section 11 of this document. Consultation with young people has taken place in relation to specific actions, for example the development of the 14-19 choices website, [www.newcastleroutes.co.uk](http://www.newcastleroutes.co.uk).

## **8. Current situation/performance**

Within Newcastle, there are 10 mainstream secondary schools that have post-16 provision, one 11-18 academy, one further education college offering distinct academic and vocational provision, and 17 work-based learning providers. Work based learning providers have joined together to collaborate within the work based learning provider consortium (UXL). In addition to the mainstream school provision, there are a number of special schools and units catering for the specific needs of certain groups of young people. Major physical upgrading of our schools is underway and by 2010 all of Newcastle's secondary schools will have been either rebuilt or refurbished through the Building Schools for the Future programme.

There are six independent secondary schools with sixth forms in the City. As Newcastle is a regional capital, these schools draw their students from across Tyne and Wear and beyond to Durham and Northumberland. The size of the independent sector in Newcastle is particularly significant in that 8.5 % of Newcastle residents of Year 11 age are studying in independent schools.

Educational attainment and participation in learning post-16 in Newcastle have risen in recent years. The percentage of Year 11 students achieving 5+ A\*-C GCSE grades or equivalent in 2007 was 62%, exceeding the target set of 58%, and an increase of 10% since 2005. This is a significant increase over time and Newcastle performance is now better than the England national average which is 61%.

The percentage of 17 year olds in education and training in 2006 was 79% compared to 77% nationally and 76% across the region. For 16 year olds the figure was 91% compared to 87% nationally and 88% regionally. The proportion of young people who are not engaged in education, employment or training (NEET) is falling. NEET performance in 2006-07 was 9.4%, a 2.2 % reduction from 2004.

The APA self-assessment of 2008 judged that performance on Achieve Economic Well Being is now good and there is clear evidence of strong impact on improving outcomes. Performance compares well to statistical neighbours and gaps are narrowing. Strengths include

- Strong and effective partnership working
- Robust NEET preventative strategy
- Good work related learning and enterprise opportunities
- Innovative approaches to planning for the new 14-19 entitlement, including Diplomas
- Breadth of curriculum pathways and vocational opportunities across the provider network
- Effective school, college and other providers
- Willingness to innovate

## **9. What we know that works**

The previous 14-19 strategy, 'Every Learner Counts' promoted the key themes of partnership working and collaboration. The strategic aims of the strategy were:

- Aspirations and Enterprise
- Learning Pathways
- Inclusion
- Teaching, Learning and Attainment
- Transition and Guidance
- Collaboration and Implementation

The developing collaboration within the partnership was successful in preparing for the introduction of the new 14-19 Diplomas. Newcastle was one of only 10 LA areas in England to be approved to offer the first 5 Diplomas from September 2008. Additional successful actions within the strategy were:

- Targeted approach to improving Literacy and Numeracy through the use of Adult Literacy and Numeracy testing within schools
- Support for Work based learning co-ordination to provide capacity for WBL to engage with staff in other sectors
- Differentiation of curriculum to enable greater choice for young people
- Pupil focussed activity in relation to progressing 'NEET' young people in to further learning or employment
- Higher levels of work related learning activity with employers
- Individualised approach to progression planning through the use of progression planning questionnaire, supported by 'routes' IAG resources, and 'Switch On' event.

## **10. How the strategy will be managed**

The 14-19 Strategy will be governed under the Newcastle Children's Trust arrangements. The accountable body will be the Local Authority. The 14-19 Strategic Partnership will carry out the actions within the plan and monitor progress. Reporting on the progress of the strategy on a twice yearly basis to the Children and Young People's partnership Executive will be the responsibility of the LA Senior Secondary Adviser,(14-19).

### **Terms of Reference**

The purpose of the 14-19 Strategic Partnership is to improve outcomes for children and young people in Newcastle. The partnership will drive 14-19 strategy and planning across the city to meet the demands of the national 14-19 reform agenda, and ensure that all young people can access the national learner entitlement. The priorities for action are outlined in the action plan within this document.

The 14-19 Strategic Partnership is responsible for developing and managing the citywide 14-19 strategy for young people, to promote the development of partnerships and collaboration between learning providers, enhance the range of learning opportunities available and so improve outcomes for children and young people in Newcastle. The accountable body for the 14-19 partnership will be the local authority.

The 14-19 Strategic Partnership will meet 6 times each year. Progress will be reported to the Children and Young People's Partnership Executive on a regular basis. All sub-groups will meet at least 6 times each year, and report back regularly on progress achieved to the 14-19 Strategic Partnership.

### **Partnership Structure**

The 14-19 partnership will be a commissioning partnership of the Children and Young People's Partnership Executive. It will also need to develop working relationships and links with;

- Integrated Youth Services Transformation Board
- the Economy partnership of Newcastle Partnership
- Locality partnerships
- Aimhigher sub-regional structures

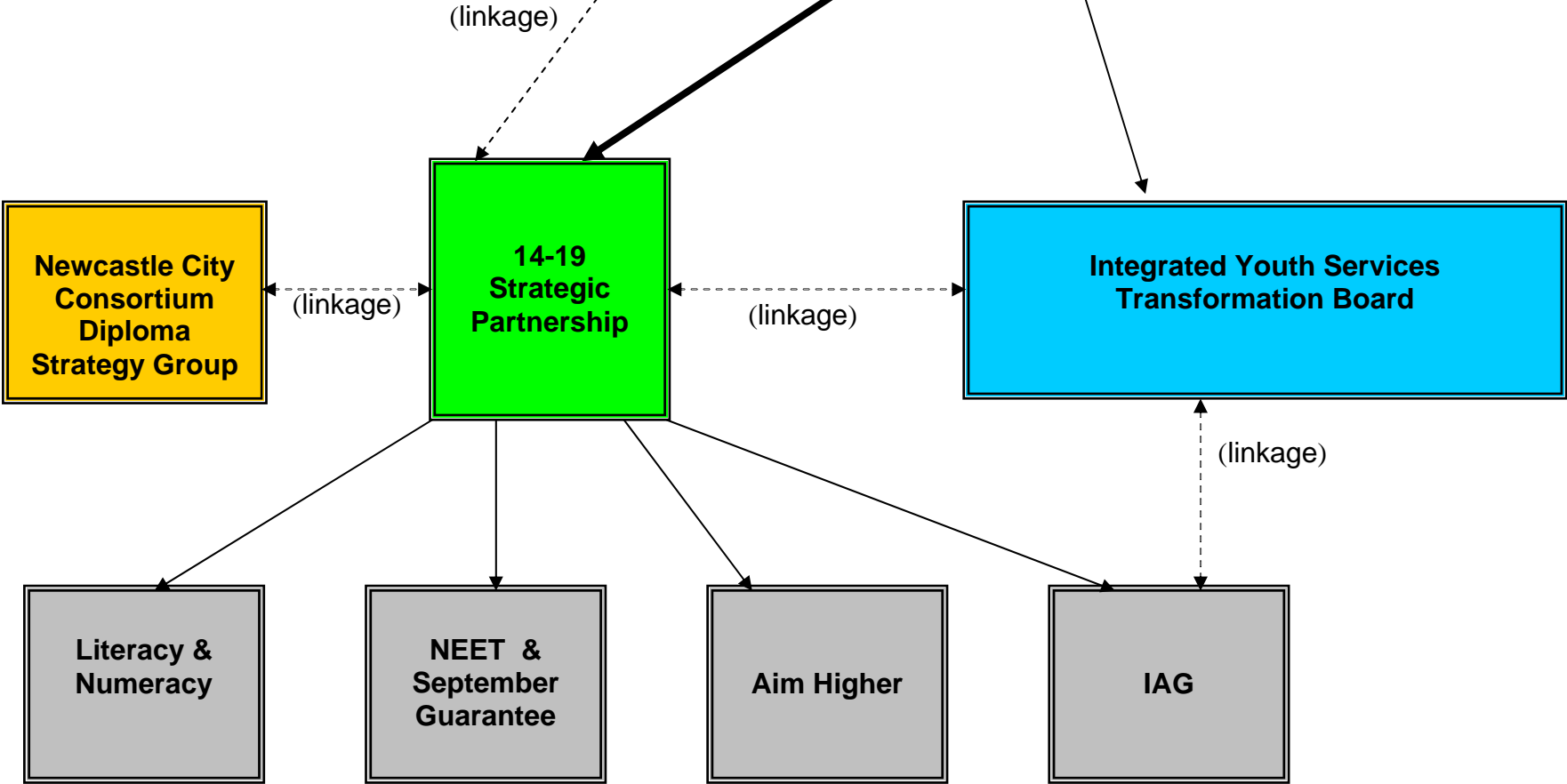
Diploma Strategy Group of Newcastle City Consortium  
Newcastle Education Improvement Partnership (NEIP)

NB This new role as a commissioning partnership of the CYPSP means that the 14-19 partnership will need to operate in accordance with the Newcastle Children's Trust arrangements.

It will need to adhere to the commissioning principles outlined in the Newcastle Children's Services Commissioning Framework (Appendix 1) and the guidelines given in the Governance agreement for commissioning partnerships (Appendix 2).

A number of sub-groups have been formed to take forward some of the strategic aims of the 14-19 partnership. These are illustrated on the diagram overleaf. Other sub-groups may be formed as the partnership develops to meet national and local priorities.

# Partnership Structure



**Membership of the 14-19 Strategic Partnership will be as follows:**

<b><u>Sector</u></b>	<b><u>No of representatives</u></b>
Work Based Learning	1
Secondary school heads	2
Special school heads	1
Newcastle College Executive	2
Integrated Youth Strategy	1
Voluntary Sector	1
Universities	1
Employers	1
LSC	1
Economy Partnership	1
Head of School Improvement 11-19	1
14-19 Strategy Manager	1
LA Inclusion representative	1
Newcastle Education Business Partnership	1
<b>Total</b>	<b>16</b>

The quorum for the 14-19 Strategic Partnership will be 50% attendance, ie 8 members.

**Conditions of membership**

- All members should agree a named substitute with the Chair. The named substitute should only attend meetings in exceptional circumstances such as long term sickness.
- All members who represent a wider stakeholder group need to establish regular feedback and consultation mechanisms with that group.
- Members who represent a wider stakeholder group will be appointed by that group, through their own processes.

- A member shall cease to hold office if:

She/he notifies the group of an intention to resign;

S/he or his/her substitute fails to attend **three** consecutive meetings without explanation or discussion with the Chair of or  
A letter will be sent to the relevant organisation asking for their representation to be reviewed  
and an appropriate representative nominated;

S/he ceases to be a member or office holder of a Statutory Agency Member or Voluntary and Community Sector Member;

The relevant organisation notifies the group of the removal of the representative.

Agencies not represented on the Strategic Partnership will contribute via the sub-groups, Project Groups, Advisory Groups, CYPSP partnership development days or the CYPSP Annual Conference. The membership of the partnership will be reviewed at least every three years.

The 14-19 Strategic Partnership Board will be chaired by the LA, and Vice Chaired by the LSC, reflecting the strategic responsibilities of these agencies in relation to 14-19 learning.

### **Ways of Working**

- All 14-19 Strategic Partnership and sub-group meetings will be minuted, and a copy of the minutes will be placed on the Newcastle City Council Children's Services website.
- To promote good decision making, budget information will be shared by all partners whenever possible.
- The relevant Statutory Agency partner will report on the financial position of any pooled budget at meetings of the partnership.
- Partners commit themselves to co-operating fully with each other in relation to such reviews, including the provision of information to all partners, which they have and are legally entitled to disclose, and which any of them may require in preparation for any such review.
- Partners recognise that their performance in relation to the provision of children's services will be assessed by Annual

Performance Assessments and Joint Area Reviews under Section 20 of the Children Act 2004.

## **11. Staff Development**

The current structure within the LA that supports 14-19 learning is as follows:

- 1 x Head of School Improvement (11-19), working 2 days a week on 14-19 learning
- 1 x Senior Secondary Adviser, working full-time on 14-19
- 1 x Secondary Adviser working 4 days a week on 14-19 and Aimhigher
- 1 x Diploma Development Co-ordinator, working 4 days a week on 14-19 Diplomas

Each of these staff has access to relevant training, development, and professional updating. Within provider organisations, a wide range of staff are involved in implementing 14-19 reform. LA staff liaise with such staff in a variety of established networks and development groups. Where appropriate (eg introduction of Diplomas), external training programmes are accessed by relevant staff.

## **12. Resources**

The LA employs and hosts the 14-19 staffing team, as detailed above. The cost of this team is met through external DCSF funding supplied for 14-19 reform, Aimhigher and Diploma Development.

## **13. Monitoring, review and evaluation**

The 14-19 partnership will meet according to the Children's Trust Governance arrangements (see Appendix 2). The responsible officer is the LA Senior Secondary Adviser. Monitoring and evaluation on the 14-19 strategy and plan will take place on a twice yearly basis, reporting to the Children and Young People's Strategic Partnership Executive. Updates on progress will also be provided to the Integrated Youth Services Transformation Board. A formal progress check on 14-19 from DCSF occurs on an annual basis in the Autumn. The 14-19 strategic partnership will prepare the self-assessment for such progress checks.

## 14. Targets

No	Target Areas	2007 Actual	2008 Target	2008 Actual	2009 Target	2009 Actual	2010 Target	Links to Strategic Aims
1	% of 16 year olds progressing to learning after leaving Year 11	88%	90%		91%		92%	1, 2, 4, 6
2	% of 17 year olds in learning (NI 91)	83.4%	85%		86%		87%	1, 2, 4
3	% of 16 -18 Year olds who are not in Education, Employment or Training (NI 117, PSA 14)	9.4%	9.2%		8.7%		8.0%	1, 2, 3, 4
4	% of Year 11 leavers achieving 5 A*-Cs at GCSE or equivalent (including English and Maths) (NI 175, PSA 10)	38%	41%		45%		<i>to be agreed with DCSF</i>	1, 5, 6
5	% of 19 year olds with Level 2 qualifications (NI 79, PSA 10)	67.1%	70.9%		73.1%		75.2%	1, 5
6	% of 19 year olds with Level 3 qualifications (NI 80, PSA 10)	42.1%	43.2%		44.8%		46.4%	1, 5
7	% of young people (aged 16-24) achieving an Apprenticeship	61%	63%		65%		67%	1, 3, 5, 6
8	The growth in the number of accepted applicants to HE (18-29 year olds) who studied at Newcastle LA schools, Newcastle Independent Schools, and Newcastle College	<i>(baseline)</i> 2371	4%		4%		4%	1, 2

**NB The partnership will work to identify 'gaps' in the performance of vulnerable groups on the above indicators, and establish appropriate targets for 'narrowing the gap' between the performance of these groups and that of the city as a whole. LA performance on indicators relating to such groups (e.g. BME, LAC) will be reported to the 14-19 partnership.**

## **15. Action Plan 2008-2010**



**Strategic Aim 2– Information, Advice and Guidance (Lead: Melanie Bear)**

**Links to Targets 1, 2, 3, 8**

*To ensure that high quality, impartial Information, Advice and Guidance is consistently available to all young people within the city.*

<b>Ref</b>	<b>Objectives</b>	<b>Actions</b>	<b>Timescales</b>	<b>Resourcing</b>
2.1	All provision meets the Quality Standard for Information, Advice and Guidance.	All providers to audit their IAG provision against the Quality Standard.  Action plans to be established where current practice does not meet the standards.  Monitor the IAG offer on a regular basis incorporating direct feedback from young people.	July 2008 – July 2010	Actions to be carried out by providers, supported by: LA Senior Adviser Aimhigher Co-ordinator Connexions
2.2	The delivery of IAG contributes effectively to offering equality of access for young people to the full range of learning opportunities	Providers of IAG and learning programmes: Celebrate diversity Challenge stereotyping		IAG and Learning Providers
2.3	Young people are provided with clear, up to date labour market information to support their choices.	All providers integrate local, regional and national labour market information into their IAG programmes.		
2.4	The 14-19 Area Prospectus is comprehensively developed to reflect the whole of the curriculum offer and is used effectively by young people, parents and carers and advisers	The prospectus is developed to include: <ul style="list-style-type: none"> <li>• Independent sector provision</li> <li>• Electronic Application process</li> <li>• Individual Learning Plans</li> </ul> Effective links are maintained to reflect provision in neighbouring areas.		£33,999 over 3 years, 2008/9-2010/11.
2.5	Young people, their parents and carers are provided with information, advice and guidance relating to Higher Education.	Secondary schools use the Aimhigher Curriculum to prepare and implement institution action plans.		Aimhigher funding Aimhigher co-ordinator

**Strategic Aim 3 - Employer Engagement (Lead: Melanie Bear)**

**Links to Targets 3, 7**

*To develop effective links with employers to ensure that work related learning is of high quality.*

<b>Ref</b>	<b>Objectives</b>	<b>Actions</b>	<b>Timescales</b>	<b>Resourcing</b>
3.1	Ensure that Employers have a role in the work of the partnership and can input into strategic decision making.	<p>Establish mechanisms for ensuring that an employer representative will be on the partnership, and that employer perspective is incorporated into developments.</p> <p>Develop effective linkages with regional and sub-regional structures to facilitate employer engagement.</p> <p>Ensure that linkages are developed with the emerging Employment and Skills Board.</p>	<p>July 2008 – December 2008</p> <p>July 2008- March 2009</p> <p>July 2009</p>	<p>Support from: UXL consortium Newcastle EBP LSC Economy Partnership</p>
3.2	Employers are actively engaged in providing a wide range of work related learning opportunities.	<p>Ensure that employers are involved in diploma delivery.</p> <p>Ensure that employers are involved in 14-19 delivery through:</p> <ul style="list-style-type: none"> <li>• WRL statutory requirements</li> <li>• Mentoring</li> <li>• Work Placements</li> <li>• Site visits</li> <li>• Presentations</li> <li>• Direct support for IAG</li> </ul>	<p>Sep 2008 and ongoing</p> <p>July 2008 ongoing</p>	<p>Diploma funding</p> <p>Education Business Links funding</p>
3.3	The partnership develops a clear plan of the work related learning/employer engagement that it will commission.	<p>Carry out an audit of existing arrangements for: Employer support for work related learning &amp; professional development placements</p> <p>Develop a plan for commissioning EBL provision</p>	<p>December 2008</p> <p>March 2009</p>	<p>Learning providers</p>

**Strategic Aim 4 - NEET reduction (Lead: Sara Morgan-Evans)**

**Links to Targets 1, 2, 3**

To reduce the proportion of young people who are Not engaged in Education, Employment or Training (NEET)

<b>Ref</b>	<b>Objective</b>	<b>Actions</b>	<b>Timescales</b>	<b>Resourcing</b>
4.1	The partnership has developed clear plans for the implementation of the September Guarantee.	<p>Clear articulation of partner's responsibilities</p> <p>Improved methods of data exchange</p> <p>Improved tracking of individual young people</p> <p>Information collated on demand for learning places is fed into the partnership planning processes.</p>	May – December 2008	<p>Learning Providers</p> <p>Support from: LA Senior Adviser Connexions</p>
4.2	The partnership has a clear plan in place for reducing NEET	<p>Actions are developed to include:</p> <p>Alternative, flexible provision at Key Stage 4</p> <p>Additional provision available for Year 11 leavers</p> <p>Development of methods for transfer of learner data when young people move between learning sectors</p> <p>Improved tracking and support for Year 12 leavers</p> <p>Improve tracking and support for 17+ young people who are NEET and in employment without training.</p> <p>Clear linkages with the NCC Employability Action Plan.</p>	May 2008- December 2010	<p>Connexions</p> <p>LA Senior Adviser</p> <p>LA Senior Inclusion Manager</p> <p>LSC</p> <p>Engagement Programme (DCSF funds)</p> <p>Youth Participation Project (LSC/ESF funds)</p>

**Strategic Aim 5 Workforce (Lead: Melanie Bear)**

**Links to Targets 4, 5, 6, 7**

*The 14-19 workforce is effectively prepared to deliver a broad range of high quality provision*

<b>Ref</b>	<b>Objective</b>	<b>Actions</b>	<b>Timescales</b>	<b>Resourcing</b>
5.1	A clear analysis of the 14-19 workforce is produced.	<p>Carry out an audit of workforce skills and qualifications including:</p> <ul style="list-style-type: none"> <li>• Leadership/management</li> <li>• Teaching &amp; learning staff</li> <li>• Support staff</li> </ul>	Sep 2008 – May 2009	Learning and Service Providers
5.2	A 14-19 workforce strategy and action plan is produced.	<p>Actions are developed to address gaps in skills and qualifications of the workforce including:</p> <p>Recruitment plans address skills gaps.</p> <p>An annual collaborative programme of CPD is developed and implemented.</p>	March 2009 – Sep 2009	Learning and Service Providers

**Strategic Aim 6 - Literacy & Numeracy (Lead: Melanie Bear)**

**Links to Targets 1, 4, 7**

To improve the Literacy and Numeracy skills of young people

Ref	Objective	Actions	Timescales	Resourcing
6.1	To increase attainment in Literacy and Numeracy at Key Stage 4	Establishment of citywide multi-agency group on Literacy & Numeracy, to drive strategic planning on the improvement of Literacy & Numeracy levels of young people.	June 2008 – July 2009	LA National Strategy Consultants Regional Adviser support for SCC and in English and Maths Provider support
6.2	To increase attainment in Literacy and Numeracy post 16, in all learning sectors.	<p>Preparation of co-ordinated data set including measures of threshold attainment and methods of measuring progress in all sectors of learning. Data to include whole cohorts and analysis of vulnerable groups.</p> <p>Development of co-ordinated support for learning providers of literacy and numeracy.</p> <p>Continue to support the introduction of functional skills qualifications.</p>		

## **16 Appendices**

### **Appendix 1**

#### **Extract from Newcastle Children's Services Commissioning Framework**

##### **Commissioning Principles**

Commissioning is most effective in achieving best outcomes when partners work to a set of common principles.

Successful commissioning is underpinned by the following over-arching principle:

**Joint planning and commissioning is at the heart of improving outcomes for children, young people, families and carers; it takes account of diversity and ensures equality.**

An additional ten principles are listed below:

1. Put the needs of children, young people, families and carers first, and ensure that they are engaged and consulted
2. Ensure that there is a strategic approach to the safeguarding of children and young people
3. Provide leadership for commissioning at the highest level in the system
4. Provide early intervention and preventative services as soon as possible
5. Work in partnership with stakeholders, adhering to the Compact between Government and the Third Sector, and provide timely information to maximise service delivery
6. Ensure that commissioning staff and agencies have clarity of accountability and access to up-to-date knowledge, experience and expertise in the planning and delivery of services
7. Look beyond the immediate circumstances of children, young people, families and carers, and develop a knowledge and understanding of their long-term needs and aspirations

8. Continuously evaluate current and developing services, and ensure that they represent best practice, as outlined in national guidance, and have a clear impact on outcomes
9. Spend money wisely to secure effective and efficient services, decommissioning and redesigning services where necessary
10. Use open and transparent processes, which include opportunities for scrutiny and challenge, and build confident, trusting partnerships that have the needs of children and young people at heart

## Mutual Expectations from Commissioning

*(adapted from Tower Hamlets Commissioning Framework and Principles)*

<b>What the commissioner should expect from the service provider</b>	<b>Shared by commissioner and service provider</b>	<b>What the service provider should expect from the commissioner</b>
<ul style="list-style-type: none"> <li>• Quality</li> <li>• Accountability</li> <li>• Reliability</li> <li>• Value for Money</li> <li>• Effective management and employment systems</li> <li>• Recognition of Local Authority support</li> <li>• Engagement in contracts that reflect capacity to delivery service level/outputs</li> <li>• User involvement</li> <li>• Expected outcomes achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Trust</li> <li>• Openness</li> <li>• Transparency</li> <li>• Clarity</li> <li>• Honesty</li> <li>• Flexibility</li> <li>• Effectiveness</li> <li>• Equalities</li> <li>• Commitment to the local community</li> <li>• Standardisation</li> <li>• Knowledge transfer</li> <li>• Desire to achieve improved outcomes for children, young people, families and carers</li> </ul>	<ul style="list-style-type: none"> <li>• Stability</li> <li>• Support</li> <li>• Prompt payment</li> <li>• Consistency</li> <li>• Fair access to funding</li> <li>• Recognition</li> <li>• Respect for independence and the right to campaign</li> <li>• Commitment to local organisations</li> <li>• A common methodology across departments</li> <li>• Feedback on performance</li> <li>• Clear specification about expected outcomes</li> </ul>

## **Appendix 2 Extract from Governance Agreement of CYPSP**

### **29. Commissioning Partnerships**

- 29.1 All partners involved in commissioning are expected to act in accordance with the aims, principles of cooperation, commitment to participation with children, young people and their families and Governance principles outlined in this Governance Agreement.
- 29.2 To ensure consistency of provision and equity in commissioning all commissioning groups will adhere to the Commissioning Standards and the Commissioning Framework which are being developed as part of the Transforming Outcomes Programme.
- 29.3 Services to children and families in Newcastle are funded from a range of different budgets held by different organisations. Decisions to commission services will continue to be made at many different levels and through a variety of structures. For example:
- Decisions by single agency or individual school or children's centre or practice based commissioning group;
  - Decisions by a partnership with responsibility for particular groups such as Teenage Pregnancy or CAMHS.
  - Decisions by Locality Partnerships with regard to services for children with some additional needs
- 29.4 Some services are commissioned on a regional or sub-regional basis and partners will need to ensure appropriate links are made into these processes.
- 29.5 Some services, particularly services for children with additional needs, will be commissioned by the Locality Partnerships and other Commissioning Partnerships will need to take account of these decisions .

### **30. Functions of Commissioning Partnerships**

- 30.1 To commission and decommission services for the particular community or group the partnership is set up to serve.
- 30.2 To commission and decommission services with respect to the priorities identified in the Newcastle Plan for Children and Young People and the North of Tyne Local Delivery Plan.

- 30.3 To ensure multi agency projects and services in receipt of external funding for children and young people have a commitment to achieve best value and to continuous improvement.
- 30.4 To provide information on commissioning intentions to the Children and Young People's Strategic Partnership Executive.
- 30.5 To ensure all providers adhere to the commissioning standards and that their plans contribute to the implementation of the Newcastle Plan for Children and Young People.

### **31. Decision Making in Commissioning Partnerships**

- 31.1 Individual Commissioning Partnerships will agree the frequency of meetings.
- 31.2 Agenda papers will be sent out at least 5 working days before each meeting.
- 31.3 Minutes shall be taken and will be a record of the meeting and will be published on the Children Services Website.
- 31.4 Representatives must declare all personal interests, both pecuniary and non-pecuniary relating to any matter which, is the subject of discussion at the Commissioning Group. Any representative with a personal pecuniary interest shall be required to leave the meeting during the time when the matter or the subject of the pecuniary interest is discussed.
- 31.5 Other members of staff may be invited to attend meetings as appropriate.

### 14-19 Learning Providers in Newcastle

<p><b><u>Work Based Learning Providers</u></b></p> <p><b>MCQ Limited</b> Shields Road Newcastle upon Tyne NE6 2YD</p> <p><b>NACRO Services Newcastle</b> 29 Welbeck Road Byker Newcastle upon Tyne NE6 2HU</p> <p><b>North East Chamber of Commerce</b> The Stamp Exchange Westgate Road Newcastle upon Tyne NE1 1SA</p> <p><b>Rathbone Training</b> 37 Church Walk Walker Newcastle upon Tyne NE6 3HU</p> <p><b>Neighbourhood Services</b> Newcastle City Council Clifford Road Byker Newcastle upon Tyne NE6 2DA</p> <p><b>BL Hairdressing</b> 40 Dean Street Newcastle upon Tyne NE1 1PG</p>	<p><b>Tyneside Training Services Ltd</b> Beaminster Way East Airport Industrial Estate Kingston Park Newcastle upon Tyne NE3 2ER</p> <p><b>TrinitySolutions</b> 6 Conhope Lane off Condercum Road Benwell Newcastle upon Tyne NE4 8XJ</p> <p><b>Kaplan Financial</b> Vine House Vine Lane Newcastle upon Tyne NE1 7PW</p> <p><b>Brenikov Training</b> 11 Osborne Terrace Jesmond Newcastle upon Tyne NE2 1NE</p> <p><b>Rolls Royce North East Training Centre</b> Rolls Royce Newcastle Scotswood Road Newcastle upon Tyne NE15 6LL</p> <p><b>ID Limited</b> 17 St James Street Newcastle upon Tyne NE1 4NF</p>	<p><b>Newcastle College (Apprenticeships)</b> FREEPOST NT920 Rye Hill Campus Scotswood Road Newcastle upon Tyne NE4 5BR</p> <p><b>B-Skill Ltd</b> Chaucer Buildings 57 Grainger St Newcastle upon Tyne NE1 5JE</p> <p><b>Key Training Ltd</b> 28/30 Leazes Park Road Newcastle Upon Tyne NE1 4PG</p> <p><b>VT Plus</b> 13 Riverside Studios Amethyst Road Newcastle Business Park Newcastle upon Tyne NE4 7YL</p> <p><b>Zenos Training</b> Newcastle Academy Second Floor 2 Cathedral Square Mosely Street Newcastle Upon Tyne NE1 1EH</p>
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<p><b><u>Schools</u></b></p> <p><b>Benfield School</b> Benfield Road Newcastle upon Tyne NE6 4NU</p> <p><b>Gosforth High School</b> Knightsbridge Gosforth Newcastle upon Tyne NE3 2JH</p> <p><b>Heaton Manor School</b> Jesmond Park West Newcastle upon Tyne NE7 7DP</p> <p><b>Kenton Technology College</b> Drayton Road Newcastle upon Tyne NE3 3RU</p> <p><b>Sacred Heart R.C. High School</b> Fenham Hall Drive Newcastle upon Tyne NE4 9YH</p> <p><b>St Cuthbert's R.C. High School</b> Gretna Road Newcastle upon Tyne NE15 7PX</p>	<p><b>Walker Technology College</b> Middle Street Walker Newcastle upon Tyne NE6 4BY</p> <p><b>All Saints College</b> off West Denton Way West Denton Newcastle upon Tyne NE5 2SZ</p> <p><b>St Mary's Catholic Comprehensive</b> Benton Park Road Newcastle upon Tyne NE7 7PE</p> <p><b>Walbottle Campus</b> Hexham Road Newcastle upon Tyne NE15 9TP</p> <p><b>Excelsior Academy</b> Broadmead Way Newcastle Upon Tyne NE15</p>	<p><b><u>Further Education</u></b></p> <p>Newcastle College Rye Hill Campus Scotswood Road Newcastle upon Tyne NE4 5BR</p> <p><b><u>Special Schools</u></b></p> <p><b>Trinity School (Oakfield College)</b> Condercum Road Newcastle Upon Tyne NE4 8XJ</p> <p><b>Sir Charles Parsons School</b> Westbourne Avenue Newcastle Upon Tyne NE6 4ED</p> <p><b>Thomas Bewick School</b> Linhope Road West Denton Newcastle Upon Tyne NE5 2NW</p> <p><b>Newcastle Bridges School</b> Royal Victoria Infirmary Queen Victoria Road Newcastle Upon Tyne NE1 4LP</p> <p><b>Linhope Pupil Referral Unit</b> Linhope Linhope Road Newcastle Upon Tyne NE5 2NW</p>
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## **Glossary of Terms**

CAMHS	Child and Adolescent Mental Health Service
CPD	Continuing professional Development
CYPSP	Children & Young People's Strategic Partnership
DCSF	Department for Children, Schools and Families
EBL	Education Business Links
EBP	Education Business Partnership
ESF	European Social Fund
GCSE	General Certificate of Secondary Education
HE	Higher Education
IAG	Information Advice and Guidance
LA	Local Authority
LSC	Learning and Skills Council
NCC	Newcastle City Council
NEET	Not in Education, Employment or Training
SCC	Schools Causing Concern
UXL	Newcastle Work Based Learning Consortium
WRL	Work Related Learning