

14-19 Pathfinders >>

14-19 PATHFINDERS ANNUAL PROGRESS REPORT TEMPLATE

PATHFINDER	KINGSWOOD PARTNERSHIP
NAME OF LEAD BODY	KINGSWOOD PARTNERSHIP
PATHFINDER CO-ORDINATOR	JEZ TRUELOVE
DATE OF ANNUAL REPORT	20 JANUARY 2004

Progress against performance indicators and targets:

PERFORMANCE INDICATOR	EXPLANATION	BASELINE 2002	2003	2004	2005	2003 OUTCOME
Young people not engaged in employment, education or training – post 16	Connexions data for unemployed and miscellaneous destinations at 16	8.4% (2001)	8.0%	7.5%	7.0%	7%
No qualifications at 16	DfES data for Partnership students as average of individual centres	3.5% (2001)	3%	2.5%	2%	3.2%
5= A* - C GCSEs	DfES data for Partnership students as average of individual centres	43.8% (2001)	45%	48%	51%	45.5%
Achievement of Level 2 by age 19	Number of Full Time Level 2 enrolments at City of Bristol College	152 (2002 – 2003)	160	170	180	233
Retention rate as % of Level 3 courses	% of Partnership students who completed AS or A2 courses (own data)	91% (2001-2002)	92%	93%	94%	92%
Attendance Levels	Year 10 (% of attendance)	91%	91.5%	92%	92.5%	89.3%
	Year 11 (% of attendance) (averaged across Partnership)	90%	90.5%	91%	91.5%	92.1%

Staying on rate in Post 16 Education	Connexions data for % of Y11 cohort in schools and FE colleges	68.7% (2001-2002)	70%	72%	74%	68.2%
Entry into HE	% of Partnership students progressing to HE (own data)	59% (2002)	61%	63%	65%	60%
Involvement in work-related learning (excluding traditional 'work experience')	VGCSEs / GNVQs (nos. on Y10 courses)	381 (2002)	500	600	650	661
	AVCEs (nos. on Y12 courses)	129(2002)	170	210	230	178
	City of Bristol College Voc.Centre (Y10 nos.)	45 (2002)	80	120	140	73
	Progression to Modern Apprenticeships at 16 (Connexions data)	11% (2001)	Increase according to local availability			8%

Commentary on progress in the 2002/03 academic year. Please comment on progress under the following headings:

1) Areas covered by all 14-19 pathfinders:

- Management of the pathfinder;
~ a Management Group made up of all the Headteachers, the college Vice-Principal, representatives of the International Learning and Research Centre, Connexions and the Institute of Education, has been established and meets regularly
~ a Pathfinder Manager and a Co-ordinator have been identified and are in post
~ the existing management of 16-19 provision has been extended to management of the 14 – 19 phase and development planning by individual schools and the college is increasingly co-ordinated across the Partnership
- Implementation of a coherent 14-19 phase;

NB The Kingswood Pathfinder is looking to contribute to the national debate about the possible reform of 14 – 19 education and the introduction of an English Diploma system by exploring how the component parts of the curriculum need to change in order that such reform can be introduced. A principle outcome of Pathfinder work so far is the key importance of the inter-relationship between the curriculum framework, the Individual Learning Plan, the role of core learning (the 'personal challenge') and the potential of an extranet connecting providers and users; in particular, the ways in which these components can be combined to create an environment which supports personalised learning.

~ a 14 – 19 Curriculum map for Kingswood area showing all courses available from entry level to level 4 has been completed and circulated
~ curriculum planning for Kingswood is now based on expectations of 6 different specialisms in the secondary schools and a growing vocational centre in the college
~ monitoring of gaps in provision and overlaps in provision has begun
~ Post 16 level 2 courses are blocked with level 3 courses to enable students to follow programmes combining both levels
~ common approaches to core delivery between centres and across 14 – 19 phase are being prepared, including cross-curricular links between core activities and a student's choice of specialist courses

- Evidence relating to the cost of providing a coherent 14-19 phase;
~ transport costs are substantial but can be significantly reduced by schools / colleges combining to share transport
~ increased efficiency of Post 16 provision is possible through shared provision and matching provision more closely with demand, particularly in Year 13
~ costs and efficiency savings of sharing Key Stage 4 provision (particularly of specialist courses e.g. Dance & modern foreign languages) are to be investigated as part of 2004 - 2005 pilot
~ collaborative professional development has proven to be very cost effective
~ the collective use of e-learning credits has the potential to reduce online content costs by up to 30%
~ college provision is more expensive than school provision

- Implementation of enhanced advice, guidance and support;
~ cross-Partnership offsite-education protocols have been developed to support Key Stage 4 students working in the college Vocational Centre and with training providers / employers
~ an Education Business Links Manager has been appointed for the Partnership
~ there is evidence of improved attendance and motivation of students engaged in offsite education as a result of this close support and monitoring

- Development of Individual Learning Plans;

NB The Partnership is working towards an extended definition of an online Individual Learning Plan to include the following components:

**a student-driven guidance based learning plan
a number of learning plans covering all aspects of a student's learning programme e.g. subjects, core, work experience, etc completed jointly by teachers, students and parents
a record of prior attainment and current progress, derived from existing information - management and assessment systems**

All three components working together would form the complete ILP for each student. The ILP would be accessible by different users (e.g. students, teachers, tutors, parents) according to access rights.

~ all centres have introduced online (guidance-based) LPs for Year 9 using S-COOL's Plan-it software
~ subject-based learning plans are under development

- Links with HEIs & encouragement of participation post-19;
~ all centres are participating in UWE's 'Passport' scheme and undertake wide-range of HE familiarisation activities

- Involvement / views of young people (on developing and implementing the pathfinder);
 - ~ an International Student Council has been established
 - ~ a cross-Partnership survey of student opinions about guidance undertaken
 - ~ all Teacher Learner Groups consult student groups re specific development work

- Local evaluation of the pathfinder;
 - ~ half-termly visits by internal evaluators (Ken Spours and Ann Hodgson from the Institute of Education) have resulted in 6 interim progress reports and an annual summary report
 - ~ ongoing formative evaluation of the role of the Development Managers and the progress of the Teacher Learner Groups is conducted through the International Learning and Research Centre

- Tracking the impact of the pathfinder on different groups of young people (under-achieving groups including particular ethnic minority groups, children in public care, gifted and talented students and other identified under-achievers).
 - ~ South Gloucestershire LEA is in the process of analysing Fisher Trust data in order to monitor progress of different groups of young people; the Kingswood Partnership will work with the LEA to interpret their findings in the Kingswood area

2) Individual aims and objectives of each pathfinder:

Please provide a commentary under the following headings (select those appropriate to your pathfinder):

- Collaboration;
 - ~ cross-Partnership Teacher Learner Groups, each with a Development Manager, have been established to provide the means of developing and sharing innovative practice which in turn will transform the delivery of 14 – 19 education and training in Kingswood
 - ~ 16 – 19 Partnership collaboration has been extended to 14 – 19 phase
 - ~ active Partnership has been extended to a neighbouring school for students with severe learning difficulties
 - ~ initial links have been made with a local independent school and a city technology college

- Broader curriculum offerings

NB As one of its objectives is active participation in the debate about a possible diploma system covering all qualifications and levels, the Kingswood Pathfinder is not just focused on enabling schools and the college to extend alternative provision for particular groups of students but rather to enable the Partnership to transform the nature of the curriculum and its delivery for all students.

- ~ the Pathfinder has acted as a catalyst to enable the Kingswood Partnership to simultaneously extend the range of specialist provision available in Kingswood and to co-ordinate and share this expansion in provision to maximise its impact
- ~ there is now much greater range of applied GCSEs (e.g. Art, Science, Engineering, IT), BTECs (e.g. Net Prep, Public Services, Caring for Children), GNVQs (e.g. Business, Leisure and Tourism) available in schools
- ~ entry level courses in Construction, Motor Vehicle and Hair & Beauty are offered through the City of Bristol College Vocational Centre
- ~ existing post-16 blocked timetables are being extend to allow for shared provision of specialist courses pre-16
- ~ Personal Challenge pilot launched and new approaches to delivering Key Stage 4 core under

development; these will investigate ways of integrating citizenship, work-related learning, key skills, RE, PE, guidance and PSHE into a student's programme of learning, as well as to give each student more choice of activities

- Post-16 access to continued Level 2 in literacy, numeracy and ICT:

~ this is standard provision across the Partnership, either through Key Skills accreditation or GCSE courses

- Extending work-related and work-based programmes;

~ college-link courses have been established with Year 10 students from all schools in the Partnership attending courses at the new college vocational centre, e.g. Motor Vehicle Studies, Construction (CITB Foundation), etc

~extended work-experience placements for Post 16 students are being increased

- Enterprise education;

~ one centre is a Social Enterprise Pathfinder and is looking to link enterprise activities with the personal challenge

- Innovative use of the vocational route (including new GCSEs in vocational subjects);

~ 7 new GCSEs, 4 new BTECs and 3 new GNVQs introduced for 2003 - 2004

~ cross-curricular links have been established between Personal Challenge and specialist courses in pilot school

- Targeting a range of young people – from those at risk of social exclusion to high achievers;

~ Kingswood Pathfinder activities are aimed at all students in 14 – 19 age-range (with the exception of one year of funding for college link courses)

- Other – any areas specific to your pathfinder which do not fall under the areas at 1) and 2) above (e.g. a special project).

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~ Kingswoodonline – a cross-Partnership extranet is under development, i.e. a customised web-based networking system which will allow school / college / home access to the curriculum for students, teachers and parents; so far, the database engine has been installed as well as modules to integrate information from school information management systems and the development of an online ILP

~ teaching and learning styles: a theme running through the development of the extranet, the personal challenge and the ILP is the appropriateness of existing teaching and learning styles for the delivery of an inclusive programme- (rather than subject) based approach to the curriculum, in particular the Partnership is experimenting with ways of personalising learning through the development of learning resources which incorporate more student choice and which targets challenges at individuals

~ online learning is a specific focus and the use of interactive learning materials, electronic whiteboards, video-conferencing links, including the shared use of learning materials are being investigated

~ Continuity and Progression: in order to ensure cross-phase continuity a pilot involving pupils

in 4 primary schools is planned; the pilot will be investigate pupil use the extranet to deliver parts of the statutory curriculum though personal challenges

Emerging innovative and good practice and barriers to success identified:

Please comment on innovative and good practice and barriers to success identified overall from the first year of pathfinder activity.

a) Innovative and good practice:

- ~ establishment of TLGs for initiating / sharing / implementing innovation within centres and across Partnership
- ~ collaborative working with IT companies to develop custom-made extranet for Kingswood Partnership
- ~ the positive effect of combining learning plans, personal challenge and extranet
- ~ the shared appointment of Education Business Links Support Manager by a group of schools to support students working at the college vocational centre
- ~ common timetabling to facilitate development and sharing of specialisms
- ~ larger average group sizes in Year 12 as a result of collaborative timetabling; similar efficiency savings planned for Year 13

b) barriers to success:

- ~ the stifling effect of the National Curriculum and the current examinations framework on students' learning and personal development
- ~ the cost of college provision of specialist courses exceeds the standards fund income of schools, particularly pre-16
- ~ a lack of training providers / large employers in the Kingswood area
- ~ the cost of health and safety checks on potential work experience placements
- ~ pressures of ensuring provision generates points for league tables
- ~ uncertainty about future direction of national 14 – 19 curriculum developments
- ~ absence of funding for potential enrichment activities for Post 16 students

Links with other programmes and value added/ benefits achieved

- ~ Increased Flexibility programme – the 14-19 Pathfinder funding has enabled schools to include more students in this scheme and so provide greater choice of course available to each student
- ~ Networked Learning Communities – staff involved in both programmes have been able to transfer expertise skills gained between the two programmes, specifically the use of the student voice
- ~ Social Enterprise Pathfinder – natural links between social enterprise and personal challenges
- ~ LLSC work with local ICT company to develop guidance strand of ILP (PLAN-IT): the guidance learning plan produced as part of this programme is being incorporated into the development of the online ILP to be used across the Partnership via the Kingswoodonline extranet
- ~ Training School status – one centre is working with Initial Teacher Trainers to develop high quality online content across the curriculum
- ~ Specialist School Trust – 3 schools have specialist school status, two are currently applying and one is at the consultation stage; if all are successful, the Partnership would possess schools offering six different specialisms which can be shared to extend choice for students in Kingswood
- ~ International Learning and Research Centre – the centre acts as an internal evaluator and provides mentoring support for Development Managers and members of the Teacher learner Groups

~ Insight Plus (CRAC) – links to the personal challenge programme at Post 16

TERMLY PROGRESS REPORT: AUTUMN TERM 2003

OVERVIEW OF PROGRESS MADE DURING AUTUMN TERM

During this first term of the second year of the Kingswood Pathfinder, the focus has been on enabling centres to build on development work of the cross-Partnership Teacher Learner Groups which were established in Year 1 and which continue to be the principle agents for change across the Partnership in Year 2.

On one level, the Pathfinder is enabling the Partnership to pursue a policy of increased flexibility through working ever more closely together. The Partnership has been able to provide a more coherent and wide-ranging curriculum framework for Kingswood, with more courses being offered across this age-range whilst also achieving efficiency savings through collaboration. The Partnership has also been able to address the guidance and support issues resulting from with increasing numbers of students learning on more than one site.

However, more significantly, the Partnership is laying down the building blocks in preparation for future national reform of 14 – 19 education and training. The staff involved in the Teacher Learner Groups are effectively re-evaluating the current processes involved in teaching and learning in the light of the need for students to engage in a wider range of learning activities and locations. In particular, the combination of developing programmes of learning, including highly valued and cross-curricular core activities (known within the Partnership as the Personal Challenge) in response to fully rounded Individual Learning Plans (ie including guidance and learning plans, as well as information about achievement) is reshaping our understanding of how schools and colleges should structure the curriculum offered.

Finally, binding and extending these development processes, the Kingswoodonline extranet is acting as a unifying force for the Partnership and for the curriculum which is being offered. Through the extranet:

- ~ staff will be able to communicate directly with groups made up of centres from more than one centre
- ~ staff and students will be able to produce, store and share content and resources across the Partnership
- ~ staff, students and parents will be able to access and add to ILPs according to access rights
- ~ staff and students will use the video-conferencing network to work with the extranet resources online

In effect, the Partnership is engaged in developing a unified and unifying curriculum which incorporates more choice for the student, a more innovative and motivating approach to learning, more personalised learning, an increased emphasis on work-related learning and a more efficient use of resources.

Evidence of actions taken to date to meet the aims and objectives of the pathfinder and evidence of outcomes achieved:

CURRICULUM

- ~ a 14 – 19 curriculum map for Kingswood has been completed and has lead to better co-ordinated provision of courses
- ~ post 16 course provision protocols have been drafted (copy available)
- ~ increased co-ordination and potential efficiency of Post 16 provision achieved by reviewing Year 13 provision (Year 12 average group size 2003 = 14 cf to 12 in 2002)
- ~ Personal challenge programme offered to all Year 10 students in one centre – review of

effectiveness currently underway

- ~ pilot work involving ASDAN approaches to accrediting non-GCSE activities is being undertaken in most centres
- ~ the fully blocked post 16 timetable has been extended to Key Stage 4 (2004 – 2005) for 4 centres to pilot collaborative delivery of specialist courses (to reflect school specialisms), shared college links provision and the development of a collective approach to a personal challenge for all students
- ~ collaborative approaches to delivery of Post 16 personal challenge are being developed in remaining centres
- ~ a reference guide to new specialist courses produced and range of specialist courses extended in all centres
- ~ cross-Partnership development planning has begun (initially for Work Related Learning based on a cross-Partnership peer-based WRL audit)
- ~ an increased range of curriculum-based links with HEIs include an A Level Design workshop with Dyson plc at UWE and Music / Music Technology study days at Bath Spa University College
- ~ initial links made with a City Technology College and an independent school
- ~ further specialist courses being developed for 2004 – 2005 including pilot Applied GCSE in French
- ~ an investigation into the appropriateness of 14 – 19 developments as progression from the existing Key Stage 2 and 3 programmes

GUIDANCE

- ~ online guidance-based ILPs (PLAN-IT) are used with all Year 9 students in all centres
- ~ the concept of ILP has been extended to include learning-based LPs and assessment data through use of Partnership extranet
- ~ a cross-Partnership survey of student opinion about guidance has been undertaken and analysed
- ~ the roles of Connexions PAs and school / college staff is under review
- ~ a 'guidance map' for students has been begun
- ~ the publication and implementation of cross-Partnership offsite protocols supports lead professionals (leading to early evidence of improved selection of students for offsite provision)
- ~ Education Business Links Support Manager appointed and tracking / support of KS4 students working offsite has improved

E-LEARNING

- ~ online learning environment (extranet) has been launched, integration with information management systems begun and online ILPs developed
- ~ cross-Partnership extranet familiarisation has been provided for approximately 200 staff
- ~ pilot groups in all centres have been established (pilot work to be undertaken during Spring Term 2004)
- ~ a Continuity and Progression pilot has begun, involving pupils in 4 primary schools: using the extranet with gifted and talented pupils and using the extranet to deliver parts of the statutory curriculum through personal challenges
- ~ video-conferencing equipment piloted and installed

STUDENT VOICE

- ~ an International Student Council has begun meeting and is developing links with schools and colleges in Malta and the Netherlands
- ~ all Teacher Learner Groups are consulting students / teachers / parents / etc to ensure full participation in development activities

<p>DISSEMINATION</p> <p>~ presentations / workshops for, e.g.:</p> <table border="0"> <tr> <td>South Gloucestershire LEA</td> <td>Gloucestershire LEA</td> </tr> <tr> <td>Staffordshire LSC</td> <td>GOSW</td> </tr> <tr> <td>Bath and North East Somerset LEA</td> <td>Oxfordshire LEA</td> </tr> <tr> <td>Hounslow LEA</td> <td>DfES</td> </tr> </table>	South Gloucestershire LEA	Gloucestershire LEA	Staffordshire LSC	GOSW	Bath and North East Somerset LEA	Oxfordshire LEA	Hounslow LEA	DfES
South Gloucestershire LEA	Gloucestershire LEA							
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<p>Expenditure to date detailing:</p> <ul style="list-style-type: none"> • item; • cost; • related pathfinder activity. 								
<p>Please see table of costings attached.</p>								
<p>Forward look (next 3 months):</p> <ul style="list-style-type: none"> • Pathfinder activity; <p>MANAGEMENT:</p> <p>~ Kingswood Partnership Executive Group is to review the impact of the Pathfinder on the scope and effectiveness of collaborative provision in Kingswood and to plan development priorities accordingly</p> <p>CURRICULUM:</p> <p>~ Year 10 Personal Challenge pilot groups for 2004 – 2005 to be identified and systems to support movement between centres to be finalised</p> <p>~ Year 12 pilot Personal Challenge activities to be undertaken and reviewed</p> <p>~ Year 12 Personal Challenge programme for 2004 – 2005 to be finalised, including adventure challenges, e.g. Outward Bound–style expeditions</p> <p>~ cross-Partnership WRL audit to be undertaken, conclusions shared and cross-partnership development priorities identified</p> <p>GUIDANCE</p> <p>~ integration of guidance and learning ILPs and application within extranet to be continued</p> <p>~ guidance map to be completed</p> <p>~ links with training providers to be extended</p> <p>~ development of peer learning-mentor and art therapy pilots to begin in one centre</p> <p>E-LEARNING</p> <p>~ pilot groups within each centre to trial and review functions of the extranet with a range of classes</p> <p>~ pilot groups in Primary schools to use extranet with gifted and talented students and within Personal Challenge context</p> <p>~ online content to be developed / purchased</p> <p>~ joint project with BBC, Connexions and @Bristol to build interactive website focusing on new media and broadcast industries planned</p> <p>~ Partnership to pool e-learning credits to purchase shared content</p> <p>~ special needs ILP module to be developed for the extranet</p> <ul style="list-style-type: none"> • Financial: estimated expenditure including details of any forecast over/underspend. 								
<p>Please see table of estimated costings attached.</p>								