

Interim report of Review of post 16 education in Doncaster

Introduction

The House of Lords Select Committee on Social Mobility published a report on 16-18 education in 2016. This report, *Overlooked and left behind*, focused on national failings in transition beyond 16 caused by the fragmentation of the different routes available to young people post -16. This fragmentation was exacerbated by the poor profile and low awareness of many of the routes. The report called for the development of a coherent and navigable transition of system overseen by a single Cabinet Minister.

The underlying basis of this national problem is the longstanding failure to treat 16-18 education as a single system of learning. The different routes that can be pursued by young people are managed within administrative silos. One of the central aims of this review will be to make a case for identifying 16-18 education as a single system and to urge the leadership arrangements to mobilise a transformational programme of improvement as well as ensuring breadth of curriculum for all 16-18 year olds.

Within the national context identified in Lords' Select Committee report it is unsurprising that the *One Doncaster* report identified the transition beyond 16 as an area of concern. The report indicated a series of challenges facing transition at 16 in Doncaster:

- incoherent progression pathways for routes into further and higher education, apprenticeships and employment;
- the absence of a system wide learner centred approach that ensures that students do not slip through gaps in provision particularly in the 14-19 age range;
- increasing fragmentation of the education and skills system;
- lack of formal and informal opportunities to coordinate and collaborate across different sectors;
- resources contracting both locally and nationally.

This interim report represents a snapshot on 16-18 education in Doncaster taken in the last three months of 2017. It attempts an overall assessment of the position according to current data available, interviews with some of the key stakeholders as well as analysis of reports on recent exploration of the views of young people from Doncaster.

The report is written in three sections to cover the following areas:

1. overview of 16-18 education in Doncaster;
2. outline of strategic challenges for 16-18 education;
3. further areas of analysis to be made to assist the final report.

The overview of 16-18 education outlines some of the important challenges facing the system and gives support to the national conclusions made by the Select Committee on Social Mobility. The first section of this report will explore some headline indicators on participation of 16 and 17 years olds as well as achievement levels that have been recorded at 19. Such figures will be compared to national levels and this will indicate the particular parameters in which 16-18 education operates in Doncaster. These headline indicators seek to identify the range of challenges that are faced in 16—18 education in Doncaster.

The depth of such challenges requires a focused strategic response and three areas are proposed in the second section of this report. These areas should form the strategic basis for development of 16-18 education in Doncaster. They cover ambition and vision; strategic leadership/oversight and breadth and benefit. Doncaster will not be able to realise its plans for social and economic transformation without appropriate strategic leadership being exercised to support the transition of its young people into work and further/higher education. One of the core tasks of such leadership is to ensure that young people receive education between 16-18 that is both broad and effective.

The recently published *Doncaster Growing Together* represents a significant vision for a transformation of the borough supported by impressive partnership relationships between the private, voluntary and public sector organisations. Such strategic partnership is also reflected in the Education and Skills Board seeking to implement the *One Doncaster* report. The first strategic challenge facing 16-18 education is to capture this ambitious strategic intent in a vision which is both bold and realistic. The outline of the content of such a vision is included in the second stage of this report as a way of opening the discussion on it.

This vision leads into the remaining two strategic challenges: leadership/oversight and breadth/benefit of 16-18 education. The first considers three levels of strategic leadership of 16-18 education in the borough. The second is around the choices at 16 as well as the breadth of learning programmes involved.

Effective system oversight forms the first level of strategic leadership. In the recent past there have been major changes within education and skills that have significant impact on the framework of accountability in which sit the various organisations that make up 16-18 education. To maximise the impact of 16-18 education in Doncaster it is vital that co-ordinated direction and oversight is developed across the government bodies that share responsibility in this area. The recent broadening of the Department for Education's role offers an opportunity for this to take place.

There are significant opportunities for a new relationship to support post 16 education in the borough. The recent opening of three post 16 institutions gives a physical demonstration of this. The New College opened in September represents a positive opportunity for the development of widening the range of A level provision in the borough as well as deepening the curriculum support for provision across Doncaster.

The merging of Doncaster College with North Lindsey College enables greater resources and strategic management to be deployed within the important area of vocational education. Good colleges transform people's lives especially those who have not benefited from their statutory education. The new Doncaster College has the opportunity to make a vital contribution to the development of new skills required in the emerging economy of the region.

The Advanced Skills High Speed College represents the wider ambition of Doncaster to become a natural place of higher learning for many of its residents. The important challenge this presents to the 16-19 sector in Doncaster is how it works with the new college (and other institutions offering advanced level work) to enable young people to access these courses. The vision of advanced skills that is being developed within Doncaster raises important challenges for 16-18 education. The proposed UTC would also play a significant part in transforming the vocational learning and skill base in Doncaster.

Sheffield Hallam University has recognised its wider role in education and skills, for example through its new programme, South Yorkshire Futures. The university has also supported the South Yorkshire Higher Education Participation Partnership (HEPPSY) which is currently working with 6 schools in Doncaster as well as Doncaster College to support and encourage young people from a disadvantaged background to progress to higher education.

The Doncaster Chamber of Commerce has recognised the strategic need to raise awareness of the work place particular among all young people in secondary education. Its programme, the Doncaster Skills Academy, is working with secondary schools in Doncaster to support both enterprise development and the wider awareness of work.

The breadth of economic changes envisioned in *Doncaster Growing Together* will be enabled by a transformed system of 16-18 education. Such changes will be supported by the economic and skills improvements planned through the Local Enterprise Partnership.

The *One Doncaster* report threw down the challenge of how to develop an effective education and skills system which supports Doncaster's wider ambitions. Such a challenge needed to be met by a vision of learning as a lifetime process supporting the continuing development of the whole person. The report acknowledges that in an increasingly devolved education system this could only be achieved by a shared vision and clear partnership working across the whole landscape of education and skills.

This interim report sets out the next stage of the review which intends to complete by March 2018. In its final version the review will set out a series of principles of an effective system of 16-18 education and a series of actions to support them. Through the focus of a single system it will be possible to realise improved breadth and benefit for the young people of the borough as well as develop a platform for current and future economic needs.

Section 1 Overview of 16-18 education in Doncaster

1.1 General Overview

This review is seeking to identify the extent of the impact of these challenges upon young people. The datasets are set within a context of what young people themselves think and the issues they raise about the breadth of education and its role in preparing them for adult life. There are three areas that are considered within this context:

1. Participation
2. Achievement
3. Progression.

The evidence suggests that there are significant strengths in participation in Doncaster:

great strides have been made in narrowing the gap with regional and national comparators in participation rates 16 and 17;

Doncaster has the highest rate of apprenticeships at 16/ 17 in the country;

Doncaster has the highest rate in the country of 16/17 years olds in employment with training.

However there are also longstanding weaknesses in achievement. The latest reported figures (2016) show that:

at level 2 the proportion of 19 years old with level 2 is one of the lowest in the country and has declined since 2015;

at level 3 the proportion of 19 year olds at level 3 is one of the lowest in the country and has declined since 2015;

at level 3 at 19 there is a bigger attainment gap between young people on free school meals with their peers than the national average for such a gap.

The impact of these weaknesses is reflected in low progression rates into Higher Education as well as high levels of unemployment among 18-24 year olds.

There are also system management issues that need further investigation. There has been significant decline in sixth form numbers across the system and the opening of New College will increase this decline. There is also a need to test the readiness of the system to prepare for the new levels and areas of vocational sectors envisaged in *Doncaster Growing Together*.

The second stage of the review will seek a better understanding of the nature of all of these issues. It will also explore what is meant by good system leadership of 16-18 education and make appropriate recommendations accordingly.

Views of Young people

There are very impressive accounts of young people's views on education and wider issues that have been captured within Doncaster. Such accounts will be examined in greater detail in the second phase but one example indicates that young people have great interest in the nature and purpose of the education they receive.

In the recent survey which was part of the *Make Your Mark* national survey of young people. 9,154 Doncaster 11-18 year olds formed part of the 948,677 who took part nationally. This represents a participation rate of nearly a third of the young people involved.

Their top three issues were:

1. Transport (1,510)
2. A Curriculum to prepare us for life (1,312)
3. Work Experience hubs for 11-18 year olds (1,144).

The curriculum they sought involved aspects of adult life including finance, personal relationships and politics. They also supported that knowing where to find work experience can be challenging. The suggestion was made that Government should create an online space to help.

1.2 Participation

Over the past 4 years Doncaster has increased participation at 16 and 17. The participation figures are close to regional and national averages. The headline figure for 16/17 participation is in Table 1.

Table 1 Overall 16/17 participation

% 16/17 in learning	June 2014	June 2015	June 2016	June 2017
Doncaster	85.5	88.6	91.3	91.4
National	89.7	89.5	91	91.5

Source participation in education and training: local authority figures published by DfE 12 /10/17

However there has been a reduction in full time education. In 2016 the full time participation rate was 75.8% and in 2017 it was 70.7%. This figure was lowest percentage nationally and it represents a move away from traditional post compulsory routes in education. In the latest national figures published Doncaster has the largest proportion of apprenticeships in the country. Similarly its proportion of young people in employment with training is the highest number in the country.

Table 2 Breakdown by participation in full time education and apprenticeships

% Participation 16/17	June 2014	June 2015	June 2016	June 2017
Doncaster full time education	73.1	72.2	75.8	70.7
National full time	82.3	81.6	82.5	82.5
Doncaster apprenticeships	5.7	9.4	9.2	13.4
National apprenticeships	4.6	5.3	6.3	6.7

Source participation in education and training: local authority figures published by DfE 12 /10/17

Nationally there has been a drop in this age cohort and the numbers of 16 and 17 year olds in Doncaster have also been reducing. The effect of this reduction has been disproportionate on some school sixth forms.

Table 3 Numbers in school sixth forms in the past 4 years

	Spring 2013/14	Spring 2014/15	Spring 2015/16	Spring 2016/17
Total 6 th form in Doncaster schools	3346	3090	2852	2482
Numbers in preceding YR 11 of schools with sixth forms	3176	3100	3017	2784

Figures from DMBC 7/11/17

The effect of this decline has been to reduce participation rates in school sixth forms to 38% of the cohort. Table 4 records the final participation figures for the 2016/17 academic year against the four main strands of provision.

Table 4 Breakdown of participation (August 2017)

Type of provision	Year 12	Year 13	Total (6674)
School sixth form	1292	1230	2522 (38%)
College non-advanced education	1013	861	1874 (28%)
Apprenticeship training	413	556	969 (14.5%)
Employment with training	112	342	454 (6.8%)

Figures submitted by DMBC on 19/10/17

A comparison between Table 3 and 4 shows in 2016/17 that schools in Doncaster captured most of the Doncaster residents attending sixth forms. The second stage of the review will analyse the impact of New College upon participation and cross boundaries flows and seek to identify any longer term implications on travel to learn patterns as well as wider implications for post 16 education.

1.3 Achievement at 19

Table 5 Percentage Level 2 and Level 3 Achievement at 19

% Achievement at 19	2013	2014	2015	2016
Doncaster Level 2	81.7	83.1	81.4	77.5
National Level at 2	85.0	85.6	86.1	85.3
Doncaster Level 3	48.0	47.8	47.9	44.9
National Level 3	56.3	57.0	57.5	57.1

Level 2 attainment (Table 16) Level 3 attainment (Table 18) published in *Level 2 and 3 attainment by young people aged 19 in 2016* DfE 30 March 2017

Although 16-18 education is much more than the qualifications that young people get as a result of it, the achievement rates at 19 do signal a good indication of the overall health of the 16-18 system of education. Of course achievement levels at 19 are summative: they represent the combination of over 3000 individual journeys through the education system from early years onwards. Accordingly it is important to look at performance at 16 as a benchmark for the progress that young people are making.

Table 6 Percentage of 5 A*-Cs inc. English and Maths at key stage 4

	2011	2012	2013	2014	2015	2016
Doncaster	54.4	54.7	56.6	49.4	50.1	55
England	59	59.4	59.2	53.4	53.8	53.5

Source Local Authority Activity Tool accessed 7/12/17

The performance at for young people who were on free school means is also a cause for concern where there is a significant bigger gap in achievement with their peers than exists in the national averages.

Table 7 Achievement at 19 by young people on FSM (free school meals)

% Level 3 at 19	% of FSM pupils getting level 3 through academic quals.	% of FSM pupils getting level 3 through other qualifications	% of all other pupils getting level 3 through academic quals.	% of all other pupils getting level 3 through other quals.
Doncaster	10.0	11.2	32.0	17.7
National	16.9	19.3	39.4	21.3

Education statistics by LA district and pupil disadvantage published by DfE 06/10/2017

The second phase will explore the implications of this data. The central question is that at a time when Doncaster has closed the gap with national achievement at 16 there has been a reduction in the numbers attending sixth form. There has also not yet been a corresponding narrowing of the gap between national and Doncaster achievement levels at 19.

1.4 Progression of Young people 18 and beyond

The lack of data on the progression of young people was identified as an issue in the *One Doncaster* report. This is one of the areas to be developed in the second stage of the report. There is data available but often with a time lag that reduces its effectiveness as an influence on policy. There are two pieces of progression evidence that can be reported here relating to progression to HE and youth unemployment rates for 18-24 year olds.

The Higher Education Funding Council for England (HEFCE) produce data at a constituency level on HE progression. This table summarises their most recent information.

Table 8 Percentages of 18 year olds going to Higher Education 2016 by constituency, and sub-regional, regional and national averages

Don Valley	28.3
Doncaster Central	26.9
Doncaster North	23.1
South Yorkshire average	27.3
Yorkshire and Humber average	31
English average	32.5

Source HEPPSY 23.11.17

Table 9 Claimant count by age - not seasonally adjusted (October 2017)

	Doncaster (level)	Doncaster (%)	Yorkshire and The Humber (%)	Great Britain (%)
Aged 16+	4,675	2.5	2.2	1.9
Aged 16 to 17	0	0.0	0.1	0.1
Aged 18 to 24	1,140	4.8	3.2	2.8
Aged 18 to 21	715	5.6	3.5	3.0
Aged 25 to 49	2,495	2.5	2.3	1.9
Aged 50+	1,040	1.7	1.7	1.6

Source: ONS Claimant count by sex and age

Note: % is number of claimants as a proportion of resident population of the same age

Although the Doncaster percentages for young people remain some of the lowest in the region, there are some signs of improvement and a narrowing of gap with regional and national figures. In October 2016 5.4% of 18-24 years were claimants in Doncaster, the regional and Great Britain figures were 3.4 and 2.9 % respectively. Similarly in 2016 there were 6.4% 18-21 year old claimants in Doncaster, the regional and GB figures were 3.5 and 3.1% respectively.

The second stage will seek to explore in more depth the nature of destination data in terms of the level and quality of the destinations that young people achieve at 18 and beyond.

Section 2 Three strategic challenges for 16-18 education

The review has identified three strategic challenges which can help to transform the nature and benefit of 16-18 education in Doncaster. The intention behind these challenges is to help Doncaster shape an effective 16-18 education system which makes its full contribution to the wider strategy of social and economic transformation that is being advanced by Doncaster MBC and its strategic partners.

The central burden of the strategic challenge is the articulation of the ambition of 16-18 education through a vision which has the full commitment of all the strategic partners involved in this important area. The outline for such a vision that is developed in this interim report evolves from the analysis of both the *One Doncaster Report* as well as the initial research that supports this report. The critical element of any such vision must be its partner buy in and it is presented here as an illustration of what might be in the scope of such a vision. The precise wording and emphasis should be determined by the partnership.

The outline raises implications for the rest of this section in terms of how strategic leadership and oversight might be developed as well as the consideration of breadth and benefit with 16-18 education

2.1 Ambition and vision

Doncaster is actively engaged in a social and economic transformational programme that is seeking to encourage a wider pattern of employment supported through a better skilled workforce. *Doncaster Growing Together* draws together all the strands of a successful transformation. At the heart of its aspirations is its ambition for transformed learning at all ages as well as the vision of Doncaster as a University City. These are exciting developments which provoke a collective system response from those charged with delivering successful transitions for young people from school to adult life. Co-leadership and strategic partnership of 16-18 education is a way of developing such coherent and effective transitions.

The findings in this interim report confirm many of the concerns expressed by the *One Doncaster Commission*. Young people access a wide range of 16-18 provision and accordingly there is a need for the best careers, information, education and guidance possible to help them navigate the choices that are available. Thinking of 16-18 education as a system helps to shape the idea of it being comprised of four main strands of learning: the academic, the general vocational, apprenticeships and employment with training. Young people need to be supported in their ability to transfer from one strand to another. The achievement figures at 19 result from the combination of performances within each strand and will improve when planning and monitoring is conducted at a system level.

However it is not enough to think merely in terms of qualifications, young people require learning that supports personal and creative development as well as skills that will be useful in the emerging labour market that they will join.

In awarding Doncaster the status of Opportunity Area in January 2017 central government recognised the particular challenges facing Doncaster both in terms of the benefits young people from disadvantaged backgrounds receive from their education and the access of such young people to jobs in the labour market that signal upward social mobility. An effective 16-18 education system would enable more young people from disadvantaged backgrounds to access higher level education and the route to better employment. Any vision that the strategic partners develop should consider the following:

Strong strategic leadership of a coherent system of 16-18 education to provide:

- a simplified , more focused post 16 offer with clear pathways to employment, advanced skills, and university;
 - breadth in post 16 education which prepares young people for adult life;
 - contribution to the changing economy of Doncaster through better preparation for the developing employment opportunities within Doncaster and across the sub-region;
 - improved learning outcomes demonstrated through achievement levels at 19 as well as higher levels of transition into Higher Education and employment at 18 and beyond'
 - a learning offer that works for all the 16-18 years olds in Doncaster and ensures a narrowing of the gap between average Doncaster levels of achievement and those achieved by disadvantaged young people in Doncaster.
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There are at three elements to the strong strategic leadership:

Improved oversight of 16-18 education drawing on the collective strength of central and local government;

Strong local partnership of public, private and voluntary agencies, mobilising support for education and skills in a locality;

Increased collaborative working by providers of 16-18 education empowered as autonomous agencies to combine resources and expertise to support 16-18 education across the board.

The discussion of these elements will form the next two sub-sections.

2.2 Strategic Leadership and Oversight

There are three levels attached to strategic leadership of 16-18 education. Each level is vital for the transformation of this important phase of education. Indeed because of the

increased complexities of both institutional and qualification arrangements post 16 strategic leadership and oversight at a system level is more important than in the mainstream phases. Three levels of strategic leadership are exercised through strategic oversight – a term which seeks to capture system overview and intelligence; strategic partnership- the coming together of key stakeholders involved in 16-18 education and institutional strategic leadership- the engagement of autonomous institutions with core strategic issues which can be tackled through collaborative working.

Strategic oversight forms the first level. The recent changes in system governance in education run the risk of deepening the longstanding demarcation of the different routes post 16. Accordingly they require a new response to system oversight and direction. Such a response is also needed to enable 16-18 education reflect the wider social and economic changes that are occurring.

The initial findings of this report point to the need for closer working of all local and central government agencies that are tasked with the oversight and strategic direction of 16-18 provision and need for the wider understanding of the progression routes which 18 year olds find in further/higher education as well as employment. Within central government this would involve pooling of intelligence from those charged with the oversight of schools, colleges and apprenticeships. Within local government it means the greater facilitation of strategic information across education and skills and in the Doncaster context involves the both the education and skills parts of DMBC as well as the Sheffield City Region LEP.

Such collaboration between central and local government would build on the work already being developed to support the Opportunity Area programme in Doncaster but its focus could be around the challenge of turning current data in this area into intelligence to inform strategic direction of 16-18 education. If this is done properly it will enable the formulation of an improved strategic platform for increasing participation in appropriate and improving 16-18 provision. This will lead to better progression and achievement at 18 and 19. It will also support the wider economic and social ambitions of Doncaster and the sub-region.

The effective operation of the first level will enable the better framing of the strategic context for 16-18 year olds and in doing that it will support the work of autonomous schools and colleges within the system of education. The identification of data to be used to inform strategic oversight and planning should result in a reduction of the data requests put upon such organisations.

The second level already exists in Doncaster and is exercised by the Education and Skills Board. This level seeks to secure the strategic commitment of all the key stakeholders in education and skills and transmits strategic policy intent to the wider education community. The Board will need to consider its operational response to this review as well as the implications about progression beyond 18 that will be raised. However if the Board is

satisfied that the first and third levels are operating effectively it may not need to develop additional activities in response to this report.

The third level of strategic leadership impacts directly on the learning of 16-18 year olds. One of the central organising principles of education policy in England is that schools, colleges and training providers act as autonomous agencies. Their ability to do so in the most effective way is assisted by the framing of the context in which they work as well as the clarity of the accountability expectations placed upon them.

There is significant opportunity for academies and colleges in Doncaster to develop their engagement with the important strategic opportunities that are facing the borough. Such engagement offers the potential for a transformed state of 16-18 education as part of wider social and economic improvements. The next sub-section outlines some of these possibilities.

2.3 Breadth and benefit

In the 1980s the most significant institutional innovation in education in England was the Tertiary College. Such colleges were formed to capture the breadth of options available at 16 within a single institution which enabled young people to navigate these options with the support of this institution. This central idea was not to survive the policy changes instituted from the 1992 Further and Higher Education Act.

The challenge in the modern context is to generate the set of solutions the Tertiary College sought while maintaining the distinct attributes of good school sixth forms, sixth form colleges and FE. In Doncaster this also includes capturing the growing contribution being made by apprenticeship providers and employers.

The set of solutions needed in a tertiary system can be summed up as breadth and benefit: the breadth of choice and of learning and the benefit of appropriate and interchangeable pathways leading to good outcomes and progression. Two aspects are examined here: breadth of choice and breadth of learning. Both aspects support better outcomes for young people.

The first challenge is the breadth of options that can be accessed by young people and the support given so that young people can exercise that choice in an appropriate and effective manner. It is clear that many young people in Doncaster are opting for less traditional routes in post 16 education than their peers elsewhere. In broad terms this might be welcomed but it puts the spotlight on the nature and breadth of careers information, education, advice, and guidance (CEIAG) that is provided in secondary schools. This issue has been raised in the One Doncaster report, the recently published Careers Education, Information, Advice and Guidance Strategy for The Sheffield City Region as well as the emerging priorities for the Opportunity Area in Doncaster. These interim findings add

urgency to the call for improved CEIAG not least because of the numbers of the young people who are opting for employment based learning routes post 16.

One of the shared tasks at all three levels of strategic leadership of 16-18 education is the need to simplify and publicise the various strands of learning available at post 16. Consideration needs to be given to how learning post 16 can be presented in a clearer way to young people. Such clarity should emerge from the greater attention being given to 16-18 education as a system of learning and the developing strategic approach. Indeed greater coherence and clarity of the offer at post 16 is one of the natural outcomes (and indicators) of improving strategic leadership within the system.

One of the problems with focusing on qualifications as an indicator of success in education is that it narrows the process down and runs the risk of diminishing the importance of wider learning including the essential aspects of personal development that good education should be about. The *One Doncaster* report recognised the need for creative and personal development within education and listed what it described as some of the essential skills that can be derived from such education. The idea of breadth in learning form important questions that need to be asked to gain a fuller understanding of the education of 16-18 years old. Gaining a qualification is of itself not sufficient for successful learning and progression. The challenge to all providers of education is that other, less tangible aspects of education and personal development are also part of the learning package that is provided. It is a mistake to concentrate solely on qualifications. As the young people of Doncaster point out there is a need for wider learning that helps them prepare for adult life. Such preparation needs to cover creative and artistic development as well as progression through formal qualifications.

Post 16 institutions will seek to provide such breadth. In the first phase of this review certain ideas were put forward:

- Promotion of the idea of a ‘town centre Post 16 Learning offer’ in Doncaster
- collaboration between special schools on sixth form provision.

Such ideas of institutional collaboration could be extended to secure the breadth and quality of the four strands of 16-18 education:

- the academic offer
- the general vocational offer
- apprenticeships
- employer based learning.

Such collaboration could be borough wide and seek to raise the breadth and benefit of provision as well to develop innovative curriculum practices to future proof 16-18 education in Doncaster. There are challenges as well as opportunities within such ideas as they require the strategic appetite for engagement as the well as the time and resource costs involved.

However they present possibilities for all post 16 providers in Doncaster to collaborate around identified strategic needs to raise the breadth and benefit of post 16 learning.

Young people need to be adequately prepared for a changing adult life. All 16-18 providers need as best they can to keep up with planned developments in Doncaster and the surrounding area. Such developments might lead to innovation both in curriculum delivery but also on curriculum content. An example of this, at its earliest stage of development, is the prototype being developed at the New College's sister institution at Pontefract. This development is an International Baccalaureate (IB) qualification that is more vocational than the traditional IB and it is truly international as it involves schools in Hong Kong.

It is likely that over the next ten years there will be significant transformation of the learning offer post 16 as Doncaster moves into a differentiated economy around logistics, construction and the increasing application of new technology in the work place. This economy will influence and be influenced by post 16 education. The challenge is for 16-18 education to be informed by these developments as well as seeking to be ahead of them.

Section 3 Recommendations for further exploration

The final report of the review will be submitted in early March 2018. The purpose of this section is to outline the likely areas for further exploration over the next three months which will seek to test and develop many of the ideas and findings identified in this report.

Understanding the data and improving intelligence about 16-18 education in Doncaster

The first set of influences on reviewing and planning post 16 education must be the views and experiences of young people. Doncaster has an excellent record in seeking out the articulation of young people's voice. The second stage of the review will seek to capture further and in greater depth aspects of this voice for 16-18 education.

The review will continue to explore data on 16-18 education. It will consider emerging data about the academic year 2017/2018 as well achievement data on performance in 2017. It will also explore in greater depth the views of young people.

There are four key challenges that emerge from the findings canvassed in this interim report:

1. seek an understanding of the impact of the participation figures at 16 and 17 across the four main routes of learning;
2. explore the implications of such participation upon likely achievement figures in the future;
3. seek a further understanding the implications of the performance data of young people previously on free school meals at 19;

4. it will also continue to consider the issue raised in the *One Doncaster* report about readily available and recent destination analysis. This will form part of the discussion with government agencies.

Some stakeholders have raised concerns about the size of some of the sixth forms in Doncaster and their ability to offer the breadth of provision normally associated with a sixth form. This raises a specific issue that will be considered in the second phase of the review.

The second phase will also seek a better understanding of the differential retention rates between 16 and 17 year olds across all strands of 16-18 education. Part of the aim of this analysis will be to gain a better idea of system effectiveness in holding young people at 16 and 17. The final report will provide an account of inflow and outflow of learners in Doncaster.

There needs to be better understanding at a system level of how well 16-18 education is working in terms of breadth and benefit. The second stage will make further analysis of the nature and type of offer being made to young people in terms of breadth and range of learning as well as outcomes and progression.

The report will seek to deploy such data to help inform the understanding of 16-18 education as well as highlight important dates in which new data will become available as a trigger for better system management and oversight.

In summary the second stage of the review will develop the data analyses indicated in section 1 of this report and to use them to develop the principles of an effective system of post 16 education. The aim will be to generate greater correspondence between such principles and the intelligence required to support their development. Further analysis of participation, type of learning offer and learning support, achievement and progression will be undertaken to identify the capacity and readiness of the system to meet the challenges that it faces. A critical element of the second stage of this review is the developing co-ownership by partners of both these principles and the intelligence gathering required.

Ambition and Vision

The challenge facing 16-18 education in Doncaster is how it can respond to the set of ambitions indicated in *Doncaster Growing Together*. As 16-18 education provides a transitional phase for young people going into early adult life, it is a vital component of such ambitions. It meets such challenges through the provision of 16-18 education which provides proper bridges to further/higher education and employment. It needs to ensure this through better alignment between planning the 16-18 curriculum and the wider plans for transformation of the economy and skill requirements.

There are two big tasks that need to be undertaken. Those responsible for wider economic and social changes must ensure that those responsible for planning education are both

informed of their plans and the implications they have for education and skills and also have an opportunity to contribute to the planning of such changes. Secondly 16-18 education responds to the task of making its contribution to the economy, as it is now and as it will be.

The second stage of this review will do some of the groundwork to:

- test the possibilities of greater alignment between planning the economy and its implications for planning 16-18 education:
- seek to establish a vision for the strategic partners involved in 16-18 education.

Strategic Leadership and Oversight

Securing appropriate strategic leadership and oversight in 16-18 education is both the central opportunity and challenge of this review. The gaps identified are the level of strategic oversight and institutional collaboration. The second stage will explore the appetite and potential for increased joint working to fill such gaps. The final report will contain an assessment of the potential in this area. Given that half of 16-18 year olds in Doncaster are involved in vocational programmes those responsible for the oversight of FE and apprenticeships need to be brought into this discussion.

There are three aspects of this exploration that will take place:

1. scoping the possible shape of strategic oversight to be developed by the collaboration of central and local government;
2. scoping the possible outlines of increased strategic collaboration between institutions in Doncaster;
3. identifying the key data required for strategic oversight and a data calendar to enable its timely exercise.

Breadth and benefit

The most direct impact on the learning of 16-18 year olds will be made by the organisations that have responsibility for their learning. This review indicates the need for greater collaboration between providers. Such collaboration needs to be informed by the strategic needs of all 16-18 year olds.

16-18 education cannot remain in the same place. It needs to anticipate changes in the workforce and help provide young people with the values, knowledge and attributes to prosper. Curriculum development and innovation will be key to the constant need for ensuring that young people are enabled to navigate their adult lives accordingly.

The second stage of the review will test the possibilities for better collaboration around the following themes:

- Curriculum entitlement- breadth in choice between the strands and within each strand;
- Quality of provision- best support for teaching and learning across all the four strands;
- Curriculum development – balancing the needs of today with the requirements of tomorrow, enabling institutions to develop their learning offer;
- Access and support- developing clarity in the offer and best practice in learner support including counselling, guidance and transport.

Such themes can be taken forward in several ways and the second stage of the review will assess the readiness within the system for such changes.

Section 4 Conclusion

Since 2015, The Foundation for Young Australians' *New Work Order* research series has explored the implications of automation, globalisation and flexibility upon work, and has sought to consider what this means for young people. In their most recent report they identify that on average a 15 year old today is likely to face a portfolio career containing 17 different jobs spanning 5 different careers across a lifetime. The future by definition is uncertain: however what is likely is that the pace of change will quicken and the implications of technology will transform the workplace.

The Foundation's analysis raises profound implications for the nature of all mainstream education as well as prefigures greater learning at work as well. The challenge for 16-18 education is how it balances preparation for today's employment with the need to future proof the learning of young people as far as is possible.

Despite its historic issues with achievement levels and progression Doncaster is in a good position to enable such preparation to take place. It begins with recognition of the problem. The *One Doncaster* report recognises the need for a different approach to learning which develops the widest ranges of skills and attributes among the young people of Doncaster. There is also a desire among young people for such learning.

In Doncaster there is energised and informed local strategic partnership which is seeking to mobilise resources and intelligence to overcome the range of issues that Doncaster faces. This readiness needs to infect the wider strategic infrastructure of education. Government policy for many years has combined radical institutional changes with traditional curriculum and qualification solutions. However recently the Government has announced its intention to develop *T qualifications* to provide a long overdue strengthening of technical and vocational education.

The Government has also over relied on market mechanisms in education to provide improved outcomes. It is clear that such an over-reliance does not provide benefit for all young people and the recent awarding of Opportunity Area status for Doncaster is recognition of a need for more strategic approach to tackle some deep rooted problems.

The new approach to strategic leadership being developed through the Opportunity Area offers a positive model for the future development of post 16 education. Such a model involves the better collaboration of all agencies involved in education. This report outlines some of the ways in which such collaboration might be developed in regard to post 16 education. The central argument of this report is that new forms of partnership need to be constructed which enable 16-18 education to work effectively for all young people. Central and local government in Doncaster need to co-own both the problems and the solutions that will develop. Within such a context the local strategic partnership can more effectively operate and autonomous local institutions can be encouraged to contribute strategically to the development of Doncaster and its surrounding areas.

The success of such partnership working will lie in its ability to identify and strengthen the principles of effective working of a system of post 16 education. The second stage of this review will seek to construct such principles around the strategic challenges identified in this report.

The young people of Doncaster have indicated a desire for broader education. The data outlined in this interim report points to the need for significant change. Doncaster and its partners seem ready to make the changes necessary to transform education in the borough.

Paul Lally December 2017