

**Updated analysis of potential learner numbers and resulting provision**

In June 2007 I was asked by the 14 – 19 Strategy and Resources Group to scope, or model, possible post 16 provision at AHS in light of available information from the school about its proposals, experience of the provision proposed in York (and elsewhere) and the results of the “Raising Expectations” consultation conducted by the Director of Learning, Culture and Children’s Services in the first half of the summer term 2007. In the resulting paper, I suggested that that the school might reasonably expect to be able to attract learners for an entry/Level 1 strand, 2 or 3 Diploma lines at Level 1/2 and 4 Diploma lines at level 3. I rejected the idea of “Baccalaureate Diploma” provision. Subsequently, I have, with my colleague Anthony Knowles (LSC) engaged in continuing dialogue with the school and responded to its post 16 consultation (September 2007). Over this period the school’s proposal has been refined and differences between it and my June analysis have narrowed considerably. Anthony Knowles and I have consistently sought further information from the school about learner numbers. We are grateful for further details regarding the differences between actual learner numbers and full time equivalent (fte) numbers. However, we have not received any detailed analysis of the number and level of learners the school expects to attract to its provision, save for a 35% retention rate of its own Y11 learners. My June 2007 paper attempted an analysis of learner numbers and levels and linked this to a level of provision which these numbers could sustain. We believe that this is the logical way to approach the issue of sustainable provision.

In the light of developments since June I have revisited this analysis, in order to provide an updated view for colleagues in LCCS and the LSC prior to the proposal being considered by EMAP.

**Baccalaureate Diploma Provision**

Anthony Knowles and I are both agreed that there is no justification at present for the LSC or, from 2010, the LA to commission this type of provision from the school, given the ready availability of academic L3 provision in the City and the widely acknowledged need to reduce existing capacity.

**Level 3 Diplomas**

Our view is that the school should focus on 4 lines. We continue to suggest that these should be Engineering, Manufacturing, Retail and Public Services and are pleased that, whilst removing other Diplomas from its list, it now recognises the potential we have identified for new and distinctive provision in some of these areas. The school suggests that upto 40% of learners may choose to study Diplomas, although we remain more cautious because such a high level of take up would necessarily result in the removal of much successful and popular A level provision elsewhere. In the school’s locality (South East in LCCS structures) there will be a pool of approximately 640 potential Y12 learners in 2013 to access the national entitlement, of whom 65% at best (and only if current upward trends in GCSE results are maintained) could access Level 3. 40% Diploma take up would give about 165

learners. This pool would include a number of All Saints' School learners drawn from outside the locality.

There will be many Diploma lines available in the locality, including at All Saints' and Fulford Schools. Learners will be attracted to Diploma provision at York College and some to provision at other nearby institutions such as Huntington School. If 30% of the South East Level 3 Diploma pool chose AHS, this would give about 50 learners. The school anticipates attracting learners from outside York but has given no details as to where these learners would originate. We do not believe these numbers will be large but, in order to be consistent with the school's optimism, we have included 10 additional learners to provide a potential maximum of 60. This could support 4 lines at 15 learners apiece. The school expects that L3 Diploma learners will spend 30% of their time at another institution. 60 learners on L3 Diplomas is equivalent to 42 fte on this basis. We cannot envisage that learners will opt to come to study a full L3 Diploma at AHS whilst remaining on the roll of another school (they would spend only a day and a half per week at that school).

### **Level 1 / 2 Diplomas**

If 40% of the SE locality pool of potential L1 and 2 learners (about 50) took Diplomas and half came to AHS (other schools in the area appear to be less likely to offer Diploma provision at this level) along with other learners a maximum of 30 learners could be attracted. This could sustain the 2 Diploma lines suggested in the school's latest discussions with us. We would again caution that York schools have had significant difficulty in sustaining post 16 provision at this level. The school suggests that across Entry Level, Levels 1 and 2 learners will spend 40% of their time elsewhere. 30 learners is, therefore, an fte of 18.

### **Other Entry Level, Level 1 & 2 provision**

The school proposes a work based learning strand. We assume that from 2010 this would be based on the Foundation Learning Tier and that initially it would be similar to the current York College / Burnholme "Stepping Stones" model. There is broad agreement across the partnership that such new provision is needed to support vulnerable, hard to reach and challenging learners. In June, I anticipated 10 to 12 learners on such provision. We believe that 12 learners is a reasonable maximum expectation. This is because such provision is widely accepted to be very difficult to establish due to its complexity and to the difficulty of successfully reaching out to include these learners. The existing programme in the locality targeted the recruitment of 12, achieved 8 and has maintained 7 after 8 weeks. On the school's assumption that these learners will spend 40% of their time elsewhere, 12 learners gives an fte of 7 or 8.

### **Conclusions**

On the basis of the optimistic assumptions outlined above about Diploma take up and recruitment of learners, we believe that a core post 16 provision at AHS might involve an fte of upto 70 learners, although this would actually involve over 100 individuals.

We have encouraged the school to look to include its Science specialism by offering to provide the Science based elements of other Diplomas for other institutions. Lines of Learning where this could be possible include Creative & Media, Sport & Leisure, ICT and Land Based and Environment. We have also suggested that they seek to collaborate with other providers on a matrix of Specialist Learning opportunities covering other Diploma lines. There will be links between Retail, Business, Admin & Finance and ICT for example. Such developments might enable the commissioning of additional provision beyond the above core.

We would repeat my final conclusion from the June paper. Creating additional capacity, particularly at Level 3, at Archbishop Holgate's means removing it elsewhere. In June, I suggested that this would require the consensual agreement of other partners. National policy changes announced since June and the confirmation of a commissioning model for post 16 provision give added emphasis to the need for agreement across all members of our 14 – 19 Learning Partnership. Ultimately, national policy is increasingly dictating that the LA will commission only provision which is recommended by the Learning Partnership as being consistent with the needs of learners across the whole of York, meets quality standards and provides value for money.

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