

**Executive Members for Children's Services
and Advisory Panel**

6 December 2007

Report of the Director of Learning, Culture and Children's Services

Post 16 Provision at Archbishop Holgate's School

Summary

1. This report summarises Archbishop Holgate's School's (AHS) plan to develop post-16 provision and provides the context within which the Executive Member can formally respond to the school's proposals.

Context

2. In 2000, the Learning and Skills Act stated that there should be an entitlement to further education and training for young people aged 16-19. Schools and colleges should offer high quality provision that meets the diverse needs of all young people, their communities and employers. 16-19 provision should be organised to ensure that in every area young people have access to high quality learning opportunities across schools, colleges and work-based training routes.
3. Developing this entitlement in September 2003, the five key principles for the re-organisation of 16-19 provision were given as quality, distinct provision, diversity, learner choice and value for money.
4. In 2007, the school's proposals are set in the national context of a high performing specialist school that has opted for a vocational specialism and been given a sixth form presumption by the Department for Children, Schools and Families (DCSF), the guidance and direction given by the DCSF and the DCSF strategy described in *Raising Expectations* (July 2007).
5. The report seeks a response from members about the school's proposals to offer post-16 provision. The current proposal is for a pilot to start in September 2008; an approximate £4 million new build to be completed by September 2009 and provision to increase gradually up to a limit of 160 full time equivalent post-16 learners by 2013.

Overview of school's revised proposals (Annex 1)

6. A post-16 Learning Centre with 160 places which develops and extends existing post-16 provision in the City by offering:

- locality-based provision, addressing issues of travel to learn, retention and achievement in East York identified in the Strategic Area Review
- a focus on applied learning, addressing a shortage of school-based provision in applied learning at entry level, Level 1, Level 2 and Level 3
- employment skills and imperatives for future economic development, particularly the Science City agenda
- a collaborative approach, with partnership working at its heart
- an innovative approach based on lines of learning, business partnerships and new qualifications including the Diploma, in specialist purpose-built facilities
- increased enrichment and credibility through combining specialised Diplomas with an international Diploma
- provision which responds to the aspirations of parents, which broadens learner choice, and which thereby meets DCSF guidelines
- high quality provision in a school graded Outstanding, with high added value, a strong track record of development and success, and acknowledged as having excellent capacity to continue to improve

Background

7. The DCSF Guide for Local Authorities and Governing Bodies on *Expanding a Maintained Mainstream School or Adding a Sixth Form* (Annex 1) establishes that the Local Authority has 'responsibility for strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places.'
8. However, the same report makes it clear that the government wants to 'make it easier for successful and popular schools to expand and is making additional capital funding available' in order to pursue this goal. The Learning and Skills Council (LSC) is expected to confirm a capital grant of approx. £4 million pounds in order to offer post-16 provision through the process described below.
9. The DfES designated AHS as a high performing specialist school with effect from September 2006 and invited the school to apply for an additional role: a specialism in vocational learning. After discussion with the school, the Local Authority supported AHS's bid for a vocational specialism, in recognition of the high standards the school has achieved; its successful track record in working with targeted schools and its self-evident commitment to the importance of vocational learning. LA endorsement was based on AHS' stated commitment to partnership working, to be reflected through the way in which post 16 plans were responsive to identified need and in line with city-wide strategy. The school was successful in attaining a vocational specialism.
10. The DCSF expects a school which has a vocational specialism to play a significant role in developing provision itself as well as drawing on, or buying

in, expertise from local colleges, other schools, training providers and employers to build on and expand the existing applied learning provision in an area. DCSF guidance also indicates that to ensure coherence, this provision should be integrated with local plans for delivery of the 14-19 curriculum: - 'in assessing proposals from high performing schools to add a sixth form, Decision Makers should have regard to the importance of collaborative working.' In this context, the Executive Member is the Decision Maker.

11. Along with the vocational specialism, the DfES granted AHS the opportunity to apply for post-16 provision, with a 'strong presumption' that this request would be granted.
12. An external consultant, commissioned by AHS, completed a feasibility study in March 2007. The key messages, summarised in the executive summary, were:
 - 'A large expansion into level 3 and in particular A level provision is not appropriate nor would it add choice in York. In fact, it could dilute the offer and ultimately reduce the choice for young people
 - "Within the spirit of collaboration across the City, there is a continuing need to extend the provision that targets those young people who cannot currently reach the Level 2 baseline (5 GCSEs at A*-C) by age 16, to expand locality-based applied learning post-16, and to move increasingly to 'stage not age' learning." '(quote extended)
 - The school could 'make a real difference in York' by working with partners to develop 'a new collaborative arrangement' building on the strengths of the partnership which might take the shape of 'a new, purpose built, applied learning centre – or even a learning park.'
 - "The feasibility study concludes, therefore, that Archbishop Holgate's School has an opportunity to make a real difference in York – by developing with partners a new collaborative arrangement that allows them to deliver to their strengths collectively in south and east York through a new, purpose built, applied learning centre.... In this way it will be able, through applied learning pathways, to help tackle the underperformance in parts of York; promote partnership working essential to the delivery of the 14-19 agenda in a way that meets the needs of learners; offer focused provision addressing demand from some of the key economic drivers within the City; and build additional capacity to support the provision for the NEET group (Not in Education, Employment or Training) and those with special educational needs (where there are very good providers but insufficient places)." (final paragraph of Executive Summary).
13. The Headteacher, after initial consultation with governors, staff and 14-19 partners in York, is eager to establish post-16 provision at AHS. The declared intention of the school is to ensure that new provision takes account of city-wide planning, and supports implementation of the City of York 14-19 Strategy.

14. In June 2007, the Director of LCCS required the Learning Partnership 14-19 Development Manager to further investigate the feasibility of AHS' proposals. That paper (which is available to Members on request) highlights that:
- some additional vocational post-16 provision at AHS will enhance the city's ability to provide the national entitlement for 14-19 learners by 2013.
 - the school's analysis of projected numbers is over-optimistic
 - creating additional capacity at AHS, particularly at Level 3 means removing it elsewhere, on the basis of consensual agreement
 - the International Baccalaureate (IB) is not appropriate within the City of York Lifelong Learning Partnership (CYLLP) strategy as it would considerably stretch the schools' resources and another partnership is already placed to offer it

The CYLLP response (Annex 2) to the school's consultation document stated that there was no need for additional Level 3 "A" level provision to be made by the school. This echoed the outcome of the Learning and Skills Council (LSC) Strategic Area Review (StAR) 2005 and is consistent with the external consultant's report from March 2007

The feasibility study recommended three possible sizes – option 1: 160-170; option 2: 250; option 3: 350 – and gave a justification of the rationale behind each option. The school is planning for the lowest end of the lowest option

15. It is envisaged that a minimum of 25% of all learners will be on Entry Level/Level 1/Level 2 provision. On a full cohort of 160 FTE learners, with 35% retention from AHS, and with 75% retention rate from Year 12 to Year 13 in the light of the high percentage of provision below Level 3, Year 12 projections are 56 from AHS and 35 from other providers, and, in Year 13, 42 from AHS and 27 from other providers. These are expected to include learners from Applefields, from outside York, and from commissioned provision.
16. In July 2007, a '*Raising Expectations*' paper was considered by EMAP (19.07.07), outlining the implications of the government's plan to raise the statutory participation age from 16 to 18 by 2015. This, too, has implications for city-wide 16-19 planning of education and training places and draws attention to the following:
- A significant group of young people who are not in education, employment or training (NEET) would be well served by 'stepping stones' provision – a programme built on close liaison between the school and the proposed new provider.
 - There is a need to improve provision, guidance and marketing of entry level and level 1 programmes.
 - Between 20% and 50% of those young people who currently opt out of education and training at the age of 16, might be persuaded to continue. education and training in either a school or college setting if information, advice and guidance is well targeted.

- Specialised diplomas are likely to prove popular for up to 40% learners. However, there is a danger of creating an over supply of places.
 - There is a need to consider how those institutions currently offering level 3 provision already contribute to the entitlement.
17. Significant changes to the funding of post-16 provision are now being introduced. This will culminate in the LA, rather than the LSC, taking responsibility for the funding of all post-16 provision from 2010. From the start of the financial year 2008-9, there will be a shift away from the current situation in which individual providers decide what they will offer and are funded accordingly. In the new funding regime, the LSC/LA will commission only provision which is judged to be needed and of high quality. This decision will be informed by the City of York's Lifelong Learning Partnership's (CYLLP) 14-19 strategy. The LSC agrees that the proposed AHS offer for 2008-2009 is a core part of the city's provision to meet learner need, and is committed to funding it subject to affordability and coherence with city wide 14-19 plans. For subsequent years, it is happy to work with the school's projections for annual expansion as a basis for planning.
18. The new funding arrangements will guide all revenue funding to post 16 providers. Whilst the presumption ensures that AHS will receive capital funding for a post-16 building, decisions about revenue funding will be based on a judgement about learner need. With this in mind, the school has been asked to clearly distinguish between:
- core provision: ie provision which is clearly needed, is endorsed by partners as addressing an identified gap
 - provision the school will ask the partnership to commission: eg provision which reflects its specialist status
 - provision the school will bid for if the opportunity arises
19. The Feasibility Study took place in with formal consultation in late August / September 2007. The Learning Partnership 14-19 Development Manager considered the consultation document by AHS (Annex 4) and prepared a response for the consideration of AHS and of members. The original analysis was updated in October 2007. (Annex 3).
20. Key points are:
- The LA is working with the school to develop a strategy that will lead to successful and efficient delivery of high quality provision across the entitlement and across the partnership where the contribution of each partner will be agreed
 - An expansion of Level 1 and 2 provision post-16 is necessary
 - The school does not propose to offer "A" level courses and that the nature of Level 3 provision needs to be clarified
 - A rigorous analysis of pupil numbers and how many would take up the suggested lines of learning should be provided by the school

- The opportunity provides significant new facilities to support diploma learning in York
21. Members are aware of the fact that the CYLLP's strategy is highly regarded within Yorkshire and Humber, and nationally, as reflected over the years in its achievements as a 14-19 pathfinder; its success in becoming one of only 11 partnerships in the country granted permission to pilot the new Engineering diploma and the fact that permission has been secured to offer 4 of the first 5 diplomas by September 2009. Currently, the partnership is undertaking the ambitious task of drawing up an outline strategy by December 2007 which will demonstrate how, the CYLLP will deliver the new curriculum entitlement by 2013 and offer appropriate provision for 2015, when it is expected that 90% of 16-19 year olds will be in education or training. This will be informed by an understanding of demographic trends, learner demand, economic need and an understanding of the potential of the new diplomas. This outline strategy is in line with DCSF expectations. Key LA and LSC colleagues have been in regular dialogue both with AHS and other providers.
 22. Schools, colleges and work based training providers are currently working with the CYLLP to develop proposals which will lead to rationalisation of some courses and the introduction of new ones. All providers understand that the demographic trend suggests there is unlikely to be any increase in the actual number of young people seeking 16-19 provision. This means that any new provision which is made will displace existing courses. The 14-19 partnership, seeks to build on established success, whilst creating space for the development of new programmes of study, essential if we are to prepare young people to take their place in the modern world.
 23. Also, within the city, and the south east locality in particular, there are 16-19 providers (schools, colleges and training providers) with a proven record of achievement in offering Level 3 provision in many "A" level and diploma-related subject areas. The 14-19 partnership anticipates no need for additional Level 3 "A" level provision, and is very clear that access to academic post-16 courses should be through partnership working and in the context of the CYLLP strategy. AHS would need to make a very strong case before the LSC/LA will commission particular level 3 provision when there are local school and college providers with proven expertise in the same area.
 24. It is within this context that the feasibility of the proposal made by AHS should be understood and considered.

Consultation

25. AHS initially consulted with headteachers, college principals and work-based learning managers on the school's proposal to offer post-16 provision, from September 2009, with a small pilot in September 2008. Responses were mixed, with some partners supportive of the school's intentions and others wary.
26. In August 2007, AHS undertook a formal consultation of parents, staff and the wider community, including the educational community, local councillors and

MPs. There were 232 responses to the questionnaire, with an overwhelming number of these in support of the proposal. 149 parents responded to the consultation; 147 parents were overwhelmingly in support. The LA registers the strength of this vote and considers the aspirations of parents in any decision it recommends. The decision maker is also specifically asked to give emphasis to the views of parents from “Expanding a maintained mainstream school or adding a sixth form: a guide for Local Authorities and Governing Bodies”.

27. It should be noted that whilst the supportive responses tended to be from individuals, the small number of dissenting responses tended to be from significant providers of existing provision. Consideration needs to be given to the balance between the comments from professional groups and comments from individuals – such as parents – who have a strong conviction, informed by their respect for an outstanding school. DCSF guidance notes that ‘the decision maker should not simply take into account the numbers of people expressing a particular view... Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.’
28. The LA and the LSC have been involved in extended and on-going consultation with AHS. Both the LA and the LSC accept that national policy has led to AHS being offered the opportunity to develop post-16 provision. Ongoing discussions have centred on:
 - how new post-16 provision at AHS can help the city to better meet the needs of 16-19 learners in the light of the new national entitlement from 2013 and the new participation age from 2015
 - the scale of proposed capital developments on the AHS site
29. The school has significantly revised its initial proposals to reflect feedback from key stakeholders and learner need across the City. The LA would expect, given the positive climate of these discussions that the school will continue to work with partners and that proposals and practice will continue to reflect CYLLP priorities in the foreseeable future and for the longer term as national strategy develops.
30. The school’s proposals to offer post 16 provision at entry level, level 1 and level 2 are particularly welcome. Its determination to address the needs of very vulnerable and difficult-to-reach learners, currently in the NEET category is welcomed by CYLLP.
31. The LSC is currently in discussion with AHS about the capital build. This process is subject to national guidelines. The project costs are estimated to be approx £4m. 90% will be funded by the LSC and 10% by the Governing Body. No contribution towards capital costs is required from the LA.

Options

32. Officers have taken account of national policy, CYLLP 14-19 strategy, the outcome of AHS' consultation with stakeholders and also considered financial risks.

Basis for recommendations and criteria for decision-making

33. The DCSF paper "Expanding a maintained mainstream school or adding a sixth form: a guide for Local Authorities and Governing Bodies" sets out the criteria for decision making. The following is a summary:
- key DCSF principles of quality, distinct 16-19 provision appropriate to the pastoral and learning needs of the group, diversity for curriculum breadth through collaboration, learner choice – a range of 16-19 settings and a cost effective way of delivering high quality
 - "the best schools are able to expand" to raise standards and boost opportunities
 - diversity of provision
 - increase of parental choice
 - duty to heed wishes of parents
 - "surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places"
 - raw results, relative results, added value, improvement over time, numbers of applications
 - "the strong presumption is that proposals to expand popular and successful schools should be approved"
 - accessibility – travel to learn
 - availability of land
 - availability of funding
 - improved SEN access
 - partnership working with other providers
 - "there should be a strong presumption in favour of the approval of proposals for a new sixth form where the school is a high performing specialist school that has opted for a vocational specialism"
34. Within a CYLLP context, officers have also reflected upon:
- How well the proposals from the school help to meet the priorities of the City of York Lifelong Learning Partnership 14-19 Strategy
 - The quality of partnership working and the commitment of the school to work with partners

- Whether needs of learners from across the City and within the South east locality can be met by the suggested provision
 - Whether the proposed provision duplicates existing provision from other providers
 - The impact of the proposals on learner numbers, provision (fragmentation, range and flexibility) on AHS and other institutions and providers
 - Whether the proposed facilities and capital builds support the proposed provision giving value for money and leading to improved opportunities
35. Officers recommend that members take note of the response from the CYLLP. This response is informed by an understanding of the complexity of the longer term strategy and guided by a desire to ensure that we maximise opportunities offered by the presumption and minimise risks – in terms of quality and best value (Annex 2).
36. Any new school sixth form works in partnership with other providers to ensure young people have access to a wide range of learning opportunities. Decision Makers should have regard to the importance of partnership working.
37. Decision makers should only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

Analysis (based on the criteria above)

Strengths of the school's current proposals

38. The school has a sixth-form presumption from the DCSF and is working with the LA and the CYLLP to use it in the context of CYLLP priorities and the ends of learners across the Locality and the City. As an outstanding school that has been granted a vocational specialism, AHS is, rightly, taking a leading role in the introduction of the new employer-designed diplomas and in supporting the delivery of the CYLLP 14-19 strategy.
39. The proposals meet the five key principles from September 2003.
40. The CYLLP 14-19 Strategy acknowledges that this is a time of change and opportunity during which it aims to build on existing strengths, whilst, at the same time, encouraging innovative developments to better address learner needs.
41. Foundation Learning Tier provision (entry level and level 1) is needed in the city and AHS' proposals will pave the way for formalised progression pathways from entry level through to level 2. This could address the needs of learners who are not currently well provided for in the south east of York.

42. CYLLP 14-19 Partnership (Annex 2) supports the school in considering some post 16 level 3 provision, specifically linked to its areas of specialism (science and vocational learning).
43. The school is working with partners to address the needs of learners and is committed (Annex 1) to developing that partnership working, to maintain dialogue and to offer provision subject to agreement with partners.
44. The school states that it will explore overlaps between lines of learning as details become available and that commissioned delivery would focus on the school's specialisms.
45. The opportunity provides significant new facilities to support diploma learning in York.

Issues still to be clarified - AHS responses to clarification are in italics

46. In line with analysis offered by the 14-19 Development Manager, the LA is concerned that student numbers will be lower than those currently projected by the school and that although building is planned for 160 learners, there are no guarantees that these places will be filled and this would impact on funding.

The school recognises the concern, and believes it can attract additional learners from inside and outside the city, and – as for all post-16 institutions – recognises the revenue risk.

47. The school's outline of proposed provision refers to the offer of subjects such as ethics and philosophy. The LA requires further information about these proposals, in view of the fact that AHS has publicly stated that it will not offer A level subjects.

Archbishop Holgate's is committed to offering an appropriate form of RE post-16 to comply with legal requirements and in keeping with its Church School foundation. A Level provision in Ethics and Philosophy is therefore under consideration. These are the only A Levels the school would deliver. Also under consideration is an alternative framework for accreditation, through an international diploma through which core provision can also be accredited.

48. CYLLP endorses AHS emphasis on developing Level 3 applied provision but it is not yet fully clear about the proposed arrangements for the international diploma. It should be distinctively different from level 3 provision already on offer and should be vocational, rather than academic. The LA needs more information to be confident that this is a vocational learning qualification and is distinctively different from anything currently offered before we can recommend that this qualification be commissioned.

The school has explicitly stated that it is not seeking to offer a programme of 'A' level provision and will not challenge decisions already made about the IB.

The strategic partnership endorses the emphasis on applied Level 3 provision.

49. In the process of consultation undertaken so far, AHS has shown itself ready to modify proposals in the light of discussion. This approach within the context of the CYLLP 14-19 partnership suggests that the LA can be confident that the school will work with partners to develop a programme that builds on partnership and enhances current 14-19 provision.

Options

50. Option 1: Approval of the school's proposals (subject to clarifications as stated in paragraphs 46-48).
51. Option 2: Rejection of the Proposals
In taking up this option, members would be rejecting two opportunities: the first, for capital investment in education and training for both the City and in the south east; the second, to see an outstanding, high attaining and achieving school taking a significant lead on the introduction and validation of applied learning. It would be dismissive of DCSF national policy guidelines.

Corporate Priorities

52. The proposals will help to deliver the corporate priorities:
- Increase people's skills and knowledge to improve future employment prospects

Implications

Financial

53. The school has secured capital funding for its proposal through the LSC 16-19 Capital Fund of up to £4m although this has not yet been finally confirmed. The LSC is working with the school to develop a robust business plan for the proposed new build, one which is based on additional analysis of learner need, projected FTE learner numbers, curriculum plans and the consequent nature of the building work required.
54. Whilst capital funding has been secured through the post-16 presumption, the LA is not in a position where it can be confident that learner need will match all the school's aspirations for post-16 development. At this stage of 14-19 curriculum development, the LA can only guarantee revenue funding for a small proportion of AHS' proposed post-16 provision (based on identified gaps in provision). Whilst open to the possibility of commissioning further post-16 provision from AHS, no firm commitment can be made at this time of major national curriculum change.

The school understands that the financial risk of unfilled places is with the school.

55. Planned changes to 16-19 funding will increase the influence of the funding organisation (LSC/LA) Curriculum provision will be commissioned by the LSC/LA on the basis of learner need.
56. Demographic trends suggest that learner numbers will decline and, even when the learning leaving age is raised in 2015, we anticipate no need for additional provision – simply differently scoped provision. This means that no additional learner income is expected across the city. It is important to regularly review projections to inform strategy and planning.
57. In light of this there is some concern that the school may look to subsidise post 16 provision from resources intended to support its 11-16 pupils. There is therefore a need for AHS to demonstrate that there will be no financial cross subsidy between 11-16 and post-16 provision.

AHS states that no financial cross subsidy between pre-16 and post-16 is envisaged.

58. AHS needs to cost a curriculum offer based on its proposals and CYLLP comments taking account of the costs of developing such provision over a 2-year period.

The school is in active discussion with the LSC over costing a two-year curriculum in line with the new funding methodology beginning in 2008. Figures for 2008-2009 will be finalised in discussion with the LSC once the 2008-2009 funding settlement is confirmed nationally

59. There are no implications for Equalities, Legal, Crime and Disorder, IT. The two options members are being asked to consider do not have any direct HR implications.

Risk Management

60. In compliance with the Council's risk management strategy the main risks that have been identified in this report are those which could contribute to an inability to meet the strategic objectives of the City of York Lifelong Learning Partnership (CYLLP). Operational and financial risks arise if there are a lower than expected number of learners attracted to the new resource, which is also dependent upon confirmation of LCS capital funding. At this point the risks need only to be monitored regularly by officers and the CYLLP.
61. There are some risks associated with any decision made by members since we are planning for major national curriculum changes, leading towards a statutory entitlement in 2013, and are using the best information currently available to predict future trends. Current patterns of provision, estimates of employer need and learner interest have been used to guide the figures recommended to members. However, these will inevitably will change over time.

62. There is a risk that there insufficient 16 –17 year olds in the south east locality who are NEET and likely to access this provision and so make it unviable.

The school has contingency plans for community use.

63. The post-16 presumption means that that LSC is expected to confirm a grant of approx. £4m that will provide the initial capital investment for a new build. There is a risk that this could not be confirmed.
64. All revenue costs will need to be met from existing budget streams and will be informed by City-wide learner numbers, provision, learner need, existing provision and its quality, national and CYLLP strategy. Therefore there cannot be guaranteed funding from the LA for numbers of learners at this stage.
65. The LA would seek to be reassured that the school has the financial capacity to contribute the Governors' 10% and maintain a sound maintenance programme for the rest of the school buildings.

Devolved formula capital cannot fund post-16 new build and is therefore ringfenced – it cannot be used for any maintenance programme. The school understands that the LA cannot fund any differences in, or make any future contributions to, capital costs and that the school is responsible.

66. There is a possibility, despite declining numbers in the City, that other 11-16 schools could see the potential to develop post-16 provision as an avenue that they might wish to pursue under the current requirements of a highly performing specialist school and a vocational second specialism. This response to AHS is based on an informed response to national policy and the strategic priorities of the CYLLP. Analysis suggests that we need to develop the post-16 provision we make to address future need, but we do not need to duplicate it. Further investment in new post-16 provision cannot be a priority for the city.
67. There is a risk that the school could over-stretch itself with the demands of its post-16 proposals which could damage the school's capacity to raise standards at KS3 and 4.

The school recognises that quality of provision in KS3 and KS4 are key to the future success of the school and therefore of post-16 provision. The school has explicitly discussed this at meetings of SLT, of staff, and of Governors. The school is committed to ensuring the highest quality care, teaching, results and opportunities in KS3 and KS4.

Recommendations

68. The Executive Member in consultation with the Advisory Panel is recommended to approve the school's proposals (subject to clarifications as stated in paragraphs 46-48, and 64).

Reason:

- This option recognises the strength of the school and its ambition to take a lead as a high performing specialist school with a vocational specialism
- The school meets all the criteria as described in para 33
- It provides a framework for development and opportunity in line with CYLLP 14-19 strategy. This strategy and partnership recognises the strengths of existing 16-19 providers and seeks to ensure that AHS plans help the city to improve provision for those young people who currently tend to opt out of education at the age of 16 and to help meet the needs of learners across the City by offering extended choice and diversity
- It is an opportunity to develop existing partnership work and provide additional facilities for learners
- It allows for further debate about the detail of this proposal. We propose that the school is asked to amend its proposal (see appendix 6) to clarify how its proposals fit within the new funding regime. In particular, members need to be assured about:
 - which programmes are core, definitely needed and therefore certain to be funded
 - which programmes the school wishes to offer and will seek access funding through a commissioning process
 - the school's contingency plans to manage the costs of running the new building: in the short term as curriculum provision is gradually scaled up; in the long term if expected learner numbers are not secured

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Report Approved Date

Specialist Implications Officer(s) *List information for all*

Financial
Richard Hartle
Finance Manager
4225

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers:

- DCSF Green Paper 'Raising Expectations
- Expanding a Maintained Mainstream School or Adding a Sixth Form (DCSF)

Annexes

1. AHS Post-16 Learning Centre Position Statement (AHS' paper, November 2007)
2. Initial response on behalf of CYLLP (Learning City York) (September 2007)
3. Updated analysis of potential learner numbers and resulting provision (October 2007)
4. Consultation Document from Archbishop Holgate's School (September 2007)
5. Consultation Responses (September 2007)