

Be inspired

better future

Improving Bristol Post 16

Education, Skills and Career Pathways
Strategy 2019 - 24

world class
post 16
education

skilled

fulfil your
life ambitions

Better
qualified

BRISTOL
LEARNING CITY



Foreword

Bristol is proud to be a UNESCO Learning City and our Learning City Partnership has a strong ambition to enable all young people to achieve their full potential in learning, life and work.

Many young people in Bristol are achieving great education success and have a smooth pathway into further and higher education that leads to great careers. However, too many young people from all parts of the city are failing to meet their full potential; they are disengaging early or leaving education without a clear picture of their skills and the best fit and pathways into employment opportunities.

Leading post 16 providers have come together to change this situation. They have worked together by carrying out research and developing a collaborative strategy with clear priority actions. This plan is designed to change the way we work with young people, parents/carers, providers, and employers to build a post 16 system for the 21st century. With this document, we are making a commitment to young people so they can

benefit from more diverse and technical education opportunities and apprenticeships, from inspiring employer engagement, from improved careers information, advice and guidance, improved targeted support and a co-ordinated curriculum that is more linked to the world of work.

The priorities outlined here can only be achieved through world class partnership work – with active involvement of young people and their parents/carers, generous collaboration between education and training providers, and increased contributions from local employers.

City leaders and partners are now mobilising to move from planning to action to help us transform the future for our next amazing generation. We thank them in their help in the challenge to make Bristol a more equal place to live and work.

Marvin Rees

Mayor and Executive
Director of People



The transition from secondary to the array of post 16 pathways available to young people today is often one of the largest changes and academic decisions young people have had to navigated at that time.

This decision can decide the foundations of their future in the adult world. The different options ranging from A Levels to apprenticeships are often not explained and introduced to young people in a way that enables them to fully utilise all the potential of their chosen pathway. In some cases options that would really benefit that young person are unknown to them.

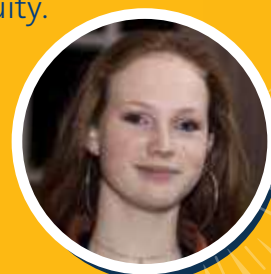
This post 16 strategy outlines how some young people are currently being let-down by the system and provides a plan that will help students to prosper post-secondary school.

Heavily based in the feedback and experiences of real students the strategy outlines plans that will truly benefit the young people in our community and create a transition that has minimal stress and ambiguity.

This is something I know I personally would have benefitted from.

Siena Jackson-Wolfe

Bristol City Youth Mayor



Executive Summary



Key Themes

1 Improve the Bristol Post 16 curriculum and Pathways

2 Improve earlier career insights

Our Priority Actions

- a Introduce free bus travel for all 16 to 18 year olds who progress into education and training so that no matter where young people live they can access post 16 provision without additional travel costs
- b Design a co-ordinated and collaborative curriculum offer that aligns with major local developments and employer skills needs and provides young people with clear pathways into positive and sustainable employment outcomes,
- c Ensure there is a tailored offer, outstanding support and successful outcomes for all young people at risk of disengaging, including those with additional learning needs, those with an EHCP and young people in Care/ Care Leavers between ages 16-25 and beyond – including supported internships and re-engagement, in-year, rolling provision
- d Expand the city Traineeship and Apprenticeship offer across a range of sectors and levels, with targeted support to reach young people facing the greatest challenges, and accelerated through a city wide campaign to support employers to create great new apprenticeship opportunities and to sponsor young people through levy sharing.

Our Priority Actions

- a Show young people how their learning choices relate to future potential career destinations, achieved through targeted experience of work, collaborative careers events, case studies and online links to employers in the city
- b Grow the availability of enterprise education so that young people can develop their overall confidence and skills, as well as developing specific knowledge and contacts to start their own business
- c Organise more engagement for young people with people 'like them' who have chosen certain pathways to share their experience and act as positive role models
- d Engage employers to enrich the curriculum offer and student experience – including experience of work, apprenticeships – enabling employers to understand education settings and young people's needs.





3 Engage, inform and listen to parents and carers

Our Priority Actions

- a Provide accessible information for parents about post 16 opportunities and options from year 7 onwards – including online information; post 16 provider events; integrating careers into school parent evenings; and dedicated events for parents of young people with SEND
- b Provide shared experiences for parents and young people – for example: through joint careers events (extending into evenings); a career focused Family Learning programme for primary school aged children and their parents in priority communities; piggy backing the Future Quest programme to target priority parent groups.
- c Produce Learning City post 16 communication through a range of media for parents/carers – and also for the city – providing insights into education, employment and training opportunities and individual stories to inform and inspire.

4 Engage, inform and listen to young people

Our Priority Actions

- a Ensure young people can directly influence service planning and delivery through a range of mechanisms – focus groups, surveys, student forums and ambassadors. This should be extended within a school setting and capture the voice of significant years like Year 13 – What didn't work? What could be better? Consider a youth summit to launch our new way of working.
- b Consider whether CEIAG can be integrated within the PSHE offer so that it is regular and embedded and also helps to support young people's resilience and positive mental health
- c Don't drop / swap – students need to be supported to stay in training and education so guidance on careers should also recognise that some students change their minds and that things will still work out ok.

5

Improve staff training and support

Our Priority Actions

- a Ensure that teachers and other school based staff benefit from initial and continuous training to prepare young people for successful transition at post 16. Start by sharing case studies and organising shadowing opportunities across pre and post 16 providers. Explore how teaching schools might contribute.
- b Ensure that staff providing CEIAG can access continuing professional development and accreditation and that there is peer review and support to help standardise and improve local services.
- c Recognise and reward exceptional post 16 support provided by staff – celebrate the 'X factor' when staff make a lasting difference through their advice and engagement with young people.

6

Support providers to work together and thrive

Our Priority Actions

- a Increase and share funding to back this plan and to increase the availability of high quality post 16 provision, including: apprenticeship levy sharing; ESFA 16-19 funding; capital funding; WECA investment funding; other match funding e.g. Future Quest
- b Support independent providers to access direct funding for their specialist post 16 provision, including both capital and revenue funding
- c Explore options for an LCP kite mark for the Bristol family of Post 16 Providers linked to WORKS branding (Bristol Providers WORK – PBW).



Section 1

What we want to achieve



This plan has young people at the front and centre. The Bristol Learning City Partnership wants to see all Bristol young people progress to education, employment or training at age 16 – to become better qualified, skilled and ready to progress to further success in education, work and life. This means we have to work differently to prevent young people from disengaging and dropping out of education early. We also want to prepare young people for a world which is rapidly changing both economically and socially.

A word about language

We have set out to write a plan in plain English which can be accessed by young people – including those that have taken part in focus groups and surveys to inform this plan. Government officials and professionals involved in the post 16 world talk a lot about ‘NEET’ – i.e. not in education, employment or training. We believe this term is very unhelpful as it tends to focus on symptoms rather than the causes of disengagement.

By branding young people as NEETs, we are identifying them as a problem rather than focusing on why they are disengaging in the first place. For many young people, dropping out may actually seem like a rational response to their circumstances. Through this plan, we want to move beyond the idea of NEETs and find new ways we can improve the way we support young people to step from education into work – removing disengagement and firing up all young people about their future options.

What's our current Post 16 offer?

Post 16 services aimed at Bristol young people are made up of three different 'chunks' of activity:

Education and Training

There are different learning options available after year 11 for young people, all of which provide recognised progression routes to university level study or work:

Vocational and technical courses

include strong links to industry and the workplace. Alongside developing specialist technical skills, they also develop young people's broad employability skills such as team work and problem solving skills. Most vocational study programmes involve work placements and / or work related experiences. Popular vocational programmes include diplomas, certificates and the new T-levels; they generally involve some, but fewer exams than academic pathways.

Academic courses, including A levels, are classroom based learning similar to GCSE learning but at a higher level. Typically, a young person will study 3 A levels over a two year period. Achievement is assessed through a series of exams at the end of the two year period. Young people undertaking an academic pathway will still have opportunities to develop their wider skills and interests through volunteering and other enrichment activities.

Apprenticeships and traineeships offer a young person opportunities to learn whilst they are employed, and whilst earning a salary – “earn while you learn”. Apprentices learn mainly in the workplace combined with regular college-based “off the job” learning and progress reviews in the workplace.

Achievement is generally assessed by the completion of a portfolio of work, and completion of practical assessment activities. Apprenticeships are available from level 2 to graduate level in different sector areas.

Traineeships are available at level 1 and are suited to young people who enjoy a mix of practice learning in the workplace in addition to college-based employability skills development.

Young people with Special Educational Needs can progress from classroom based learning to a **Supported Internship** with an employer.

Further details of Bristol providers and programmes are listed in our annual [Post 16 Directory](#).

Careers and Employment Support

In accordance with the Governments [Careers Strategy](#) all schools and colleges organise impartial advice services that follows the [Gatsby Guidelines](#). There are a range of delivery methods and resources that are used by providers to deliver Careers, Education Information Advice and Guidance (CEIAG). They range from specialist Careers Advisors (internal and external from school), careers Study Hubs, preference websites and ‘apps’, exploration employer open days and external speakers

Bristol City Council oversees the [LCP WORKS](#) programme which works with schools and employers to develop tailored experience of work activities for students. The WORKS framework is closely matched to the Gatsby benchmarks and experience of work programmes empower young people to make informed decisions about post 16 options. WORKS also coordinates the Career Coach project, a bespoke five year coaching programme that matches children in care with local employer mentors.

Bristol City Council also manages and commissions a number of Employment Support programmes – including [Future Bright](#) which supports those in work to develop their skills, increase their income and progress their careers. Bristol WORKS for Everyone is a bespoke provision for people who have learning difficulties that starts from year 9 with careers exploration and moves beyond year 11 with progression planning and supported mentoring into paid employment.

WECA manages the [West of England Careers Hub](#) alongside the Local Enterprise Partnership. The Careers Hub works with 25 schools and colleges from across Bristol, Bath & North East Somerset, South Gloucestershire and North Somerset. The schools and colleges management team are supported to improve careers opportunities and work experiences for young people, allowing them to make more informed choices about their careers.

The DWP provides a school liaison officer who provides a range of support to schools, including: provision of labour force information, attendance at careers events, brokering introductions to employers and supporting careers progression. The officer works directly with young people to support applications

3 Youth Participation and Support

Bristol City Council manages a [Post 16 Participation Service](#) which promotes, encourages and tracks young people between the ages of 16-18 (and up to age 25 for those with learning difficulties) to participate in education, employment or training, reducing the number of young people who are not in Education, Employment or Training (NEET).

The local authority also commissions [Targeted Youth Support](#) which is provided through the Creative Youth Network, working closely with the Council's Post 16 Participation Team and the Early Help locality teams. This service provides target interventions for young people aged 12 – 25, including: engagement with education, employment or training, specialist youth work, wellbeing work, and relationships interventions. Some specialist local provision is also subcontracted which provides engagement and re-engagement services, for example: Youth Moves; Babassa.

A number of linked front line services support young people who face a range of challenges to progress to post 16 opportunities, including: the Hospital Education Service; Children's Social Care; SEND Team; Families in Focus.



Section 2

What does the data tell us?

Bristol young people who are not engaged in education, training and employment

- In June 2019, the number of Bristol young people academic age 16/17 (year 12 and 13) who are not in education, training and employment is 230 (out of a total cohort of 7740)
- The current number of young people whose destination is unknown is 360 (out of a total cohort of 7740)
- The current number of Children in Care/ Care leavers with a Bristol postcode who are NEET is 13 (out of full 16 – 18 age participation cohort of 35)
- The national average NEET rate for Children in Care and Care leavers is 31.18%
- Children in Care and Care Leavers are 4 times more likely to be NEET
- The current number of NEET young people with an EHCP in Bristol in March 2019 was 285 (out of EHCP 16 – 25 year old full cohort of 663)
- The national average NEET for young people with EHCP is 41.3%
- Young people with an EHCP are 5 times more likely to be NEET

61,830
5.5%

% of young people **not** in employment or learning in **ENGLAND**

590
7.7%

% of young people **not** in employment or learning in **BRISTOL**

Source: 16-17 year olds recorded in education and training and NEET by local authority, 2019

13
37.1%

% of cic/care leavers aged 16 & 17 **not** in employment or learning in **BRISTOL**

285
43.1%

% of young people aged 16-25 with EHCP **not** in employment or learning in **BRISTOL**

NEET Scorecard Quintile Performance

- ✓ The Department for Education produce an annual scorecard to benchmark each local authorities Post 16 performance against the rest of England
- ✓ LA performance is rated and placed into one of 5 ranges (quintiles), 1 being good and 5 being inadequate, based on set criteria which include:
 - a Percentage of young people not in education employment or training (NEET) (Low to High)
 - b Percentage of young people in learning (High to low)
 - c Percentage of young people receiving a guaranteed offer of a place in September (High to low)
- ✓ In 2016, 2017 and 2018 Bristol was placed in the 5th quintile for overall performance

Source: 2018 DfE NEET Scorecard

NEET

5

In Learning

5

September
Guarantee

4

5

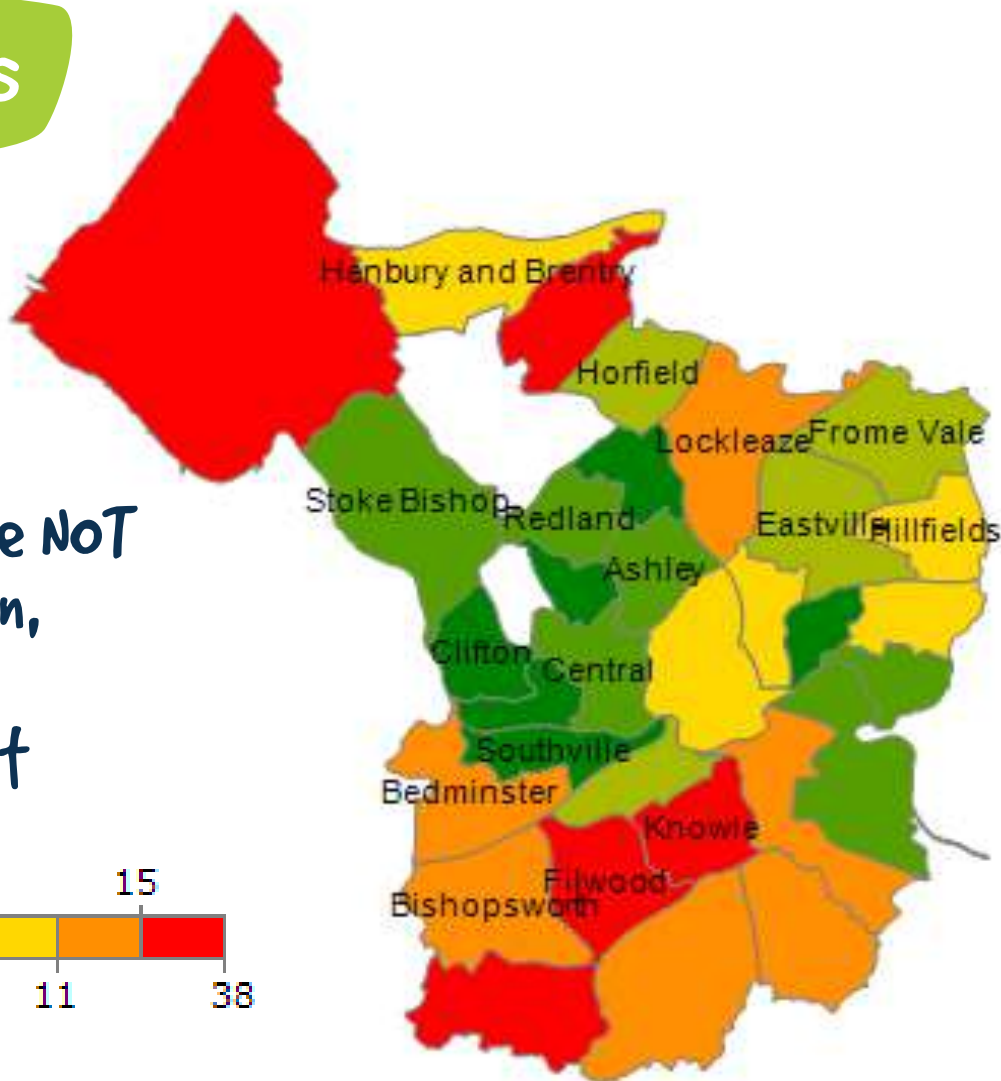
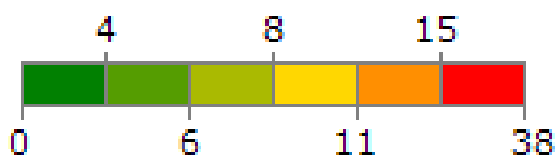
RAG rating

1 2 3 4 5
Good → Satisfactory → Poor

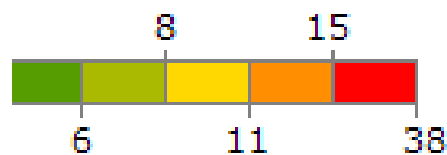


Ward Maps

Young people NOT
in education,
training or
employment



Young people with
No known
destination



Equality and Diversity

Participation of BAME young people academic aged 16-17

It is estimated that in May 2019 1896 (24.5%) young people in the total 16 to 17 (7749) cohort are from BAME communities.

Type of provider	Number	% total BAME cohort	% in non BAME cohort
School 6th form	799	42.14%	36.21%
6th Form College	304	16.03%	11.50%
FE College	662	34.92%	36.87%
Apprenticeship	31	1.64%	5.07%
NEET	31	1.64%	3.79%
Not Known	42	2.22%	3.50%
Other*	27	1.42%	3.06%
TOTAL	1896	100.00%	100.00%

* employment, custody, re-engagement, gap year

Source: May 2019 NCCIS tracking data

Participation of young people aged 16-25 with an EHCP

It is estimated that 805 (9.8%) young people in the total 16 to 25 cohort (8211) have an EHCP.

Type of provider	Number	% total BAME cohort
School 6th form	122	15.16%
6th Form College	13	1.61%
FE College	277	34.41%
Apprenticeship	8	0.99%
NEET	71	8.82%
Not Known	310	38.51%
Other*	4	0.50%
TOTAL	805	100.00%

* employment, custody, re-engagement

Source: May 2019 NCCIS tracking data

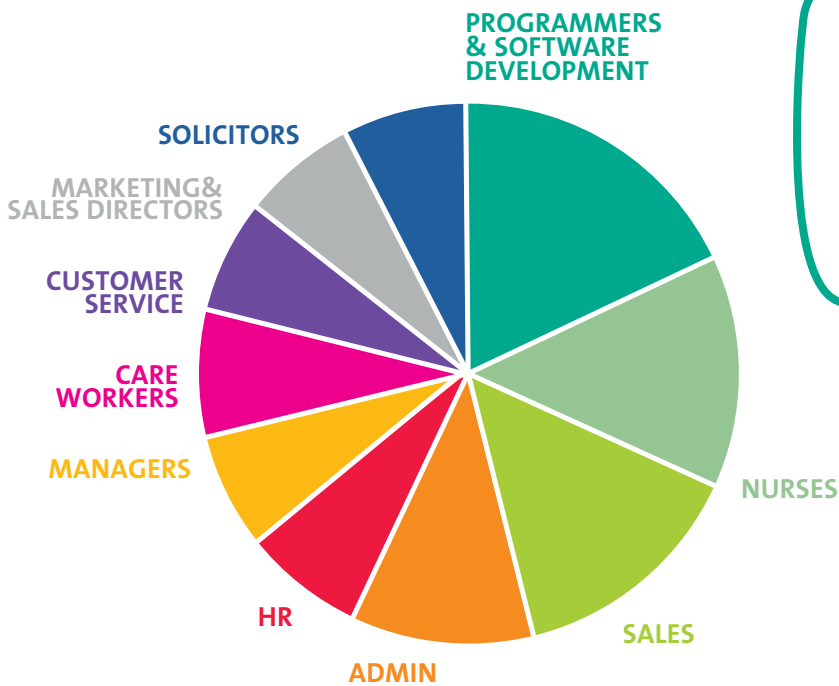
Young people who are BAME

- The take up for attending a school sixth form or a 6th form college is greater within the BAME cohort than the Non BAME cohort
- BAME young people are taking up significantly less apprenticeship opportunities as a Post 16 pathway compared with Non BAME young people.

Young people who have a EHCP

- There are a high number of young people aged 19-25 with a live EHCP whose destination is 'unknown'
- It is not possible to provide like for like data for young people with an EHCP (16-25) and the Non EHCP (16- 18)

Local Key Employment Sectors



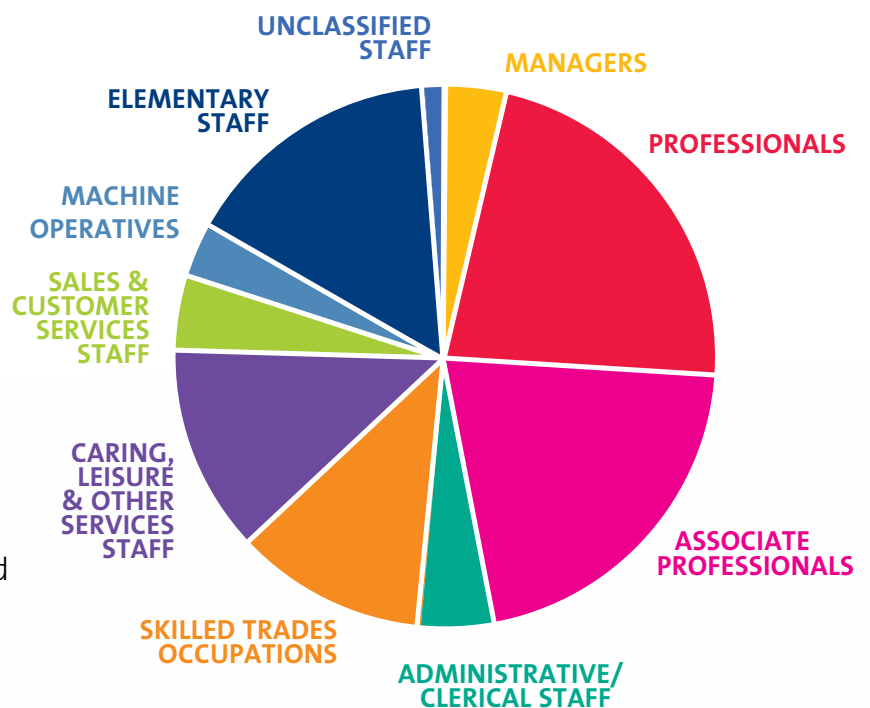
Most advertised positions in the South West

Source: Employer Skill Survey (ESS) 2017

Hard to fill vacancies in Bristol

Source: Employer Skill Survey (ESS) 2017

- For young people wishing to remain in the South West area, the highest number of advertised positions are for IT specialist roles, nursing, sales and administration
- Employers in Bristol are reporting hard to fill vacancies across all skill levels – including elementary, skilled trades and associate professional and professional roles.
- There are many job vacancies that are advertised through more informal and industry specific channels – particularly in relation to sectors such as construction, hair and beauty, TV and film production
- It is critical that providers plan a curriculum in partnership with employers to provide clear and supported pathways for young people into a range of job roles with good progression opportunities.



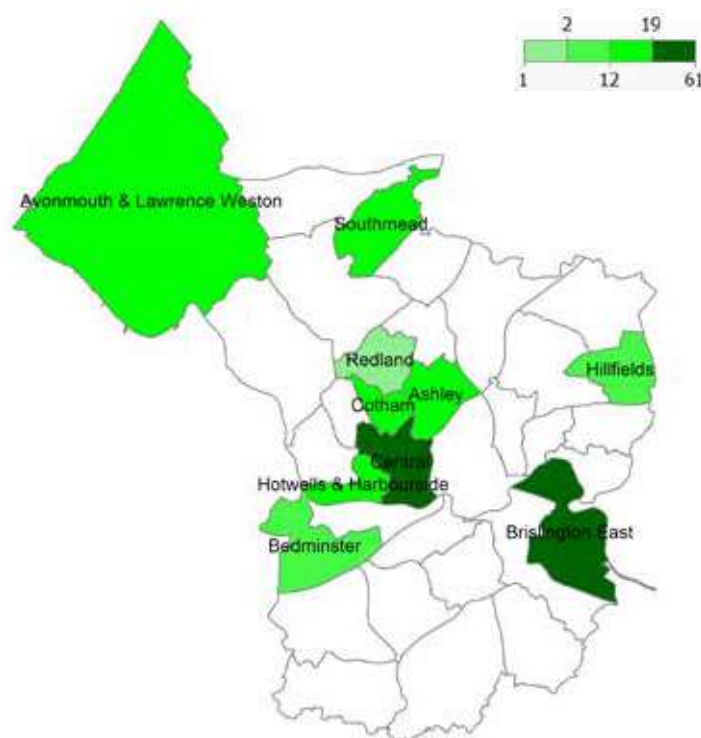
Geographic and subject spread of provision

The maps below show the location of Bristol centres where A Level courses, apprenticeships and vocational courses can be studied:

City of Bristol A Level provision

Source: May 2019 Survey of subject provision in Bristol

Main subject	Number of courses
Art and Design	11
Sociology	10
Science	10
Religious Studies	10
Psychology	10
History	10
Geography	10
Business Studies	10
Mathematics	9
Language	9
English	9
Music	8
Finance	8
Physical Education	7
I.T	7
Drama & Theatre Studies	7
Media Studies	5
Law	5
Design Technology	5
Philosophy	4
Health & Social Care	4
Extended Project	3

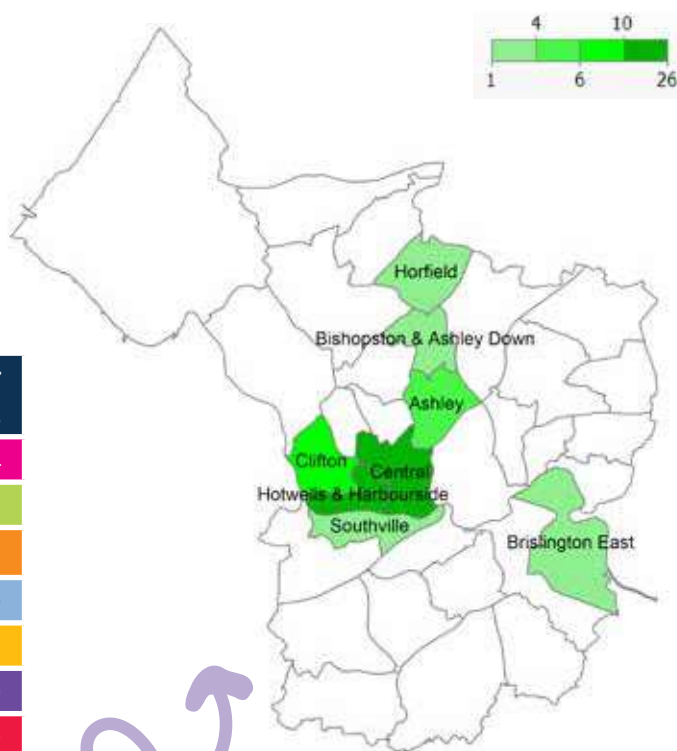


- There is a lack of A Level provision across the South of Bristol and parts of North Bristol which means some young people have to travel further to access provision which involves more cost
- Some providers operate selective entry policies; even where it may appear that there is a good level of provision, this may be closed to young people living in the local community who do not meet the entry criteria (e.g. Avonmouth and Lawrence Weston)
- Though Bristol benefits from a positive spread of subjects there is scope to expand A Level provision in key growth areas e.g. science, technology, engineering and maths, including IT.

City of Bristol Apprenticeship provision

Source: May 2019 Survey of subject provision in Bristol

Main subject	Number of courses
Construction	14
Business	13
Customer Service	13
Engineering	10
Hospitality	10
Marketing	10
Teaching	10
Accounting	9
Health and Social Care	8
Childcare	7
Hair and beauty	6
Painting and decorating	6
Sport	5
Retail	4
Arts	3
Motor vehicle	3
Law	1



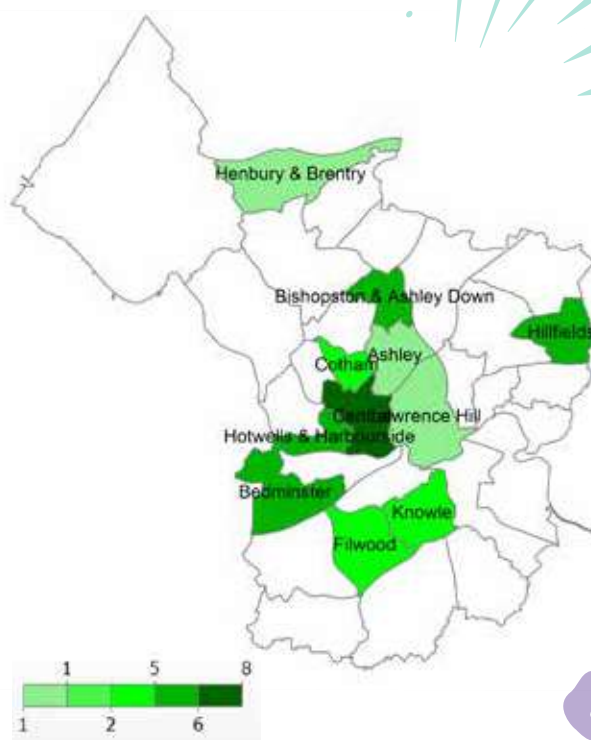
- This map shows where the apprenticeship learning delivery takes place – often different from where the employer is based
- Whilst there is a good spread of sector areas, there is a need for more apprenticeships in growth areas, e.g. digital, TV and film production, law, health and social care
- Many learners on low incomes face long and expensive journeys to learning centres
- There is a need for pipeline and more systematic planning to link apprenticeship growth to major developments and growth
- There is a need for apprenticeship pathways from entry to level 3 and level 4
- Currently this map does not show the delivery of traineeships or supported internships



City of Bristol Vocational provision

Source: May 2019 Survey of subject provision
in Bristol

Main subject	Number of courses
Other Courses	9
Health & Social Care	6
Performing Arts	6
Business, Finance and Law	4
Media	4
Art and Design	3
Sport	3
Applied Science	2
Construction	2
Information Technology	2
Land-Based & Horticulture	2
Music	2
Animal Care	1
Engineering	1
Public Services	1
Travel, Tourism & Hospitality	1

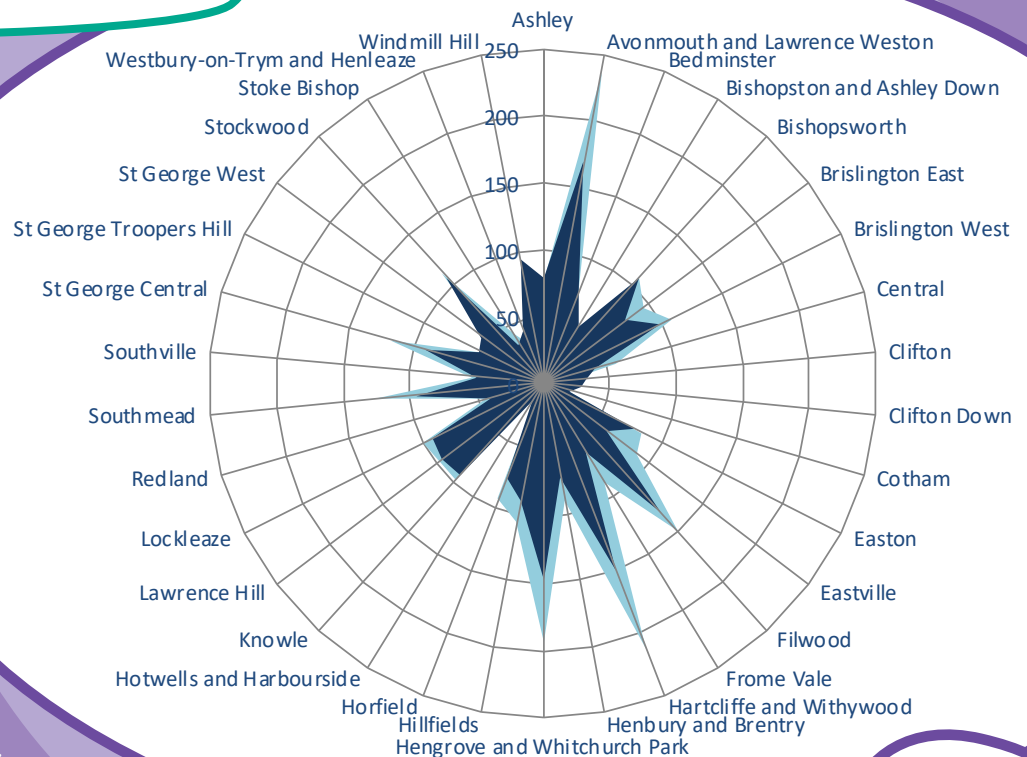


- Vocational training often requires specialist equipment so it is not expected that there will be an equal geographic spread, although this raises transport issues again
- The map shows a broad vocational training offer which extends into Bristol with route ways to HE
- From this map we anticipate that those young people who live on the boundaries are accessing other local authorities post at provision
- There is huge scope to build an expanded and focused collaborative offer across FE, schools and independent training providers.



Apprenticeship starts by ward 2006 to 2018

Source: May 2019 Survey of subject provision in Bristol



2016/17
2017/18

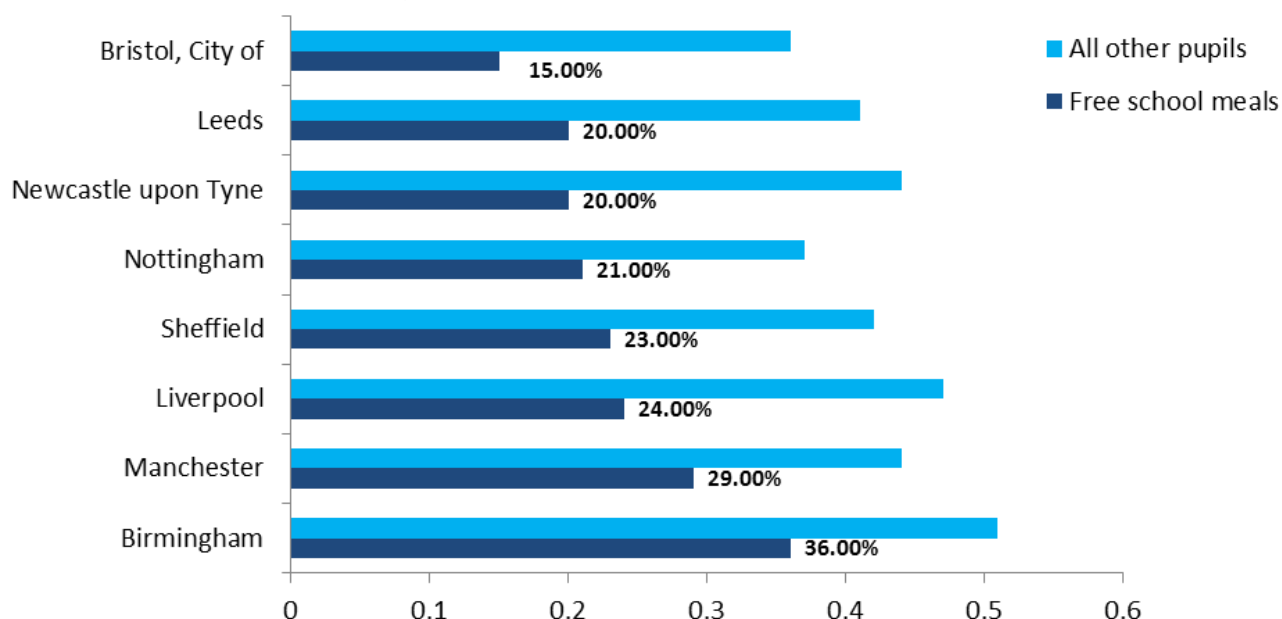
- Nationally there is a downward trend in the take up of apprenticeships from 2016 to 2018 and this is reflected in the data for Bristol
- In the diagram below, we can see that the take of apprenticeships in the least deprived wards in Bristol is significantly lower than in the most deprived wards
- 2017/18 saw a fairly big reduction (374) in the number of starts by learners from the most deprived areas in Bristol
- There is a significant decrease in the number of learners from the wards rated as most deprived to the 2nd most deprived (2489) and then again to the 3rd most deprived ward areas (929)
- There is anecdotal evidence that this decrease has resulted from changes to national funding arrangements for apprenticeships and the move from frameworks to standards.



Higher Education Participation

Source: Gov.uk Widening participation in higher education 2018

Estimated percentage of 15 year old state-funded and special school pupils by Free School status who entered HE by age 19 by core cities



- This chart shows the estimated percentage of pupils from state-funded and special schools by Free School Meal status who entered HE by age 19 by local authority (data coverage 2006/07 to 2016/17)

Bristol has the lowest entries into higher education at age 19 when compared to the other 7 core cities within England

- HE students are those on programmes of study for which the level of instruction is above that of level 3 of the National Qualifications Framework, e.g. courses leading to the Advanced Level of the General Certificate of Education (GCE A-levels), the Advanced Level of the Vocational Certificate of Education (VCE A-levels) or the Advanced Higher Grade and Higher Grade of the Scottish Qualifications Authority (SQA) Advanced Highers/Highers).

Ward Map

Education & Social Mobility

In order to paint a picture of “journeys” taken by young people within the city three key areas of performance have been analysed by ward area. These areas are:

- The number of pupils achieving a pass at GCSE in maths and English as % of the ward total
- The number of NEET and Current situation not known young people as % of the ward total
- The likelihood of a child progressing into Higher Education

The performance by each ward has been placed in a quintile (**1 being the worst** and **5 the best**) to allow for a comparison against the 3 KPI's and other ward areas.

From this we can see:

There is a strong correlation between young people in the worst performing ward areas for passing maths and English at GCSE and the negative impact on their onward journey into the Post 16 environment and Higher Education – only Ashley shows an improvement in quintile performance from GCSE to Higher Education.

The 3 ward areas that see the largest drop in performance from GCSE attainment to HE entry are all in the south of the city.

The exception to this is when looking at the mid quintile position for GCSE achievement where the data suggests areas in the north of the city (Clifton, Hotwells) still have a good chance of entering higher education

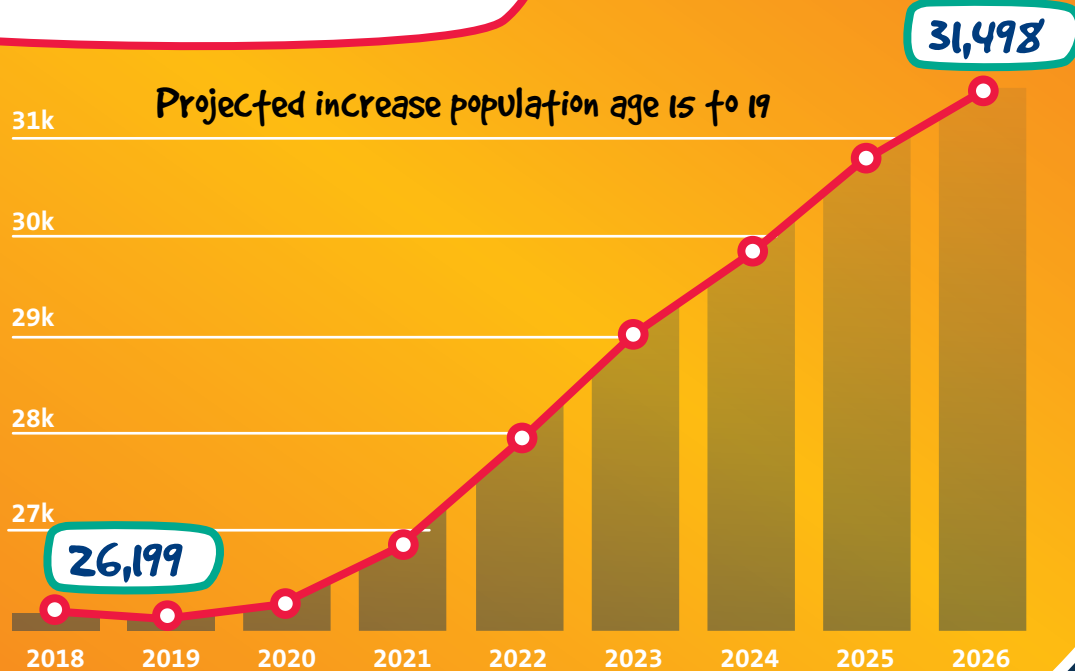
Estimated percentage of 15 year old state-funded and special school pupils by Free School status who entered HE by age 19 by core cities

Ward	Quintile position for student in Ward achieving 9 to 4 (equivalent to A* to C) in English and Maths GCSE	Quintile position of Ward for young people who are NEET and who's current situation is not known in Bristol	Quintile position of Ward for young people progressing to Higher Education	Average Quintile position based on these 3 Post 19 criteria
Hartcliffe & Withywood	1	1	1	1
Filwood	1	1	1	1
Avonmouth & Lawrence Weston	1	1	1	1
Southmead	1	1	2	1
St George Troopers Hill	1	1	2	1
Lawrence Hill	1	1	2	1
Lockleaze	2	1	1	1
Henfrove & Whitchurch Park	2	2	1	2
Henbury & Brentry	2	2	1	2
Hillfields	2	2	2	2
Bishopsworth	3	2	1	2
Knowle	2	2	2	2
Ashley	2	2	3	2
Stockwood	3	3	1	2
Southville	3	2	2	2
St George West	3	3	2	3
Frome Vale	3	3	3	3
St George Central	4	4	1	3
Easton	4	4	2	3
Eastville	4	3	3	3
Brislington East	4	5	1	3
Windmill Hill	4	5	2	4
Clifton	3	3	5	4
Bedminster	5	5	2	4
Central	4	3	5	4
Brislington West	5	5	2	4
Horfield	4	5	3	4
Hotwells & Harbourside	3	4	5	4
Clifton Down	3	4	5	4
Bishopston & Ashley Down	5	4	5	5
Cotham	5	4	5	5
Stoke Bishop	5	5	4	5
Westbury-on-Trym & Henleaze	5	5	5	5
Redland	5	5	5	5

Source: GCSE results Key 2 Success/NEET and not known Bristol City Council June NCCIS tracking data/HE entry - Office for Students Polar tracking data

Projected increase of Bristol Post 16 Population

Source: 2016-based Sub-national Population Projections, ONS



Implications for Post 16 Future Planning

The table below is the current 16/17 academic age cohort analysed by type of provider including Bristol and out of area provision. This cohort includes young people with a Bristol home postcode as of May 2019. We have shown the potential capacity need based on the projected 17.5% growth within the 15 – 19 year old population. Moving towards a more strategic and coordinated approach will require consideration of the desired capacity over the next 3-5 years and beyond.

Provider Type	Estimated Number on roll 2018_19*	Projected Increase in numbers on roll by 2026**	Capacity	Desired level
Bristol ALP post 16 provision	21	25	To be completed with input from local providers	
Bristol apprenticeship	338	397		
Bristol FE College	459	1714		
Bristol independent school sixth form	58	68		
Bristol independent training provider	239	281		
Bristol school Sixth form	2348	2759		
Bristol sixth form college	908	1067		
Bristol specialist school sixth form	48	56		
Bristol elected home education	12	14		
Out of area ALP post 16 provision	3	4		
Out of area apprenticeship	27	32		
Out of area FE college	935	1099		
Out of area independent training provider	3	4		
Out of area school sixth form	438	515		
Out of area Sixth form college	9	11		
Out of area specialist FE provision	9	11		
Grand Total	6857	8057		

Source: October 2018 school census and May 2019 NCCIS tracking data

What this data tells us:

- The 15 to 19 age range is set to see one of the largest increases in population across the city by 2026
- Based on current capacity in school sixth forms and sixth form colleges there will be a deficit in the number of places by 2026 for this provision type
- A significant number (1424) of Bristol young people travel outside of the city for their education in the Post 16 environment unless capacity outside the city is also increased the shortfall could put extra strain on the current “in city” provision
- The shortfall in capacity at school sixth form and sixth form College will undoubtedly put extra pressure on the rest of provision within and outside of the city
- The delivery range that the independent training providers offer can be a range of apprentice and FE study programme provision
- The offer of Specialist Post 16 provision includes independent Alternative Learning Provision, Special Education Needs, Hospital Education and young people who are resitting year programmes.

Section 3

What are young people saying

Learning from case studies and personal stories

To inform our thinking, we asked providers to share individual case studies with us including where young people had made a smooth and successful transition at 16, and also where things had not gone so well. Names and images have been changed to ensure anonymity:

- Young people have consistently said that post 16 options are presented to them too late with very little time to make informed decisions
- Parents can sometimes encourage young people to take the wrong pathway as they aren't aware and don't understand the other potentially better options
- The transition at 16 is incredibly stressful and causes mental health issues which could and have spiralled for some
- Some young people who struggle academically and have learning difficulties have been left feeling that they can't do anything meaningful with their lives. Young people want to see all pupils given an equal chance to succeed.

Julie's case study

Julie attended a mixed comprehensive in Bristol leaving in 2012 with 4 GCSEs including English D and Maths E. Julie wanted a practical career and was referred to 6th Form to undertake a BTEC in childcare, an A level and GCSE resits. Julie disengaged from 6th form as her course options were not working and she became increasingly unsure what to do next. Julie was referred for careers and education advice and identified an interest in construction and stem.

She applied to On Site Bristol and was matched with a national housebuilder for work experience eventually opting for a carpentry apprenticeship working on site with a range of sub-contractors. Julie was supported over the next 3-years to achieve an advanced level apprenticeship and was taken on in a permanent role with one of the subcontracting firms quickly taking on supervisory and senior tasks and mostly working on sites managed by her original apprenticeship sponsoring company. In 2019 Julie was offered an opportunity to join her sponsor company staff team as a trainee site manager with support to complete a Construction Management Degree.



Abdul's case study

Abdul travelled from Afghanistan as a refugee. After joining a local school, he was diagnosed with Post Traumatic Stress Disorder which has held him back, especially in the development of English language skills. Discussions often have to take place using The Big Word telephone translation service which is difficult and often causes headaches. Abdul was heavily supported by social care, the HOPE, the ESOL dept., CAMHS and a local housing charity.

Due to the distance to travel to their desired course, Abdul does not attend college and is now not in education or training. Despite colleagues efforts to communicate there isn't enough provision in a greater variety of settings across Bristol, particularly for newly arrived ESOL students.



Kerry's case study

Kerry attended a Pupil Referral Unit (PRU) and was a child in care at the time she left mainstream school. Kerry settled in to the smaller setting of a PRU which gave her a sense of belonging and helped her to build positive relationships with adults, in turn improving her academic progress.

After this respite Kerry was able to secure a place at a mainstream secondary school again, however, the curriculum was too much pressure and she returned to the PRU. With a new focus on Functional Skills and Post 16 routes, Kerry was supported to secure a place at a college to study Hair and Beauty at Level 1 where they are still studying.



overall, where our young people have not moved on to a positive post 16 destination, the negative factors that have impacted include:

- Few or no opportunities for work experience leaving students unable to form a clear future career goal and education or training pathway to get there
- Lack of input and support from post-16 providers to enable young people to understand the full range of available options and to transition successfully
- Lack of broad provision that includes vocational training options
- Lack of transition support for young people who have the greatest needs
- Proximity and transport is an issue for some families and a barrier to post 16 options

Focus on functional skills



smaller settings

effective providers

overall, where young people have made a successful transition at 16, the factors that have helped them achieve a positive destination include:

- 1:1 support from staff, where positive relationships between students and staff are established quickly and attainment is boosted by staff who help students to catch up, even on days off
- Help with arranging experience of work to widen their experience and to help clarify career options and post-16 progression routes
- Bespoke, individual packages put in place, responsive to the needs of individual students, including appropriate accreditation and a focus on Functional Skills such as English and Maths
- Post 16 and careers events in schools attended by external providers are especially helpful for students who may be anxious about going somewhere new. A friendly visit and talk from providers may also make them feel more at ease and prepare for transition to their new learning venue
- Transition programmes similar to Yr6-Yr7 where post 16 provider visits into schools and school visits into post 16 providers take place
- Sometimes smaller settings work best for some young people
- Where young people discover that their chosen course is not right for them, effective providers help them to 'swop don't drop' – and quickly enrol onto an alternative programme.

Lack of provision

Lack of support

Lack of options

Lack of opportunities

Section 4

What else have we learned?



Our Post 16 Task and Finish Group members have considered data, listened to expert speakers and discussed feedback from young people and providers. Over the last 3 months, two project assistants have carried out 7 focus groups with 50 young people across a number of schools, colleges and independent providers. A number of important points have been logged through this process:

Geography

- Students' post 16 options are constrained by their postcode – including the county line between Bristol and South Gloucestershire
- Travel costs are a barrier for some young people and there is a need for travel subsidies for 16-18 year olds undertaking education, training and employment
- The courses and subjects available are not presented on a map to make it easy to visualise Post 16 options and plan travel
- Young people are often not able to access their chosen course due to the travel challenges faced, or provision not being offered locally
- collaboration, minority subjects, oversupply of similar provision, students making multiple applications, year 12 leaver (where are they going, what are they doing?). The schools also recognised that they were not experts in vocational subjects.
- There is a city wide lack of rolling start provision for young people who do not fit into the traditional September start provision. This continues to be an issue for young people to reengage after dropping out of wrongly chosen post 16 provision. Data shows us that many young people then go into jobs without training.
- There is a lack of knowledge about the vast range of post 16 training provision and the range of support on offer by people who are the influencers for young people and this can mean that they are often lead to make a non-informed decision about post 16 options
- There is a lack of equity regarding access to both capital and revenue funding for smaller independent training providers – many of whom are providing the most accessible programmes and support for young people facing the greatest challenges

System

- There is a perception that teachers in schools are incentivised to deliver post 16 courses and then flog their own subject and courses to students
- Post 16 boundaries and pathways are too fixed at the moment e.g. academic / university / technical / vocational / apprenticeships
- Challenges and issues arise from funding, competition verses

Section 5

How will we prioritise our resources

All young people need great support and encouragement to help them progress to post 16 education, employment and training. However, we know that some communities face more difficult challenges, and in a time of reduced public spending, the Learning City Partnership is committed to targeting support on priority communities, in particular

- Young people at risk of leaving education early
- Young Disabled people, and those with Special Educational Needs
- Children in Care and Care Leavers
- Young People in alternative education settings
- Young Parents/Carers, and also pregnant young people
- Young Carers
- Young People living in areas with the highest levels of poverty
- Young People who are eligible for Families in Focus and social care support
- Young offenders and those at risk of offending, particularly through involvement in gangs and violent crime
- Young People from Black and Ethnic Minority Communities most at risk of under-achievement and unemployment, including refugees and asylum seekers who use English as a second language
- Young LGBT+ People



Section 6

How will we improve things

In 2018/19, the Learning City Partnership has supported post 16 leaders in Bristol to work together to produce this plan. In 19/20, a Post 16 Implementation Group will drive forward priority actions in the plan. The Local Authority will provide regular data reports to ensure our improvement actions are on track, including Bristol Post 16 success measures on a quarterly basis (in all cases, 16 to 17 refers to the academic age):

Improve the percentage of young people aged 16-17 in learning

Improve the % of 16-17 year olds meeting their duty to participate in EET (Sept Guarantee)

Increase experience of work opportunities for priority groups

Increase apprenticeship enrolments for young people aged 16-17

Increase the % of young people from priority communities who attain level 3, 4 or 5 qualifications

Reduce the % of young people aged 16-17 who are NEET or Not Known

Reduce the percentage of NEET teenage mothers aged 16-19

Reduce the % of CiC / Care Leavers aged 16-17 who are NEET or Not Known

Reduce the percentage of Young People aged 16-25, who have an Education, Health and Care Plan and are NEET or Not Known

Section 7

Key Themes and Priority Actions

The following section outlines the priority themes and actions that we believe will transform post 16 outcomes in Bristol. The LCP Post 16 Implementation Group will be working to progress priority actions that will be agreed and reviewed on an annual basis.

We are keen to receive further ideas and feedback to inform our work. Please contact:

post16participation@bristol.gov.uk

1 Improve the Bristol Post 16 curriculum and Pathways

What we want to do:

- 1 Introduce free bus travel for all 16 to 18 year olds who progress into education and training so that no matter where young people live they can access post 16 provision without additional travel costs.
- 2 Design a co-ordinated and collaborative curriculum offer that aligns with major local developments and employer skills needs and provides young people with clear pathways into positive and sustainable employment outcomes, including re-engagement, in-year, rolling provision for young people that drop out of their initial post 16 programmes.
- 3 Ensure there is a tailored offer, outstanding support and successful outcomes for all young people at risk of disengaging, including those with additional learning needs, those with an EHCP and young people in Care/Care Leavers between ages 16-25 and beyond – including supported internships and re-engagement, in-year, rolling provision.
- 4 Expand the city Traineeship and Apprenticeship offer across a range of sectors and levels, with targeted support to reach young people facing the greatest challenges, and accelerated through a city wide campaign to support employers to create great new apprenticeship opportunities and to sponsor young people through levy sharing. Introduce free bus travel for all 16 to 18 year olds who progress into education and training.
- 5 Make available comprehensive labour market analysis for Bristol and the surrounding West of England area, including an informed picture of future employment opportunities through major city investments and development programmes e.g. Enterprise Zones and Areas.
- 6 Produce accessible, relevant and up to date information about the local Post 16 offer and outcomes that is centrally managed by the Council's Post 16 Participation Team.
- 7 Link with the Excellence in Schools Group to support school improvement programmes to ensure that all young people are supported to achieve level 2 qualifications and skills in English, Maths and IT, and that there is an increase in the number of young people achieving Level 3 qualifications and progressing to HE level programmes (both academic and apprenticeships).

2

Improve earlier career insights

What we want to do:

- 1 Show young people how their learning choices relate to future potential career destinations, achieved through targeted experience of work, collaborative careers events, case studies and online links to employers in the city
- 2 Grow the availability of enterprise education so that young people can develop their overall confidence and skills, as well as developing specific knowledge and contacts to start their own business
- 3 Organise more engagement for young people with people 'like them' who have chosen certain pathways to share their experience and act as positive role models
- 4 Engage employers to enrich the curriculum offer and student experience – including experience of work, apprenticeships – enabling employers to understand education settings and young people's needs
- 5 Prepare pupils for post 16 options as soon as they start secondary school. Make them aware that they will be making a choice and drive home all the options including: work with training / apprenticeships / vocational & academic Level 3 choices
- 6 Provide more open days, tasters and week-long programmes so that young people can experience potential post 16 learning pathways to enable more informed choices
- 7 Support the development of work place mentors who will be working with young people through the provision of training and work experience.

3

Engage, inform and listen to parents and carers

What we want to do:

- 1 Provide accessible information for parents about post 16 opportunities and options from year 7 onwards – including online information; post 16 provider events; integrating careers into school parent evenings; and dedicated events for parents of young people with SEND
- 2 Provide shared experiences for parents and young people – for example: through joint careers events (extending into evenings); a career focused Family Learning programme for primary school aged children and their parents in priority communities; piggy backing the Future Quest programme to target priority parent groups.
- 3 Produce Learning City post 16 communication through a range of media for parents/carers – and also for the city – providing insights into education, employment and training opportunities and individual stories to inform and inspire
- 4 Recruit and train parent/carers learning ambassadors in priority areas who can help spread the word about great post 16 options in their community (including parent governors and other community activists)
- 5 Develop integrated Employment and Skills pathways for parents/carers and young people engaged in the Families in Focus programme
- 6 Develop a mechanism for parent/carers to share their experience of transition and to feedback on the information and support they need to prepare for post 16 options – ensure this involves parents of Disabled children and those with SEN, and also Foster Parents and reps from residential homes



4

Engage, inform and listen to young people

What we want to do:

- 1 Ensure young people can directly influence service planning and delivery through a range of mechanisms – surveys, student forums and ambassadors. This should be extended within a school setting and capture the voice of ‘significant’ years like Year 13 – What didn’t work? What could be better? Consider a youth summit to launch our new way of working.
- 2 Consider whether CEIAG can be integrated within the PSHE offer so that it is regular and embedded and also helps to support young people’s resilience and positive mental health.
- 3 Don’t drop / swap – students need to be supported to stay in training and education so guidance on careers should also recognise that some students change their minds and that things will still work out ok.
- 4 All young people at risk of disengaging from education are spotted quickly and given the right support so they can get back on track and make a successful transition to post 16 education, employment and training.
- 5 Introduce peer learning to support year group sharing for example: year 11 pupil could act as a ‘Buddy’ for a year 7 pupil.
- 6 Introduce LCP Year 7 and year 12 awards linked to experience of work and preparation for post 16 and post 18 options.
- 7 For Children in Care and Care leavers make sure that Personal Education Plans are used to focus on CEIAG, including experience of work and supporting Post 16 options (this may mean we have to change the PEP).
- 8 Draw on the expertise within self-organised groups and community led organisations to support young people from equalities and special interest groups so they can access positive support and advice about handling discrimination and tackling stereotypes in education and employment settings
- 9 Pilot the Digital Profile application and online tools so that young people can build an online portfolio (replacing the traditional CV) and find out and connect safely with employers and training providers.

5

Improve staff training and support

What we want to do:

- 1 Ensure that teachers and other school based staff benefit from initial and continuous training to prepare young people for successful transition at post 16. Start by sharing case studies and organising shadowing opportunities across pre and post 16 providers. Explore how teaching schools might contribute to cpd to improve post 16 outcomes.
- 2 Ensure that staff providing CEIAG can access continuing professional development and accreditation and that there is peer review and support to help standardise and improve local services.
- 3 Recognise and reward exceptional post 16 support provided by staff – celebrate the 'X factor' when staff make a lasting difference through their advice and engagement with young people.
- 4 Provide shadowing opportunities so that pre and post 16 education leaders and staff can learn more about each other's roles and provision in the city (so they can help support and spread the word to young people).
- 5 Provide specialist training for all staff and employers so that they can provide the right support to diverse young people with additional and more complex needs – for example, care leavers, disabled young people, young people from alternative learning settings.

6

Support providers to work together and thrive

What we want to do:

- 1 Increase and share funding to back this plan and to increase the availability of high quality post 16 provision, including: apprenticeship levy sharing; ESFA 16-19 funding; capital funding; WECA investment funding; other match funding e.g. Future Quest.
- 2 Support independent providers to access direct funding for their specialist and community based post 16 provision, including both capital and revenue funding.
- 3 Explore options for an LCP kite mark for the Bristol family of Post 16 Providers linked to WORKS branding (Bristol Providers WORK – PBW).
- 4 Support the Bristol CEIAG Network to improve the Bristol CEIAG 'entitlement' and secure a more standardized offer across all providers.
- 5 Ensure that the LCP has a role in post 16 place planning to support growth and to avoid uneconomic oversupply – for example, plans for new schools and sixth forms should be 'signed off' and agreed before applications are submitted to the DfE.
- 6 Hold joint celebration events to raise the profile of post 16 providers and offer – including local events, specific industry sector events, and a high profile apprentice 'graduation' ceremony..

Appendix I –The Bigger Picture

i) Legal Responsibilities for Post 16

The 2008 Education and Skills Act (ESA 2008) requires all learners leaving year 11 to continue in some form of education, employment and/or training at least until their 18th birthday. Young people have a choice about how they continue in education or training post-16. This could be through:

- Full-time study in a school, college or with a training provider;
- Full-time work or volunteering (20 hours or more) combined with part time education or training; or
- An apprenticeship or traineeship.

The DfE provides the framework to increase participation and reduce NEETS but responsibility and accountability for this lies with local authorities (LAs). Their performance is tracked using data collected on the National Client Caseload Information Service (NCCIS) which shows the number of young people participating in education or training, NEET or not known.

Duties of Local Authorities Relating to Participation:

Legislation	Duties	Summary of Duties
Statutory Guidance September 2014	Emphasis on Partnerships	Working together with and influencing partners by: Working together with and influencing partners by: <ul style="list-style-type: none"> ● focusing on participation throughout services for children and young people (especially NEET or Not Knowns). ● ensuring services meet needs of young people. ● working with LEPs, JC+ , employers, 3rd sector, health, police and probation. ● Working with neighbouring LAs regarding travel to learn to exchange data as quickly as possible.
	Data Exchange	To deliver duties under Section 68 (ESA 2008) using agreed data sharing agreements with: <ul style="list-style-type: none"> ● Education and training providers. ● Department of Work and Pensions (DWP).
	September Guarantee	To ensure every 16 or 17 year old has a suitable place in education or training by the end of September. This is for: <ul style="list-style-type: none"> ● 16 year olds educated in their area, and ● 17 year olds who are resident in their area
Education and Skills Act 2008	RPA duties for 16-17 year olds	Promote effective participation in education and training Maintain a tracking system to identify 16 and 17 year olds not in education or training and offer support as soon as possible.
Children and Families Act 2014	Local Offer	Develop a local offer setting out what services are available for young people up to age 25 with SEN or disabilities, including at post 16.

Duties on Providers Relating to Participation:

- promote good attendance.
- inform LA when a learner leaves.
- secure independent careers guidance (year 8-13).
- ensure those with statements of Statement of Educational Need (SEN) or Educational Health
- Care Plan (EHCP) have clear arrangements for transition from school.

ii) Local Accountability for this Strategy

The Bristol Learning City Partnership

is governed by a Partnership Board of influential city leaders. Building on existing good practice, Learning City partners are committed to creating and promoting learning opportunities for everyone, of all ages and from all communities, in all parts of the city – encouraging everyone to be proud to learn throughout their lives.

In 2018/19, post 16 learning and career pathways was selected as one of four key priority areas. A multiagency Task and Finish Group has worked together to research and develop a Post 16 Strategy for the city. A Post 16 Implementation Group will be established to progress priority actions from Autumn 2019.

iii) Local Strategies and Plans

This Post 16 Strategy reflects and aligns with a number of other key Bristol strategies and plans, including:

Bristol One City Plan

A number of post 16 targets have been included in the Bristol One City Plan:

2019	Extend the city-wide WORKS programme connecting employers and schools, with particular focus on young women, Care Leavers and Disabled young people at risk of not being in education, training and employment
2020	All young people in care and young care leavers will be given the opportunity to access a comprehensive programme of life skills – including basic work readiness and money management
2021	Ensure apprenticeships are a viable post-16 option for all young people, and have equal status with other learning and skills opportunities
2022	100 Bristol companies will have pledged to provide quality work experience to children who traditionally have less access.

Bristol Corporate Plan

The Bristol City Council Corporate Plan 2018-23 includes the theme: Fair and Inclusive which outlines commitments to secure economic and social equality, pursuing economic growth that includes everyone and making sure people have access to quality learning, decent jobs and homes they can afford. Working with the city, the Council has made a commitment to improve educational outcomes and reduce educational inequality and also develop a diverse economy that offers opportunity to all and makes quality work experience and apprenticeships available to every young person.

The Council will measure success through:

- i) an increase in the proportion of young people who have experience of work/ apprenticeships by age 16;
- ii) a reduction in the proportion of young people who are not in education, training and employment.

Appendix 2 – Contributors

The creation of this strategy has been made possible through expert contributions from a range of local providers and partner organisations. With thanks to:

Task and Finish Group Members

Aileen Morrison – Executive Principal for Alternative Provision, St Matthias PRU

Alison Enyon – National Lead Practitioner for English, & Oasis Academy Development Lead

Delyse Taylor - Post 16 Participation Manager, Bristol City Council

Emma Jarman – Vice Principal, Curriculum and Quality, City of Bristol College

George Dee – Apprentice Recruitment Manager, Lifetime Training

Jane Taylor – Head of Employment, Skills and Learning, Bristol City Council (Strategic Support)

Dr Jo Rose – Senior Lecturer Education/ Social Psychology, School of Education, University of Bristol

Kerry McCullagh – Head of Sixth Form and Vice Principal, Colston Girls School & Fairfield High School

Lee Probert – Principal, City of Bristol College (LCP Board Member and Chair)

Lucy Kirkbright – Assistant Principal and Head of Sixth Form, St Bede's

Mary Taylor, SEND, Bristol City Council

Mark Curtis – CEO Creative Director, Boomsatsuma

Matt Griffin – Quality Manager, HWV (Hartcliffe & Withywood Ventures)

Michael Jaffrain - Principal, St Brendan's 6th Form College

Rosamund Sutherland - Emeritus Professor of Education, School of Education, University of Bristol

Sandy Hore-Ruthven – CEO, Creative Youth Network

Sara Dean - SEND Operational Planning & Development Manager, Bristol City Council

Sarah Baker – Head Teacher, Redland Green School and North Bristol Post 16 Centre

Simon Arnold - Managing Director, N-Gaged Training

Sophie Bland – LCP Project Assistant, Bristol City Council

Steve Taylor – CEO, Cabot Learning Federation

Stuart Evans - Assistant College Principal 16-18, South Gloucestershire & Stroud College

Sue Cox – Team Leader for the Hope Virtual School, Bristol City Council

Suzanne Carrie - Head of Equality Diversity & Inclusivity, University of the West of England

Yvette Naylor - Senior Partnerships & Provision Manager, DWP

Expert Speakers

Alexandra Townshend – Learning City
Project Assistant, Bristol City Council

Charlotte Hopley – Senior Economic
Intelligence Officer, WECA

Daniel Lewis – Chief Executive Officer,
Digital Profile

Darren Perkins – Apprenticeships and
Work Based Training Manager, On Site
Apprenticeships

Gary Davies - Head of Service for Early
Intervention and Targeted Support, Bristol
City Council

Gemma Perkins – West of England Careers
Hub Lead West of England Combined
Authority (WECA) & Local Enterprise
Partnership

Ines Lage - TUC

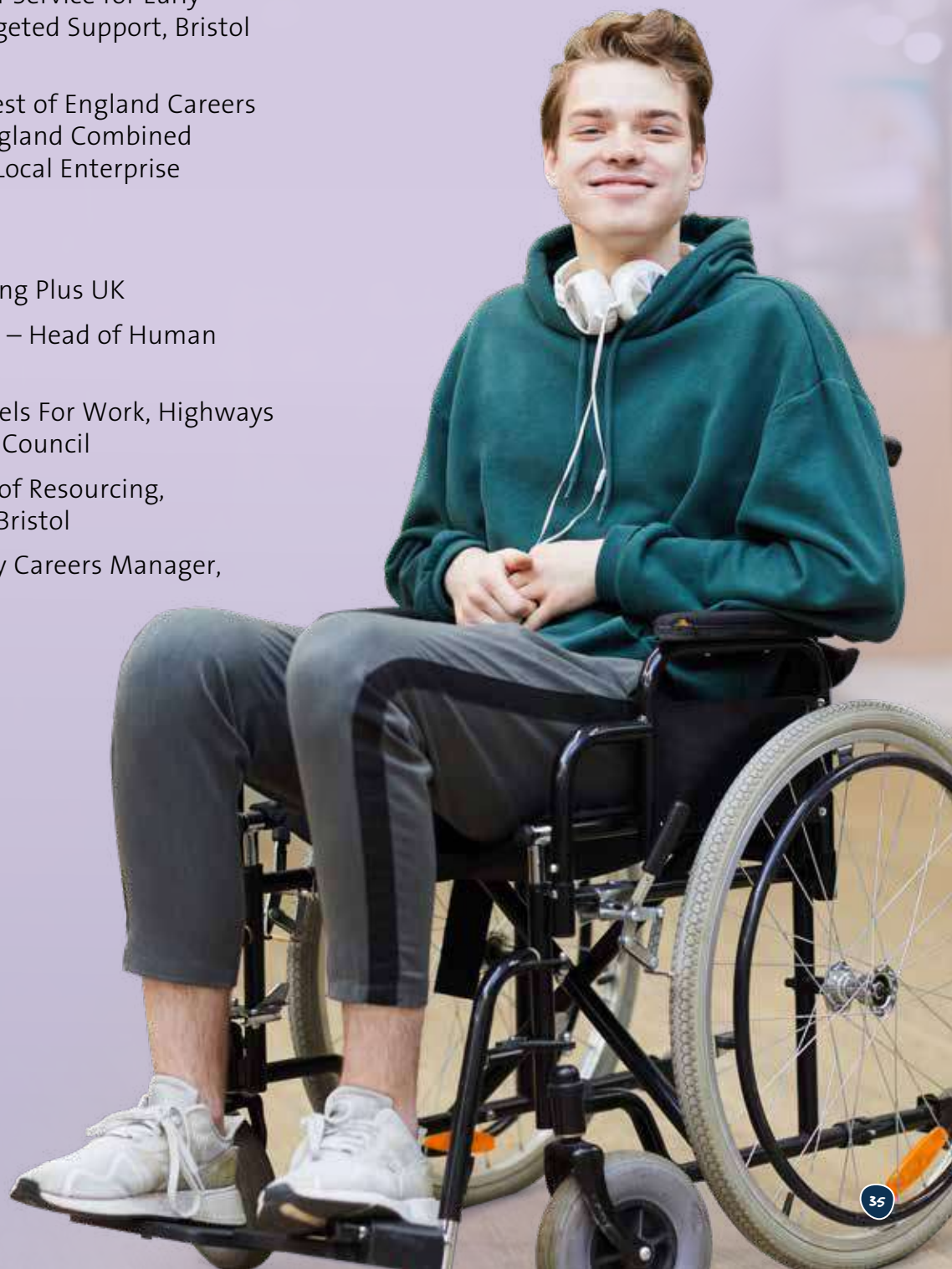
Jan McLucas – Learning Plus UK

Kevin Watson-Griffin – Head of Human
Resources, First Bus

Louise Buckley - Wheels For Work, Highways
& Traffic, Bristol City Council

Peter Russell – Head of Resourcing,
University Hospitals Bristol

Victoria Jordan - Early Careers Manager,
Airbus





Be inspired



Fill your
life ambitions

World class post 16
education



Better
qualified



skilled



Improving Bristol Post 16

Education, Skills and Career Pathways

If you would like this information in another language, Braille, audio tape, large print, easy English, BSL video or CD rom or plain text please contact tradingwithschools@bristol.gov.uk