

# 14+ participation, progression and transition: rebuilding and extending partnership working

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# Section 1. The national and London contexts

# The national context



- Complexity of the English 14+ education and training system and ‘weakly collaborative systems’ due to dominance of competition over collaboration
- Local variability due to historical, political and institutional factors
- National shift in post-16 participation ‘push’ and ‘pull’ factors  
- the recession and unprecedented crisis of opportunity for young people at 18+
- New policy context - local authorities and 14-19 partnerships under pressure
- Need to re-engineer/reinvent 14-19 partnerships in this new context?

# The London context



- Distinctive role of school sixth forms at 16 in London
- Colleges increase their participation share among 17-19 year olds
- Concerns about progression at 17+
- London students very mobile (50% travel out of borough)
- Need to develop different types of partnerships in the new economic and policy context?



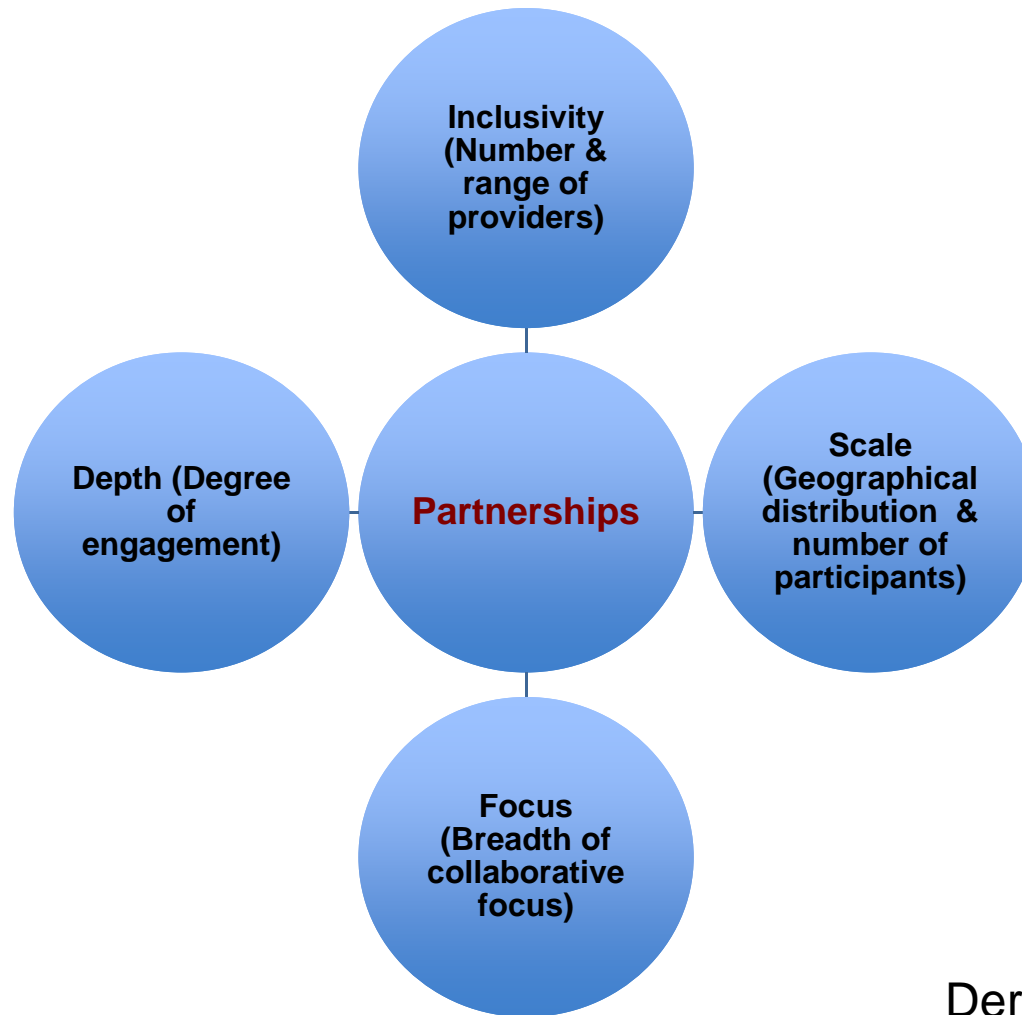
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## Section 2. Conceptualising 14-19 partnerships

# Dimensions of partnerships



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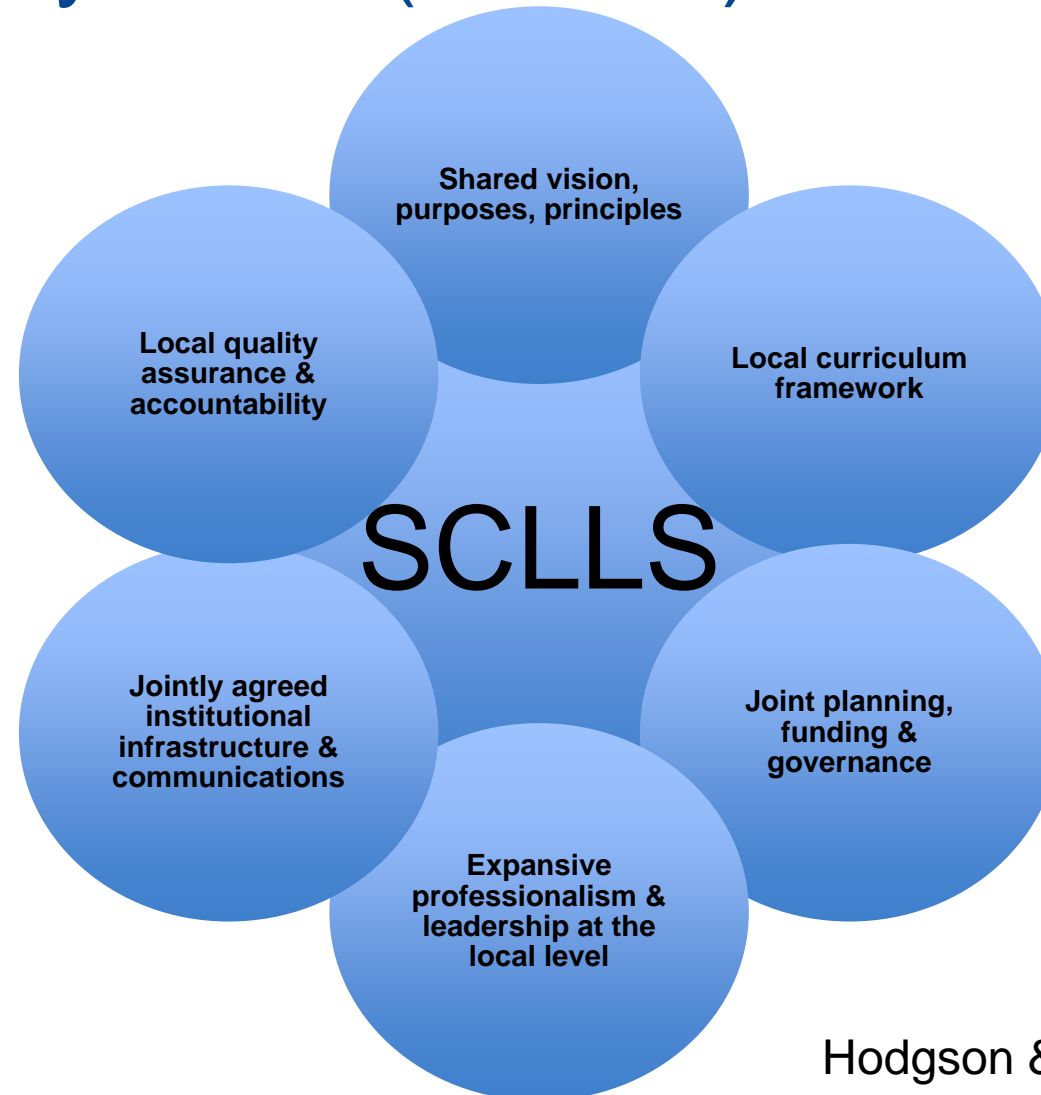


Derived from Higham and  
Yeomans 2010

# Strongly collaborative local learning systems (SCLLS)



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Hodgson & Spours 2008

# 14+ Progression and Transition Board (14+ PTBs)



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14+ PTBs are vertically integrated overarching networks of schools, colleges and work-based learning providers, employers, voluntary and community organisations, regenerations agencies, higher education institutions and local authorities.



# Analytical Grid to map organisation & activity (see tabled paper)



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Background theoretical work and borough-based research has led to a two dimensional framework for mapping and analysing the breadth and depth of partnership working across London

**14-19 partnership organisation** (11 dimensions) + **14-19 partnership activity** (16 dimensions)

**X**

**Breadth and depth - low, medium and high**



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## Section 3. The Project and its methodology

# The Project



- London Councils has commissioned the Centre for Post-14 Research and Innovation to be its 'academic partner' for 14-19 education and training
- Last year we produced a major report on 14+ participation, progression and transition to further study and work – see <http://www.ioe.ac.uk/research/64695.html>
- As a result of discussions with the YPES Board and London Councils – two projects for this year:
  - **A. Improving young people's 14+ participation, progression and transition through partnership**
  - B. Researching 17+ drop out/progression issues and successful strategies for tackling them

# Methodology



- Background research and review of relevant literature
- Questionnaire on partnership working sent to all 14-19 local authority leads and 26 local authorities responded
- Event to feed back findings; to present 14+ Progression and Transition Board model and to discuss ways of working with the boroughs
- Visits to 21 boroughs to discuss their partnership structures and practices
- Analysis of data in relation to models of partnership and designed to draw out examples of effective practice
- Feedback events -YPES Board and 14-19 local authority leads
- <sub>12</sub> Final report



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## Section 4. Interim findings from the survey and the borough visits

# Results of questionnaire sent out to 14-19 LA leads in London (1)



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- 16 out of 26 stated they had a main partnership that considers all 14+ education and training issues, some with a range of sub-groups for specific issues
- 14-19 partnerships attended by colleges (100%), work-based learning providers (100%), schools (94%) and voluntary and community bodies (75%), less so by, HEIs (50%), regeneration agencies (50%), employers (31%)
- The majority (56%) meet more than 4 times per year

# Results of questionnaire sent out to 14-19 leads in London (2)



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- Most considered their partnership effective, but in some employers not fully involved, attendance patchy, too much is expected of LA, lacks action, absence of secondary heads and operational not strategic
- All partnerships covered LLDD; most covered NEETs (90%), RPA (90%), making sense of data (89%), CEIAG (80%), developing and sharing provision (78%) and discussing attainment (67%)
- Fewer discussed organising supporting progression to higher education (50%) or work experience/work-related activities (38%)

# Interim visit findings (1)

## Partnership history and variability



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1. Pre-LSC
  2. LSC area wide inspections
  3. Diplomas
  4. 2010-13 – cutbacks and confusion
  5. 2013 onwards – reinvention and recovery
- The importance of trust in relationships between the LA and providers and a focus on activity to meet need
  - Variability of partnership organisation & activity across London (mapped onto analytical grid)



# Interim visit findings (2)

## Reinvention & recovery



- Smaller central team and multiple responsibilities – often linked to school improvement or employability
- New forms of organisation – not all boroughs have an overarching 14-19 strategic group
- Fewer meetings of strategic partnerships
- More focus on task and finish groups involving staff below headteacher/principal level
- More focus by LA on networking and needs analysis
- Reinvention of the role of the LA (e.g. champions of learners, quality and choice)
- Cross-borough working of different types

# Interim visit findings (3)

## Major areas of activity



- RPA as a major lever/framework – but in restrictive or expansive form
- Prominent areas of collaborative activity (linked to statutory responsibilities, policy levers and local political pressure from members)
  - Data-sharing around provision and improvement
  - CEIAG
  - LLDD
  - RONIs

# Interim visit findings (4)

## Emerging issues



- Apprenticeships and youth employment
- Curriculum and qualifications changes 14-19
- Post-16 performance and Ofsted
- Links between education/training and regeneration agendas