

CEREDIGION COUNTY COUNCIL

Report to: Cabinet

Date of meeting: 11.1.2022

Title: Provision of post 16 education in schools

Purpose of the report: To gain a recent analysis and appraisal of post 16 provision within the County

For: For Decision

Cabinet Portfolio and Cabinet Member: Cllr Catrin Miles

Progress against School Service Measures were presented to Performance Board on 24.11.21. As a result of reporting that 51 of the 199 A level courses run in Ceredigion schools in 21-22 academic year have less than 5 pupils.

The last review of post 16 provision was conducted in 2007-8, and is attached below.

Ceredigion's Mid Term Financial Strategy for 2021-22 onwards states "In January 2020, there were 701 year 12 and 13 pupils in Ceredigion schools. By January 2024 this number is forecast to increase to 776. The Audit Commission has suggested that school sixth forms must have at least 150 pupils in order to be viable and sustainable. By 2024, five out of the six Ceredigion sixth forms are likely to have fewer than 150 pupils."

There are currently two elements which are driving the post-16 transition agenda nationally:

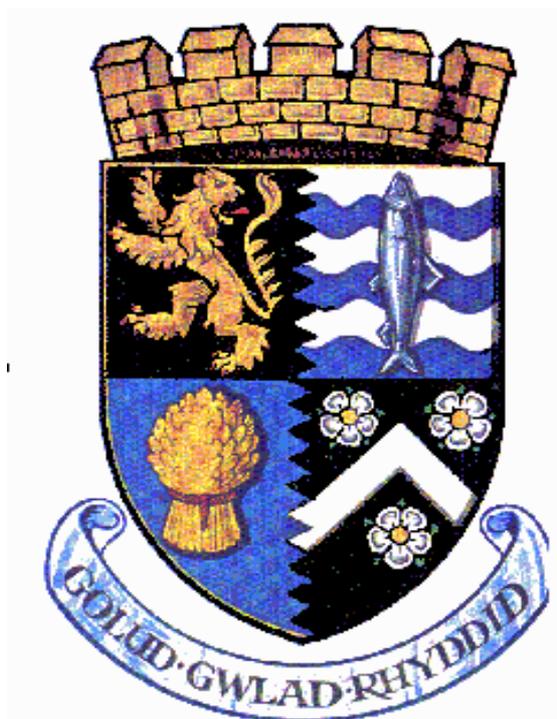
1. **Commission for Tertiary Education and Research (CTER):** This is a new body which will be responsible for overseeing the post-16 sector in Wales, independently of KS3 and KS4 for the first time. The body will have many responsibilities, which will include funding and will consider the viability of subjects and quality in schools and colleges. CTER will have the power to influence the curriculum within any Local Authority. This body will be operational from September 2023 and will be formed by September 2022.
2. **Estyn Thematic Review on Post-16 partnerships:** The findings of this review note a need to ensure strong partnership working underpinned by impartial advice and guidance for all pupils. As a result of this review, Welsh Government have created a board to consider how it can implement the recommendations.

	<p>Has an Integrated Impact Assessment been completed? If, not, please state why Not Applicable at this stage</p>
Wellbeing of Future Generations:	<p>Summary: Long term: Collaboration: Involvement: Prevention: Integration:</p>
Recommendation(s):	To establish a brief and conduct a review of post 16 education to be presented to Cabinet.
Reasons for decision:	To gain a recent analysis and appraisal of post 16 provision within the county
Overview and Scrutiny:	
Policy Framework:	Not Applicable at this stage
Corporate Priorities:	Investing in People's Future
Finance and Procurement implications:	Not Applicable at this stage
Legal Implications:	Not Applicable at this stage
Staffing implications:	Not Applicable at this stage
Property / asset implications:	Not Applicable at this stage
Risk(s):	Not Applicable at this stage
Statutory Powers:	
Background Papers:	<p>Review of Secondary Education in Ceredigion CTER overview: https://www.youtube.com/watch?v=Ote73Q6eJA4 Estyn thematic review on post 16 provision: https://www.estyn.gov.wales/system/files/2021-08/Post-16%20partnerships%20en.pdf</p>
Appendices:	

Corporate Lead Officer: Meinir Ebbsworth
Reporting Officer:

Date: 22.12.2021

DEVELOPING SECONDARY EDUCATION IN CEREDIGION TO 2020



SECTION	TOPIC	Page No.
	INTRODUCTION	4
1	THE LEARNERS' ENTITLEMENT 14-19	6
2	PUPIL NUMBERS AND PLACES	8
3	CURRICULUM CHANGE	10
4	THE FINANCIAL MANAGEMENT OF SECONDARY SCHOOLS	20
5	SITES AND BUILDINGS	23
6	MANAGEMENT STRUCTURES FOR THE DEVELOPMENT OF 14-19 PROVISION	25
7	RECOMMENDATIONS AND OPTIONS	28
8	CAPITAL PROGRAMMES FOR OPTIONS	37
9	APPENDICES	41
9	ACKNOWLEDGEMENTS	58

PURPOSE OF THE CONSULTATION DOCUMENT

Mission Statement

'To provide and promote knowledge, skills, competencies, experiences, qualifications and attitudes to ensure that the children, young people and adults in Ceredigion fulfill their potential as bilingual individuals and as members of their local and global communities throughout their lives'.

Single Education Plan 2006-08

In an environment of rapid change and increasing pressures to improve learning standards and opportunities the sustainability of the current provision of education in Ceredigion is being challenged. Given the demands upon headteachers and teachers, falling rolls in schools and the nature and quality of buildings to meet the requirements of the learning environment in the 21st Century the Ceredigion Education Authority must consider the future provision of education in the county.

The principal purpose of the document is:

- *To review and revise the policy context within which the provision of education across Ceredigion may be developed in accordance with key County Council policies and strategies including Ceredigion 2020, Children and Young People's Plan and Welsh Language Strategy.*
- *To enhance bilingual education in the secondary sector.*
- *To establish a strategy for creating and implementing a programme to develop education in Ceredigion - embracing provision for 14 -19 and post 16 education.*
- *To make further recommendations for options for the organisation of schools, particularly in the secondary sector, in the context of falling pupil rolls and their consequences and in the context of primary restructuring.*
- *To provide a foundation for effective future planning in order to maximize funding which may be available from a variety of sources for capital investment in schools.*

The document provides a basis for extensive proposed consultation by the Council with stakeholders on the shape of education delivery to the future thereby building upon the response to the extensive consultation which was undertaken regarding primary education in Ceredigion between September and December 2008.

As indicated above this document therefore presents options for provision of education in various localities and offers, where appropriate, progressive stages to reach what is deemed to be the optimum type of provision by 2020.

It is imperative that it is clearly understood by all stakeholders that retaining the *status quo* is no longer sustainable. There exists an opportunity to build a strong basis not only for current learners but for future generations to come. It calls for vision, boldness and co-operation.

It should be noted that the document focuses primarily upon the secondary phase with close collaboration with Coleg Ceredigion but it does not preclude the inclusion where appropriate of approaches involving primary schools

These proposals have been formulated whilst maintaining five main aims and priorities for Ceredigion. They are to:

- Ensure that the excellent quality and high standards of education and training are maintained
- Protect education between 11-18 in all 6 major market towns for as long as is sustainably possible
- Provide a comprehensive range of 14-19 courses to meet WAG requirements
- Develop and expand on Welsh medium provision across all secondary schools within the Authority
- Ensure all educational buildings and facilities are fit for purpose by 2020

This document was prepared in consultation with the Headteachers of the seven Secondary Schools and the Principal of Coleg Ceredigion. They support the principles underlying the document. The Headteachers also support the presentation of the document for full consultation regarding the relevant options for the local areas of their school.

***Director of Education and Community Services
Swyddfa'r Sir
Glan y Mor
Aberystwyth
Ceredigion SY 23 2DE***

REVIEW OF SECONDARY EDUCATION IN CEREDIGION

INTRODUCTION

This document is designed to provide a more detailed perspective on secondary education than that provided in “Planning Education Provision to 2020”. However the principles upon which that document was based and the vision it projected will underpin the recommendations contained in this report.

Secondary schools in Ceredigion currently deliver a high quality education for learners as demonstrated by the consistently high examination results attained every year. This quality must be safeguarded in any future plans for the county. However, for reasons that will become apparent later in this report the current structure for secondary education will not be sustainable in the longer terms. The evidence for this statement is contained within four analytical sections which examine:

- a) Demographic factors and pupil numbers
- b) The needs of learners and the impact of curriculum change, particularly at 14-19.
- c) The financial management of the secondary sector
- d) The condition of sites and buildings and the prospects for capital development.

The analytical sections are prefaced by a description of the Learners’ entitlement at 14-19 which underpin our planning and organisation.

The recommendations also take account of the proposals for all-through 3-19 schools in “Planning Education Provision to 2020”. The impact of the recently published County Language Strategy and transport issues have also been fully considered. Where appropriate preliminary discussions have taken place with officers from neighbouring unitary authorities. Consultations have also taken place with Coleg Ceredigion and Aberystwyth University.

The recommendations and options are designed to provide viable structures so that parents and learners can be confident that institutions will be able to provide the revised KS3 curriculum and the option menus required at 14-19, either individually or in collaboration with other institutions. The current state of secondary school budgets is a significant risk factor for the unitary authority and the options presented in this report are designed not only to eliminate substantial deficits but also to provide significant revenue savings to underpin a large scale capital development programme to bring the building stock in the secondary sector and some areas in the primary sector up to the required standard.

New management structures will be required to co-ordinate the work of institutions in implementing curriculum changes at 14-19 and these are explained in section 7.

In the section on recommendations and options, interim proposals are outlined to guarantee minimum curriculum entitlements at all institutions in 2009 and 2010 before the options proposed could be implemented. These interim proposals are designed to reduce risk factors: they are not long term solutions to the fundamental issues raised in the first four sections of this report.

The report has been constructed with tight deadlines in mind. The reasons for this decision were as follows:

- The urgency of meeting the demands of the Learning and Skills (Wales) Measure 2009, in time for preliminary curriculum and staffing decisions for September 2009 and projected plans for 2010.
- To allow the LEA time to prepare the options into respective detailed proposals as early as possible to meet DCELLS deadlines for transformation and capital development plans. This is particularly important as a critical recommendation is phased expenditure of £50,000,000 on new build. This work will have to be done between December and March 2009 at the latest.
- To impact upon budget discussions for 2009-10 and to expedite an urgent revision of funding formulae which, in their current form, are unhelpful, both operationally and in terms of strategic planning.
- To allow governing bodies adequate time to reflect upon some challenging conclusions about current practice.

1. THE LEARNERS' ENTITLEMENT 14-19

It is important to set out at the beginning the entitlement of every learner.

1.1 The Learners' entitlement is based on the following key components:

- Access to high quality learning and teaching in modern, well-equipped facilities.
- Access to the statutory core and an agreed minimum range of options providing curriculum breadth.
- Vocational options which can be accessed across the ability range.
- Options to be delivered in more than one institution where resources allow.
- Clearly defined progression in all the learning pathways through the medium of Welsh.
- Maintaining and enhancing the current standards of education through the medium of both Welsh and English and bilingually.
- Good quality pastoral care and support.
- A wider range of curriculum opportunities.
- Guaranteed progression through the pathways at 14-19 accessing courses through to Level 3.

1.2 The Learners' Entitlement at KS4 14-16

The aims of the KS4 curriculum will be:

- to meet all statutory requirements
- to provide breadth and coverage of the five domains of learning
- to provide learning pathways within the curriculum and guaranteed progression through to 16-19
- to meet the needs of individual students of all abilities
- to ensure equitable provision in both Welsh and English and bilingually.

The recommendations are:

- All school pupils in Year 10 starting September 2009 have a minimum entitlement to 24 subjects including all core subjects. This will be increased to at least 30 subjects by September 2012. This entitlement could be delivered either institutionally or collaboratively.
- This total provision will include a minimum of 5 vocational subjects at Level 2 that meet local employment priorities and which can be guaranteed progression through to Level 3 in the local area.

- During the period 2010-12 all providers will consider offering 6 key skills for 14-16, achieving a minimum of 4 to comply with the foundation Welsh Baccalaureate requirement.
- Access to the Welsh Baccalaureate at Foundation and Intermediate levels at KS4 will be considered.
- Wider curriculum opportunities to ensure an appropriate range of formal and non formal experiences, partly to accommodate the needs of young people including those on the NEET (Not in Education, Employment and Training)
- Pastoral support to include existing services, PSHE, access to Learning Coach, link with youth services, health authority, CAHMS and support for LAC and NEET pupils.
- A programme of work based learning that complies with Learning Core guidance.
- Opportunities to participate in and receive accreditation for community focussed activities.

1.3 The Learners' Entitlement at 16-19

The aims of the 16-19 curriculum will be:

- to incorporate legislative requirements
- to provide breadth and coverage of the five domains of learning
- to provide learning pathways within the curriculum and guaranteed progression through employment, further education and higher education
- to meet the needs of individual students of all abilities
- to ensure equitable provision through the medium of Welsh and English and bilingually.

The recommendations are:

- All school pupils in Year 12 starting September 2011 will have access to a minimum of 25 AS/A2 general subjects and 5 Level 3 vocational courses that meet local employment priorities.
- The courses above could be delivered institutionally or collaboratively but in the most cost effective manner consistent with NPFS and county policies.
- All providers will offer 6 key skills for the 16-19 cohort in line with Learning Core requirements.
- Pastoral support to include existing services, PSHE, access to Learning Coach, link with youth services, health authority, CAHMS and support for LAC and NEET pupils.
- A programme of work based learning that complies with Learning Core guidance.
- Opportunities to participate in and receive accreditation for community focussed activities.

2. PUPIL NUMBERS AND PLACES

- 2.1 The last three years have seen a steady decline in pupil numbers in the secondary sector in Ceredigion. This decline is expected to continue.

In January 2008 there were 5004 secondary age pupils registered. By January 2013 this total will have reduced to approximately 4669 using the most optimistic projection.

In January 2008 there were 1480 surplus places in secondary schools, representing 23% of the total capacity. This is similar to the percentage of spare places in the primary sector. However there is significant undercapacity in three secondary schools which ranges from 44% to 34%.

- 2.2 The Audit Commission has recommended that the minimum effective size of a school sixth form is 150 learners across two year groups. In Wales as a whole only 47% of sixth forms are operating at this level. In Ceredigion only one school sixth form out of 7 operates over this level currently. Whilst the Audit Commission recommendation has to be considered in the context of an area where rurality, sparsity and linguistic issues have to be considered, as acknowledged in Transforming Education and Training in Wales document (September 2008). It is nonetheless a significant benchmark to which the authority should have regard.
- 2.3 Current projections indicate a further deterioration in pupil numbers from 2008 to 2013. This data is contained in Fig. 1.

The overall population of secondary schools is estimated to decline to 4669 by January 2013. The number of surplus places by that stage will be 1815, representing 28% of the total. On current projections two schools will be approaching 50% under capacity, with two others approaching 40%.

- 2.4 The number of sixth form students will decrease further as smaller year groups work through the secondary schools by 2013. It is estimated that further hundred sixth form places will have disappeared. Inevitably sixth form unit costs are likely to rise.
- 2.5 In a situation where cumulative deficits in the secondary sector in 2008-9 are already at a minimum of £550,000 and are likely to go as high as £800,000. The demographic changes outlined above will also have an impact and the deficits will become more difficult to manage. As secondary school budgets are primarily affected by pupil numbers and, in the 16-19 sector, primarily by numbers and courses, the deficits will become more difficult to eliminate. Local government settlements also be a contributing factor..
- 2.6 Such a high proportion of surplus places is inefficient in terms of the costs associated with the maintenance of excess school buildings. The difficulties of operating small sixth forms are demonstrated elsewhere in this report and include very high unit costs, excessive duplication of courses other than for linguistic reasons and inadequate choices for learners.

PUPIL PROJECTIONS 2009-13 (Figure 1)

SCHOOL	Estimate	JAN 09	JAN 10	JAN 11	JAN 12	JAN 13
Aberaeron	LEA est School est	689 684 (actual)	676 691	663 676	646 664	630 648
Lampeter	LEA est School est	669 707 (actual)	683 734	690 731	701 743	705 720
Tregaron	LEA est School est	348 336 (actual)	334 336	323 357	305 343	288 343
Penglais	LEA est School est	1367 1395 (actual)	1359 1399	1352 1353	1335 1351	1313 1316
Penweddig	LEA est School est	579 575 (actual)	554 568	545 564	534 552	527 550
Cardigan	LEA est School est	658 658 (actual)	622 622	579 579	541 541	509 509
Dyffryn Teifi	LEA est School est	549 607 (actual)	544 589	544 576	528 564	538 583

3. CURRICULUM CHANGE IN THE SECONDARY SECTOR

Any review of secondary reorganisation will be influenced by the most significant changes in the curriculum for over 20 years. Not only are the changes significant in themselves but the implementation of such changes will occur within a very narrow time frame 2008-12 in **all** three key stages in the secondary phase.

3.1 The National Curriculum

A revised curriculum framework has been devised which introduces new national curriculum subject orders and statutory frameworks for personal and social education, careers and the world of work. A non statutory skills framework and a national exemplar framework for religious education have also been introduced.

One of the overall aims of the revised curriculum is to reduce prescription and to give control and responsibility back to schools and to learners themselves.

Schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs. There are no constraints relating to time allocation or organisation of subjects. Schools can choose to:

- retain their existing approach to curriculum organisation whilst adopting a new approach to delivery

or

- develop more imaginative and innovative ways of delivering the statutory curriculum. Such changes in approach might include moving away from a rigid hourly timetable, combining the teaching of one or more subjects in a thematic way or using a series of whole days – in or out of school – to focus on a particular topic.

Secondary schools will, at the very least, be reviewing their KS3 curricula in the light of these recommendations and are expected to respond to the new flexibility that is driving the new agenda.

3.2 14-19 Implications

14-19 the Welsh Assembly Government has outlined its commitment to transforming the provision for 14-19 year olds in “Wales is the Learning Country: Vision into Action” 2006. Its aim is for:

“95 per cent of young people by the age of 25 to be ready for high skilled employment and / or further or higher education by 2015”.

- 3.21 This transformation is to be achieved through Learning Pathways 14-19. The Pathways comprise a blend of six key elements which, in combination, will ensure that all learners receive the appropriate balance of learning experiences that best meet their needs. The key elements also enable learners to receive the support and guidance they need to realise their potential. The six key elements are:

- individual learning pathways to meet the needs of each learner;
- wider choice and flexibility of programmes and ways of learning;
- a learning core which runs from 14 through to 19 wherever young people are learning;
- learning coach support;
- access to personal support and
- impartial careers advice and guidance.

3.22 The Learning Pathways 14-19 initiative aims to encourage more young people to achieve their potential so they become better equipped for the world of work, and better informed and more active citizens. It aims to do this by contributing to an improvement in the proportion of 16 year olds gaining worthwhile qualifications, progressing to further learning in education and training, widening choice, promoting equality of opportunity and supporting the achievement of '*Extending Entitlement*'.

The Welsh Assembly Government provided guidance on Learning Pathways 14-19 in July 2004 in '*Learning Pathways 14-19 Guidance*'. In April 2006, it published '*Learning Pathways 14-19 Guidance II*'. This enhanced and built on the original guidance and included the action plan that followed the Deputy Minister's report on Learning Pathways 14-19 in November 2005.

3.23 By September 2007, 14-19 networks were expected to have analysed existing choices, and developed innovative and collaborative option menus for their areas. The option menus should, by 2008, therefore:

- include opportunities in each of the domains of learning;
- demonstrate increased choice for learners, especially in more practical and applied options and
- avoid duplication of provision.

3.24 The WAG is implementing an Assembly Measure for Learning Pathways 14-19 (Learning and Skills (Wales) Measures 2009).

This Measure will make law for the education of school pupils and young people in education or training aged 14-19 in Wales. It amends the law for learners in Wales in education and training aged 14-19, set out in the Education Act 2002 and the Learning and Skills Act 2000. It also makes amendments to the Education Act 1997.

The statutory provisions provide the means by which a legal framework can be put in place that will reflect 14-19 Learning Pathways policy and provide the means to develop that legal framework as policy develops.

The key purpose of this Measure is to create a right for learners aged 14-19 in Wales:

- to elect to follow a course of study from a local area curriculum, known already in 14-19 Learning Networks as an 'Options Menu'.
- The local area curriculum will contain a wide range of options of study, both academic and vocational, across the learning domains.
- It will be possible for 14-19 year olds to study outside their main learning setting.

The Measure will enable regulations to be made by Welsh Ministers that will specify the minimum number of courses of study to be selected for inclusion within the local curriculum as a whole. Regulations will also state the minimum number or volume of vocational courses of study to be included in a local curriculum. By regulation the Welsh Ministers may also specify a maximum number of courses of study a pupil has the right to elect to follow.

The Measure specifies the grounds on which a Headteacher or Principal may decide that, in certain circumstances, a learner is not entitled to follow a course they had elected to study. The Measure also enables regulations to be made as to the making of these decisions.

The Measure will place a duty on Local Education Authorities in Wales in relation to learners aged 14-16, and on the Welsh Ministers for those learners aged 16-19, to form collaborative local area curricula. **A duty will be placed on Governing Bodies and Headteachers of Maintained Schools and Governing Bodies and Principals of Further Education Institutions to assist a Local Education Authority or the Welsh Ministers, as appropriate,** in planning the local area curriculum, having regard to any guidance issued and in compliance with any directions given by Welsh Ministers. Local Authorities will also be under the same duty to assist the Welsh Ministers.

The Measure further requires Local Education Authorities and the Governing Bodies of Schools and Institutions within the Further Education sector to seek to maximise the availability of courses of study within local curricula. Provisions within this section of the Measure enable the Welsh Ministers to issue guidance and directions to assist in achieving this aim.

In relation to youth support services, the Measure makes provision for Local Authorities and Governing Bodies of Maintained Schools and Further Education Institutions so that they may incur expenditure, employ staff and enter into agreements for the supply of goods and services.

A local curriculum comprises courses at the school where the learners are registered and courses available to the learners to via collaboration with establishments / other providers at the home school or at another educational establishment.

3.3 Implementation of the Learning and Skills (Wales) Measure 2009

The proposals for the Learning and Skills (Wales) Measure were revised shortly before this report was composed. The legislation sets out arrangements for a phased implementation from September 2009, commencing with Year 10 and then rolling out to all relevant year groups over four years. Full implementation will be required by September 2012:

Year 10	September 2009	(non-statutory)
Years 10 and 11	September 2010	

Years 10, 11 and 12 September 2011

Years 10, 11, 12 and 13 September 2012

In a further revision in December 2008 the changes to September 2009 have been made voluntary. No change has been made to arrangements from 2010.

WAG officials have met senior representatives in each local authority to discuss implementation of the proposals in KS4. All local education authorities will be placed in a band setting out an incremental minimum number of learner choices within a four year timescale:

	2009	2010	2011	2012
Band A	28	30	30	30
Band B	26	28	30	30
Band C	24	26	28	30

Ceredigion has been placed in Band C. Further information about the Measure is appended in Appendix A.

3.4 The Current Curriculum in Ceredigion Secondary Schools

The current curriculum in the seven secondary schools has been analysed and, where relevant, the courses provided by the college of further education have been added to the regional picture.

Key Stage Three

3.41 The range of subjects is broadly similar in all of the secondary schools, divided into core subjects, foundation subjects and learning core (including key skills). The requirements of the National Curriculum are being met and in all the recent ESTYN reports this has been confirmed.

3.42 Analysis of the curriculum in KS3 reveals a significant differential in the cost of current arrangements. The high unit costs in some schools are exemplified in the following analysis of Years 7-9 in 2008-9:

SCHOOL	No of pupils in Yr 7	Teaching Periods¹	Teaching Cost²	Unit cost per pupil³
PENGLAIS	210	511	9.5	1990
PENWEDDIG	96	246	4.5	2062
DYFFRYN TEIFI	107	248	4.6	1887
ABERAERON	106	300	5.5	2283
LAMPETER	122	307	5.7	2057
TREGARON	43	161	3.0	3069
ABERTEIFI	80	249	4.6	2546

SCHOOL	No of pupils in Yr 8	Teaching Periods¹	Teaching Cost²	Unit cost per pupil³
PENGLAIS	194	444	8.2	1867
PENWEDDIG	92	220	4.07	1954
DYFFFRYN TEIFI	70	184	3.4	2145
ABERAERON	104	259	4.8	2038
LAMPETER	133	307	5.7	1893
TREGARON	54	195	3.6	2944
ABERTEIFI	95	249	4.6	2138

SCHOOL	No of pupils in Yr 9	Teaching Periods¹	Teaching Cost²	Unit cost per pupil³
PENGLAIS	206	499	9.2	1972
PENWEDDIG	89	225	4.1	2034
DYFFFRYN TEIFI	105	248	4.6	1935
ABERAERON	131	346	6.4	2158
LAMPETER	124	289	5.3	1888
TREGARON	52	172	3.2	2718
ABERTEIFI	107	309	5.7	2353

Key: 1 Adjusted to align 50 and 60 period cycles
2 Based on 90% contact time
3 Based on average teacher salary costs.

The table is illustrative and the lower the contact ratio the higher the unit costs. Nonetheless the implications for planning are clear.

- 3.43 The current and projected financial situation in many of the secondary schools indicate that the high unit costs demonstrated in the current provision are not sustainable.
- 3.44 This review provides the authority with the opportunity to maintain and enhance its language strategy.
- 3.45 Discussions with senior staff at the bilingual secondary schools indicate that in most of them now, and in all of them in the future, commonality of approach with the monolingual schools is perfectly feasible.
- 3.46 Such an arrangement would bring about a simplification of the LMS funding formulae and, eventually, economies of scale in provision in both KS4 and KS5.

14-19

- 3.47 In KS4 secondary schools provide a curriculum based on core subjects, a learning core and an options menu offering 3-4 subject choices, including vocational options. Once again National Curriculum requirements are met and several schools have been praised in recent ESTYN reports for the breadth and variety of curriculum provision in the key stage.
- 3.48 Not surprisingly in view of the option menus on offer there are greater costs associated with this provision. However there are considerable variations in the unit costs of the seven secondary schools. An analysis of provision in the current Years 10 and 11 (2008-9) reveals the following unit cost (£) per pupil:

SCHOOL	No of pupils in Yr 10	Teaching Periods ¹	Teaching Cost ²	Unit cost per pupil ³
PENGLAIS	234	631	11.6	2189
PENWEDDIG	96	319	5.9	2714
DYFFRYN TEIFI	104	344	6.4	2718
ABERAERON	127	375	6.9	2399
LAMPETER	104	282	5.2	2208
TREGARON	60	237	4.4	3239
ABERTEIFI	119	397	7.3	2709

SCHOOL	No of pupils in Yr 11	Teaching Periods ¹	Teaching Cost ²	Unit cost per pupil ³
PENGLAIS	213	536	9.9	2053
PENWEDDIG	99	322	6.0	2677
DYFFRYN TEIFI	118	385	7.1	2657
ABERAERON	100	291	5.4	2385
LAMPETER	99	290	5.4	2409
TREGARON	55	240	4.4	3533
ABERTEIFI	110	345	6.4	2570

The four schools with the highest unit costs in KS4 are those with the highest current deficits.

- 3.49 The reasons for those higher unit costs becomes apparent when the group sizes are examined more closely. Over half of the option courses in KS4 currently on offer in the seven secondary schools are operating with fewer than 15 students. **65% of these courses are concentrated in the schools with the largest financial deficits.**

3.50 This situation could not be sustained, even if the changes associated with the Learning and Skills (Wales) Measure were not introduced. As they are being introduced the imperative for change and collaboration is overwhelming.

3.51 Implementing the measure at KS4 will be a significant challenge. The attached analysis of KS4 curriculum reveals the gap that has to be closed by September 2009. Assuming that current provision can be sustained Penglais, Aberteifi and Dyffryn Teifi already meet the minimum requirements for September 2009.

- Aberaeron will have to put on one additional vocational in one new domain.
- Lampeter will have to put on one additional vocational in one new domain.
- Tregaron will have to put on one full course
- Penweddig will have to put on two additional vocational courses in two new domains.

This is a total of five additional courses in 2009.

3.52 By September 2012 a total of at least 30 additional courses will be needed across the seven secondary schools to meet the minimum demands of the legislation at KS4. **The additional costs incurred cannot be absorbed easily into institutions already bearing high unit costs and deficits.**

3.53 At sixth form level there is likely to be a legislative requirement for learners to choose from 25 general AS/A2 courses plus 5 vocational courses at L3. It is also important that there are clear routes for progression from level 2 vocational courses to level 3 vocational courses. Currently provision in the schools ranges from 23 to 29 subjects and implementation of the legislative requirement is likely to take place from September 2011. The challenge for institutions is not only the number of courses but also the guaranteed progression pathways from Key Stage Four to Key Stage Five. A total of at least 31 additional Level 3 course choices will need to be added to the option menus of secondary schools by 2011, either individually or collaboratively with other institutions.

3.54 In the current provision there is a very high proportion of small A Level courses which are very expensive to run. In Year 12 alone in 2008 no fewer than 79 courses have fewer than six registered students. This is nearly 50% of current provision and the expense of this provision is clearly reflected in the unit costs of pupils (£) in the seven secondary schools in 2008 in Year 12:

SCHOOL	Cost per pupil (£)
Penglais	1821
Penweddig	3395
Dyffryn Teifi	3187
Aberaeron	3604
Lampeter	2450
Tregaron	5280
Aberteifi	2432

These figures reflect the high unit costs of small sixth forms. As with Key Stage Four this is a situation which cannot be sustained, given the financial situation in the schools and the need to enhance 14-19 option menus. **Institutions already**

bearing high unit costs and substantial deficits will not cope with additional demand and will not be in a position to guarantee sustainability of even minimum provision. The link between the number of very small A level groups and financial deficit is very strong with 73% of the very small groups being run in the four schools with the highest deficits in 2008-9. The variation in costs is extreme with some sixth form courses costing two or three times the cost at an institution a relatively short distance away.

3.55 Three schools in Ceredigion are working in partnership with Coleg Ceredigion and two schools in neighbouring unitary authorities (in a project called CAMU) to share provision across 12 subject areas in an aligned timetable and twilight session venture. This initiative is being reviewed and with further work may provide solutions to issues such as sustainability, bilingual provision and transport costs. Lessons learnt will inform the overall Ceredigion Strategy.

3.6 General Conclusions

3.61 Although there are no significant gaps in KS3 provision in the schools it is clear that the cost effectiveness and sustainability of current provision are open to serious doubt. The rationale behind current bilingual provision needs to be reconsidered in the light of the County Language Strategy and the funding formulae currently being used.

3.62 The high unit costs of provision at both Key Stage Four and Key Stage Five are not sustainable. If current practices are not changed the viability of several institutions in Ceredigion will be seriously undermined by 2012. There is, however, time to consult and implement solutions.

3.63 It should be emphasised that there have been few qualitative criticisms of secondary school performance in recent ESTYN reports. The schools have great strengths in terms of teaching expertise which clearly impacts upon the attainment of pupils. The issues are about the allocation and effective deployment of this precious resource.

3.64 Implementation of the measure at KS4 will present difficulties particularly, but not exclusively, in vocational education:

- In the Aberystwyth area, expertise and appropriate sites in Engineering, Child Care, Health and Social Care, Catering, Travel and Tourism and Business already exist within the three institutions. Provision in both English and Welsh is nearly complete.
- In the mid Ceredigion area level 2 courses need to be made more widely available in Agriculture and Construction. There is already provision for Catering and Hospitality, Health and Social Care, Business, Travel and Tourism and Salon skills either individually or collaboratively.
- In the south there is good provision for vocational education at both Cardigan and Dyffryn Teifi. Catering and Hospitality could be considered for development in the future.

3.65 Whereas there is a fair degree of commonality in allocation of teaching time per subject in Key Stages Three and Four, at 16-19 the allocations vary quite

significantly. The highest allocation for a subject is 18% at one school whereas at two schools it is as low as 13.3%. There is no doubt that the reasons for the disparity are partly financial and partly related to the numbers of pupils. At some schools minority subjects receive fewer lessons. It is conceded that the main reason for a low allocation of subject time is linked to budget shortfall. Such disparities underline the difficulties of running very small sixth forms.

3.66 A key area for development is the progression in vocational subjects from Level 2 to Level 3 by 2011.

- In the Aberystwyth area Engineering and Customer Services are not currently available at Level 3 whereas Health and Social Care and Catering are available through the medium of English. Business and Children Care is available in both Welsh and English.
- In mid Ceredigion three vocational areas progress through to Level 3 (but only in two of the schools).
- In the south there is a good level of progression in both Welsh and English with most areas covered. The problem here is the financial viability of current provision.

3.67 Whatever options are finally decided upon, aligned timetables and collaborative working will become more common. Secondary timetables are already complex and collaborative working will create more constraints within the framework at 14-19. For this to work successfully there will have to be compromises about current Key Stage Three provision to reduce constraints in Key Stages Four and Five. Essentially this means that blocking arrangements in Key Stage Three will have to be reduced to free up teachers for deployment in Key Stages Four and Five.

3.68 One pervading issue has been the entitlement to delivery of courses in both Welsh and English at 14-19. The recommendations in this report favour a local approach to provision. A model which looked at central provision for vocational courses through the medium of Welsh in mid Ceredigion was examined. The capital and transport costs involved, in addition to annual revenue costs, suggested that a local solution was preferable. In addition to costs, the 'travel to learn' issue was too difficult with geographical distances and problems with timetables proving intractable. Collaboration will be more cost effective and manageable within the local areas rather than with central provision.

3.69 It is abundantly clear that delivery of a coherent, yet flexible, curriculum at the 14-19 phase is reliant upon effective partnerships. The Tomlinson report made the point several years ago:

"I hope we have got past the point where any institution feels it can provide, by itself, all the learning needs for young people aged 14-19".

Ceredigion County Council has the responsibility to operate an overall strategy which will put in place structures and partnerships to establish equality of opportunity in the 14-19 phase across the county so that **all learners** can access appropriate, flexible and high quality provision regardless of where, in Ceredigion, they live. This is both a moral and legal responsibility for the council: the legal process begins in 2010 and

has to be complete by 2012 for the local curricula at Key Stage 4. The current structure of secondary organisation cannot deliver such an objective in the long term.

4. THE FINANCIAL MANAGEMENT OF SECONDARY SCHOOLS

4.1 The System

- 4.11 The unitary authority is required to fund secondary school according to agreed, published formulae which comply with school funding regulations.
- 4.12 At 16-19 funding is provided by DCELLS direct to secondary schools according to a national funding formula which is mainly based on numbers of students and courses but which does recognise bilingual and sparsity factors. By 2010 the full effect of this national funding system will be felt on school budgets. In effect the smaller the sixth form the less viable provision will become.
- 4.13 In 2008-9 the unitary authority devolved £18.8 million to its secondary schools to which was added £4 million from DCELLS. The per pupil funding for 11-16 was £4,668 and at 16-19 £4,117. These figures are relatively high, placing Ceredigion in the top quartile of funding in Wales. The level of secondary school deficits is, however, also very high compared to other authorities. Ceredigion currently allocates one of the highest per pupil funding share in Wales. This figure needs to be treated with some caution, as compared to many other authorities, a substantial element of SEN expenditure is delegated to schools. Comparison is made even more difficult by the high unit costs of smaller schools and the expense of bilingual provision in Ceredigion.
- 4.14 **Nonetheless, as at 31st March 2008 Ceredigion was the ONLY local education authority in Wales with an overall deficit in its secondary sector. There is no evidence that this situation will have improved by 31st March 2009.**

4.2 The Current and Projected Situation

- 4.21 Considerable time has been spent in analysing the current situation and preparing models of future budget provision based upon projected pupil numbers. The revised funding formulae have been examined in detail and an attempt to model operating budgets over 5 years has been made. The figures provide an indication of funding **available** for secondary schools and takes no account of inflation.
- 4.22 In order to provide realistic estimates of likely future expenditure the modelling exercise has built in the following assumptions:
- a confirmation of the drive for efficiency savings at county level
 - an increase per year of 1% in SEN expenditure
 - changes in the categorisation of schools to reflect lower pupil numbers
 - DCELLS funding increasing or decreasing in line with pupil numbers
 - pupil projections in line with the earlier section on "Pupil Numbers and Places".
- 4.23 The revised funding formulae were introduced to provide a closer connection between allocation of resources and the curriculum provided in schools. Whilst this intention was entirely praiseworthy the operation of the system in practice is deficient in many respects:

- too much funding is devolved according to factors other than pupil numbers
- the curriculum is one factor of many in the construction of a school budget and to devise a formula for this aspect without considering corresponding formulae for other aspects created a very unbalanced model
- the redistribution of funds to support bilingual education in four of the schools distorts the overall allocation and unduly disadvantages monolingual schools. The bilingual supplements are devolved without any regard for numbers of pupils or subjects.
- the funding formulae in use contain far too many arbitrary lump sums and need to be simplified in line with other unitary authorities
- the operation of the curriculum funding formulae have been consistently undermined by the inability of the unitary authority to fund education in the secondary sector at the desired level. The annual exercise of calculating a desirable curriculum then wrecking it by applying a new formula, based on available resources and devoid of any curricular meaning, is absurd and should be abolished without delay.
- there is, however, a case for a small school supplement to preserve secondary education in the Tregaron area.

4.24 There has been a significant gap between the unitary authority's budget requirement for secondary schools and the actual annual budget allocated. In 2006-7 the gap was 9.68%. The gap had decreased to 6.89% by 2008-9 mainly because of the fall in pupil numbers and the additional funding granted by the council in 2008-9. Nonetheless the gap is huge: as pupil numbers decrease the gap will disappear but as it does the ability of secondary schools to cope with the resultant cuts in provision is open to question.

4.25 Even if the model was adjusted to take no notice of efficiency savings and increased special needs expenditure the comparative figures would be:

In 2009-10 a surplus of £4,000 to balance against cumulative deficits of 2008-9.

In 2012-13 a surplus of £7,000 to balance against 2008-9 figures.

4.26 The impact of pupil projections, and the other working assumptions, on the secondary school budgets over the next five years can be easily summarised:

In 2009-10 there would be £450,000 additional deficit in addition to that of 2008-9.

By 2012-13 this additional deficit would have increased to £1,766,000 over 2008-9 figures.

4.27 Either way the capacity of the current funding model and secondary sector to remove existing deficits and cope with curriculum change over the next five years is non-existent.

4.3 Conclusions and Recommendations

- 4.31 The linkage between resource allocation and curriculum delivery needs to be reconsidered as a matter of urgency.
- 4.32 The current funding formulae need to be revised to achieve a better balance of distribution between the schools. This will be partly achieved by key recommendations in the curriculum section of this report.
- 4.33 The funding formulae need to be better aligned with DCELLS allocations at 16-19 to ensure progression and consistency.
- 4.34 All secondary schools should use the same budget reporting format for all expenditure and income.
- 4.35 These reports need to be analysed to improve financial monitoring and guidance and benchmark with other authorities in Wales.
- 4.36 Financial recovery plans will be assisted by all these measures.
- 4.37 Secondary schools currently are in financial difficulty and as deficits totalled £548,000 in 2007-8, they represent a significant risk factor for the authority. Projections in the current year indicate that the deficits will worsen by 31st March 2009. Although three secondary schools may be in surplus they will be so by margins significantly lower than the Audit Commission's minimum levels of prudential planned surplus (2-5%). The 5 year analysis of projected budgets does nothing to alleviate these concerns and the need to increase, for example, the number of KS4 courses by 35 strongly suggests that the solution lies in a revision of funding formulae and restructuring plans which create more cost effective provision.
- 4.38 It will be difficult to sustain the high unit costs at some of the secondary schools in the next five years. Viability is already an issue and doing nothing about it in the next five years will only challenge further the future of some institutions by 2012-13. Without reorganisation the existing structure will neither efficiently deliver the national curriculum nor provide the required range of courses at 14-19.

5. SITES AND BUILDINGS

5.1 The provision of school facilities which are fit for purpose is a target for the WAG. Local authorities are required to establish robust plans to reduce surplus places and to improve standards of accommodation. In so doing WAG further requires authorities to exhibit commitment both in terms of principle and also in directing capital resources to the task. The lack of such robust asset management plans and commitment may render authorities ineligible for capital grant funding.

5.2 Estyn in the document “Transforming Schools” suggest that the schools of the future should have:

- attractive accommodation and modern buildings
- sufficient, well-designed, high quality
- first-class facilities in which pupils can enjoy healthy meals
- suitable clean modern provision for toilets and personal hygiene
- buildings that are accessible to the whole community and have suitable facilities for disabled learners
- up-to-date facilities, such as IT centres, laboratories, workshops and libraries, for use by pupils, staff, parents and members of the community
- safe, well-lit and sheltered communal areas and grounds for play and relaxation, encouraging wide-spread community use so that users can take pride in caring for their locality
- indoor and outdoor sports and play facilities that are available both to pupils and the community and community services, where pupils and their families have access to a wide range of support, including health and social services.

5.3 Asset Management

5.31 In collaboration with the Highways, Property and Works Department and schools, the Directorate for Education and Community Services undertake a significant Capital Programme annually, largely financed through Welsh Assembly Government funding in particular the School Building Improvement grant.

5.32 A survey of all school property in 2000-01 (revised in 2008) concluded that there existed some £7,000,000 of work in order to bring primary and secondary schools to a reasonable standard of repair. Significant other resources are required to improve and provide new facilities. Whilst the authority has achieved a considerable amount in providing new facilities in the secondary sector such as the provision of a new school for Penweddig, extensive work at Aberaeron Secondary School and Lampeter school,, it is unlikely that the authority will meet the challenge set by the Welsh Assembly Government to have all schools fit for purpose by 2010 without a considerable amount of investment.

5.33 Indeed a challenge has been set for each authority by the Welsh Assembly Government to prepare plans to significantly reduce unfilled places, to have in place robust asset management plans and to make a significant contributions from Council.

5.34 Responsibility for school premises is divided between the LEA and school and guidance clearly defines the respective areas of responsibility for elements of capital

and repairs and maintenance. Schools may enter into a Service Level Agreement with the Highways, Property and Works Department in order to access technical advice and support.

- 5.35 The authority has provided schools with guidance on the respective responsibilities under the disability legislation.

5.4 Condition of Secondary Schools

- 5.41 A revised condition survey (2008) has indicated that there is a total of £3,700,000 repairs required in the six secondary schools (one school is covered by PFI).

- 5.42 An analysis of the condition grades given in the revised survey indicates that **no** grades have been awarded in the good category in any of the six schools.

- 5.43 The extent of the repairs deficit is clearly exemplified in that all of the schools have been awarded nearly 50% of the grades in the poor and bad categories. At the Dyffryn Teifi and Tregaron sites the proportion of grades in these categories rises to a range of 66 and 63% respectively.

- 5.44 The repairs deficit in the secondary sector is a significant challenge for the unitary authority and the Welsh Assembly Government deadline of 2010 will not be met. The condition of site and buildings is an important factor to be considered in any restructuring of secondary education.

- 5.45 The Dyffryn Teifi site is seriously deficient and is not suitable for further development. The site at Tregaron requires £922,000 investment just to bring the buildings up to the minimum standard required by Welsh Assembly government. The site at Cardigan is very cramped and would require significant and costly renovation. The other secondary sites are more favoured and many have already benefited from substantial capital investment.

- 5.46 Not surprisingly there is evidence that new buildings contribute to significant improvements in pupils' attainment and achievement. A recent ESTYN survey (January 2007) confirmed that ageing school buildings in a poor state of repair fail to meet modern teaching and learning needs. The quality of teaching improved in those schools that have moved into new or refurbished buildings. Improvement in the quality of buildings has a very beneficial effect on the quality of teaching and morale of staff. Pupils' behaviour has been shown to improve with fewer exclusions. Better facilities also encourage after school activities.

- 5.47 A key recommendation in this report is the reinvestment of savings into improved facilities for secondary schools and in some cases significant capital investment to transform the experiences of learners.

6. MANAGEMENT STRUCTURES FOR THE DEVELOPMENT OF 14-19 PROVISION

6.1 Introduction

- 6.11 The further implementation of 14-19 Learning Pathways, in particular the development of option menus at post 14 and post 16, will eventually require formal mechanisms of governance to ensure that collaborative planning and implementation become a reality rather than a vague aspiration.
- 6.12 Enabling legislation and regulations to facilitate collaboration between maintained schools and between maintained schools and further education institutions has been passed by the Welsh Assembly in 2008.
- 6.13 A key recommendation in this report is the formation of a Learning Partnership 14-19 for the whole of Ceredigion. Such a partnership is a vital first step for accessing the Transformation agenda.

6.2 Rationale

- 6.21 The Learning Partnership would be required to implement an agreed minimum core / option entitlement and further develop 14-19 provision in its designated area.
- 6.22 The key components of the Learning Partnership (14-19)'s work will be:
- To develop wider and different learning opportunities for ALL learners including enhanced learning experiences, wider access and increased participation.
 - Delivery, in individual institutions and in collaboration, of an agreed minimum core / options pathway in the designated area for the 14-16 cohort.
 - Delivery, in individual institutions and in collaboration, of an agreed minimum core / options pathway in the designated area for the 16-19 cohort.
 - An options menu at 14-16 based on the five WAG domains.
 - Elimination of duplication of courses.
 - To develop the use of shared resources in terms of staff, materials and equipment.
 - Vocational specialisation linked to local labour market needs.
 - Aligned institutional timetables to facilitate collaboration.
 - Quality assurance system agreed by all providers to maximise standards of achievement.
 - Shared 14-19 staff development programmes
 - Additional support for identified groups of young people e.g. NEETS, LAC.
 - Guaranteed progression routes through the pathways.
 - Systems of advice and guidance for learners.
- 6.23 The learner's curriculum entitlement will be underpinned by key principles:
- An entitlement to high quality learning and teaching in modern, well-equipped schools.
 - An entitlement to the statutory core and an agreed minimum range of options providing curriculum breadth.

- Vocational options which can be accessed across the ability range.
- Options could be delivered in more than one institution where resources allow.
- Clearly defined progression in the learning pathways through the medium of Welsh.
- Cost effective provision through the medium of both Welsh and English and bilingually.
- A minimum core of pastoral care support.
- A range of wider curriculum opportunities will be offered as appropriate.
- Routes will be provided within all the 14-19 Learning Pathways domains.
- Learners will be guaranteed progression through the pathways accessing courses through to Level 3.

6.3 Learning Partnership

6.31 The Learning Partnership will need to be formed by September 2009 and will, in the first instance, be composed of:

The Principal and Vice Principal of Coleg Ceredigion
 The Headteachers of the secondary schools
 Representatives from other partners in 14-19 courses
 The Director of Education
 Manager of 14-19 education in the LEA.

6.32 The Learning Partnership will:

- provide strategic leadership and vision for the designated area
- implement the learner entitlement
- plan and resource locally agreed core / option pathways at 14-16 including aligned timetables
- plan joint budgeting arrangements for 14-19 provision
- agree pricing of all relevant options courses
- prepare mechanisms for the transfer of funds between partners in the designated area
- agree and monitor quality assurance for all courses provided in the designated area
- plan and prepare shared 14-19 staff development programmes
- agree and implement policy on admissions and progression
- agree and implement standard documentation on applications, admissions, reporting and recording procedures
- agree and implement protocols for disciplinary and welfare issues and day to day management of student issues
- establish minimum entitlements for pastoral care support
- agree and establish transfer arrangements for students at 14+ and 16+

- agree common staffing policies to ensure coherent approaches to deployment of resources.

6.4 Operational Considerations

From September 2009 it is recommended that the Learning Partnership replaces the current 14-19 Network Committee. The current Executive group can act as a steering group for the Learning Partnership. As the implementation of the Learning and Skills (Wales) Measure (2009) proceeds a decision can be made about the viability of the Learning partnership and whether the local education authority will need to have two learning partnerships in the north and south of the county.

6.5 Governance

After 2009 consideration will need to be given to the issue of formal mechanisms of governance in this structure. In particular, decision will be needed on the delegation of powers from governing bodies to the 14-19 Learning Partnership(s) and the representation of governing bodies in it (them). Much will depend on the progress made in 2009-10 and the effectiveness of the Learning Partnership.

It is a major change in governance and the concept of delegated powers for such a major issue as 14-19 will be challenging for governing bodies. However the scope of the activities envisaged, the potential size of the budgets involved, the number of staff employed and the strategic role invested in the LEA suggest that eventually nothing less than a formal governance arrangement would be effective.

7. RECOMMENDATIONS AND OPTIONS

There are a number of recommendations which can be applied generally to the secondary sector in the next two years which will not only enable the implementation of curriculum change in a cost effective manner but also provide solutions to the current financial difficulties in the secondary sector in Ceredigion. However longer term proposals involving restructuring and extensive consultation are also proposed which will provide more permanent solutions to these issues.

Taken together the short and longer term proposals have been designed to:

- maintain and enhance the current high standards of pupil performance in the secondary sector.
- deliver curriculum change cost effectively
- be sustainable in the longer term
- eliminate current operating deficits.

In setting out these proposals it must be emphasised that the most radical option for Ceredigion is to do nothing at all in the secondary sector. This will ensure that more than one of the existing institutions will become unviable by 2012 and the county will be unable to fulfil even its minimum legal obligations under the Learning and Skills (Wales) Measure 2008.

7.1 Short Term Recommendations 2009-11

These recommendations can be implemented now:

- Utilise the 14-19 revenue and bilingual budgets to meet the minimum requirements of the Learning and Skills (Wales) Measure 2009 in 2009 and 2010. Although the first stage is now non-statutory it is strongly advised that institutions move incrementally towards the statutory minimum in 2010. These 14-19 budgets can be used as short term props but after 2010 the courses will have to be sustained using baseline funding.
- From a Ceredigion Learning Partnership along the lines recommended in section 6 to provide definition and structure to 14-19 development.
- Agree an explicit learner entitlement at 14-19 to assist the practical implementation of recent legislation.
- Conduct an urgent review of secondary funding formulae to bring about a more realistic and equitable distribution of resources, removing those factors which distort this allocation (see section 4 for details).
- Ensure that all secondary schools have agreed financial recovery plans by April 2009 to reverse the trend towards deficit. It is unlikely that the worst deficits will be eliminated without implementation of the longer term restructuring proposals but a

start has to be made now. The current approach to financial recovery plans is inconsistent between different secondary schools.

- The current practice in bilingual education in the secondary schools needs to be reviewed alongside the Ceredigion language strategy. The strategy states that all pupils will be confidently bilingual in all primary and secondary schools within the county. The strategy describes a continuum into which all secondary schools could be placed in the next few years.

The opportunity to restructure secondary education provides the means to not only maintain this language strategy but also enhance its implementation. As the strategy is implemented the linguistic differences between traditional bilingual and the designated Welsh medium schools will diminish and lead to commonality in approach.

Enhancing bilingual education in the secondary sector is one of the key goals of the restructuring strategy. The traditional bilingual institutions should be supported in developing the bilingual provision towards delivering 80% of the curriculum over a period of time. In so doing the curricular structures should be more uniform and lead to simplification of the funding formula. Where 80% Welsh medium education is not realistic and achievable there will be a minimum entitlement of 20-30% through the medium of Welsh.

Such a move would not only strengthen the implementation of the language strategy but it would also create the economies of scale needed to make the secondary sector financially viable. The proposal has the potential to rationalise the funding of bilingual provision in the funding formulae. To give just one example the creation of an 80% curriculum through the medium of Welsh at one secondary school would save the equivalent of 5 teachers' salaries over five years.

The Welsh Assembly Government document "Defining Schools according to Welsh Medium Provision" was issued in October 2007. The proposals would place most schools in Ceredigion into category 2 using the criteria set out in that document.

- In the short term the Learning Partnership will implement collaborative schemes between schools, Coleg Ceredigion and other providers to extend choice at 14-19, avoid duplication of courses and reduce costs. It is anticipated that between two and six courses at both KS4 and KS5 could be delivered in this way between 2009 and 2011 at every institution. It is also recommended that the Welsh Baccalaureate is introduced into all institutions to provide all learners at Advanced, Intermediate and Foundation levels a coherent framework for the learning core and a cost effective method of increasing choice. Crucial though all these measures are, they will not be sufficient to guarantee sustainability everywhere and for that reason more long term solutions need to be considered.
- The LEA should appoint an officer to review and undertake analysis of potential models of collaboration, perhaps as part of a Transformation bid.

7.2 Longer Term Recommendations

Although the short term measures described will provide improvements to current provision they will not by themselves solve the fundamental issues affecting the development of secondary education in Ceredigion.

7.21 These fundamental issues may be summarised as:

- The current very high costs and significant deficits at institutions which are likely to suffer further reductions in pupil numbers.
- The need to find cost effective solutions to preserving high quality secondary education through the medium of Welsh in areas suffering demographic decline.
- The need to find significant revenue savings to finance badly needed capital development at three secondary sites. Without those revenue savings there is no realistic prospect of accessing the sums required to bring those sites up to the standards required for 21st century learners.
- The need to co-operate with other unitary authorities to find strategic solutions which cannot be found within the boundaries of Ceredigion.
- The need to find solutions which will not extend pupils' journey time unreasonably. There are a number of environmental concerns, educational concerns (engagement of pupils, attendance and age of pupil) and of course financial issues which have to be considered before proposing excessive journey times. In general, the transport options in the recommendations have been deliberately limited for those reasons.
- The need to improve substantially the collaboration between schools, Coleg Ceredigion and other providers to extend learners' choice, avoid excessive duplication of courses and guarantee linguistic progression in the various pathways.
- The need for secondary schools to work in partnership with Coleg Ceredigion to develop sustainable strategic solutions to the provision of vocational courses.

7.22 Although three of the current secondary schools are of an appropriate size, both now and projected, to be secure in terms of viability and sustainability the others will encounter difficulties in maintaining an adequate range of courses without running into greater financial deficits. The quality of education provided in these is however very good, the small sixth forms have high standards and in some cases the schools provide the only Welsh medium secondary education in the area. The purpose of the longer term recommendations is designed to preserve this good provision in a manner that is cost effective in the long term.

The longer term recommendations include:

- the maintenance of the short term proposals, particularly the economies of scale brought about by the review of bilingual provision

- the creation of two Welsh medium 3-19 all-through schools which combine primary and secondary provision for a defined area on one site, where it is appropriate to do so.
- targeted collaboration between institutions at 14-19 which ensures a broad range of courses, linguistic progression, more cost effective provision and the avoidance of duplication.

It should be clearly emphasised that no one solution will fit a county as diverse as Ceredigion. Retention of the status quo is not a sensible option: more than one institution will become non-viable and the county would be unable to fulfil even its minimum legal obligations under the Learning and Skills (Wales) Measure 2009. The combination of short and long term recommendations is designed to strengthen the existing good quality provision and to provide education for secondary age pupils in the areas of the six major towns of Ceredigion.

7.23 The Concept of 3-19 Education

The concept has already been raised in the document “Developing Education in Ceredigion: Planning Education Provision to 2020” and was included in the 2008 consultation document. The attraction of the concept lies in the preservation of education, particularly in rural areas, where it would otherwise be difficult to sustain the high unit costs (currently amongst the highest in Wales) associated with small primary schools and small secondary schools with sixth forms well below the minimum size recommended by the Audit Commission.

The merger of primary and secondary provision on one site will create substantial economies of scale in deployment of teachers and support staff. The larger the number of primary schools involved, the greater the economies of scale. Later in the document two examples are used to illustrate the reinvestment potential. In addition to these economies of scale, there would be additional savings in the secondary sector from a redesignation of linguistic category and collaboration at 14-19. Without all these potential savings it would be impossible to preserve secondary education in its current form in at least two areas of Ceredigion.

The creation of new Welsh medium 3-19 schools would also provide the opportunity to implement a single school management structure and a single governing body which would ensure greater coherence and cost effectiveness.

Linguistic progression, as envisaged in the county language strategy, would also be strengthened with the designation of new Welsh medium 3-19 schools.

The revenue savings available for reinvestment would enable the county to access significant funding for capital development which is desperately needed not only to improve secondary provision but also to enhance buildings, rooms and resources for earlier phases of education. The shortcomings of the latter were illustrated in the “Developing Education in Ceredigion: Planning Education Provision to 2020” (section 4.9). The calculations used to create the necessary capital development funds are exemplified in section 8 of this document.

As seen in other areas of the United Kingdom establishing 3-19 education establishment provides a viable, sustainable focus for the community, including a

potential range of services including integrated family centres to provide support services for parents and families.

A strong 3-19 establishment would be well placed to adopt community and professional partnerships across areas such as health and welfare, inclusion, lifelong learning, teaching and learning, employment and the local economy, young people and family services, community safety.

It would also be able to adopt a collaborative approach at 14-19 with other providers such as other Welsh medium and bilingual secondary schools and Coleg Ceredigion to meet the needs of learners and maximise cost effectiveness.

7.3 Recommendations for Change

For ease of reference the recommendations are grouped geographically.

7.31 Aberystwyth Area

Key Issues

- There is limited collaboration between the three main institutions Ysgol Penweddig, Ysgol Penglais and Coleg Ceredigion, despite their proximity. There is collaboration on the vocational front with Skillstart, Watson's Training and Mudiad Ysgolion Meithrin. There is also limited collaboration with video conferencing and with childcare courses with schools in other parts of Ceredigion and beyond.
- The current operation of LMS funding formulae.
- The current and projected deficit at Ysgol Penweddig and the impact of pupil projections in the next four years.
- The availability of some vocational courses through the medium of Welsh.
- Although there are no substantial capital requirements in the Aberystwyth area some investment will be required at Ysgol Penglais and Ysgol Penweddig to provide additional teaching space and some modest capital investment will be required to facilitate vocational education at all the institutions.

Recommendations

- Collaboration between Coleg Ceredigion, Skillstart, Watsons Training and the two schools, Ysgol Penglais and Ysgol Penweddig in the delivery of vocational courses at 14-19 ensuring linguistic progression and aiming to reduce unit costs at KS4 and KS5. It is recommended that between four and six vocational courses are organised in this way by 2012 to reduce duplication and costs. Collaboration with Coleg Ceredigion is a major priority.
- Collaboration between Penweddig and other Welsh medium institutions in the county in the delivery of vocational and AS/A2 subjects in order to create economies of scale. Where a course is delivered through the medium of English, collaboration could be considered with Penglais and Coleg Ceredigion.

- There are good reasons why no significant changes are proposed for the Aberystwyth area. The area is served by Coleg Ceredigion, Ysgol Penglais and Ysgol Penweddig. The latter is the only Welsh medium school in north Ceredigion. In line with the Ceredigion Language Strategy that role will remain. Indeed, as the Language strategy is implemented the demand for education through the medium of Welsh is likely to increase which would, in turn, increase the pupil numbers at Ysgol Penweddig. Collaboration with other institutions, as recommended in this report, should also ensure that legislative requirements are met in the Aberystwyth area. The financial situations at both schools will also be assisted by the revision of the current funding formulae for Ceredigion secondary schools. Given the quality of both the sites at Ysgol Penweddig and Ysgol Penglais no major capital investment will be required in the near future. Consequently there is no compelling case to alter the current structure of secondary schooling in the Aberystwyth area provided that the recommended collaborative proposals take place.

7.32 Mid-Ceredigion Area

Key Issues

- The very high unit costs at Ysgol Tregaron (budget share per pupil in 2007-8 was £5,163 against an average of £4,267 in the secondary sector). The school has a very small sixth form which will be difficult to sustain without subsidy from elsewhere.
- Ysgol Tregaron is already in deficit and Ysgol Llanbedr and Ysgol Aberaeron are operating at the margins of financial viability in 2008-9, well below Audit Commission recommendations for prudential surpluses.
- The site at Ysgol Tregaron will need substantial capital investment whatever organisational solution is found – at least £922,000 is needed to bring the premises up to the minimum WAG guidelines.
- Despite the high unit costs involved, Ysgol Tregaron has developed impressive vocational education courses at its site and in collaboration with others. These already meet the minimum legislative requirements for vocational courses in September 2009. The difficulty, however, lies in the sustainability of these options for learners over the long term.
- There is already collaborative work between the three institutions. Given the organisational and linguistic similarities between the three schools there is considerable scope for collaboration, particularly in vocational courses and minority A levels and with Coleg Ceredigion.
- The high unit costs of A Level provision generally is a major issue affecting both the viability of current provision and its sustainability.
- The sites at Aberaeron and Lampeter have benefited from considerable investment in their infrastructure. The projected size of Aberaeron's sixth form and general pupil projections indicate that the school is viable provided current unit costs are reduced. The same conclusion can be drawn for Ysgol Llanbedr.

Recommendations

- The key recommendation is the creation of a Welsh medium 3-19 all through school in the Tregaron area – an option already featured in the “Developing Education in Ceredigion: Planning Education Provision to 2020”. However, this proposal needs to be significantly expanded to bring about the merger of Ysgol Tregaron with the primary schools in Tregaron itself, Llandewi, Llangeitho, Bronant, Lledrod, Pontrhydfendigaid and Penuwch which would create a viable and sustainable school, reducing some of the highest unit costs in the county.

Anticipated revenue savings for reinvestment in the Tregaron area	£230,000
Anticipated revenue from sale of sites	£500,000

This would create enough scope, with prudential borrowing, to construct a new area school in Tregaron for 3-19 and deal with the backlog of substantial repairs needed to modernise the secondary school in Tregaron itself. The total cost of this development is estimated to be £15,000,000.

- In addition there will need to be substantial collaboration between Coleg Ceredigion, Lampeter, Tregaron and Aberaeron to achieve economies of scale, particularly in the provision of vocational education and 16-19 AL courses. In the first instance it is recommended that collaboration, requiring aligned timetables, will be needed for between four and six vocational courses at KS4 and an equivalent number of A Level courses at all these institutions. Even from 2009 or 2010, allowing for transport costs it is estimated that savings of between £100,000 and £140,000 could be achieved over four years. These savings combined with the earlier recommendations about bilingual education would generate more efficient curriculum delivery and more extensive choice for learners.

7.33 South Ceredigion

Key Issues

- The projected decline in pupil numbers at Ysgol Aberteifi by 2012 presents a serious challenge in terms of its viability. This potential problem is compounded by its current financial deficit and some high unit costs at KS4.
- Ysgol Dyffryn Teifi is projected to decline slightly in size by 2012. Its current financial deficit represents a significant risk factor to its capacity to guarantee minimum legislative provision at Key Stages Four and Five.
- The cumulative deficits at both schools will approach £450,000 this year. At a time when budgets will be constrained, the lack of any evidence whatsoever that pupil numbers will increase suggests that significant changes will be required to ensure viability and sustainability.

- Curriculum provision at 14-19 is currently good at both existing secondary schools. However the key question is about the sustainability of such a large number of options at the two sites.
- Coleg Ceredigion offers a range of vocational courses at the Cardigan campus but does not currently offer AS or A2 subjects. Collaborative work has already started between the three institutions and neighbouring authorities. The CAMU project has already been mentioned: this collaborative venture has illustrated issues with teachers' contracts, transport costs and sustainability, all of which will need to be addressed by the Learning Partnership.
- The site at Dyffryn Teifi has serious deficiencies in terms of site development and building quality. It is congested and riddled with health and safety issues. It is not suitable for development as a modern, well equipped secondary school.
- The site at Ysgol Aberteifi requires substantial investment if it is to be continued as a site for secondary education.
- Strategically any solution to the issues at Ysgol Dyffryn Teifi and Ysgol Aberteifi has to take into account the proximity of the secondary school at Newcastle Emlyn. This school is also projected to decline from a current population of 720 to 575 by 2012.
- The availability of courses through the medium of Welsh, particularly in the vocational area.

Recommendations

Option A LLANDYSUL

- Create a purpose-built Welsh medium 3-19 all-through school in the Llandysul area, having closed the Dyffryn Teifi site, which merges Ysgol Dyffryn Teifi and several primary schools into a viable and sustainable school. Local discussions are ongoing. The illustration below shows the minimum anticipated savings

Minimum anticipated revenue savings for reinvestment in the Llandysul area	£200,000
Minimum anticipated revenue from sale of sites	£1,500,000

- Although the revision of funding formulae and the revenue savings created in the formation of a 3-19 school in the Llandysul area will go some way towards relieving the current financial problems of Dyffryn Teifi, it will not be sufficient to reduce the high unit costs, particularly at 16-19.
- It is recommended that the Learning Partnership looks at further collaboration within the area to reduce unit costs and create economies of scale in both vocational and AS/A2 provision, ensuring linguistic progression. A preliminary analysis of 2008 provision suggests that such co-operation could be possible.

Over two years this could make savings which would be enough, with recurrent funding and taking into account transport costs, to sustain the financial stability of the new institution.

OPTION B CARDIGAN

It is estimated that pupil numbers will continue to decline at Ysgol Aberteifi to perhaps 550 by 2012. Falling rolls present a considerable challenge as does the quality of the current site which requires substantial investment to ensure that the buildings and facilities are brought up to the standards required in a modern well-equipped secondary school in the 21st century. On the other hand there are opportunities for collaboration with Ceredigion. Moreover there is an established 16-19 partnership between Ysgol Aberteifi, Ysgol Dyffryn Teifi, Ysgol Newcastle Emlyn, Ysgol Preseli and Coleg Ceredigion.

The key recommendation is that substantial investment be made at Ysgol Aberteifi and Coleg Ceredigion to upgrade the existing facilities and create a 14-19 centre of excellence. It is planned to deploy £1.5 million from the capital programme alongside a transformation bid of at least £10 million to implement this recommendation. It is anticipated that creation of this 14-19 learning centre will encourage significant collaboration with the new 3-19 school proposed for the Llandysul area as well as cross-border collaboration with two neighbouring local authority areas. It also provides the opportunity to review the Welsh language policy at Ysgol Aberteifi. There is ample capacity at the Ysgol Aberteifi site to implement these changes. It makes geographical, strategic and organisational sense to develop the existing facilities in Cardigan: the viability of these arrangements critically depends on the longer term concentration of cost-effective 14-19 courses for the area into two "hubs" at Cardigan and Llandysul, guaranteeing linguistic progression and encouraging cross-border collaboration.

8. CAPITAL PROGRAMMES FOR OPTIONS

The following options have been exemplified to show how the desired capital programmes can be funded:

8.1 Indicative Overall School Redevelopment Capital Programme Requirements

Costs and possible funding sources for the three projects are shown below. The amounts are illustrative, but realistic. The amounts for prudential borrowing are based on estimated revenue savings as shown in the next paragraph.

	Tregaron £M	Llandysul £M	Cardigan £M
Capital Cost	15.0	25.0	10.0
Capital Receipts	0.5	1.5	0
Prudential Borrowing	2.3	2.0	0
Capital Programme	1.2	0.5	1.5
SBIG / Transformation	11.0	21.0	3.5
Development Grant?	0.0	0.0	5.0
Total Funding Sources	15.0	25.0	10.0
Gross Revenue Saving	0.315	0.267	0
Transport	0.085	0.063	0
Net Revenue Saving	0.230	0.204	0
Capital Programme per annum	0.750	0.750	0.750

NOTES

- Future WAG grants are uncertain and targeting arrangements are envisaged to be implemented from 2009-10.
- Costs are best estimates based on likely pupil numbers and at current prices; some allowance is made for the effect of inflation, which will need to be monitored continually.
- The Council's revenue budget benefits from professional fees charged to the capital schemes of £1.1m.

- Capital Receipts from school disposals are potentially higher when taking into account any planning opportunities, however some buildings are not owned by the Council. Capital receipts would be reduced significantly if premises are leased and not sold, which will mean additional funding to be identified from other sources. There will be maintenance savings from premises either sold or leased.
- Capital receipts generated during the period may be held in the corporate pot which would mean that further funding would be required from one of the other headings.
- Unsupported prudential borrowing is to be funded from revenue savings arising from the school reinvestment programme.
- The conditions survey undertaken indicates a repairs backlog but the impact on this amount due to inflation and the outcome of this consultation document is unknown.

8.2 Indicative Overall School Redevelopment Revenue Implications

This illustrates how the revenue savings upon which the prudential borrowing figures in the above table are based have been derived. Two scenarios are presented, with the first based on actual pupil numbers in 2008 and the second based on predicted pupil numbers in 2012.

In the attached tables transport costs are based on a broad range and the following assumptions have been used for the bases of the calculation:

- a) only statutory provision made (whereas the current policy includes some discretionary provision;
- b) no allowance has been made for escorts;
- c) the rates per vehicle are based on county averages which vary greatly, and will be subject to tender, and are in nature different to the typical routes already in situ.

Some of the savings may be required to fund the federation model being proposed with the balance being used to fund the prudential borrowing costs arising.

Year 2008		Year 2012		Assumptions	
	No	Saving	No	Saving	
Schools Closing	7	329,000	Schools Closing	7	All pupils transfer to the school on the secondary campus
Schools Opening	1	(67,000)	Schools Opening	1	30% of pupils in the outlying schools are entitled to transport
Schools Extended	0	0	Schools Extended	0	
Site Saving	6	262,000	Site Saving	6	One vehicle utilised per closed school except for Lledrod and Bronant sharing a vehicle
	Current Pupils	Saving	Current Pupils	Saving	
Bronant	22	18,000	Bronant	16	24,000
Llanddewi Brefi	32	8,000	Llanddewi Brefi	36	4,000
Llangeitho	61	0	Llangeitho	50	0
Lledrod	18	22,000	Lledrod	15	25,000
Pontrhydfendigaid	57	0	Pontrhydfendigaid	54	0
Penuwch	44	0	Penuwch	42	0
Tregaron	73	0	Tregaron	79	0
New School			New School		292
Pupil Saving	307	48,000	Pupil Saving	292	53,000
Gross Saving		310,000	Gross Saving		315,000
Transport from	Pupils	Cost	Transport to	Pupils	Cost
Bronant/Lledrod	12	17,100	Bronant/Lledrod	9	17,100
Llanddewi Brefi	10	17,100	Llanddewi Brefi	11	17,100
Llangeitho	18	26,600	Llangeitho	15	17,100
Pontrhydfendigaid	17	26,600	Pontrhydfendigaid	16	17,100
Penuwch	13	17,100	Penuwch	13	17,100
	70	104,500		64	85,500
Net Saving		205,500	Net Saving		229,500

Year 2008		Year 2012		Assumptions	
	No	Saving	No	Saving	
Schools Closing	6	282,000	Schools Closing	6	282,000
Schools Opening	1	(67,000)	Schools Opening	1	(67,000)
Schools Extended	0	0	Schools Extended	0	0
Site Saving	5	215,000	Site Saving	5	215,000
	Current Pupils	Saving		Current Pupils	Saving
Aberbanc	38	2,000	Aberbanc	36	4,000
Capel Cynon	30	10,000	Capel Cynon	28	12,000
Coed-y-Bryn	39	1,000	Coed-y-Bryn	34	6,000
Pontsiân	52	0	Pontsiân	41	0
Capel Dewi	26	14,000	Capel Dewi	21	19,000
Rhydlewis	32	8,000	Rhydlewis	29	11,000
New School			New School	189	
Pupil Saving	217	35,000	Pupil Saving	189	52,000
Gross Saving		250,000	Gross Saving		267,000
Transport from	Pupils	Cost	Transport to	Pupils	Cost
Aberbanc, Rhydlewis & Coed-y-Bryn	33	32,300	Aberbanc, Rhydlewis & Coed-y-Bryn	30	32,300
Capel Cynon	9	17,100	Capel Cynon	8	5,000
Pontsiân & Capel Dewi	23	26,600	Pontsiân & Capel Dewi	19	26,600
65		76,000	57		63,900
Net Saving		174,000	Net Saving		203,100

APPENDICES

- A. **MINIMUM ENTITLEMENT – LOCAL CURRICULUM KEY STAGE FOUR**

- B. **KEY STAGE FOUR CURRICULA 2008-9**

- C. **COURSES AT COLEG CEREDIGION**

- D. **LEVEL 3 COURSES AT COLEG CEREDIGION AND THE SEVEN SECONDARY SCHOOLS**

- E. **CAMU**

- F. **PROGRESSION FROM LEVELS 1 AND 2 2009-11**

APPENDIX A - Minimum Entitlement – Local Curriculum Key Stage 4

A Key Stage 4 Local Curriculum will consist of a list of qualifications offered to all learners. The local authority has the responsibility for determining whether there will be one Local Curriculum which applies to all learners registered at maintained secondary schools, or more than one (Local Curricula) to facilitate clustering arrangements. A local curriculum will consist of general and vocational courses and will include all National Curriculum Core subjects. Within each local authority, where there is more than one local curriculum, each needs to match to a particular school.

A Local Curriculum will consist of the following:

- courses offered to learners, available at their registered school i.e. the lead learning setting
- courses offered to learners through partnership / co-operation with other providers such as schools, FE colleges, training providers etc. which may be available at the lead setting or at another learning environment.

Two main criteria are set out in relation to local curriculum requirement:

1. Achievement of a minimum score within the local curriculum (set to ensure adequate volume or size of a local curriculum).
2. A minimum number of choices from level 2 courses for learners (to broaden current practice, particularly in relation to vocational provision for learners at key stage 4).

Determining the size / volume of a Local Curriculum

To ensure that the needs of all learners are met, a local curriculum will consist of courses at a range of levels. A scoring system will be adopted to ensure adequate volume for learners within a local curriculum. Courses offered at a range of levels may be included. A minimum score of **780** is set for each local curriculum. This score has been set to facilitate providers in their offer of a range of courses of various size / volume. Within this score, a minimum score requirement of **260** has been set in terms of vocational provision (one third).

The scoring mechanism takes account of the variation in size of courses; the threshold equivalencies system (currently being used in relation to RE2 returns for schools) will be adopted. Thresholds represent a volume or 'size' of qualifications at a specific level on the National Qualifications Framework (NQF).

The NQF Level Contribution works on the basis that each approved qualification has been assigned a threshold contribution. This is represented as a percentage of the total size or volume of learning required to meet the level threshold. Any qualification, approved for use in Wales will be awarded a threshold score. See examples below:

Score Examples

Course	Score
Full GCSE	20
Short GCSE	10

GCSE Double Award	40
BTEC First Cert	40
BTEC First Dip	80

Further scores may be found on the National Database of Accredited Qualifications.

NVQs

NVQs that are offered within a local curriculum may be awarded their respective score in line with the Threshold Recording System; however, local authorities will need to ensure that a broad and balanced offer is maintained within the local curriculum. Any courses on offer must be genuinely suited to the cohort and not skewed to gain a higher score!

With the further requirement of the legislation that sets out a minimum number of 30 choices for learners at level 2, the likelihood is that where NVQs or larger courses are offered within the local curriculum the overall score will be greater than 780.

Learner Choice

Whilst Welsh Assembly Government recognises that in order to meet the needs of all learners local authorities will offer courses at a range of levels, from entry to level 3. The measure is setting a minimum requirement for learner choice at level 2. **By 2012, the requirement is that within a local curriculum, each learner will have a choice of at least 30 courses at level 2; of these a minimum of 5 must be vocational.**

Level 1 / 2 Progression within the Key Stage

If a course is offered as a level 1/2 within a local curriculum, allowing any learners who meet the level 1 competency access to the higher award within that key stage, this may be included as a valid choice. The following criteria must be met:

- Published / offered as a Level 1 / 2 course
- There must be a genuine local progression route from the level 1 to a level 2 course
- The course must be available at level 2 for pre-16 learners
- Within the same key stage, the local authority makes a commitment to enter those learners who they consider suitably eligible for the higher award.

Transition Timeframe

Whilst local authorities follow their respective transition timeframe, the following revised scores and minimum requirement for level 2 vocational provision are given as the minimum requirement:

Total Number of Courses	Local Curriculum Score	Ceredigion
24	620	2009
26	680	2010
28	720	2011
30	780	2012

Transition Figures for Vocational Provision

Total Courses	Total Score	Min Number – Voc Course Requirement (L2)	Ceredigion
24	180	3	2009
26	220	4	2010
28	220	4	2011
30	260	5	2012

The minimum requirement that vocational course provision falls across a minimum of three domains will remain.

The local curriculum must consist of a range of courses that lead to formal qualifications.

What is a Course?

A course may be defined as a period of study based upon a specification or a combination of specifications, leading to a recognised qualification or combination of recognised qualifications at a particular level accredited within the National Qualifications Framework (NQF). The content of the course should not be replicated in any other course offered as part of the local curriculum.

For a course to count as a choice it must be at least the size of a full GCSE, or attain a score of 20, therefore a short course with a score of 10 would count as $\frac{1}{2}$ a choice.

Short Course Provision

Where a short course GCSE is offered within a local curriculum in addition to a full course, only the full course will be counted as a choice.

Courses offered within a local curriculum must be both general and vocational in nature.

A general qualification is one, which requires the demonstration of knowledge and understanding mainly through the application of cognitive skills such as analysis, synthesis and evaluation. General courses are normally assessed through written and / or oral examinations, although some may require an element of practical demonstration.

A vocational qualification is primarily designed to prepare learners for employment or specific occupations by increasing their knowledge, skill or proficiency in related subjects and therefore it has labour market value for entry to an identifiable occupation or set of occupations. Within the context of 14-19 Learning Pathways Policy, a small number of GCSEs are considered to have a more vocational context and will be included as vocational qualifications in a local curriculum.

Any qualifications offered within a local curriculum must meet the following criteria:

- Accredited on the National Database of Accredited Qualifications (NDAQ) and
- Listed under Section 96 List (qualifications approved for funding in Wales for learners up to the age of 18).

Bilingual Provision

Where a course is offered bilingually, it remains as one choice. The offer of provision of a course through the medium of both Welsh and English allows the learner to study in the language considered most appropriate for them. Where courses are offered through the medium of English and Welsh, they may be scored independently.

Level 3 Provision

Where a level 3 course is offered at Key Stage 4, in terms of learner choice, this would be considered as an enhancement for Key Stage 4 learners **and therefore should not be counted as a choice**; however, level 3 courses may be included within the local curriculum score and used to meet the vocational score requirement.

Welsh Baccalaureate (Intermediate)

The Welsh Baccalaureate requires evidence of having pursued all six key skills, together with a range of further activities. The core certificate is not attributed with a score within the threshold system; however, for the purposes of a local curriculum, in terms of learner choice, those centres offering the Welsh Baccalaureate at intermediate level may count this as one choice. As the core also includes a requirement to pursue all six Key Skills, these may count as a further two choices. Key Skills offered by the same provider independently of the Welsh Baccalaureate cannot be counted as this would mean double counting.

Key Skills Level 2

Where Key Skill Qualifications are offered by providers who do not deliver the WBQ, they will count within the minimum entitlement for learner choice as follows:

A minimum offer of three Key Skills will count as one choice

An offer of all six Key Skills will count as two choices.

Twilight Provision

It is anticipated that local authorities will be considering the organisation of local curricular within the normal school day; however, in instances where Level 2 courses are offered as part of twilight arrangement, these may be counted as a choice for learners within the local curriculum, the following criteria must be met:

- Courses are available to all those learners for whom the Curriculum applies
- Access to provision is considered to be reasonable in terms of the time that it is offered.
- If provision is offered at an institution other than the base school, then access must be considered reasonable in terms of distance to be travelled by the learner.

Learner Entitlement Pre-16

In terms of the number of courses that a learner is entitled to follow, there will be a maximum entitlement set down for all learners.

- The entitlement for all learners at Key Stage 4 will be equivalent to 10 full GCSEs.

A maximum learner entitlement score of 200 is set for all learners. The way that this is achieved by each learner will vary considerably according to the individual's needs and aspirations but will be compiled from the offer of courses / qualifications within the local curriculum, ensuring that this includes the core statutory subjects.

The Learning and Skills Measure will not prescribe that a pupil must follow a minimum number of courses within each or any one of the domains. The combination of courses taken will reflect the pupil's choices (agreed by parents / guardians). The Regulation will not prescribe that a pupil must follow both general and vocational courses; similarly, the balance will reflect the pupil's choice. **A pupil may follow all general courses, but that pupil will have had an entitlement to access of choice from both general and vocational courses.** At Key Stage 4, pupils will be expected to follow some general courses within the local curriculum as part of their core entitlement e.g. English, Maths etc.

Combination of Courses of Study of Different Types

Individual schools and colleges will be required to provide appropriate guidance and direction to learners, in respect of the combinations of courses selected within their individual learning pathway. Such guidance and direction must be in accordance with rules published by the respective awarding bodies with regard to course specifications. These rules indicate areas of overlap, prohibited combinations and restrictions on candidate entry.

APPENDIX B

KEY STAGE 4 CURRICULA FOR SCHOOLS 2009

APPENDIX C - COLEG CEREDIGION

ABERYSTWYTH CAMPUS

A LEVEL		ART, ENGLISH, MEDIA STUDIES, PSYCHOLOGY, SOCIOLOGY, PHOTOGRAPHY, FILM STUDIES, WORLD DEVELOPMENT (AS only)
GCSE		ENGLISH, MATHS
INTRODUCTORY DIPLOMA	L1	VOCATIONAL STUDIES
BTEC FIRST CERTIFICATE	2 GCSEs	THEATRE / FILM / VISUAL ARTS, TRAVEL AND TOURISM
BTEC FIRST DIPLOMA	4 GCSEs	HEALTH AND SOCIAL CARE, IT (users), BUSINESS, BUSINESS ADMINISTRATION
BTEC NATIONAL DIPLOMA	(3 AL) L3	HEALTH AND SOCIAL CARE, THEATRE STUDIES, ART AND DESIGN
BTEC NATIONAL AWARD	(1 AL) L3	THEATRE STUDIES, FILM AND TELEVISION, ART AND DESIGN, TRAVEL AND TOURISM
BTEC NATIONAL CERTIFICATE (2AL) L3		IT PRACTITIONERS (SOFTWARE DEVELOPMENT), BUSINESS, ART AND DESIGN
NVQ	LEVEL 1	HEALTH AND SOC CARE, CHILDREN'S CARE LEARNING AND DEVELOPMENT, PROFESSIONAL CATERING AND HOSPITALITY
NVQ	LEVEL 2	
NVQ	LEVEL 3	HEALTH AND SOC CARE (Adults), HEALTH AND SOC CARE (Children), HEALTH (General) CATERING AND HOSPITALITY, HEALTH (Clinical Healthcare Skills), PROFESSIONAL COOKERY, CHILDREN'S CARE LEARNING AND DEVELOPMENT
C&G	LEVEL 2	
C&G	LEVEL 3	
CACHE	LEVEL 2	CHILDCARE AND EDUCATION (DIPLOMA)
CACHE	LEVEL 3	CHILDCARE AND EDUCATION

OCR NATIONAL FIRST CERTIFICATE L2	ICT ADMINISTRATION
OCR NATIONAL CERTIFICATE L3	ICT, ITQ FOR IT USERS
EDEXCEL ACCESS	INDEPENDENT LIVING SKILLS
ACCESS TO HIGHER EDUCATION L2/3	NURSING AND HEALTH PROFESSIONS
ECDL LEVEL 1 / 2	IT
AAT LEVEL 2	ACCOUNTING AND PAYROLL
AAT LEVEL 3	ACCOUNTING AND PAYROLL

COLEG CEREDIGION

CARDIGAN CAMPUS

A LEVEL		
GCSE		ART / DESIGN, MATHS, ENGLISH, IT, CATERING, BUSINESS STUDIES, CHILDCARE
BTEC FIRST BTEC FIRST	CERTIFICATE DIPLOMA	
BTEC NATIONAL DIPLOMA	L3	VEHICLE REPAIR / TECHNOLOGY
BTEC NATIONAL AWARD	L2	BUSINESS ADMINISTRATION
BTEC NATIONAL CERTIFICATE	L2	BUSINESS ADMINISTRATION
NVQ LEVEL 1 LEVEL 2 LEVEL 3		BRICKLAYING, CARPENTRY / JOINERY PROFESSIONAL CATERING / HOSPITALITY, TROWEL OCCUPATIONS, WOOD OCCUPATIONS, BUSINESS AND ADMINISTRATION PROFESSIONAL COOKER, TROWEL OCCUPATIONS, WOOD OCCUPATIONS, BUSINESS AND ADMINISTRATION
C&G LEVEL 2 LEVEL 3		VEHICLE FITTING OCCUPATIONS, FURNITURE PRODUCTION (making, installing) FURNITURE PRODUCTION (wood machinking), FURNITURE RESTORATION FURNITURE (making and installing), FURNITURE (making and repairing)
CACHE LEVEL 2 LEVEL 3		CHILD CARE AND EDUCATION (CERTIFICATE) CHILD CARE AND EDUCATION
OCR NATIONAL FIRST CERTIFICATE NATIONAL CERTIFICATE	L2 L3	ICT ADMINISTRATION, ICT ICT, ITQ FOR IT USERS
AAT LEVEL 2 LEVEL 3		ACCOUNTING AND PAYROLL ACCOUNTING AND PAYROLL
OCN		INDEPENDENT LIVING SKILLS
ECDL LEVEL 1/2		IT

APPENDIX D – 16-19 PROVISION (LEVEL 3 SUBJECTS / COURSES)

NORTH CEREDIGION

SUBJECT	PENGLAIS	PENWEDDIG	COLEG CEREDIGION
ACCOUNTING AND PAYROLL			✓
ART	✓	✓	✓
BIOLOGY	✓	✓	
BUSINESS	✓	✓	✓
CATERING AND HOSPITALITY			✓
CHEMISTRY	✓	✓	
CHILD CARE AND EDUCATION	✓		✓
DESIGN TECHNOLOGY (RM)	✓	✓	
DESIGN TECHNOLOGY (Textiles)		✓	
DRAMA	✓	✓	
ENGLISH/ ENGLISH LIT	✓	✓	✓
FILM STUDIES			✓
FRENCH	✓	✓	
FURTHER MATHEMATICS	✓	✓	
GEOGRAPHY	✓	✓	
GEOLOGY	✓		
GERMAN	✓	✓	
HEALTH AND SOCIAL CARE	✓		✓
HISTORY	✓	✓	
IT	✓	✓	
IT PRACTITIONERS (L3)	✓		✓
LEISURE AND TOURISM			✓
MATHEMATICS	✓	✓	
MEDIA STUDIES	✓	✓	✓
MUSIC	✓	✓	
MUSIC TECHNOLOGY	✓		
PHOTOGRAPHY			✓
PHYSICAL EDUCATION	✓	✓	
PHYSICS	✓	✓	
PSYCHOLOGY	✓	✓	✓
RELIGIOUS STUDIES		✓	
SOCIOLOGY	✓		✓
SPANISH	✓		
THEATRE STUDIES			✓
WELSH 1 ST LANGUAGE	✓	✓	
WELSH 2 ND LANGUAGE	✓		
WELSH BACCALAUREATE	✓	✓	
WORLD DEVELOPMENT			✓

16-19 PROVISION (LEVEL 3 SUBJECTS / COURSES)

MID-CEREDIGION

SUBJECT	LAMPETER	TREGARON	ABERAERON
ART	✓	✓	✓
BIOLOGY	✓	✓	✓
BUSINESS	✓		
CHEMISTRY	✓	✓	✓
CHILD CARE AND EDUCATION	✓	✓	✓
DAERYDDIAETH	✓	✓	✓
DESIGN TECHNOLOGY (RM)	✓	✓	✓
DESIGN TECHNOLOGY (Textiles)		✓	
DESIGN TECHNOLOGY (Food)		✓	
DRAMA	✓	✓	
ECONOMICS			✓
ELECTRONICS	✓	✓	✓
ENGLISH/ ENGLISH LIT	✓	✓	✓
FILM STUDIES			
FRENCH	✓	✓	✓
GEOGRAPHY	✓	✓	✓
GERMAN			✓
HANES	✓	✓	✓
HEALTH AND SOCIAL CARE	✓	✓	
HISTORY	✓	✓	✓
IT	✓	✓	✓
LEISURE AND TOURISM	✓		
MATHEMATICS	✓	✓	✓
MEDIA STUDIES			✓
MUSIC	✓	✓	✓
PHYSICAL EDUCATION	✓	✓	✓
PHYSICS	✓	✓	✓
PSYCHOLOGY			✓
RELIGIOUS STUDIES		✓	
SPANISH	✓		
WELSH 1 ST LANGUAGE	✓	✓	✓
WELSH 2 ND LANGUAGE	✓	✓	✓

16-19 PROVISION (LEVEL 3 SUBJECTS / COURSES)

SOUTH CEREDIGION

SUBJECT	DYFFRYN TEIFI	CARDIGAN	COLEG CEREDIGION	NEWCASTLE EMLYN
ACCOUNTING AND PAYROLL			✓	
APPLIED SCIENCE		✓		
ART	✓	✓		✓
BIOLOGY	✓	✓		✓
BUSINESS	✓		✓	✓
CATERING –Food Preparation and cooking			✓	
CATERING- Hospitality Supervision			✓	
CATERING AND HOSPITALITY			✓	
CHEMISTRY	✓	✓		✓
CHILD CARE AND EDUCATION	✓		✓	
CONSTRUCTION	✓		✓	
CONSTRUCTION–Trowel Trades			✓	
CONSTRUCTION – Wood Trades			✓	
DAERYDDIAETH		✓		
DESIGN TECHNOLOGY (RM)	✓	✓		✓
DESIGN TECHNOLOGY (Food)	✓	✓		
DESIGN TECHNOLOGY (Textiles)	✓			
DRAMA	✓			✓
ELECTRONICS	✓	✓		✓
ENGLISH/ ENGLISH LIT	✓	✓		✓
ENGINEERING	✓	✓		
FINANCE				✓
FRENCH	✓	✓		✓
FURNITURE-Making and installing			✓	
FURNITURE- Making/repairing hand crafted furniture			✓	
GEOGRAPHY	✓	✓		✓
GERMAN				
HANES		✓		
HEALTH AND SOCIAL CARE	✓	✓		✓
HISTORY	✓			✓
IT	✓	✓	✓	✓
ITALIAN	✓	✓		
IT PRACTITIONERS (L3)		✓	✓	
LAW		✓		
LEISURE AND TOURISM	✓	✓		
MATHEMATICS	✓	✓		✓

SUBJECT	DYFFRYN TEIFI	CARDIGAN	COLEG CEREDIGION	NEWCASTLE EMLYN
MEDIA STUDIES	✓			
MUSIC	✓	✓		✓
MUSIC TECHNOLOGY	✓			
PHOTOGRAPHY				✓
PHYSICAL EDUCATION	✓			✓
PHYSICS	✓	✓		✓
PSYCHOLOGY	✓	✓		✓
RELIGIOUS STUDIES	✓	✓		✓
SOCIOLOGY				✓
VEHICLE REPAIR TECHNOLOGY			✓	
WELSH 1 ST LANGUAGE	✓	✓		
WELSH 2 ND LANGUAGE		✓		✓

APPENDIX E - CAMU

MUSIC TECHNOLOGY AS
ECONOMICS AS
MEDIA STUDIES AS/A2 VC
PHOTOGRAPHY AS/A2
CACHE DIPLOMA IN CHILDCARE AND EDUCATION
ASSOCIATION OF ACCOUNTING TECHNICIANS
NVQ2/3 FOOD PREPARATION AND COOKING
BTEC NATIONAL DIPLOMA IN VEHICLE TECHNOLOGY
ITALIAN GCSE
DIPLOMA IN HAIRDRESSING
CITY AND GUILDS CAD
CERT / DIP FINANCIAL STUDIES

**APPENDIX F
COLEG CEREDIGION**

Level 3 Enrolments at 1st November 2008

Aberystwyth Campus

Subject/Course	Number of Enrolments
AS Level Art and Design	9
AS Level English	7
AS Level Film Studies	11
AS Media Studies	12
AS Photography	14
AS Psychology	11
AS Sociology	10
AS World Development	9
A Level Art and Design - Year 2	5
A Level English - Year 2	6
A Level Media Studies - Year 2	5
A Level Photography - Year 2	8
A Level Psychology – Year 2	5
A Level Sociology - Year 2	10
Access to HE – Nursing and Health Professions	12
CACHE Diploma in Childcare and Education - Year 1	17
CACHE Diploma in Childcare and Education - Year 2	17
National Diploma in Health and Social Care - Year 1	13
National Diploma in Health and Social Care - Year 2	11
NVQ 3 Children’s Care, Learning and Development	31
NVQ 3 Health and Social Care	14
NVQ 3 Health	10
HAB Food Preparation and Cooking	6
National Award in Travel and Tourism - Year 1	20
National Award in Travel and Tourism - Year 2	16
National Certificate in Business (Management) - Year 1	20
National Certificate in Business (Management) - Year 2	16
Association of Accounting Technicians NVQ 3	12
OCR Diploma in ICT	14
National Certificate in Fine Art	13
National Diploma in Fine Art - Year 1	12
National Diploma in Fine Art - Year 2	10
National Award in Media (TV and Film)	6
National Diploma in Performance - Year 1	15
National Diploma in Performance - Year 2	13

Cardigan Campus

Course	Number of Enrolments
CACHE Diploma in Childcare and Education – Year 1	8
CACHE Diploma in Childcare and Education - Year 2	5
Association of Accounting Technicians NVQ 3	13
RSA NVQ 3 Administration [taught with NVQ 2 students]	1
OCR National Certificate in ICT	11
NVQ Level 3 in Professional Cookery	11
HAB Hospitality Supervision	11
C&G Certificate in Furniture Production	11
C&G Certificate in Furniture Restoration	8
National Award in Vehicle Technology (Motor Sports)	8
National Diploma in Vehicle Technology (Motor Sports) - Year 1	10
National Diploma in Vehicle Repair and Technology - Year 2	8
IEE Wiring Regulations	15
Advanced Construction Award (Trowel Occupations)	13
Advanced Construction Award (Wood Occupations)	16

ACKNOWLEDGEMENTS

In preparing this report I received invaluable help and support from many individuals:-

- Dr. Gwynfor Griffiths for the analysis of KS4 provision in relation to the Learning and Skills (Wales) Measure 2008.
- Mr. Chris Macey for providing assistance with all the financial modelling exercises.
- Mrs. Shân Witts for calculating a huge number of transport permutations for both rejected and confirmed options.
- Mr. Ian Davies for assisting with the analysis of the condition surveys of secondary schools.
- Mr. Eifion Evans, Mr. Steve Johnson, Mr. David Taylor and Mr. Chris Macey for guiding me through capital development programmes and site suitability work.