

Derbyshire 14-19 Foundation Learning (FL) Strategy and Plan 2010 - 2013

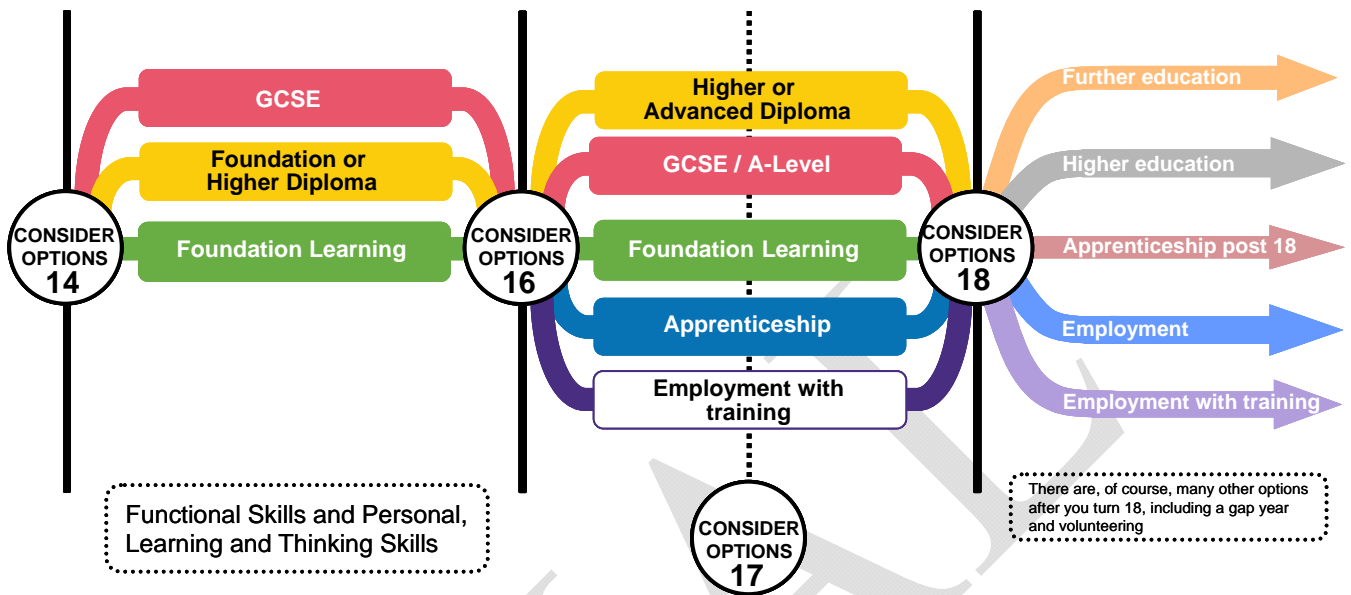
Building the Foundations for Future Success

Sept 2010

**Produced by the Foundation Learning Strategy Group: a sub group of the
14-19 Partnership.**



Main routes through 14-19 education and training in 2015 and beyond



Higher or Advanced Diploma

The Diploma combines theoretical study with practical experience based around a work-related curriculum. It is available at Foundation, Higher and Advanced level (Level 1 - Level 3).

GCSE / A Level

GCSE and A level qualifications are regularly updated to ensure that they remain high quality, relevant and interesting. They can be combined with Diplomas.

Apprenticeship

Apprenticeships allow students to learn at work and gain qualifications. The number and range of Apprenticeships is increasing hugely so 1 in 5 will take this route by 2020.

Foundation Learning

This is for learners not ready for a full level 2 qualification and include a mix of learning to suit the individual.

CONSIDER OPTIONS

Well before the decision points information and advice will be critical to guide young people to make the best choice for them in relation to their prior learning. Some students may change paths at 17 because there are more one year courses available after 16.



For further information, please visit www.dcsf.gov.uk/14-19

1. Introduction

This document outlines the strategy for implementing Foundation Learning (FL) across Derbyshire. It will inform the 14-19 plan and subsequent commissioning priorities.

The priorities identified within this strategy underpin those identified in the Children & Young People's Plan. This strategy takes account of other strategies relating to curriculum development and acknowledges the need for a joined-up approach across specific activities within apprenticeships and diploma development.

2. Vision

The vision for children and young people in Derbyshire is highlighted in the Children and Young People's plan. It is

'To ensure the best possible outcomes for children and young people'.

Foundation Learning supports this vision as it aims to deliver learning and support that offers young people the best chance of progression. It does this by raising individual aspiration, confidence and commitment to learning and skills and enables young people to achieve their full potential through a programme built on their aptitudes, abilities and interests. The drive toward more personalised learning is at the heart of providing a curriculum provision that is flexible, differentiated and progressive.

This overarching ambition is to secure equality of access to high quality, flexible provision that leads to higher standards, progression for all and improved work and life opportunities.

3. Principles

All members of the 14 to 19 Partnership are committed to the principles designed to support collaborative planning and which are identified in the 14-19 Commissioning Principles statement which includes the following areas:

1. Student choice first
2. Breadth of curriculum and student access
3. Quality of provision
4. Progression and IAG
5. Efficiency and flexibility
6. Partnership within the Learning Community

4. Context

4.1 National

Foundation Learning is an integral part of the national 14-19 reforms. By 2013 a full entitlement to four curriculum pathways will be available to all 14-19 year olds. This entitlement ensures that all young people have access to the appropriate learning opportunities and individualised support and a high quality learning route that enables them to participate, achieve and progress. The intention is that Foundation Learning will provide the most appropriate route for learners working predominantly at entry level and level one. National policy determines that from Sept 2010 all Local Authorities will be delivering some Foundation Learning. Appendix 1 outlines the national timeline.

Foundation Learning has been developed to address the range of issues concerning achievement and the system of learning and qualifications. In particular it will aim to address the following:

- too many people qualified below Level 2 are disengaged from learning and are among the most likely not to be in education, employment or training.
- the quality of qualifications below Level 2 is too often poor and the overall curriculum at this level can be confusing and fragmented.
- opportunities for learners working below Level 2 to achieve and to participate in the main progression pathways are too limited.

4.2 Local

The Derbyshire 14-19 Partnership recognises that Foundation Learning plays a crucial part in delivering the Raising Participation Age (RPA) strategy and the necessary increases in achievement of level 2 by the age of 19.

Working with our providers and through our learning communities, we will develop and broaden the entry and level one curriculum in order to better meet the needs of young people. In 'Smart Schools – the Future of Secondary Education in Derbyshire', we identified an 'Aspirational Curriculum' which aims to provide all learners with personalised learning pathways and outcomes. We aim to extend this vision across all learning communities and providers.

Derbyshire currently has 10 maintained special schools and 47 mainstream secondary schools. 28 mainstream schools deliver post 16 provision. There are also 4 KS4 support centres. A range of key stage 4 programmes have evolved at entry and level one, including Asdan, Princes Trust Activity and a programme currently known as Jigsaw. Jigsaw is aimed at meeting the needs of young people at risk of disengagement by providing a strong work-focused route supported by a structured personal and social development programme. In 2010/11 this programme will be integrated within the Foundation Learning framework.

In addition many schools are working directly with independent providers to deliver other work related provision funded directly by schools: This varies across schools and areas.

Most of the provision below level 2 is offered by general FE colleges and independent 'Entry to employment' (E2e) providers. E2e provision is delivered via a network of 19 independent training providers and three FE colleges across the SRG area. Derbyshire Local Authority has lead commissioning responsibility for eleven of these providers and two general FE colleges.

In preparing this strategy it was noted that 30.3% of the learners accessing E2e across the East Midlands have a self declared learning difficulty and/or disability (LDD). In comparison, Derbyshire has one of the lowest proportions of young people with LDD accessing E2e at 17.4%. Conversely young people with LDD are considerably over-represented in the NEET statistics. This raises an issue as to whether Derbyshire lacks sufficient and adequate provision to meet the needs of all learners.

5. Potential Indicators of Need across Derbyshire

National predictions estimate that Foundation Learning will provide an appropriate program for approximately 25% of the 14-19 cohort.¹ In forecasting the numbers of learners accessing the full Foundation Learning programme, or elements of it, across Derbyshire, a number of potential indicators of need have been taken into account.

Whilst it is not possible to identify individual learning aims for young people in KS4, over recent years there has been an increasing shift toward delivery of a more vocational curriculum within schools. This has, in part, contributed to the rise in attainment at age 16: from 57.2% of learners achieving 5+ A*-C in 2006 to 67.9% in 2009.

In July 2009, the number of young people leaving year 11 without the Level 2 minimum threshold of 5 A*-C (or equivalent) equated to around 2842 young people (32.1%)². Closer analysis of average pupil point scores showed that around 14%³ (1207) learners came out with an average 'F' grade or below at KS4. A further 13% (1126) came out with an average 'E' grade.

If we applied a similar figure to year 10, it could indicate that that up to 4,700⁴ 14-16 year olds learners could be operating at a level more appropriate to Foundation Learning programme either in its entirety or alongside their GCSE programme.

16-18 success rates at level 2 in general FE colleges have also continued to improve from 69.9% to 76.7%⁵ as has success within level 2 apprenticeships which has risen from 65.6% to 69.5%⁶ over the same period of 2006/7 and 2008/9.

Achievement at level 2 at age 19 shows an increase from 70% in 2006 to 75.4% in 2009⁷.

Despite this improvement, however, performance remains below the national average in this indicator with the gap between local attainment and national attainment more than doubling in the last four years.

There is marked difference in the rates of attainment between those young people eligible for free school meals (FSM) and those not eligible for FSM. Across level 2 at 19, there is a gap of 28% between those eligible for FSM and those who are not eligible. Whilst showing an improving trend since 2006, this gap has not closed between 2008 and 2009.

Further indicators can be identified in the NEET statistics. At February 2010 the headline figures for Derbyshire indicated that NEET was around 1354 young people (7.7%). This is split by age group as shown:

- Aged 16 – 13.1% (16.7%)
 - Aged 17 – 35.5% (42.4%)
 - Aged 18 – 51.4% (40.8%)
- (compares with Feb 2009 in brackets):

¹ DCSF analysis June 2009 based on admin data for each age group 2007/08.

² Excludes independent and special schools

³ Based on LA EPAS KS4 data 2009

⁴ Based on 14-16 cohort data for 12/13 taking account of expected demographic declines

⁵ YPLA Data based on resident FE colleges between 2006/7 to 2008/09

⁶ SFA/NAS Data based on Derbyshire residents

⁷ Based on DCSF provisional results

When analysing 'NEET Available' across Derbyshire, the largest numbers of vulnerable groups were young people identified as having a LDD (141) followed by young people supervised by YOS (99) and those identified as homeless (42).

In addition, of the 'NEET Not Available' i.e. not able to access provision due to personal circumstance, the largest numbers were teenage parents (149); young people with LDD (39) and expectant young mums (22).

Those young people identified as Not Known equate to 4.1 % (812 young people).

Based on the analysis carried out and looking at those who already hold a level 2 or level 3, it is estimated that around one third of the young people who are currently NEET would benefit from a Foundation Learning program.

In addition, as most of the learning in maintained special schools is below level two, many young people attending special schools 14 -16 and 14 -19 would benefit from a full or partial FL program. It is so important that young people, families and providers have a formal means of recognising and celebrating the achievements of students in special schools and demonstrating how, with appropriate support, they can achieve as well if not better, than their counterparts in mainstream. The coherence and continuity offered by Foundation learning provides an appropriate and robust system of accreditation. The incorporation of recognised levels of achievement and attainment for young people with LDD offers, for the first time, a mechanism enabling providers to tailor their curriculum offer. In future, young people with LDD will now have the opportunity to develop and extend, rather than replicate their learning.

6. Our Strategy for Implementation

6.1 Strategic Aims

Working with Derby City Local Authority we have developed and agreed a set of strategic aims that endeavour to support work-based providers, schools and colleges in the transition to, and development of, Foundation Learning. These aims will also support the requirements and delivery of the RPA strategy.

- Foundation Learning to be implemented according to the national roll-out timetable
- To have in place a high quality, comprehensive and cohesive Foundation Learning program as one of the four national pathways required under the 14-19 reform by 2013
- To raise participation in Foundation Learning 14-19
- To raise the number of learners progressing from Foundation Learning into level 2 provision
- To embed a collaborative offer 14-19

6.2 Strategic Objectives

There are a number of generic objectives which will run across the development of the four 14-19 curriculum pathways and are therefore included in the overarching Derbyshire 14-19 Curriculum Implementation Action Plan. These comprise: IAG, quality,

communication & marketing along with elements of workforce development, i.e. functional skills development.

- **Infrastructure - Models of Delivery & Provider Base**

There must be greater cross organisational collaboration and coherence to ensure parity of provision across providers and to secure better opportunities for progression.

It will be necessary to create an infrastructure which supports this vision across the county. Possible models could include consideration of a Federated approach to delivery, lead and feed arrangements and consortia delivery. Further work on this will be undertaken as part of the actions arising out of this strategy.

A review of the provider base will also need to be carried out bringing in new providers where necessary including third sector providers.

- **Curriculum Development**

The first group of young people affected by the RPA begin the KS4 curriculum in 2011/12. It is, therefore, imperative that all schools, including special schools and support centres, become involved in Foundation Learning developments from 2010/11. Schools may continue to offer a range of level 1 courses, including those that are not currently on the QCF. However, by 2013 we expect all of the qualifications appropriate for young people accessing Foundation Learning to be accredited on to the QCF.

In this first year Foundation Learning will replace the KS4 Re-engagement (Jigsaw) and entry to employment (E2E) programmes. These developments will be a priority in the short term.

Throughout the development of FL there will be further exploration of the contribution that the voluntary and community sector (sometimes referred to as the 3rd Sector) can make.

- **Information Advice and Guidance**

The Local Authority, working with its range of partners including Connexions, schools, work-based providers and general FE colleges aims to ensure that every young person has access to impartial information, advice and guidance that enables them to make good, well-informed decisions and a positive transition to adult life. Policies are being developed via the IAG strategy group.

- **Workforce Development (WFD)**

The Local Authority will provide co-ordination and access to WFD programmes by working closely with organisations who deliver training associated with Foundation Learning. These will include building on the work of:

- The Learning & Skills Information Service (LSIS)
- Functional Skills Support Programme (FSSP)
- Secondary National Strategies (SNS)
- Specialist Schools & Academies Trust (SSAT)
- Young Persons Learning Agency (YPLA)
- Learning Community Curriculum Groups

As part of the delivery of the Local Authority's 14-19 Curriculum Implementation Plan a comprehensive workforce development (WFD) plan will be produced.

- **Employer Engagement**

As with all other curriculum developments, employer engagement will play a key role in the delivery of effective Foundation Learning Programmes.

We will work with the community and voluntary sector to develop community placements that provide practical real life experiences and opportunities for learners.

The Derbyshire Education Business Partnership (DEBP) will lead on the engagement of employers across all four learning pathways.

- **Report, Review & Evaluation**

The Local Authority has recently set up a Management Information and Data sub-group which will report to the 14-19 Strategy Group. This group will be responsible for ensuring effective reporting mechanisms are in place that clearly identifies progress towards the delivery of this strategy.

Education Improvement colleagues will be involved in reviewing and evaluating the effectiveness and efficiency of the programme and identify measures to address further areas of development.

7. National Timeline for Foundation Learning Rollout

| Academic year beginning September... | |
|--------------------------------------|---|
| 2009 | 30% of foundation learning post-16 to be delivered within FL (LSC funded post-16 providers) |
| 2010 | DCSF expectation of FL delivery 14-19 in all local authorities ...new Functional Skills qualifications (Maths, English, ICT) implementation |
| 2011 | Majority of schools, colleges and other providers delivering at least some elements of FL |
| 2012 | Focus on remaining schools and FE colleges |
| 2013 | Full FL entitlement in place ... alongside Apprenticeship and 14-19 Diploma entitlement; |
| --" | Raising Participation Age (RPA) – All 16 year olds to remain in education or training |
| 2015 | RPA – 17 year olds <i>RPA means that the young people who started Year 8 in Sep 2009 will continue in education or training to age 17 and the current Year 7 (who started secondary school in September 2009) will continue until they are 18.</i> |

8. Derbyshire Roll out and responsibilities

Phased roll out of FL (Academic Years)

| 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---|---|--|
| 25% Special School provision | 50% Special School provision | 75% Special School provision | 100% Special School provision |
| 100% of E2E Provision | | | |
| All Key Stage 4 Engagement delivery (Jigsaw) | 50% of Secondary School provision below level 2 | 80% of Secondary School provision below level 2 | 100% of Secondary School provision below level 2 |
| Key Stage 4 Support Centres | 50% Support Centre provision | 75% Support Centre provision | 100% Support Centre provision |
| 50% of FE college provision below level 2 | 80% of FE college provision below level 2 | 100% of FE college provision below level 2 | |
| 50% Youth Offending provision below level 2 | 75% Youth Offending provision below level 2 | | |
| | | Pilot of a Learning Community Foundation Learning collaborative offer | Extended pilot of LC offer |

It is expected that all areas will deliver some FL provision on a 14-19 basis by 2010/11. Through its 14-19 Partnership Derbyshire will support this process, increasing capacity,

quality and access from 2010 by bringing in all schools, colleges and other relevant providers in 2011/12 and 2012/13. This trajectory is vital in preparing for the national entitlements in 2013 and increasing overall demand for learning ahead of the raising of the participation age to 18 in 2015.

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9. Current & predicted activity in Foundation Learning

Demographics

| 14-19 Population | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------------------|---------|---------|---------|---------|
| 14-19 year groups | 47,497 | 46,393 | 45,400 | 44,654 |
| 14-16 year group | 18,433 | 17,893 | 17,551 | 17,491 |
| 16-19 year group | 29,064 | 28,500 | 27,849 | 27,163 |

Source Data from DCC Management Information Unit – Census Data 2010

| | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | |
|-------------------------|--------------|--------------|-------------|--------------|--------------|--------------|--------------|--------------|
| | Volumes | | Volumes | | Volumes | | Volumes | |
| | 14-16 | 16-18 | 14-16 | 16-18 | 14-16 | 16-18 | 14-16 | 16-18 |
| Secondary Schools* | 1350 | | 2700 | 50 | 3500 | 150 | 4300 | 300 |
| Independent Providers** | | 1253 | | 1600 | | 1700 | | 1700 |
| FE Colleges*** | | 1144 | | 1200 | | 1300 | | 1300 |
| Special Schools**** | 159 | 51 | 99 | 45 | 84 | 38 | 83 | 39 |
| Support Centres***** | 225 | | 225 | | 225 | | 225 | |
| TOTAL | 1,734 | 2,448 | 3024 | 2,895 | 3,809 | 3,188 | 4,608 | 3,339 |

* Numbers in 10/11 take account of Jigsaw learners followed by assumptions based on average GCSE point score attainment at E & F grades in KS4, these learners may be accessing either full or partial FL programmes.

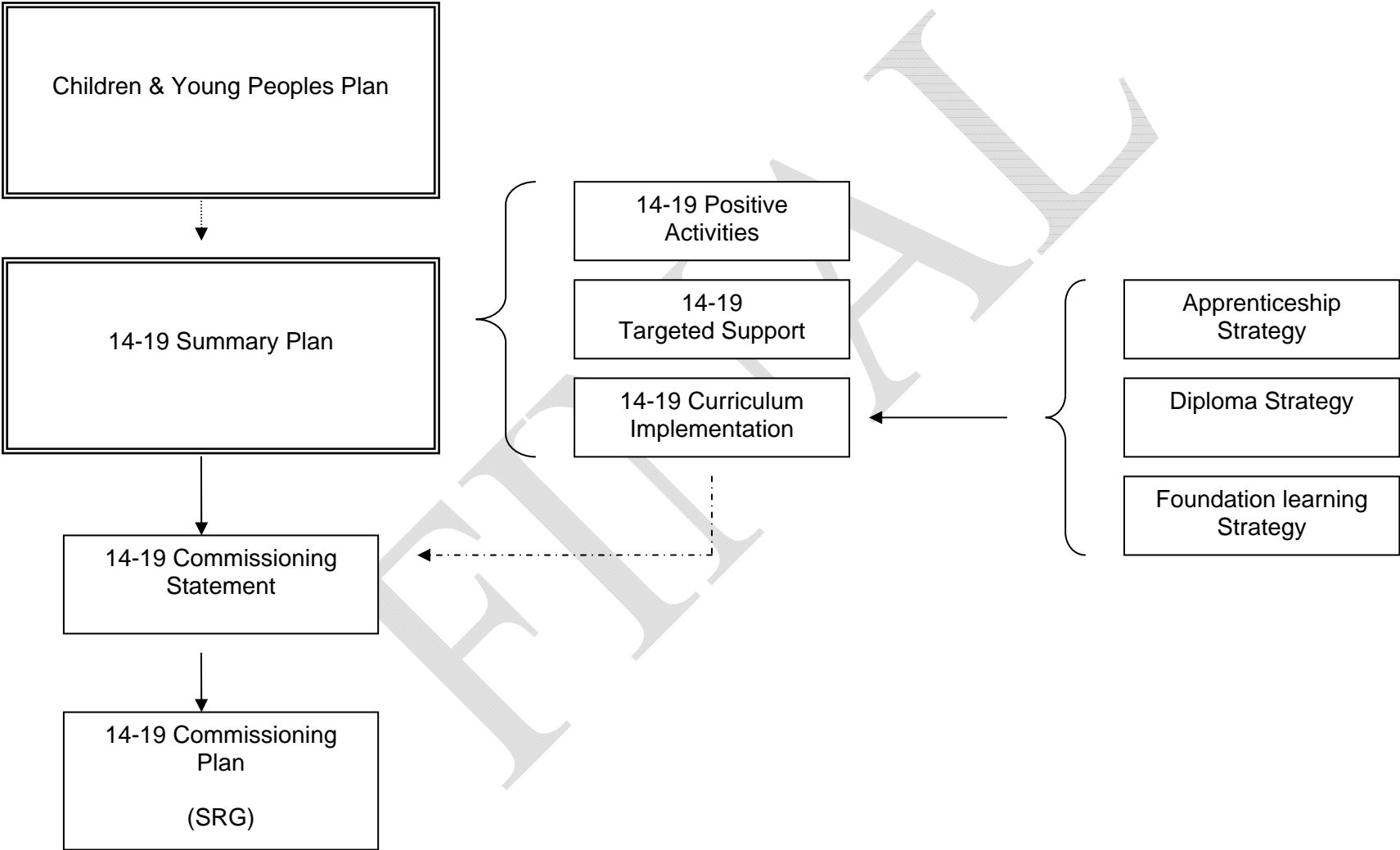
** based on places currently delivered and remodelling of provision and including 3rd sector

*** excludes provision under SEDC from 10/11

**** excludes any new starts, numbers based on current in learning

***** Assumes no change to the numbers of pupils permanently excluded

Foundation Learning within the context of the 14-19 Planning & Commissioning Framework



Please note that IAG, WFD and Employer Engagement are key strands running through all pathways.

DERBYSHIRE 14-19 FOUNDATION LEARNING IMPLEMENTATION PLAN

Aim: 1. Develop the infrastructure required for effective implementation of FL

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|--|---|---|---|------------|--|
| To develop appropriate model that delivers progression & success 14-19 | Determine the infrastructure by investigating the most effective models of delivery post 16 | Suitable models of FL identified across a range of providers | Provider Network | DCSF Grant | By December 2010 |
| | Analyse existing pre 16 delivery at provision below level 2 | KS4 Analysis of provision at entry/level 1 undertaken and mapped to QCF | Planning & Commissioning Team/EIS | | By December 2010 |
| | To pilot/test & trial models of delivery across providers with a particular focus on vulnerable learners | Schools starting to deliver components of FL framework | Task & Finish Groups – LLDD Teen Mums/YMTB 18 year olds | | From August 2011 (reflecting phased approach to delivery) |
| | Develop effective mechanisms to provide continuity of support, tracking and early intervention for young people at risk of disengagement. | Delivery framework in place which meets needs of vulnerable learners | Task & finish – post 16 'passport' | | By August 2011 |
| | Put systems in place to | Clear and transparent processes in place | KS4 Projects | | By August 2011 |

| | | | | | |
|---|--|--|-------------------------------|--|------------------|
| | support the movement of learners across providers within and from KS4 to post 16 | Protocols in place across providers - | | | |
| To have a provider base that is well equipped and able to deliver the breadth of provision required to meet the needs of learners accessing FL programmes | Undertake a comprehensive review of existing post 16 providers and source new providers where appropriate including 3 rd sector providers | Review undertaken provision gaps identified and notified within the 14-19 commissioning plan developed to inform YPLA. Post 16 Provision Directory in place | Planning & Commissioning Team | | By December 2010 |

Aim: 2. To offer a curriculum that meets requirements of the 14-19 Entitlement

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|---|---|---|---|------------------|---|
| To develop a progressive curriculum up to level 2 | Carry out a curriculum audit across 14-19 learning communities and all providers Work with Learning Communities and providers to develop suitable provision to meet learners' needs Identify entry requirements for level 2 progression & other destinations which reflect QCF. | Audits completed and gaps identified Post 16 Provision Directory in place KS4 Project development Directory in place & reflected on Routes-Ahead | 14-19 Planning & Commissioning Team Connexions Education Improvement Advisors | DCSF Grant | June 2010 From July 2010 onwards March 2011 |

| | | | | | |
|--|--|--|---|--|---|
| | <p>Work with LA colleagues to identify and specifically address the needs of the most vulnerable learners including young offenders and learners with LDD</p> <p>Identify & disseminate good practice in FL programmes that are more effective in engaging, supporting retention & progression</p> | <p>Needs identified and incorporated into the 14-19 Commissioning Statement</p> <p>Presentations/Briefings carried out; Case Studies written; Best practice adopted across all areas</p> | <p>LLDD Strategy Group</p> | | <p>By July 2011</p> <p>August 2013</p> |
| <p>Embed E2E and KS4 SEP within Foundation Learning from August 2010</p> | <p>Work with LSIS to carry out a readiness survey with e2e providers.</p> <p>Work with schools/providers to embed KS4 SEP within the foundation learning framework</p> | <p>A programme of support implemented for all institutions</p> <p>KS4 SEP providers incorporate all components of FL.</p> | <p>Behaviour Support</p> <p>14-19 Planning & Commissioning Team</p> <p>Education Improvement Advisors</p> | | <p>From August 2010</p> <p>By June 2011</p> |

Aim: 3. Ensure that every young person has access to impartial information, advice & guidance to support them in making the right choices for their future careers. (A thorough IAG plan is incorporated within the 14-19 Curriculum Implementation Plan)

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|---|--|--|--|--------------------|------------------|
| <p>Develop a framework for FL IAG within the context of the wider 14-19 reforms <i>(link to 14-19 curriculum implementation plan)</i></p> | <p>Information readily available for use by PA's to ensure appropriate referral to providers – to be integrated within Routes-Ahead</p> | <p>Speed networking Event</p> | <p>14-19 Planning & Commissioning Team</p> | <p>14-16 grant</p> | <p>July 2010</p> |
| | | <p>Provider Directory in place</p> | | | <p>Dec 2010</p> |
| | <p>Develop rigorous and co-ordinated systems to provide learner-centred initial assessment and ongoing review. To include the development of personalised learning and support processes</p> | <p>FL Briefing for PA's/Young People</p> | <p>County wide IAG group 14-16 Development Projects via LC's</p> | | <p>July 2011</p> |
| | <p>Support and Advise learning providers on programmes of careers education and resources to assist learners in accessing and progressing through FL.</p> | | <p>County wide IAG group</p> | | |
| <p>Ensure County and Learning Community IAG plans support awareness of, participation in and progression from FL.</p> | | <p>County wide IAG group</p> | | | |

Aim: 4. To develop organisational and leadership capacity through WFD

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|--|---|--|---|--|---|
| <p>To develop a workforce fully equipped to deliver the requirements of FL and to ensure key stakeholders have appropriate information & understanding in order to support learning.</p> | <p>Develop & deliver a series of briefing sessions/networking events/presentations/publications to key audiences.</p> <p>to include:</p> <ul style="list-style-type: none"> • Schools • Special Schools • Support Centres • Providers/FE Colleges • DCC staff • Connexions • 3rd sector | <p>County-wide FL programmes delivered across all LC's.</p> <p>FL Conference</p> | <p>14-19 Planning & Commissioning Team</p> <p>Education Improvement Team</p> <p>External learning & development organisations</p> | <p>LSIS & FSSP support</p> <p>14-16 FL grant</p> | <p>From March 2010 to August 2010</p> <p>Feb 2011</p> |
| | <p>Work with special and mainstream schools and support centres across the SRG to:</p> <ul style="list-style-type: none"> • Set up a practitioner meeting • Develop, trial & review portfolio of personal progression units | <p>Portfolio of agreed units in place and being accessed by all special schools in delivery of FL & support centres and mainstream where appropriate</p> | <p>LLDD Strategy Group</p> | <p>14-16 FL grant</p> | <p>By Sept 2011</p> |
| | <p>Work with Integrated</p> | | | | <p>By Sept 2013</p> |

| | | | | | |
|--|---|------------------------------------|--|--|--|
| | <p>and Targeted Youth Support teams, Education Improvement and Youth Offending teams to embed knowledge and understanding which enable successful delivery of FL</p> <p>Ensure CPD activities are coordinated across the 4 pathways</p> | Raised awareness and understanding | | | |
|--|---|------------------------------------|--|--|--|

Aim: 5. To actively engage employers in the development and delivery of Foundation Learning

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|--|---|--|---|------------------|--------------------------------|
| To engage employers in the delivery of and progression from FL | <p>Develop and enhance existing arrangements for sourcing and securing work-related learning, particularly with regard to work experience, community and voluntary placements and supported employment</p> <p>Revisit Employer Engagement Strategy to ensure Foundation learning opportunities are addressed.</p> | <p>Increased uptake of learners undertaking 3rd sector opportunities/work placements and progression to employment</p> <p>Development of 3rd sector enrichment booklet</p> | <p>DEBP</p> <p>Young People's Information & Employment sub-group</p> <p>14-19 Planning & Commissioning Team</p> | DEBP Budget | <p>Ongoing</p> <p>Mar 2011</p> |

Aim: 6. To develop effective reporting, review and evaluation mechanisms

| Objective | Action | Success Measure | Responsibility | Resources | Target/Date |
|---|---|---|--|-----------|-------------|
| Reporting mechanisms in place which reflect and support a high quality FL programme | <p>Develop effective approaches to collecting, analysing and reporting FL performance</p> <p>Report on participation & progression twice yearly</p> | <p>Process in place</p> <p>Reporting mechanisms enable effective planning & commissioning</p> | <p>MI Data sub-group</p> <p>Education Improvement Service</p> <p>FL Strategy Group</p> | | Jan 2011 |