

## Post-16 Governance Options – SWOT Analysis

### Document Date:

5<sup>th</sup> January 2021

### Document Purpose:

This document comprises the SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis of the three Governance Options for post-16 provision.

The w/s met to review and agree the SWOT analysis on 5<sup>th</sup> January 2021.

The SWOT analysis against the Status Quo is a universal analysis and is not specific to any individual schools.

### SWOT Analysis Results:

#### Status Quo

| Strengths   | Weaknesses   |
|---|--|
| <ul style="list-style-type: none"><li>• Familiar format understood by everyone and popular in some localities</li><li>• Ensures 6<sup>th</sup> form provision in each locality</li><li>• No impact on current staff</li><li>• No disruption for learners</li><li>• Nearly all 6<sup>th</sup> form provision is supported by knowledgeable, engaged and professional Head Teachers and staff</li><li>• Some improvements are being delivered under w/s 2 (e.g. Powys Pathways website, year 12 laptop provision, more curriculum planning together with NPTC and Deputy Head Teachers)</li></ul> | <ul style="list-style-type: none"><li>• Does not deliver against all elements of Learner Entitlement especially Welsh Medium and ALN</li><li>• There is no strategic overview or co-ordination of provision and partnerships across the county and beyond to ensure equity for all learners</li><li>• The financial model is unsustainable and in some instances is not delivering value for money</li><li>• Some courses are unnecessarily duplicated across providers leading to inefficient use of the post-16 grant from WG</li><li>• Limited collaboration which is informally arranged and not universal across all providers</li><li>• Does not meet the requirements of the Strategy for Transforming Education in Powys 2020-2030</li><li>• The average retention rate between year 11 and year 12 is 49% with consequential loss of revenue funding to the authority</li></ul> |
| Opportunities   | Threats  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Covid-19 has strengthened the collaborative relationship and appetite amongst Head Teachers leading to improved informal collaboration between providers</li> <li>• Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers</li> <li>• Year 12 pupil numbers were higher than projected for the September 2020 intake</li> </ul> | <ul style="list-style-type: none"> <li>• It has been well-publicised (including by Estyn) that this current model is not working and requires significant improvement. If no change is made this could bring about distrust in the provision leading to a drop in pupil numbers</li> <li>• Lack of a formally agreed approach to collaboration threatens the long-term sustainability of any informally agreed collaborative arrangements between 2+ providers</li> <li>• Whilst year 12 pupil numbers were higher than projected for the September 2020 intake this is likely to be linked to the impact of Covid-19 and the reduced likelihood of pupils wanting to travel and therefore may only be a temporary increase</li> </ul> |
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### Joint Governance

| Strengths   | Weaknesses   |
|---|--|
| <ul style="list-style-type: none"> <li>• Maintains local ownership of 6th form provision</li> <li>• Ensures that all current providers remain central to the decision-making process</li> <li>• Retains the familiar format understood by pupils and parents</li> <li>• Ensures 6th form provision in each locality</li> <li>• Provides a mechanism to ensure there is a strategic overview and co-ordination of provision, quality and partnerships across the county and beyond to ensure equity for all learners</li> <li>• The financial model is sustainable and is highly likely to maximise value for money</li> <li>• Enhances the curriculum offer through a commissioning model especially for Welsh Medium and ALN</li> <li>• Quality assurance via two points - locally and through the commissioning process will ensure greater accountability</li> <li>• Maintains staff employment with the individual providers</li> <li>• 6th form provision will continue to be supported by knowledgeable, engaged and professional Head Teachers and staff</li> <li>• There would not be a requirement for formal consultation or disruptive school re-</li> </ul> | <ul style="list-style-type: none"> <li>• Relies on collaboration which will not be enforceable at individual Governing Body level</li> <li>• Partially meets some elements of the Learner Entitlement</li> </ul> |

| <p>organisation in order to proceed with this option.</p>  |  |
|--|--|
| <p><b>Opportunities</b></p>  | <p><b>Threats</b></p>  |
| <ul style="list-style-type: none"> <li>• Covid-19 has strengthened the collaborative relationship and collegiality amongst Head Teachers and staff, leading to improved informal collaboration between providers – there is an appetite to take this further and to strengthen this working relationship on a cluster model</li> <li>• Further extends an ethos of professional learning and collaborative working</li> <li>• Covid-19 has accelerated the roll-out and take-up of both E-Sgol and blended learning in and across providers</li> <li>• It has been well-publicised (including by Estyn) that the current model is not working and requires significant improvement. This presents an opportunity for change</li> <li>• Presents the opportunity to enhance current provision by embedding learning through work experience with local businesses and partners</li> <li>• Allows for strong opportunities to effectively and swiftly influence the quality of provision by building on existing trust and refining existing good practice and providing re-assurance for all stakeholders.</li> <li>• This governance option presents the opportunity to collaboratively define what is meant by ‘state of the art’ so that universal standards can be applied for each centre e.g. a quiet place to study</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of mandatory sign-up to collaboration under the regulations threatens the long-term sustainability of the Joint Governance arrangement where a provider elects to exercise their right to exit the agreement</li> <li>• There is relative uncertainty around funding for capital improvements</li> </ul> |

## Independent Governance

| Strengths  | Weaknesses  |
|--|---|
| <ul style="list-style-type: none"> <li>• Some local ownership of 6th form provision is retained</li> <li>• Clear decision-making, prioritising Learner Entitlement on an authority-wide basis, especially for Welsh medium and ALN learners</li> <li>• Enhances the curriculum offer through a commissioning model especially for Welsh Medium and ALN</li> <li>• Maximises value for money through a single curriculum planning mechanism</li> <li>• The financial model is likely to be sustainable</li> <li>• Quality assurance delivered across the authority</li> <li>• Provides a mechanism to ensure there is a strategic overview and co-ordination of provision, quality and partnerships across the county and beyond to ensure equity for all learners</li> </ul> | <ul style="list-style-type: none"> <li>• Partially meets some elements of the Learner Entitlement</li> <li>• Removes a level of local ownership of 6th form provision</li> <li>• Does not retain the familiar format and wellbeing support systems understood by pupils and parents</li> <li>• Only provides one point of quality assurance of curriculum provision</li> <li>• Staff employment would be via the new single entity – causing significant disruption to staff and their contracts. This may result in many part time teaching contracts and could make 11-16 provision less viable. It is likely to negatively impact specialist provision including Welsh medium and ALN</li> <li>• Lack of continuity of teaching from 11-16 and then 16+</li> <li>• There would be a requirement to go to formal consultation (possibly for each of the secondary schools) to pursue this option</li> <li>• Significant one-off and on-going costs for the establishment of the post 16 provision and staffing recruitment</li> </ul> |
| Opportunities  | Threats   |
| <ul style="list-style-type: none"> <li>• Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers</li> <li>• It has been well-publicised (including by Estyn) that the current model is not working and requires significant improvement. This presents an opportunity for change</li> <li>• Presents an opportunity to re-imagine post-16 provision which mirrors the offer from neighbouring colleges such as Hereford and Shrewsbury which attract significant numbers of Powys post-16 learners</li> <li>• The single entity may present a greater opportunity to attract capital investment than individual providers are able to achieve</li> </ul>   | <ul style="list-style-type: none"> <li>• Whilst Covid-19 has strengthened the appetite for a more collaborative relationship, feedback from the Head Teachers indicates that this model is not generally supported</li> <li>• The existing engagement and enthusiasm from current providers may be negatively impacted by this model</li> <li>• Significant level of change introduced requiring careful and considered change management and transition processes</li> <li>• Misunderstanding and uncertainty around the process and new model risks losing students from Powys schools at all ages as well as 6th form provision</li> </ul>   |