

Post-16 Governance Options – SWOT Analysis

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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 5th 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"> • Familiar format understood by everyone and popular in some localities • Ensures 6th form provision in each locality • No impact on current staff • No disruption for learners • Nearly all 6th form provision is supported by knowledgeable, engaged and professional Head Teachers and staff • 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) 	<ul style="list-style-type: none"> • Does not deliver against all elements of Learner Entitlement especially Welsh Medium and ALN • There is no strategic overview or co-ordination of provision and partnerships across the county and beyond to ensure equity for all learners • The financial model is unsustainable and in some instances is not delivering value for money • Some courses are unnecessarily duplicated across providers leading to inefficient use of the post-16 grant from WG • Limited collaboration which is informally arranged and not universal across all providers • Does not meet the requirements of the Strategy for Transforming Education in Powys 2020-2030 • The average retention rate between year 11 and year 12 is 49% with consequential loss of revenue funding to the authority
Opportunities	Threats

<ul style="list-style-type: none"> • Covid-19 has strengthened the collaborative relationship and appetite amongst Head Teachers leading to improved informal collaboration between providers • Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers • Year 12 pupil numbers were higher than projected for the September 2020 intake 	<ul style="list-style-type: none"> • 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 • Lack of a formally agreed approach to collaboration threatens the long-term sustainability of any informally agreed collaborative arrangements between 2+ providers • 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
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Joint Governance

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

<p>organisation in order to proceed with this option.</p>	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • 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 • Further extends an ethos of professional learning and collaborative working • Covid-19 has accelerated the roll-out and take-up of both E-Sgol and blended learning in and across providers • 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 • Presents the opportunity to enhance current provision by embedding learning through work experience with local businesses and partners • 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. • 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 	<ul style="list-style-type: none"> • 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 • There is relative uncertainty around funding for capital improvements

Independent Governance

Strengths	Weaknesses
<ul style="list-style-type: none"> • Some local ownership of 6th form provision is retained • Clear decision-making, prioritising Learner Entitlement on an authority-wide basis, especially for Welsh medium and ALN learners • Enhances the curriculum offer through a commissioning model especially for Welsh Medium and ALN • Maximises value for money through a single curriculum planning mechanism • The financial model is likely to be sustainable • Quality assurance delivered across the authority • 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 	<ul style="list-style-type: none"> • Partially meets some elements of the Learner Entitlement • Removes a level of local ownership of 6th form provision • Does not retain the familiar format and wellbeing support systems understood by pupils and parents • Only provides one point of quality assurance of curriculum provision • 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 • Lack of continuity of teaching from 11-16 and then 16+ • There would be a requirement to go to formal consultation (possibly for each of the secondary schools) to pursue this option • Significant one-off and on-going costs for the establishment of the post 16 provision and staffing recruitment
Opportunities	Threats
<ul style="list-style-type: none"> • Covid-19 has accelerated the roll-out and take-up of both E-sgol and blended learning in and across providers • 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 • 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 • The single entity may present a greater opportunity to attract capital investment than individual providers are able to achieve 	<ul style="list-style-type: none"> • 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 • The existing engagement and enthusiasm from current providers may be negatively impacted by this model • Significant level of change introduced requiring careful and considered change management and transition processes • Misunderstanding and uncertainty around the process and new model risks losing students from Powys schools at all ages as well as 6th form provision